EXPERIENCES OF SCHOOL HEALTH NURSES ON GUIDING ADOLESCENTS ON DECISION-MAKING ABOUT REPRODUCTIVE HEALTH IN OGUN STATE OF NIGERIA.

BY

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BACKGROUND TO THE STUDY

- Adolescence is a period of growth between 10 and 19 years
- A transitional period between childhood and adulthood
- Of the world 7.2 billion, adolescents constitute 1.2 billion (WHO, 2018)
- Almost 90% of this population of adolescents live in LMIC (Sawyer et al., 2012)
- Adolescents face serious threats to their lives and health in form of unwanted pregnancy, harmful practices, unsafe abortions, Reproductive Tract Infections (RTIs), STIs, HIV/AIDS, Gender-based violence, infertility, malnutrition.
Studies show that adolescents’ risky behaviours are a global phenomenon.

In Nigeria, about 1 in every 5 sexually active females, and 1 in every 12 sexually active males, have already engaged in sexual intercourse.

Risky sexual and reproductive behaviours are associated with young people, including adolescents.

These include: early start to sexual activity, multiple sex partners, low and inconsistent use of condoms, use of drugs and alcohol.
• A potential factor contributing to adolescent risk behaviour is the decision-making process that adolescent engage in when opportunities for risky behaviours arise (Wolff & Crockett, 2011)

• Unwise choices that lead to risky behaviour in the adolescent reproductive health tend to make their decision-making appear complex

• The National Policy on Adolescents and Young people in Nigeria emphasizes the provision of counselling and health services including school health services
- School nursing is an integral part of the school health service
- School has profound influence on adolescent reproductive health
- School is the second-most influential environment in the life of adolescents
- Sexual and reproductive health is one of the key areas of school nursing (Farrag & Hayter, 2014)
- School serves, arguably, the only place where adolescents receive accurate reproductive health information.
DECISION-MAKING

• It is process that chooses a preferred option or a course of action from among set of alternatives on the basis of certain criteria.

• Adolescent decision-making theory include:
  ➢ Sensation seeking model
  ➢ Problem behaviour theory
  ➢ Prototype willingness model
  ➢ Expected utility theory
METATHEORETICAL ASSUMPTIONS

• The epidemiological assumption is interpretivism/constructionism
• Knowledge is obtained through different means such as ethnography, phenomenology, and grounded theory
• Ontological assumption is relativism meaning reality is a function of subjectivities

THEORETICAL ASSUMPTIONS

- Work role performance theory
- Adult learning principles
- Experiential learning
RESEARCH METHODS

Research approach: Qualitative method

Features:

➢ Emphasizing process rather than outcome
➢ Meaning attached to phenomena is important
➢ Researcher is the primary instrument
➢ It is descriptive in nature as words are used to capture meaning and understanding
It is not about theory testing rather theory building.

Criticisms

- Findings not generalizable
- Outcome of the study is sometimes value laden
- Credibility challenges
Research Design: Intervention Design and Development (Rothmans & Thomas, 2013)

Facets of intervention research

- Knowledge development
- Knowledge utilization
- Design and development
PHASES OF INTERVENTION, DESIGN AND DEVELOPMENT

Rothmans and Thomas (2013) identified six phases. And these are:

- Problem analysis and project planning
- Information gathering and synthesis
- Design
- Early development and pilot testing
- Evaluation and advanced development
- Dissemination
For the purpose of this presentation, only phase one was used.

**Phase one:** Problem analysis and project planning

**Activities/operations involved:**
- Identifying and involving clients (School health nurses, school adolescents, school teachers and school health coordinator)
- Research setting (8 secondary schools (7 urban, 1 rural) in Ijebu Ode Local Government Area. The LG Area has 13.4 has the mean age of sexual debut)
- Identify the problem of the population (What are the experiences of school health nurses on guiding adolescents in their decision making on reproductive health?)
- Sample technique: Purposive sampling technique
- Study participants:
  - School health nurse 8
  - Secondary adolescent (12-17 years) 36
  - School teacher 5
  - School health coordinator 1
Data collection tool: Interview guide

Data collection methods: Semi-structured interview and Focus Group Discussions

Data collection procedure:
• The researcher trained two assistants
• Researcher had a training in questioning techniques
• Ethical approval was presented to the gatekeepers
• Purpose of the study was explained to the participants
• Their consent was exacted by filling the informed consent form
• Right to withdraw without any victimisation was provided
• Confidentiality and anonymity was guaranteed
• The school health nurses, school adolescents, school teachers were all interviewed at the research setting while school health coordinator was interviewed at a different location (Health Ministry).
• The interview session was audiotaped, and supplemented with field notes and observations

• Probing on interesting issues was carried out

• Group dynamics was managed
- Analysing identified concerns: Procedure for data analysis

  - Inductive content analysis was used

  - Data transcription

  - Coding process (Aurebach & Silverstein, 2003)
Stages of coding

- Making the text manageable
  - Explicitly state your research concerns and theoretical framework
  - Select the relevant text for further analysis. Do this by reading through your raw text with step 1 in mind
- Hearing what was said

- Record repeating ideas by grouping together related passages of relevant text

- Organise themes by grouping repeating ideas into coherent categories
RIGOUR IN QUALITATIVE RESEARCH
• Credibility (Internal validity)

• Transferability (External validity)

• Dependability (Reliability/repeatability)

• Confirmability (Objectivity)
RESULTS
Themes and sub-themes generated

- Theme 1: Skills and processes

  - Sub-theme: Lack of adequate guidance skills and understanding of processes for guiding adolescents in decision-making on reproductive health
Theme 2: Interpersonal communication

Sub-theme: Poor communication between school health nurses and adolescents
DISCUSSION

• Guidance aims at understanding one’s strengths, limits, and resources, achieving maximum development.

• The act uses certain information about an individual, and then harmonizes it with specific knowledge based on the expectations of the person (Borgen, 2002).

• School health nurses are expected to possess certain qualities. These may include awareness of self, sincerity, and a caring disposition, knowledge and ability to interface with others (Mwamwenda, 2004).
• Confidentiality is critical to adolescents in their health seeking behaviour about reproductive health services. A study among New Zealand secondary schools lends credence to this. The utilization of school health services was informed by the degree of confidentiality enjoyed by them (Buckley et.al. 2009).

• Adolescents will choose services where confidentiality can be guaranteed (Smith & Stepanov, 2014)

• Confidentiality was identified as a critical factor that attracts young people to young people to health services (Council, 2011).
REFERENCES


• Council, B.Y. 2011, "Our school nurse: Young people’s views on the role of the school nurse", United Kingdom.


THANK YOU