

**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 adolescents 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 (12-17years) 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).

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THANK YOU