

Effectiveness of Planned Teaching on Knowledge Regarding Menstrual Irregularities among Adolescent Girls in Selected Schools of Wardha District

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Abstract: A study to assess the effectiveness of planned teaching program on knowledge regarding selected menstrual irregularities among adolescent girls in selected schools of Wardha district was carried out for partial fulfillment of the requirement for the award of the degree of Bachelor of Nursing at Datta Meghe Institute Medical Science, Wardha. The objectives of the study were to assess the knowledge of adolescent girls regarding menstrual irregularities, to evaluate the effectiveness of planned and to associate the knowledge regarding menstrual irregularities with selected demographic variables. The study was based on evaluative research approach. The population was all the adolescent girls. The subjects consisted of 100 adolescent girls in selected schools of Wardha District. The inclusion criteria were: - a) girls available during data collection period. b) Girls were willing to participate in study. c) Adolescent girls of age between 13-18 years. d) Girls attending menarche. Exclusion criteria – Adolescent girls taking treatment for menstrual irregularities. Distribution of adolescent girls according to age of 1st menstrual period reveals that 32% of rural and 58% of urban adolescent girls had age of 1st menstrual period of 12-13 years, 32% of rural and 10% of urban had 13-14 years, 22% of rural and 2% of urban had 14-15 years and 14% of rural and 30% of urban adolescent girls had a & b respectively. 38% of rural and 36% of urban adolescent girls were vegetarian, 6% of rural and 12% of urban adolescent girls were non vegetarian, 40% of rural and 50% of urban adolescent girls had both and 16% of rural and 2% of urban adolescent girls had other than these. Distribution of adolescent girls according to their knowledge regarding menstrual irregularities reveals that 50% of rural and 76% of urban adolescent girls had know about menstrual irregularities. According to their source of information regarding menstrual irregularities shows that 6% of rural and 22% from urban area had information from media, 28% from rural and 10% from information from health workers and 60% from rural and 64% from urban area had information from family respectively. The finding show that the tabulated 't' value for n-1, i.e. 99 degrees of freedom was 1.98. The calculated value was 40.27 for knowledge regarding menstrual irregularities.

Keywords: Planned teaching, Menstrual irregularities, Adolescent girls

1. Introduction

The period of growth & developed conception to the end of the adolescence. The word extend thought the lifecycle, however the adolescence is derived from Latin word in which the principles changes occurs is from "adolescence" which means to growth into maturity. The normal menstruation cycle in adult women is between 21 & 35 days. In adolescence there is wider variations & cycles are normally between 21 & 45 days, menstrual symptoms occurring before bloating & ache are form premenstrual syndrome.

In the Turkish study, a total of 25% of adolescent age 15 to 19 complained of having either long or frequent period & spotting to the physician, with 10% then clinically diagnosed with abnormal uterine bleeding two and defined menorrhagia as blood loss & define menorrhagia as blood loss exceeding 80ml found a prevalence of 11% in the Philippines & 20% in china.⁶

A recent study which was conducted in Thirumati Sigappiachi nursing student hostel of Animalia University at Chidambaram, Tamil Nadu. The objectives of the study were to assess the common menstrual problem along adolescence girls sample size was 200 adolescence girls & the sampling techniques.⁷The overall finding the study show that the prevalence of the maturational problem among the study was 80%. Among all the menstrual problem, primary

dysmenorrheal was more prevent 136 & hypo menorrhea was least prevalent.⁸

The prevalence of dysmenorrhea was high among female adolescents (68.1 – 72.2). Pain mostly lasted for one to three days (56.6%), followed by less than 1 day (23.5%) and more than 4 days (14.9%), respectively. Several symptoms were observed including sweating, appetite loss, headache, distraction, nausea/vomiting, dizziness, diarrhea, and fainting. School performance was negatively affected by dysmenorrhea. The main visible adverse effects were an inability to focus on the courses, absentees from school, and missing exams. One third of the subjects had problems with their families, and they reflected their problems into family members. This situation also negatively affected their relationship with friends. Statistically significant correlations were observed between pain duration and severity, and school performance ($P < 0.0001$), relationship with their families ($P < 0.001$) and friends ($P < 0.0001$).¹³

2. Literature Survey

The study of Mohammad Poureslami (PhD), Farzaneh OsatiAshtiani (PhD) The aim of this study was to assess the level of knowledge, attitudes and behavior of female students, aged 15 to 17 years, with regard to dysmenorrhea and menstrual hygiene, in suburban districts of Tehran. Seventy-seven percent of the subjects claimed that they had adequate knowledge of dysmenorrhea. But only 32% of

these practiced personal hygiene, such as taking a bath, and used hygienic materials (i.e. sterile pads). About 33% of the subjects, avoided any physical activity or even mild exercise during menstrual period. Over 67% of the girls reported taking palliative medicine for their menstrual pain without consulting a doctor. Fifteen percent of the subject stated that dysmenorrhea had interfered with their daily life activities and caused them to be absent from school from between 1 to 7 days a month. The prevalence of dysmenorrhea in this study was 71%. The main conclusion derived in this study was the necessity of educating female students about personal hygiene associated with their menstrual period and to adopt a healthy behavior, which includes: appropriate nutrition, exercise and physical activity, personal hygiene, and appropriate use of medications based on a physician's prescription³¹

The aim of this article is to study the prevalence and the effect of menstrual disorders on daily routine among unmarried undergraduate medical students and their treatment-seeking behavior. Of 276 undergraduate girl students, 112 were sampled by stratified random sampling. All the consenting participants were given a pretested semistructured questionnaire to collect their responses by personal interviews. The data collected were analyzed. Premenstrual syndrome (67%) and dysmenorrhea (33%) were perceived by the study subjects as the most distressing problems associated with menstruation. The most common effect of menstrual problems on daily routine reported by the study subjects was in the form of prolonged resting hours (54%) followed by inability to study (50%). More than half (52%) of the subjects discussed their problems with their mother, and 60% of the study subjects were opted for allopathic treatment problems.³⁴

3. Problem Definition

“A study to assess the effectiveness of planned teaching on knowledge regarding menstrual irregularities among adolescent girls in selected schools of wardha district”

Objective of study

- 1) To assess the knowledge of adolescent girls regarding menstrual irregularities before planned teaching.
- 2) To assess the effectiveness of planned teaching on knowledge regarding menstrual irregularities among adolescent girls.
- 3) To compare the knowledge regarding menstrual irregularities among adolescent girls in rural and urban school.
- 4) To associate post test knowledge score on menstrual irregularities among adolescent girls with their demographic variables.

4. Material and methods

In the present study one group pretest post test research design was used. A pretest was administered by means of structural questionnaire depicted as O₁ and then self planned teaching given depicted as x. A post test was conducted using the same structured questionnaire depicted as O₂. The study design is depicted as under.

Pretest	Intervention	Post Test
Day 1	Day 1	Day 7
O ₁	X	O ₂

Descriptive evaluative approach is used in this study. This approach was selected because the aim of this research study was to evaluate the effectiveness of planned teaching programme on the knowledge regarding menstrual irregularities among adolescent girls of Wardha district. With this approach it would be possible to describe the knowledge of adolescent girls. The evaluative approach could help the investigation to evaluate the effect of the intervention that is “planned teaching programme” on the variable that is knowledge of the adolescent girls. The sampling technique used in the study was non probability convenient sampling. Tools used for data collection include two sections namely demographic variable and structured knowledge questionnaire.

5. Results

A structured questionnaire is used for data collection. The analysis was done with the help of descriptive and inferential statistics.

Sr. no.	Data analysis	Method	Remark
1.	Descriptive statistics	Mean, standard deviation, percentage.	Knowledge regarding menstrual irregularities.
2.	Inferential statistical statistics	Paired “t” test	Effectiveness of planned teaching programme
		Unpaired “t” test and one way ANOVA	Associate demographic variables with level of knowledge

The data was analyzed and is presented in the following sections:

Section A

This section deals with percentage wise distribution of adolescent girls in relation to knowledge regarding menstrual irregularities in rural school.

Section B

This section deals assessment with Distribution of adolescent girls with regards to pre-post test knowledge regarding menstrual irregularities in rural school.

Section C

This section deals with analysis of Distribution of adolescent girls with regards to pre-post test knowledge regarding menstrual irregularities in rural school.

Section D

This section deals with comparison of knowledge regarding menstrual irregularities among adolescent girls in rural and urban school.

Overall	Rural Area	Urban Area	t-value	p-value
Pre Test	9.66±2.63	8.98±2.57	1.30	0.19, NS
Post Test	18.52±2.35	18.22±2.72	0.58	0.55, NS

The overall pre test and post test mean knowledge scores of urban and rural area which reveals that pretest mean knowledge score of adolescent girls from rural area was higher 9.66 with SD of ± 2.63 when compared with urban area mean knowledge score value which was 8.98 with SD of ± 2.57 and mean post test knowledge score of adolescent girls from urban area was higher 18.52 with SD of ± 2.35 when compared with urban area mean knowledge score value which was 18.22 with a SD of ± 2.72 .

The statistical Student's unpaired t test implies that the difference in the pre test knowledge score ($t=1.30$, p -value=0.19) and post test knowledge score ($t=0.58$, p -value=0.55) among adolescent girls of rural and urban area found to be statistically insignificant at 0.05% level.

6. Discussion

Distribution of adolescent girls according to their educational status of mother reveals that 26% of rural and 16% of urban mothers had education upto primary school, 74% of rural and 68% of urban mothers were having education upto high school and 14% of urban women were graduates respectively. According to their monthly family income in Rs reveals that 42% of rural and 40% of urban adolescent girls had their monthly family income of 4000-6000 Rs, 36% of rural and 24% of urban adolescent girls had income between 8000-10000 Rs, 18% of rural and 34% of urban adolescent girls had income of more than 25000 Rs and 4% of rural and 2% of urban adolescent girls had income more than one lakh rupees respectively.

Distribution of adolescent girls according to age of 1st menstrual period reveals that 32% of rural and 58% of urban adolescent girls had age of 1st menstrual period of 12-13 years, 32% of rural and 10% of urban had 13-14 years, 22% of rural and 2% of urban had 14-15 years and 14% of rural and 30% of urban adolescent girls had 12-13 years and 13-14 years respectively.

38% of rural and 36% of urban adolescent girls were vegetarian, 6% of rural and 12% of urban adolescent girls were non vegetarian, 40% of rural and 50% of urban adolescent girls had both and 16% of rural and 2% of urban adolescent girls had other than these.

Distribution of adolescent girls to know about menstrual irregularities reveals that 50% of rural and 76% of urban adolescent girls had knowledge about menstrual irregularities.

According to their source of information regarding menstrual irregularities shows that 6% of rural and 22% from urban area had information from media, 28% from rural and 10% from urban area had information from health workers and 60% from rural and 64% from urban area had information from family respectively.

7. Conclusion

After the detailed analysis, this study leads to the following conclusion: The adolescent girls do not have **100%** knowledge regarding menstrual irregularities there was a significant increase in the knowledge of subjects after planned teaching programme. To find the effectiveness of planned teaching programme students 't' test was applied and t value was calculated, post test score was significantly higher at 0.05 level than that of pre – test score. Thus, it was concluded that planned teaching programme on selected menstrual irregularities was found effective as a teaching strategy. Demographic variables did not show a major role in influencing the pre test and post test knowledge scores among adolescent girls. Hence based on the above cited findings, it was concluded undoubtedly that the planned teaching with good explanation helped the adolescents girls to improve their knowledge and clarify doubts regarding menstrual irregularities

8. Future Scope

The findings of the study have implication for nursing practices, nursing education, nursing administration and nursing research.

Nursing Administration

- Safe adulthood being a major concern of medical health care facilities, a programme at school level health reproductive life can be planned and implemented countrywide to prevent the occurrence of, adolescent health problems and maternal mortality due to lack of knowledge.

Nursing Education

- The nursing student can develop an insight regarding menstrual irregularities and implement the knowledge the same while dealing with clients in various settings.
- The student nurse can use knowledge about menstrual irregularities to aware adolescents girls and help to reduce health problems related to menstrual cycle.

Nursing Research

- The nurse researchers can use the findings of the study as baseline data to conduct further interventional research to identify the level of knowledge and to determine the association of other demographic variables as any family history of menstrual irregularities, total female members in the family etc. of the subjects and to identify the effects of any variables on knowledge of menstrual irregularities.

Nursing Practice

- The health care professional including nurses will be more vigilant and tact full in order to identify menstrual irregularities that may alter their physical, social life and well being significantly.
- Community outreach services including health education related to menstrual cycle and menstrual irregularity can be planned and implemented and improved.

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