ISSN Print: 2581-8546 ISSN Online: 2582-2934

Original Article

A Study to Assess the Effectiveness of Structured Teaching Program on Knowledge Regarding Menstrual Problems and Their Management among Adolescent Girls in Selected School, Jaipur, Rajasthan

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Abstract

Introduction : The health problems of adolescents are very special. Adolescent is a time when there is sudden transformation in the body and many questions arises in the mind of the adolescent's. Firstly they are not able to cope with the changes and secondly the changes bring along problems with them. The most challenging problems among adolescent girls are related to menses. Menstrual conditions are many that may require physician`s attention and their management are very helpful for adolescent girls physical and mental development.

Methodology : Pre-experimental one group pre-test post-test design used in this study. Purposive sampling technique was used to select the samples. 60 adolescent girls were included in this study. The data was collected and organized for data analysis.

Results : Overall knowledge of adolescent girls regarding menstrual problems and their management shows that was 14.74 with mean score knowledge, mean percentage was 49.13% and standard deviation was 3.047.It showed that adolescent girls had average knowledge regarding menstrual problems and their management.There is a significant association between the knowledge scores and these variables at the 0.05 level of significance.

Conclusions : The level of knowledge of adolescent girls regarding menstrual problem and their management 65%(39) had good knowledge while 35%(21)of them had average knowledge about the topic, and none were found to be poor in knowledge

Keywords : knowledge; menstrual problems; adolescent girls; structured teaching program

How to cite this article : Sharma M. A study to assess the effectiveness of structured teaching program on knowledge regarding menstrual problems and their management among adolescent girls in selected school, Jaipur, Rajasthan. Glob. Nurs. J. India 2023; 6:II: 527-530.

Submitted : 29/07/2023, Accepted; 23/08/2023, Published: 04/09/2023

Introduction

Adolescent stage is very important in the life of a girl, because in this stage physical, sexual and psychological maturity take place. The major landmark of puberty for females is menarche. The age of menarche is influenced by heredity, but in girls diet and lifestyle contribute as well. The timing of puberty can have important psychological and social consequences.[1]

DOI:10.46376/GNJI/6.II.2023.527-530

The health problems of adolescents are very special. Adolescent is a time when there is sudden transformation in the body and many questions arise in the mind of the adolescent's. Firstly they are not able to cope with the changes and secondly the changes bring along problems with them. The most challenging problems among adolescent girls are related to menses. Menstrual conditions are many that may require physician`s attention or any others healthcare professionals attention. The most common of menstrual problems such as dysmenorrhea, premenstrual syndrome and Menorrhagia are particularly common in adolescent girls.[2]

75% of adolescent girls are reported to have menstrual dysfunction like Delayed, irregular, painful, and heavy menstrual bleeding are common occurrence among younger age and Are the leading reasons for physician office visited by adolescents.[3]

Dysmenorrhea can feature different kinds of pain, including sharp throbbing, dull, nauseating, burning or shooting pain. Dysmenorrhea may precede menstruation by several days or may accompany it, and it usually subsides as menstruation tapers off. Dysmenorrhea may co-exist with excessively heavy blood loss known as menorrhagia.[4]

Premenstrual syndrome refers to a wide range of physical or emotional symptoms that typically occur about 5 to 11 days before a woman starts her monthly menstrual cycle. The symptoms usually stops when menstruation begins or shortly thereafter. Premenstrual syndrome is a set of physical, behavioral or emotional symptoms. The common psychological symptoms include confusion, difficulty in concentration, fatigue of tension, anxiety, forgetfulness, irritable, hostile. The common physical symptoms include, abdominal fullness, bloating of abdomen, Headache, less tolerance for noises and lights, and clumsiness.[5]

The WHO estimates that 18 million women are affected by menorrhagia and that it can have a negative influence on the physical, mental and social health of affected women. Menorrhagia is defined as a blood loss more than 80ml or menses that are longer than 7 days.[6]

Heavy, irregular menstrual bleeding is a frequent complaint in adolescent girls. The prevalence of menorrhagia in adolescent populations with bleeding disorders varies between 14-48%.[7]

General management of dysmenorrhea includes improvement of general health and simple psychotherapy in terms of explanation and assurance. Usual activities including sports are to be continued during menses, bowel should be kept empty; mild analgesics and antispasmodics may be prescribed.[8]

Premenstrual syndrome symptoms may be relieved by leading a healthy life style like, reduction of caffeine, sugar, and sodium intake and increase of fiber and adequate rest and sleep. Dietary intervention studies indicate that calcium supplementation may be useful, also vitamin E, vitamin B6, magnesium, etc.[9]

Menorrhagia, at all stages of life, severely affects the quality of life. The common treatment modalities which are available for this age group include anti-fibrinolytic agents, hormonal therapy, blood and blood products and the use of iron and folic acid supplements.[10]

Need of the objectives

1. To assess the pretest knowledge score of adolescent girls regarding menstrual problems and their management by using structured knowledge questionnaire.
2. To determine the effectiveness of structured teaching program in terms of gain in post-test knowledge scores regarding menstrual problem and their management.
3. To find the association between pretest knowledge score with selected demographic variables.

Methodology

Research approach : Evaluative research approach.

Research design : Pre-experimental one group pre-test post-test design used in this study.

Population : Adolescent girls

Sample : adolescent girls aged between 14-16 years.

Sample size : 60

Sampling Techniques : Purposive sampling technique was used to select the samples

Setting of the study : Gayatri Public Senior Secondary School, Jaipur, Rajasthan.

Results

Assessment of knowledge of students regarding menstrual problems and their management in selected schools, Jaipur

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N=60

Table no.1.shows Mean, mean% and standard deviation of post-test knowledge scores. N=60

S. No.	Area	Maximum Score	Mean Score	Mean %	S.D.
1	Introduction of menstruation	8	6.8	85%	0.6
2	Dysmenorrhoea And Its Management	8	6.6	82.5%	0.9
3	Premenstrual Syndrome And Its Management	7	4.8	68.5%	0.6
4	Menorrhgia And Its Management	7	5.5	78.5%	0.9
	Over all	**30**	**23.7**	**79%**	**3.2**

Table no.1 depicted area wise mean, mean %, standard deviation and overall score in post- test knowledge scores of students in first section which involves comprising of four sections on menstrual problems and their management, the first section: involves Introduction of menstruation that maximum score allotted for this section was 8 and mean score, mean% and SD were consequently 6.8, 85%, 0.687.In section 2: Dysmenorrhea and its management maximum score was 8 and mean score, mean%, and SD were 6.6 , 82.5%, 0.927 respectively. Section 3: premenstrual syndrome with maximum score of 7, the mean score, mean% and SD were consequently 4.8, 68.57% , 0.687. Section 4: menorrhagia and its management with maximum score of 7, mean, mean% and SD were 5.5, 78.57%, 0.957 respectively.

Finally overall maximum score was of 30 and overall mean score, mean%, and SD were 23.7, 79%, and 3.258 consequently.

Conclusions

The main aim of the study was to assess the effectiveness of structured teaching program on knowledge regarding menstrual problems and their management among adolescent girls in selected schools at Jaipur, Rajasthan. Teaching was given through the STP which included introduction of menstruation, list down the menstrual problems, dysmenorrhea and its management, premenstrual syndrome and its management, menorrhagia and its management. This helped the student to gain knowledge in menstrual problems and their management.

The following conclusions were drawn on the basis of the findings of the study:

- The pre-test knowledge scores among most of the students were poor and average.
- The introduction of the STP among the students helped them to learn more about menstrual problems and their management, which was evident, in the post-test knowledge scores.
- The STP proved its validity as one of the effective teaching method of information transmission. It was well appreciated and accepted by the teachers.
- The chances for the better practice in menstrual problems and their management could be anticipated.
- The study paved the path to find a variety of other information on menstrual problems and their management.

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