Lifestyle modification in premenstrual syndrome

Mr. Pandit Sharad Bhusaheb,
M.Sc. Nursing (Obs. & Gyn. Nsg.),
Tutor, Institute Of Nursing Education,
Sir. J. J. Gr. of Hospital, Byculla, Mumbai.
cognizant.sp@gmail.com

Introduction

All living things reproduce. Reproduction is the process by which organisms make more organisms like themselves. It is one of the things that set living things apart from nonliving matter.

Menstrual cycles are a key driver of reproductive events in women, which is a physiological process and associated with the ability to reproduce. In the past twenty years premenstrual syndrome (PMS) has emerged as a well-recognized phenomenon for which effective treatments are available. Unfortunately, because of the widespread public awareness of adverse premenstrual experiences, most women mistakenly believe that they have PMS. Nurse helps the women & family by educating about PMS to relief from symptoms.

Background

Few studies have been reported in relation to PMS experience in Chinese women of any age. PMS has been studied in a group of 153 secondary school students in Hong Kong, where the prevalence rate was 19%. In adults, 92% of the Chinese women were found to experience some PMS symptoms as compared with approximately 40% in Moos’s study of English-speaking women. Fatigue was found to be the most prevalence physical symptoms and pain also featured highly in study. (Chau and Chang et.al.)

Study was conducted to investigate the frequency and severity of this syndrome and its associated signs and symptoms. out of 500 students 255 (about 50%) completed and returned the premenstrual daily symptom diary forms .Out of the 255 students 200 (78.43%) were suffering from some degree of PMS (62% mild, 36% moderate, and 2% severe). Mood symptoms in 24% and the behavioral symptoms in 3% of them can be considered to be severe. There were significant positive relationship between behavioral symptoms and physical and mood symptoms. Therefore, health professionals should notice mood and behavioral as well as physical symptoms and signs of PMS and provide them with an appropriate consultation or medical intervention if necessary. (Zohre Mahmoodi et.al)

An observational study was conducted at Peshawar by convenient sampling on 384 young girls. The frequency of premenstrual syndrome was 53% according to ICD-10 criteria, among which 42% was mild, 18.2% moderate and 31.7% severe. A total of 64 girls (18.2%) met the DSM-IV criteria for severe PMS. Doctors should adopt comprehensive measures to reduce its incidence and improve the quality of life in the affected girls. (Tabassum S, Afridi B et.al.)

Community based study was cross sectional study at Ratnagiri District. The study reveals the
mean age of the study subjects was calculated to be 16.9 years. Most (77.6) of the subjects were students followed by school dropout (22.4). As far as problems related to menstruation cycle were concerned Dysmenorrhea (44.2%), Irregular menses 16.9%, Irritation-21.7%, Malaise – 9.5%, Headache-14.2, chest pain-8.2%, abdominal bloating 20.3%, constipation-11.3%, tightness in chest 10.6% were symptoms of PMS. Majority of the study subjects, i.e. more than three fourth of the adolescent girls were suffering from menstrual related problems which leads to reproductive morbidities. To achieve optimum health and development of the adolescent segment of the population, there is need to introduce a comprehensive Adolescent Health Initiative (AHI) at block level. (Patil S N, Wasnik et al)

Very few studies were done on Knowledge and attitude about the Premenstrual Syndrome in India. Moreover, there were no educational programmes about Premenstrual Syndrome for women, which highly affect the quality of life. Students are the promising group to country’s development. Therefore the investigator felt a strong need to take up this study with simple measures like educational module on premenstrual syndrome, which will help the women to prevent PMS and will improve the quality of life of women in the age group 18 to 30 yrs., where the prevalence of PMS is high. In view of this, investigator has decided to take this topic for study.

**Problem Statement**

‘A study to assess the effectiveness of self instructional module on knowledge & attitude regarding lifestyle modification in premenstrual syndrome among students in selected college of urban area.’

**Objectives**

1. To describe the basic characteristics of the samples.
2. To assess the existing knowledge & attitude regarding lifestyle modification in premenstrual syndrome in experimental & control group.
3. To develop & evaluate the effectiveness of self instructional module on knowledge & attitude regarding lifestyle modification in premenstrual syndrome.
4. To compare the knowledge & attitude regarding premenstrual syndrome in experimental group & control group.
5. To associate knowledge & attitude regarding lifestyle modification in premenstrual syndrome with the selected demographic attributes.

**Methodology:**

Descriptive evaluative study approach. Pre test post test with control group, Quasi experimental research design is used in this study. Probability, simple random sampling method, 100 samples, 50 in each (Control & Experimental) group. The study is conducted in selected colleges from urban area, situated in one of the metropolitan city Mumbai, Maharashtra, India. Self-instructional module developed and distributed among students.

**Results**

The demographic data 50% of the samples were 19 years of age, highest percentages 42% of samples have second birth order. 24% of samples get source of information from family member and the highest percentage (98%) of samples had experience of PMS.
In present study the Age of Menarche shows highest (48%) of samples had in the year of 13 in control group and (38%) in experimental group. (98%) of samples had experience of PMS in control group and (96%) in experimental group experience the PMS symptoms. The majority of different premenstrual syndrome (PMS) symptoms experience by the students are acne/pimple (22% & 48%), abdominal bloating (96% & 96%), food craving (28% & 34%), poor concentration (20% & 52%), headache (94% & 92%), fullness in breast (52% & 52%) in control group and experimental group respectively. In relation to knowledge and attitude score of lifestyle modification in premenstrual syndrome before and after self Instructional Module, there was significant difference between pre test and post test knowledge score which was evident by t-value is 7.26 in p-value is 0.02 which is less than 0.05 in control group and in experimental group t-value is 97.13 in p-value is P<0.0001 which is less than 0.05.
### Table: Pre and Post Test mean knowledge and Attitude score regarding Lifestyle modification in Premenstrual Syndrome  

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Variable</th>
<th>Group</th>
<th>Pre-Test</th>
<th>Post Test</th>
<th>t value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
</tr>
<tr>
<td>1.</td>
<td>Knowledge</td>
<td>Control</td>
<td>7.32</td>
<td>1.15</td>
<td>7.74</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Experimental</td>
<td>6.12</td>
<td>1.42</td>
<td>19.38</td>
</tr>
<tr>
<td>2.</td>
<td>Variable</td>
<td>Group</td>
<td>f</td>
<td>%</td>
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</tr>
<tr>
<td>3.</td>
<td>Attitude</td>
<td>Control</td>
<td>Positive</td>
<td>40</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Negative</td>
<td>10</td>
<td>20</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Experimental</td>
<td>Positive</td>
<td>37</td>
<td>74</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Negative</td>
<td>13</td>
<td>26</td>
<td>50</td>
</tr>
</tbody>
</table>

*Significant at 0.05 level

Table depicts that the pre test mean score for knowledge in control group was 7.32 and the post test was 7.74 and in experimental group it was 6.12 and 19.38 respectively regarding Lifestyle modification in Premenstrual Syndrome. For attitude in control group pre test score was, 80% had positive attitude in control group and 74% in experimental group and post test it raised to 82% in control group and 100% in experimental group.

The statistical paired ‘t’ test indicates that the enhancement of mean knowledge score was found to be significant (p<0.05) revealing the effectiveness of self instructional module in experimental group. The statistical paired ‘z’ test indicates that the enhancement of attitude score was found to be significant (p<0.05) revealing the effectiveness of self instructional module in experimental group.

![Fig.: A scatter diagram showing, correlation of knowledge and attitude score](image-url)
The statistical analysis and interpretation of data show that there is positive correlation and a marked relationship between knowledge and attitude of college students. This means with increase in knowledge, there is improvement in attitude.

**Conclusion:**
This study shows that Self instructional module was an effective teaching strategy in increasing the knowledge and attitude of students. There is positive correlation and a marked relationship between knowledge and attitude of college students. This means with increase in knowledge with there is improvement in attitude.

**References**


