‘Effectiveness of planned teaching programme on knowledge of menstrual irregularity among adolescent girls.’

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INTRODUCTION
Menstrual irregularities are a common problem in adolescents especially within the first two to three years after menarche. Menstrual irregularities are often the source of anxiety for the patients and the families. Menstrual disorders in college students have been reported as higher than in the general population. Several reasons, among them calorie-restricted diets, strenuous exercise, and college-related stress, have been attributed to this increased prevalence.

It is important to be able to educate young females and their parents regarding what to expect of a first period and about the range for normal cycle length of subsequent menses and to differentiate between normal and abnormal menstruation. Girls who have been educated about early menstrual patterns will experience less anxiety as development progresses.

PROBLEM STATEMENT
‘A study to assess the effectiveness of planned teaching programme on knowledge of menstrual irregularity among adolescent girls in a selected school at Bangalore.’

OBJECTIVES
1. To assess the pre-test knowledge on menstrual irregularity among adolescent girls in selected school.
2. To evaluate the effectiveness of structured teaching programme on menstrual irregularity among adolescent girls in a selected school.
3. To find out the association between the pre-test knowledge score and selected demographic variable.

HYPOTHESIS
H1. The mean post-test knowledge score of the adolescent girls will be significantly higher than their mean pre-test knowledge score.
H2. There will be a significant association between level of pre-test knowledge on menstrual irregularity and demographic characteristics of adolescent girls.

METHODOLOGY
An evaluatory approach of Quasi experimental (one group pre-test and post test) design was used. The independent variable was planned teaching and the dependent variable was knowledge of adolescent girls regarding menstrual irregularity in a selected school. Simple random sampling technique used to select 60 adolescent girls.
REVIEW OF LITERATURE

The extensive review of literature has been done and it is organized according to the following headings:
1. General menstrual character and Common menstrual disorder
2. Various aspects of menstrual irregularity
3. Complications and other associated problems of menstrual irregularity
4. Knowledge on menstrual irregularity and effectiveness of teaching program

DATA COLLECTION TOOL

The tool used for this study consists of two sections,

**Section – I: Demographic Variables and Section – II:**

- The questionnaire consist of 40 items which distributed in three aspects,
  - Aspect A : General information on menstruation.
  - Aspect B : Menstrual irregularity types and features.
  - Aspect C : Management of menstrual irregularity.

METHOD OF DATA COLLECTION

The sample consist of 60 adolescent girls those were attended the menarche. Assessed the knowledge of menstrual irregularity in adolescent girls by used a structured questionnaire. On the same day the investigator has given a planned teaching program to the adolescent girls regarding menstrual irregularity. Then after three days the investigator personally assessed the knowledge of adolescent girls regarding menstrual irregularity by used the same structured questionnaire.

RESULT

Demographic data
- Majority of adolescent girls 21(35%) were in the age group of 12-13 years
- In relation to the religion 37(61.6%) belong to Hindu;
- Majority of adolescent girls 23(38.4%) were studying in Higher Secondary;
- Majority of adolescent girls family Monthly income 20(33.3%)
- Majority of adolescent girls 32(53.3%) were belongs to a joint family;
- Majority of adolescent girls 22 (36.8%) were receiving the information from parents;
- Majority of adolescent girls 19(31.8%) of the respondent’s mother education is high school
- Majority of adolescent girls 24(40%)them have one elder sister;

With regard to the pre-test knowledge score 52(87%) of respondent have inadequate knowledge and eight (13%) have moderate knowledge regarding menstrual irregularity. It was inferred that majority of adolescent girls in selected school have inadequate knowledge regarding menstrual irregularity. The mean knowledge score in the pre-test phase was 9.37 with the SD of 5.54 and the mean percentage was 23.42%.and in the post-test phase the mean knowledge score was 32.25 with the SD 2.62 and the mean percentage was 80.62%. The values shows the study subjects gained excellent knowledge with the enhancement of 28.88 in mean 2.62 in SD and 57.2% in mean percentage regarding menstrual irregularity among adolescent girls.

<table>
<thead>
<tr>
<th>Level of knowledge</th>
<th>Pre test No.</th>
<th>%</th>
<th>Post test No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate (&lt;50%)</td>
<td>52</td>
<td>87.0</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Moderate (50-75%)</td>
<td>8</td>
<td>13.0</td>
<td>13</td>
<td>21.7</td>
</tr>
<tr>
<td>Adequate (&gt; 75%)</td>
<td>-</td>
<td>-</td>
<td>47</td>
<td>78.3</td>
</tr>
</tbody>
</table>
Percentage distribution of knowledge aspects wise Mean, SD and Mean% of post-test knowledge regarding menstrual irregularity among adolescent girls

The obtained Z value was 23.26 in general information of menstruation, 22.92 in menstruation irregularity types and features, finally 21.12 in management of menstruation irregularity. And the overall Z value was 28.55 with 0.05 level of significance in all aspects. In demographic factors like Age ($\chi^2=8.19$), Educational status ($\chi^2=9.69$), Type of family ($\chi^2=4.33$), Source of information ($\chi^2=10.83$), Number of elder sister ($\chi^2=11.03$), the test statistic > table value with Significant at 0.05 level and in Religion ($\chi^2=1.37$), Family monthly income ($\chi^2=6.21$), Education of the mother ($\chi^2=4.41$), the test statistic < table value

### RECOMMENDATIONS

Based on the findings of the study the following recommendations are made:

- Study can be replicated using a large number of samples to make it more reliable
- The study can be done comparing adolescent girls from different areas of the community.
- A comparative study can be done between students from urban and rural population
- Similar studies can be conducted by using control and experimental group

### REFFERENCES