



A study to assess the effectiveness of structured teaching programme on knowledge regarding dysmenorrhoea and menstrual hygiene among 2nd BSC nursing students in a selected College of Nursing at Mangalore

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Abstract

Dysmenorrhoea

Severe cramps that may interfere with your daily life. Other symptoms may include headaches, nausea, vomiting, diarrhea, dizziness, leg or back pain, and fatigue.

Menstrual hygiene

Menstrual health and hygiene, is the practice of managing menstruation safely and hygienically. It includes having access to menstrual products, soap, water, and safe disposal facilities, as well as having privacy to change materials. It also includes education about menstruation.

Here are some tips for menstrual hygiene:

- Wash your hands
- Dispose of products properly
- Change products regularly
- Use fragrance-free products

Objectives: To assess the effectiveness of planned teaching Programme on knowledge regarding Dysmenorrhoea And Menstrual hygiene among Bsc nursing students in terms of gain in post test level of knowledge score. To find out the effectiveness of planned teaching Programme on knowledge regarding Dysmenorrhoea And Menstrual hygiene among Bsc nursing students in terms of gain in post test level of knowledge score.

Methodology: A pre experimental one group pre-test post-test design was used for study. The sample consisted of 80 Bsc students were selected by using simple random sampling from a selected college of nursing, Mangalore. Structured knowledge questionnaire was used and the data was analyzed using descriptive and inferential statistics.

Results : Findings of the study revealed that the mean percentage (662%) of post-test knowledge score was higher than mean percentage (45.3%) of pre-test knowledge score. The findings of the study showed that majority of the students (766%) had average knowledge score in pre-test compared to post-test knowledge score.

Conclusion: Study can be included about queries related to factors to improve menstrual hygiene and the measures to reduce dysmenorrhoea.

Before bringing the study to close the investigations expresses deep satisfaction and fulfilling for having undertaken it. The study has been enriching, extremely fruitful and rewarding. The constant support and guidance of one guide and other experts made it possible to complete the study.

Keywords: Effectiveness, knowledge level, students, planned teaching programme

Introduction

Menstruation

Menstruation is the visible manifestation of cyclic physiologic uterine bleeding due to shedding of the endometrium following invisible interplay of hormones mainly through hypothalamus-pituitary- ovarian axis. For the menstruation to occur, the axis must be actively coordinated, endometrium must be responsive to the ovarian hormones (estrogen and progesterone) and the outflow tract must be patent. The development and maturation of a follicle, ovulation and formation of corpus luteum and its degeneration constitute an ovarian cycle. All these events occur within 4 weeks.

Ovulation

The dominant follicle, shortly before ovulation reaches the surface of the ovary. The cumulus becomes detached from the wall, so that the ovum with the surrounding cells (corona radiata) floats freely in the liquor folliculi. The oocyte completes the first meiotic division with extrusion of the first polar body which is pushed to the perivitelline space.

The follicular wall near the ovarian surface becomes thinner. The stigma develops as a conical projection which penetrates the outer surface layer of the ovary and persists for a while (30-120 seconds) as a thin membrane. The cumulus escapes out of the follicle by a slow oozing process, taking about 60-120 seconds along with varying amount of follicular fluid. The stigma is soon closed by a plug of plasma.

Dysmenorrhoea

Severe cramps that may interfere with your daily life. Other symptoms may include headaches, nausea, vomiting, diarrhea, dizziness, leg or back pain, and fatigue.

Menstrual hygiene

Menstrual health and hygiene, is the practice of managing menstruation safely and hygienically. It includes having access to menstrual products, soap, water, and safe disposal facilities, as well as having privacy to change materials. It also includes education about menstruation.

Objective

- To assess the pre-test and post- test level of knowledge score regarding Dysmenorrhoea and Menstrual hygiene among 2 nd B.Sc nursing students using structured knowledge questionnaire.
- To find out the effectiveness of planned teaching Programme on knowledge regarding Dysmenorrhoea And Menstrual hygiene among 2 nd B.Sc nursing students in terms of gain in post test level of knowledge score.

Methodology

A pre experimental one group pre-test post-test design was used for study. The sample consisted of 80 B.Sc nursing students selected by simple random sampling. Pre test was done using a structured knowledge questionnaire on day one, and after that PTP was administered to the students and on the 7 th day post test was conducted with the same questionnaire. The collected data was analyzed by using descriptive and inferential statistics.

Results

The data are organized and presented in following headings:

Section 1: knowledge level of the students regarding menstrual hygiene and Dysmenorrhoea.

Section 2: The effectiveness of planned teaching programs to gain means post test knowledge score.

The analyzed data has been organized and presented in the following sections.

Section A: Baseline characteristics.

Section B: To analyze the association between knowledge on menstrual hygiene and dysmenorrhoea with selected baseline characteristics.

Section C: Association between selected baseline characteristics and knowledge of menstrual hygiene and dysmenorrhoea.

Section-A

Table 1: Frequency and distribution of the subjects according to baseline characteristics

Sl no	Variables	Frequency	Percentage
1.	Age		
	a. 17-19 years	19	95%
	a. 20-22 years	1	5%
	b. Above 22 years	0	0%
2.	Educational qualification		
	a. PUC	18	90%
	b. Degree	2	10%
	c. Any other	0	0%
3.	Age of onset of menstruation		
	a. 10-12 years	2	10%
	b. 12-14 years	18	90%
	c. Above 14 years	2	10%
4.	The source of information		
	a. Parents	15	75%
	b. Teachers	4	20%
	c. Peer group	1	5%
	d. Mass media	0	0%

Majority of the subjects (95%) were within the age group of 17-19 years and 5% between the age group of 20-22 years. The data is also shown in the form of a bar diagram.

Menstrual hygiene

Table 2: Range, mean, mean percentage, SD and mean percentage gain in knowledge score

Sl no	Grading	Range of score	Frequency	Percentage
1.	Good	8-12	14	70%
2.	Average	5-8	6	30%
3.	Poor	0-4	0	0%

Dysmenorrhoea

Sl no	Grading	Range of score	Frequency	Percentage
1.	Good	6-8	8	40%
2.	Average	4-6	12	60%
3.	Poor	0-3	0	0%

Total score = 20
 Menstrual hygiene = 12
 Dysmenorrhoea = 8

Majority of students (70%) were having good knowledge and 30% were having average knowledge on menstrual hygiene. Majority of students (60%) were having average knowledge and 40% were having good knowledge on dysmenorrhoea. None of the students were having poor knowledge in menstrual hygiene and dysmenorrhoea.

Table 3: Range, mean, median & standard Deviation of knowledge scores of menstrual hygiene

	Range	Mean	Median	Standard deviation
Menstrual hygiene	8-12	16	9.5	4.7
Dysmenorrhoea	4-8	15.5	6	3.05

Maximum score
 Menstrual hygiene – 12
 Dysmenorrhoea =8
 Mean percentage
 Menstrual hygiene= 133.3%
 Dysmenorrhoea =193.75%
 The knowledge level of the student was good

Data in the TABLE 3 shows that the knowledge score range of menstrual hygiene is 8 – 12, the dysmenorrhoea is 4-8. The mean knowledge score is 16 with a standard deviation is 4.7 and the median of the knowledge score 9.5. In dysmenorrhoea the mean knowledge score is 15.5 with a standard deviation of 3.01 and mean of knowledge score is 6.

Section C

Association between selected baseline characteristics and knowledge of menstrual hygiene and dysmenorrhoea amongst adolescent girls between 17-22 years

In order to explore the association between the knowledge of adolescent girls between 17-22years regarding menstrual hygiene and selected baseline variables such as age, educational qualification, age of menarche, source of information of menstruation.

There is significant association between knowledge score of subject and selected baseline characteristics like age, educational qualification, age of menarche, source of information of menstruation.

Discussion

The present study, the findings have showed that structured teaching Programme was effective in improving the knowledge of students regarding Assisted Reproductive Techniques the mean post-test knowledge score 19.86 was higher than mean pre-test knowledge score 13.6. The mean percentage of post-test knowledge score was 66.2% higher than the main percentage of the pre- test knowledge score 45.3%. rest

The findings of the present study showed that a significant increase in post-test knowledge scores and the computed 't' value was 8.12 and (129 -2.05, p <0.05). Which is suggesting that structured teaching programme was effective in improving the knowledge scores of the student nurses. The findings were statistically significant at 0.05 level.

Conclusion

Study can be included about queries related to factors to improve menstrual hygiene and the measures to reduce dysmenorrhoea.

Before bringing the study to close the investigations expresses deep satisfaction and fulfilling for having undertaken it. The study has been enriching, extremely fruitful and rewarding. The constant support and guidance of one guide and other experts made it possible to complete the study.

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