

# A Study to Evaluating the Impact of Structured Teaching Programme on Dysmenorrhea Knowledge among B.Ed. Female Students of T.D.S.M. B.Ed College at Alwar

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**Abstract:** ***Aim:** The study aims to evaluate the effectiveness of structured teaching program STP on knowledge of dysmenorrheal among B.Ed. female students of T.D.S.M. B.ED. College, at Alwar. **Methodology:** A pre experimental one group pretest, post test research design was adopted, involving 60 students, selected using a random sampling method. **Objectives of the study:** To assess the pre-test knowledge, To assess the post-test knowledge. To compare the pre-test & post-test knowledge and To determine the associations of post-test knowledge regarding dysmenorrheal among B.Ed. female students of T.D.S.M. B.ED. college at Alwar with their selected socio demographic variables. **Result:** In pre test 90% of B.Ed. female students had inadequate knowledge regarding dysmenorrhea. The overall knowledge score mean percentage was 6.68% in pre test and post test mean percentage was 24.88%. S.D. pretest 5.13 & posttest 3.22. Chi- square analysis indicated that there was no significant association between post test knowledge scores and Age, religion, marital status, type of diet, residential area, type of family, age at menarche, duration of menarche, at  $p > 0.02$ .*

**Keywords:** STP Structured Teaching Programme, Dysmenorrhea T.D.S.M: Thakur Durgpal Memorial college, B.Ed students, knowledge assessment, Menstrual health

## 1. Introduction

Adolescence is a transition period from childhood to adulthood and is characterized by a spurt in physical, endocrinal, emotional, and mental growth, with a change from complete dependence to relative independence. The period of adolescence for a girl is a period of physical and psychological preparation for safe motherhood. As the direct reproducers of future generations, the health of adolescent girls influences not only their own health, but also the health of the future population. Almost a quarter of India's population comprises of girls below 20 years. One of the major physiological changes that take place in adolescent girls is the onset of menarche, which is often associated with problems of irregular menstruation, excessive bleeding, and dysmenorrhea.

Dysmenorrhea is a Gynecological medical condition characterized by severe uterine pain during menstruation. Most women being having dysmenorrheal during adolescence usually within four to five years of the first menstrual period. Painful period become less common as woman age.<sup>[3]</sup>

Dysmenorrhoea is one of the common problems experienced by many adolescents girls. There are two types of dysmenorrhoea, primary and secondary. The primary dysmenorrhoea is a periodic pain and cramps. It may last for 1-3 days of periods, when the chemical messenger called prostaglandin peak. Secondary dysmenorrhoea is a cramps caused by medical problems. Primary dysmenorrheal usually begins in adolescence after the establishment of ovulatory cycles. Primary dysmenorrheal is caused by myometrium activity resulting in uterine

ischemia causing pain. This myometrium activity is modulated and augmented by prostaglandin synthesis. Uterine contractions can last many minutes and may produce uterine pressures greater than 60 mmHg. Multiple other factors may play a role in the perception and the severity of the pain.<sup>[5]</sup>

Secondary dysmenorrhea means pelvic pain caused by (secondary to) a disorder or disease. Secondary dysmenorrhea most commonly begins in women who are in their late teens or early twenties and progressively worsens. The pain may begin before menses and continues during and even after menses. Dyspareunia is also common. Gynecological problems that can cause secondary dysmenorrheal includes pelvic inflammatory diseases leiomyomata, endometriosis, adenomyosis, and intrauterine device use. Gregory J Boyle stated that, physical exercise has been suggested as a non medical approach for managing the symptoms of dysmenorrhoea. William P. Metheny explained that alleviation of dysmenorrhoea may result for better mood, increases the sense of control and boosts the energy level. The reaction to menstruation depends upon awareness and knowledge about the subject. The manner in which a girl learns about menstruation and its associated changes may have an impact on her response to the event of menarche. Although menstruation is a natural process, it is linked with several misconceptions and practice, which sometimes result into adverse health outcomes. Many girls have a faulty knowledge of the location and function of the reproductive organs and their inter-relationships some even perceiving events like menstrual bleeding to be coming from the abdomen, intestines, and kidneys, or occurring as a consequence of expel from god, sin, and disease.<sup>[9]</sup>

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## 2. Methodology

### Statement of the Problem

“A study to evaluate the effectiveness of structured teaching programme on knowledge regarding dysmenorrhea among B.Ed. Female students of T.D.S. M, B.Ed. College at Alwar.”

### Objectives of the study:

- To assess the pre-test knowledge regarding dysmenorrhea
- To assess the post-test knowledge regarding dysmenorrhea
- To compare the pre-test & post-test knowledge
- To determine the associations of post-test knowledge regarding dysmenorrhea among B.Ed. female students of T.D.S.M. B.ED. COLLEGE, at Alwar with their selected socio demographic variables.

### Hypotheses:

**H1:** The mean post-test knowledge- score of B.Ed. female students who receive teaching programme will be non-significantly higher than pre-test knowledge score.

**H2:** There will be a non- significant association between post-test, knowledge score and selected demographic variables. This study is conducted of T.D.S.M. B.ED. COLLEGE, at Alwar, from 5 January 2024 to 5<sup>th</sup> march 2024.

### Population:

In the present study, the population was B.Ed. female students, at Alwar.

### Sample and Sampling Technique:

Sample for the present study is 60 B.Ed. female students study in T.D.S.M. B.ED. College, at ALWAR. In the present study the use of simple random technique is a type of probability sampling approach adopted for present study.

**Tools for Data Collection:** Self Structured knowledge questionnaire was used to 30 objective types items prepared based on blue print. One score given for each correct question and zero for wrong answer. The maximum score was 30 and lowest score was 0.

**Section-A:** deals with demographic data consist of 8 Items used to collect the sample characteristics, which comprises of age, religion, marital status, type of diet, residential area, type of family, age at menarche, duration of menstruation.

**Section-B:** consists of 30 items, which has the knowledge questions about the knowledge of painless delivery using multiple choice questions.

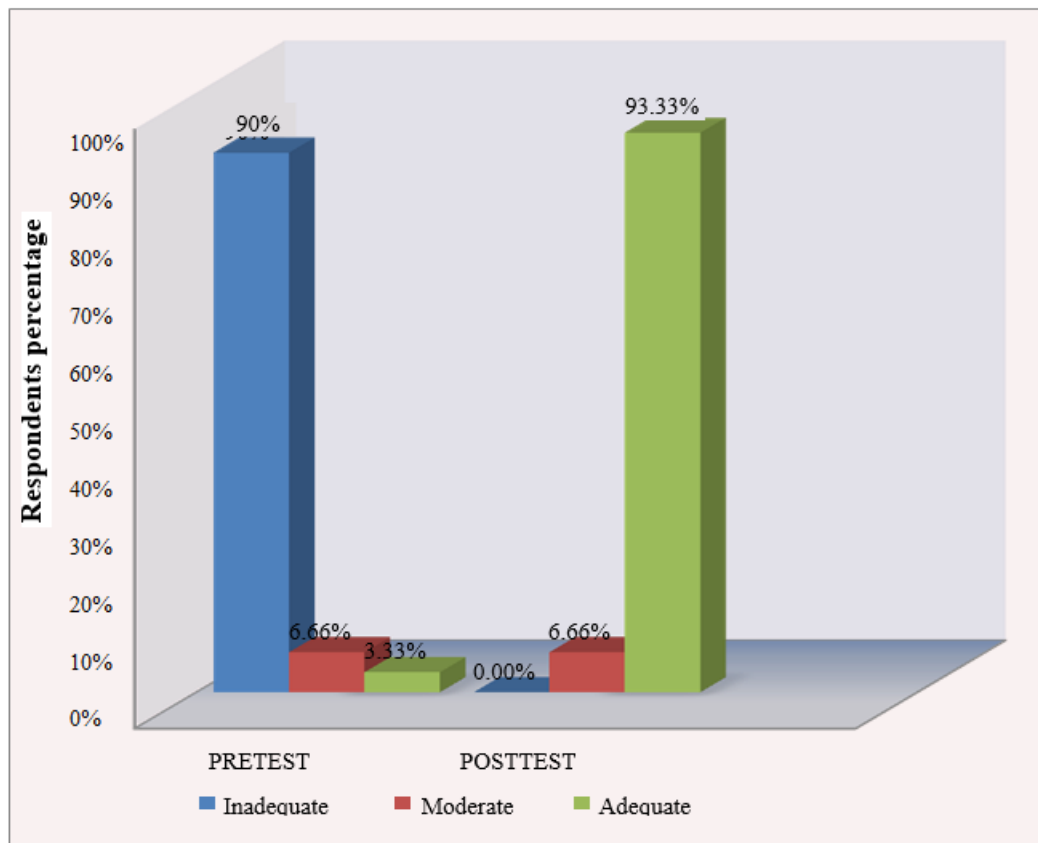
**Pilot Study:** It was conducted on B.Ed. female students at TDS M. B.Ed. College.

**Reliability:** The reliability was established by split half method.Co-efficient of co- relation of knowledge was found 0.89.

### Result: Comparison of Respondents on Pre Test & Post Test Knowledge Score on Dysmenorrhea

| Knowledge Score   | Pre- Test |       | Post Test |        |
|-------------------|-----------|-------|-----------|--------|
|                   | No.       | %     | No.       | %      |
| Inadequate (0-10) | 54        | 90%   | 0         | 0%     |
| Moderate (11-20)  | 4         | 6.66% | 4         | 6.66%  |
| Adequate (21-30)  | 2         | 3.33% | 56        | 93.33% |
| Total             | 60        | 100%  | 60        | 100%   |

Table reveal that pretest result shows 54(90%) students had inadequate knowledge, 4(6.66%) had moderate knowledge and 2(3.33%) had adequate knowledge. Whereas, in the post test result shows 0(0%) students had inadequate knowledge, 4(6.66%) had moderate knowledge and 56(93.33%) had adequate knowledge regarding dysmenorrhea. (It is depicted in fig.-13)



**Figure** Show column chart showing Comparison Frequency and percentage distribution of respondents on pre test & post- test knowledge levels on dysmenorrhoea.

### 3. Discussion

#### The Demographical Findings:

Majority of the students belongs to the age group between 23-25 years 27 (45%), The majority of students belong to the religion Hindu 37 (61.66%), The majority of students were unmarried 38 (68.33%), The majority of having vegetarian diet 47 (78.33%), The majority of students selected from rural area 32 (53.33%), The majority of students belong to Nuclear family 33 (55%), The majority of students getting menarche before 11 years of the age 17 (28.33%), The majority of students have 5 days menstruation 32 (53.33%).

#### The first objectives was to assess the pre test knowledge regarding on Dysmenorrhoea among B.Ed. female students:

The pre test, 54 (90%) subjects had inadequate knowledge, 4 (6.66%) had moderate knowledge and 2 (3.33%) had adequate knowledge regarding dysmenorrhoea among B.Ed. female students and this indicates the most of B.Ed. female students had inadequate knowledge regarding dysmenorrhoea before the administration of structured teaching programme.

The findings of the present study are consistent with a study conducted in T.D.S.M.B.ED, college at Alwar regarding knowledge on dysmenorrhoea among B.Ed. female students shows that about 90% of B.Ed. female students had inadequate knowledge regarding dysmenorrhoea.

#### The second objectives were to assess the post test knowledge regarding on Dysmenorrhoea among B.Ed. female students:

The post- test, 56 (93.33%) subjects had adequate knowledge, 4 (6.66%) had moderate knowledge and 0 (0%) had inadequate knowledge regarding dysmenorrhoea among B.Ed. female students and this indicates the most of B.Ed. female students had adequate knowledge regarding dysmenorrhoea after the administration of structured teaching programme. The findings of the present study are consistent with a study conducted in T.D.S.M.B.ED, college at Alwar regarding knowledge on dysmenorrhoea among B.Ed. female students shows that about 93.33% of B.Ed. female students had adequate knowledge regarding dysmenorrhoea after the administration of structured teaching programme.

#### The third objective was to compare the pretest & posttest knowledge regarding dysmenorrhoea among B.Ed. female students:

Table 6 represents the overall knowledge score mean percentage was 22.26% in pre test and post test mean percentage was 82.93%. It shows that the post test knowledge score mean percentage was greater than the pre test knowledge score. This indicates that the structured teaching programme was effective in improving knowledge regarding dysmenorrhoea among B.Ed. female students. Hence the research hypothesis H1 "state that the mean post test knowledge score of B.Ed. female students who receive teaching programme will non significantly higher than pre test knowledge score" was rejected.

#### The fourth objectives was to determine the association of post test knowledge regarding dysmenorrhoea among B.Ed. female students with their selected demographic

**variables:** Chi square analysis presented in table 5 indicated that there was non significant association between knowledge scores with Age, religion, marital status, type of diet, residential area, type of family, age at menarche, duration of menarche at  $p>0.02$ . Hence the research hypothesis H2 “states that there will be non significant association between post test knowledge and selected demographical variables” was accepted. The above findings of the study were supported by a structured teaching programme conducted in T.D.S.M.B.Ed. College, at Alwar. This study was to assess the effectiveness of structured teaching programme regarding knowledge on dysmenorrhoea. The study concluded that the demographic variables like Age, religion, marital status, type of diet, residential area, type of family, age at menarche, duration of menarche has no association with the knowledge of the B.Ed. female students.

#### 4. Conclusion

This study demonstrated that a structured teaching program significantly improved the knowledge of dysmenorrheal among B.Ed. female students. The results indicate the potential for such educational intervention to address knowledge gaps and promote better health outcomes. Future research should explore long- term effect and application to broader population.

#### Implications of the study:

The findings of the study have implications for nursing education, nursing practice, nursing administration and nursing research.

#### 5. Summary

This chapter provides the process employed in this study. The primary aim of the study was to assess the effectiveness of structured teaching programme on dysmenorrhoea among B.Ed. female students and to find association between the knowledge level and demographic variables of students.

The pilot and main study conducted in the month of February 2024. The review of literature enables the investigator to develop the methodology and conceptual framework for the study and plan for data analysis. The conceptual framework adopted was based on general system theory. Sample consist of 50 students and data collection procedure was structured questionnaire. The analysis of the data was done using descriptive statistics like number, percentage, mean and standard deviation, percentage mean and inferential statistics method such as 't' test.

#### The significant findings of the study are as follows: -

- 90% of the selected subjects were having inadequate knowledge, 6.66% were having moderate knowledge & have 3.33% adequate knowledge regarding dysmenorrhoea fever in pre - test.
- 0% of the selected subjects were having inadequate knowledge, 6.66% were having moderate knowledge & have 93.33% adequate knowledge regarding dysmenorrhoea in post - test.
- The 't' value was found to be 21.8 5

- First and foremost I thank God Almighty for the copious grace and blessings that He had

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