



**A STUDY TO ASSESS THE EFFECTIVENESS OF STRUCTURED TEACHING
PROGRAMME ON KNOWLEDGE REGARDING POLYCYSTIC OVARIAN
SYNDROME AMONG ADOLESCENT GIRLS IN SELECTED COLLEGES,
INDORE, M.P.**

Dr. Peter Jasper Youtham¹, Yashika Khristy²

¹Research Guide, ²Ph.D. Scholar

Abstract

The term polycystic means that many cysts and polycystic ovarian syndrome get their name because of the small, pearly cysts in the ovaries. Fluid-filled cysts containing eggs that have not yet been released due to hormonal imbalances. Purpose of the study A study to evaluate the effectiveness of a formal curriculum for information on polycystic ovarian syndrome among adolescent girls in a selected college, Indore, M.P. OBJECTIVES 1. To assess information on polycystic ovarian syndrome among adolescent girls before and after structure teaching program. 2. To evaluate the effectiveness of a formal curriculum with information about polycystic ovarian syndrome among adolescent girls. 3. To find a link between pre-test information for adolescent girls about polycystic ovarian disease and selected human variability. METHODS In this study, one group is pre-test and another post-test, pre-test design and improbable sample design were used to select young girls from the selected college, Indore, M.P. A pilot study was conducted, and it was found that the research tool and design were possible. Data were collected using a systematic questionnaire. The building education program was offered to teenage girls. Data were collected and analyzed using descriptive and non-descriptive statistics.

Polycystic ovarian syndrome is a common health problem that develops in adolescent girls and young women during childbearing age. The term polycystic means that many cysts and polycystic ovarian syndrome get their name because of the small, pearly cysts

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Objectives

1. To assess the knowledge regarding polycystic ovarian syndrome among adolescent girls before and after structured teaching programme.
2. To assess the effectiveness of structured teaching programme on knowledge regarding polycystic ovarian syndrome among adolescent girls.
3. To find out the association between pre-test knowledge of adolescent girls regarding polycystic ovarian syndrome with selected demographic variable.

Hypothesis:

The hypotheses will be tested at 0.05 level of significance.

H1. There is no significant difference in the pre and post assessment score on polycystic ovarian syndrome.

H2. There is no significant association between post test score of polycystic ovarian syndrome with selected demographic variables.

Methods and Material

An extensive review of literature was undertaken. The conceptual framework based on health promotional model the An evaluative approach was used to assess the knowledge regarding polycystic ovarian syndrome among adolescent girls. A pre experimental research design was Considered Appropriate for the Study "Effectiveness of structure teaching programme on Knowledge Regarding polycystic ovarian syndrome among adolescent girls". One group pre test and post test design was used. In order to measure the content validity of the tool, criteria check list for validation of the tool were submitted to 7 experts to establish to content validity. The experts were requested to give their opinion regarding relevance, appropriateness and usefulness of the items of

the tool. Tool was collected from all the experts and modification was made as per the suggestion. The tool was found reliability of tool was calculated with split half method and found 0.86 for knowledge which is statically reliable for the present study.

RESULT

To identify the level of knowledge profile, percentage, mean and standard deviation will be used. Distribution of respondents according pre-test and post-test level of knowledge score according to frequency and percentage. Effectiveness of structured teaching programme on knowledge on polycystic ovarian syndrome among adolescent girls in pre –test and post-test used by paired “t” test and P value. The major findings of the study revealed that the mean difference between pre test and post test knowledge score is 2.5. This indicates an increase in knowledge scores after undergoing structured teaching programme. To find the significance of gain in knowledge paired ‘t’ test value was computed and the obtained value of $t_{(59)} : 11.6$ was found to be significant at 0.05 level of significance.

CONCLUSION

The study aimed at testing effectiveness of structured teaching programme on knowledge regarding polycystic ovarian syndrome among adolescent girls. The result showed that structure teaching programme is an effective strategy in improving the knowledge of adolescent girls regarding polycystic ovarian syndrome. This chapter has brought out the various implications of this study and has also provided suggestion for future studies. The mean difference between the mean pre test and post test knowledge score was 2.5 with the standard deviation difference for 0.5. The paired “t” (59) = 11.6 which was significant at 0.05 level of significance The findings of present study concluded that structured teaching program regarding polycystic ovarian syndrome was very effective in increasing knowledge of adolescent girls at 0.05 level of significance hence the study gave the evidence that structured teaching programme regarding polycystic ovarian syndrome can improve knowledge of adolescent girls and it will help to change in their day to day life.

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