



**A STUDY TO ASSESS THE EFFECTIVENESS OF PLANNED TEACHING PROGRAMME
ON KNOWLEDGE OF COMMON MENSTRUAL DISORDER AMONG GIRLS STUDENTS
OF SELECTED COLLEGES, AT INDORE, (M.P.)**

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Abstract

In This Pre Experimental Design, Sample Consisted of 50 girl students Selected By Non Probability Purposive Sampling Technique. Self Structure Questionnaire Tools Was Used For assessing the knowledge of students pre test was conducted by using the same structured questionnaire and after 7 days post test was conducted using the same structured questionnaire for assessing the effectiveness of planned teaching programme on knowledge of common menstrual disorder among girls students Mean Percentage Of The Knowledge Score Of Post Test Mean 26.41 Was Higher Than Mean Pre Test 11.53 The 'T' Value For Total Pre Test And Post Test Was 30.18 The Data Was Analyzed In Terms Of Descriptive And Inferential Statistics.

INTRODUCTION

Menstruation is a natural phenomenon that involves the flow of blood to the uterus through a woman's vagina, which occurs at regular or irregular times during menstruation. Normal menstruation begins in young people between the ages of 11 and 14, with a period of 7 days or less, and a normal cycle length of 21 to 45 days with a blood loss of between 20-80ml.

There are various types of menstrual disorders, including dysmenorrhea, premenstrual symptoms, menorrhagia, polymenorrhea, abnormal bleeding of the vagina, amenorrhea, oligomenorrhea, and irregular menstruation. Studies have shown that the vast majority of women of childbearing age suffer from menstrual health problems. Menstrual

problems not only carry economic burdens but are also one of the most common causes of absenteeism and poor academic performance for young women.

Menstrual patterns can be influenced by many factors, including age, race, family history, smoking, exercise, and eating habits. Depression can have a major impact, or a cause of menstrual irregularities, and the association is listed between stress and menstrual irregularities including menorrhagia, oligomenorrhea, dysmenorrhoea, and PMS. In addition, a large number of menstrual problems have been identified. to students. I am studying medicine and health science. Most health science students report that they are under constant and constant pressure related to their studies and tests, leading to poor health outcomes, including menstrual problems in women. A few studies on the prevalence of menstrual problems and their association with depression are found in books. However, most existing studies relied on a small sample size or did not use a validated stress questionnaire. Therefore, the current study is designed to close this gap. The purpose of this study is to determine whether there is a link between depression and menstrual problems using the Guaranteed Stress Scale Questionnaire (PSS10).

Objectives

- To assess the pre test knowledge of common menstrual disorder among girl students
- To assess the post test knowledge of common menstrual disorder among girl students
- To assess the effectiveness of planned teaching programme on common menstrual disorder among girl students
- To find out association between pre test knowledge score with selected demographic variable

HYPOTHESIS

H₁: There will be a significant difference between pre test and post test knowledge regarding common menstrual disorder among girl students

H₂: There will be a significant difference effectiveness of planned teaching programme regarding common menstrual disorder among girl students

H₃: There will be a significant association between the pre test knowledge score with selected demographic

Methods and Material

An extensive review of literature was undertaken. The conceptual framework based on Health promotion model the An experimental research approach was used to assess the knowledge common menstrual disorder among girl students

A pre experimental research design was Considered Appropriate for the Study planned teaching programme on common menstrual disorder among girl students One group pre test and post test design was used. In order to measure the content validity of the tool, the questionnaire schedule was given to the 10 experts from the field of maternal health Nursing and community health nursing. The experts were chosen on the basis of their clinical expertise, experience, qualification and interest in the problem area. The tool was found reliability of tool was calculated with split half method and found 0.79 which is statically reliable for the present study.

RESULT

The major findings of the study revealed that It was inferred that among 50 participants (90%) had inadequate knowledge and (10%) had moderately adequate knowledge and none of them had adequate knowledge. The post test was conducted after administration of planned teaching programme on common menstrual disorder among girl students On the day post test was conducted by using the same questionnaire. The post test knowledge scores showed a significant difference. Majority of them (88%) gained adequate knowledge and (12%) gained moderately adequate knowledge which showed that Mean Percentage Of The Knowledge Score Of Post Test Mean 26.41 Was Higher Than Mean Pre Test 11.53 The 'T' Value For Total Pre Test And Post Test Was 30.18 The Data Was Analyzed In Terms Of Descriptive And Inferential Statistics.

CONCLUSION

The study was conducted to assess the effectiveness of planned teaching programme on knowledge of menstrual disorders and its effect on conception among students common menstrual disorder among girls studying in selected colleges. There was a statistically significant ($p > 0.01$) increase in post test.

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