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A study to assess the effectiveness of structured teaching programme (STP) on knowledge regarding prevention and early detection of poly cystic ovarian disease among adolescent girl

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Abstract

Adolescence is one of the most fascinating and complex transitions in the life span: a time of accelerated growth and change, second only to infancy; a time of expanding horizons, self-discovery, and emerging independence; a time of metamorphosis from childhood to adulthood. As a growing adolescent, problem related to Puberty is the main stress for both girls and boys. In adolescent girls, menstruation is a natural phenomenon gifted by god, it starts when a girl attain puberty. Now a days Menstrual disorders (58.06%) are found to be the commonest gynaecological problem in adolescents and are not corrected due to lack of knowledge and awareness of the complications that early menstrual disorders causes. Polycystic ovarian disease is a complex, heterogeneous and one of the most common female endocrine disorder. Polycystic ovarian disease occurs when the ovaries don't make enough hormones for the eggs to mature. Instead of releasing a mature egg during ovulation, some of the follicles in the ovaries turn into fluid-filled sacs called cysts. It affects about 5-10% of the child bearing age (20-40years) and produces symptoms and is thought to be one of the leading causes of infertility. Polycystic ovarian disease has a wide spectrum of consequences in adolescent girls and thus needed to be treated completely and as soon as possible. Polycystic ovarian disease is more common in adolescent age group where the patients will be suffering from abnormal bleeding as a result of anovulation within one year of menarche. Polycystic ovarian disease may have its origin already in fetal life, but becomes clinically manifest during adolescence with maturation of the hypothalamic-pituitary-ovarian axis. Aim and objectives: the present study was aim to Assess the knowledge regarding prevention and early detection of Polycystic ovarian disease among adolescent girls of rural areas. Method and material: the study was designed to be a quasi-experimental which was conducted in Novel high school located in Kottigepalya, Bangalore during the period of 1st February to 28 February 2017. About 50 adolescent visited during the study period. Result: during over the all the period of study Among 50 adolescent girls, 24% had inadequate level of knowledge in relation to prevention and early detection of poly cystic ovarian disease (PCOD), 34% had moderate level of knowledge and 42% had adequate level of knowledge regarding prevention and early detection of POLY CYSTIC ovarian disease (PCOD). The knowledge score in the pre-test (16) with minimum score and maximum of 33 (mean score was 25.88 and standard deviation of 3.47). In the post-test (44) with minimum score and maximum being 53 (the mean score was 49.28 and standard deviation was 1.76). The comparison of mean pre and post-test knowledge scores showed significant difference at $P < 0.01$ level ($t = 42.18$) which indicates that structured teaching programme on prevention and early detection of polycystic ovarian disease effective.

Keywords: Knowledge, adolescent girls, poly cystic overran disease, structured teaching programme

Introduction

As a growing adolescent, problem related to Puberty is the main stress for both girls and boys. In adolescent girls, menstruation is a natural phenomena gifted by god, it starts when a girl attain puberty. Now a days Menstrual disorders (58.06%) are found to be the commonest gynaecological problem in adolescents and are not corrected due to lack of knowledge and awareness of the complications that early menstrual disorders causes^[1]. Polycystic ovarian disease is a complex, heterogeneous and one of the most common female endocrine disorder. Polycystic ovarian disease occurs when the ovaries don't make enough hormones for the eggs to mature. Instead of releasing a mature egg during ovulation, some of the follicles in the ovaries turn into fluid-filled sacs called cysts. It affects about 5-10% of the child bearing age (20-40 years) and produces symptoms and is thought to be one of the leading causes of

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Infertility Polycystic ovarian disease has a wide spectrum of consequences in adolescent girls and thus needed to be treated completely and as soon as possible [2]. Polycystic ovarian disease is more common in adolescent age group where the patients will be suffering from abnormal bleeding as a result of anovulation within one year of menarche [3]. Polycystic ovarian disease may have its origin already in fetal life, but becomes clinically manifest during adolescence with maturation of the hypothalamic-pituitary-ovarian axis. The main concern in caring adolescent with polycystic ovarian disease involves irregular menstruation cycles with young adolescents have difficulty raising issues of menstruation due to fear of disease and often show ignorance related to health services [4]. In adolescent girls possible complications are sterility, obesity, high blood pressure, diabetes, increased risk of endometrial cancer and risk of breast cancer. Prevention is better than cure. Polycystic ovarian disease can be prevented in adolescents by early diagnosis and treatment helps in preventing complication. Lifestyle modification, including weight reduction, nutritional plans, exercise, and smoking cessation, is beneficial in managing polycystic ovarian disease patients and is often considered the first line of therapy for the treatment and management of it [5]. Oral contraceptive pills (OCPs) are often employed to control polycystic ovarian disease symptoms such as acne, hirsutism, and irregular menses. Insulin sensitizing agent, metformin has the most effectiveness in polycystic ovarian disease to improve insulin resistance. Clomid or Letrozole are the first line of medication used in treatment of infertility in polycystic ovarian disease patients which help in ovulation. Surgery comprises laparoscopic multiple punctures of the cysts with electrocautery or laser. When Medical and Surgical line of treatments has failed assisted reproductive techniques like IUI or *In vitro* Fertilization (IVF) is the next options to be considered [6].

Aim: the present study aim is to assess the knowledge regarding prevention and early detection of polycystic ovarian disease among adolescent girls of rural areas.

Objectives: To assess the knowledge regarding prevention

and early detection of polycystic ovarian disease among adolescent girls, determine the effectiveness of structured teaching programme (STP) on prevention and early detection of polycystic ovarian disease among adolescent girls.

Methods: The study was designed to be a quasi-experimental which was conducted in Novel high school located in Kottigepalya, Bangalore during the period of 1st February to 28 February 2017. About 50 adolescent visited during the study period. The sample size was fixed to 50 adolescent girls. In this study non-probability purposive sampling technique was used to select the samples.

Result: The present study with a bundle of adolescent girls reflected on standard knowledge on prevention and early detection of poly cystic ovarian disease. The present study was done to evaluate the effectiveness of structured teaching programme regarding assessing the knowledge regarding prevention and early detection of poly cystic ovarian disease among adolescent girl in a selected rural school, Bangalore. The structured questionnaire was used to collect the data a quasi-experimental pre-test and post-test design without control group was used to assess the knowledge regarding prevention and early detection of poly cystic ovarian disease among adolescent girl. Structured teaching programme (STP) was implemented to find out the effectiveness. The investigator utilized the random sampling method to select the subjects [7].

The study was conducted over a period of 4 weeks from 1st February to 28th February 2017. A Structured questionnaire was used to collect the data and to assess the effectiveness of knowledge regarding prevention and early detection of poly cystic ovarian disease among adolescent girl in a selected rural school, Bangalore. There was a significant association between residence and knowledge level of adolescent girls at $P < 0.001$ level ($\chi^2 0.001$) [8].

Table 1: Descriptive Statistics for Pre-test and Post-test Knowledge Scores

Variable	No. of subjects	Minimum score	Maximum score	Mean	Median	S.D.	t-value	P-value
Pre-test score	50	16	33	25.88	26	3.47	t = 42.18	P < 0.01
Post-test score	50	44	53	49.28	49	1.76		

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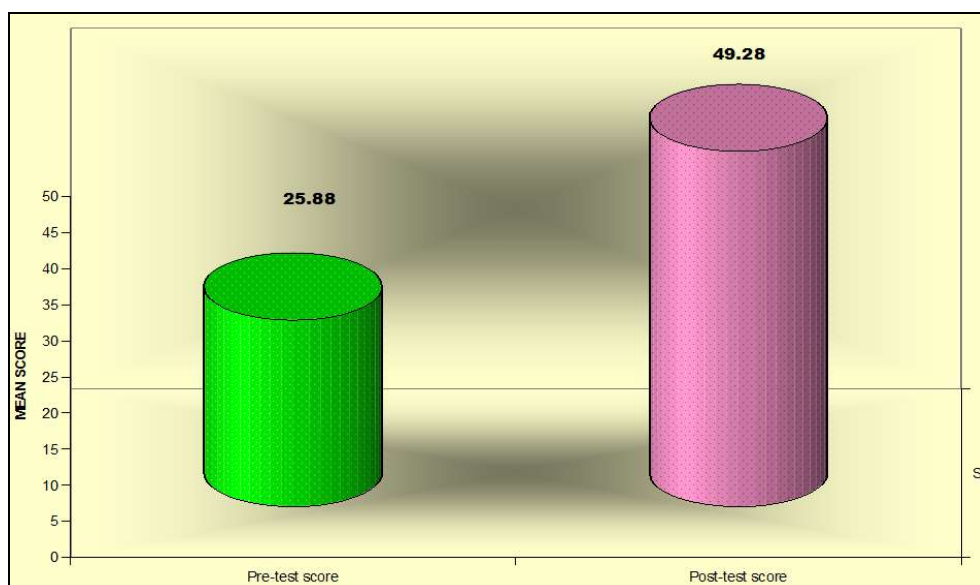


Fig 1: Descriptive Statistics for Pre-test and Post-test Knowledge Scores

Discussion

The study was conducted over a period of 4 weeks from 1st February to 28th February 2017. A Structured questionnaire was used to collect the data and to assess the effectiveness of knowledge regarding prevention and early detection of poly cystic ovarian disease among adolescent girl in a selected rural school, Bangalore.

In the present study the mean post-test knowledge score (82.1) of adolescent girls were significantly higher than the mean pre-test knowledge score (43.1) after exposed to Structured Teaching Programme (STP).

Knowledge score of respondents showed that pre-test mean score was 25.88 (43.1%) and standard deviation 3.47 whereas the post-test mean score was 49.28 (82.1%) and standard deviation was only 1.76. It showed that there was a significant gain in knowledge in the post-test after implementation of structured teaching programme. The compared "t" value was found significant (t = 42.18) at $P < 0.01$ level

The findings of the study depicts a real evidence of significance between the pre-test and post-test. In overall knowledge score the mean enhancement was 23.40 (46.8%). The difference was statistically proved with paired 't' test and it was highly significant at $P < 0.001$ level.

In addition the investigator had ruled out the effectiveness of teaching with each component regarding effectiveness of teaching programme the adolescent girls had showed knowledge score in post-test 49.28 (82.1%) compared with pre-test 25.88 (43.1%) with enhancement of 23.40 (39%).

There was a significant association between residence and knowledge level of adolescent girls at $P < 0.001$ level ($\chi^2 0.001$).

An expected hypothesis of the study, the investigator found that there was a significant improvement in knowledge of adolescent girls who received structured teaching programme.

Conclusion

The possess of structured teaching programme (STP) Over all observation showed that structured teaching programme on knowledge on prevention and early detection of POLY cystic ovarian disease (PCOD) was effective. The 't' test, which was computed between pre-test and post-test knowledge scores, indicates the actual gain in knowledge. Hence, it was concluded that structured teaching programme was effective as a teaching method to improve knowledge. Hence it was concluded that structured teaching programme was effective [9].

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