

A STUDY TO ASSESS THE EFFECTIVENESS OF STRUCTURED TEACHING PROGRAM ON KNOWLEDGE REGARDING EATING DISORDER AMONG ADOLESCENT GIRLS IN SELECTED SCHOOL IN SHAHJAHANPUR U.P.

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ABSTRACT

An eating disorder is a serious, complex, mental health issue that affect emotional health. The aim of the study was to assess the effectiveness of structured teaching program on knowledge regarding eating disorder among adolescent girls in selected school in Shahjahanpur U.P. Pre-experimental (one group pre-test and post-test) research design was selected for the study. 40 adolescent girls were selected through non-probability convenient sampling technique. Data was collected through structured knowledge questionnaire regarding eating disorders. The findings of the study revealed that in pre-test group most of the adolescent girls had 22(55%) adequate knowledge and 17(42.5%) adolescents' girls had poor knowledge and, the pre-test comparison was $p=0.05$ and post-test comparison score after giving STP was the 26(65%) adolescent girls had adequate knowledge and 9(22.5%) adolescent girls had good knowledge and 5(12.5%) adolescent girls had poor knowledge. There were no significant association between the knowledge score with their selected demographic variables. The study concluded that after the implementation of structured teaching programme the knowledge score level was improved regarding eating disorder. The structured teaching program was therefore successful.

Keyword: Assess, Structured Teaching Program, Effectiveness, Knowledge, Eating Disorders, Anorexia Nervosa, Bulimia Nervosa, Adolescents

1. INTRODUCTION

An eating disorder is a serious, complex mental health issue that affects emotional and physical health. People with eating disorders develop poor relationship with food. Anorexia and bulimia nervosa is type of eating disorder. Eating disorder are treatable. People with untreated eating disorders may develop life threatening problems.¹

Eating disorder that occurs in adolescent girls shortly after completion of puberty. In western countries it occurs in 1% of all adolescent girls. The disorder is characterized thinness by reducing food intake especially food containing fats and carbohydrates.²

Types of eating disorders include anorexia nervosa and bulimia nervosa anorexia nervosa, where the person has an intense fear of gaining weight and restricts food or over exercises to manage this fear bulimia nervosa, where individuals eat a large quantity (binging) then try

to rid themselves of the food (purging) pica, where the patient eats non-food items rumination syndrome, where the patient regurgitates undigested or minimally digested food, Anxiety disorders, depression and substance abuse common among people with eating disorder Medications may be used to help with some of the associated symptoms. Hospitalization may need in severe cases.³

It is a rare disorder and usually occurs among teenage girls. There is intense morbid fear of becoming obese even though child is underweighting below normal. There is extreme weight loss, the condition is difficult to manage and need compassionate handle. It is characterized by episode of binge eating with in appropriate compensatory behaviour to prevent weight gain by self-induced vomiting, misuse of laxatives, diuretics & also enemas to prevent the excessive weight gain. The disorder is

usually seen in adolescent girls & commonly associated with depression & psychosis.⁴

Eating disorders that are most often affect adolescence female but also adolescent males are also known to suffer from these illnesses. Eating disorder are mostly a phenomenon of westernized society and thus it is thought that western media plays a role in this problem, from a developmental psychopathology perspective there are several risk factors that cause that adolescent to develop an eating disorder. The physiological factors

include hormonal & physical changes associated with puberty.⁵

2. LITERATURE

- Studies and literature related to eating disorder.
- Studies and literature related to impact of eating disorder in adolescent girls.
- Studies and literature related to risk factors, prevention, management on eating disorder

3. CONCEPTUAL FRAMEWORK

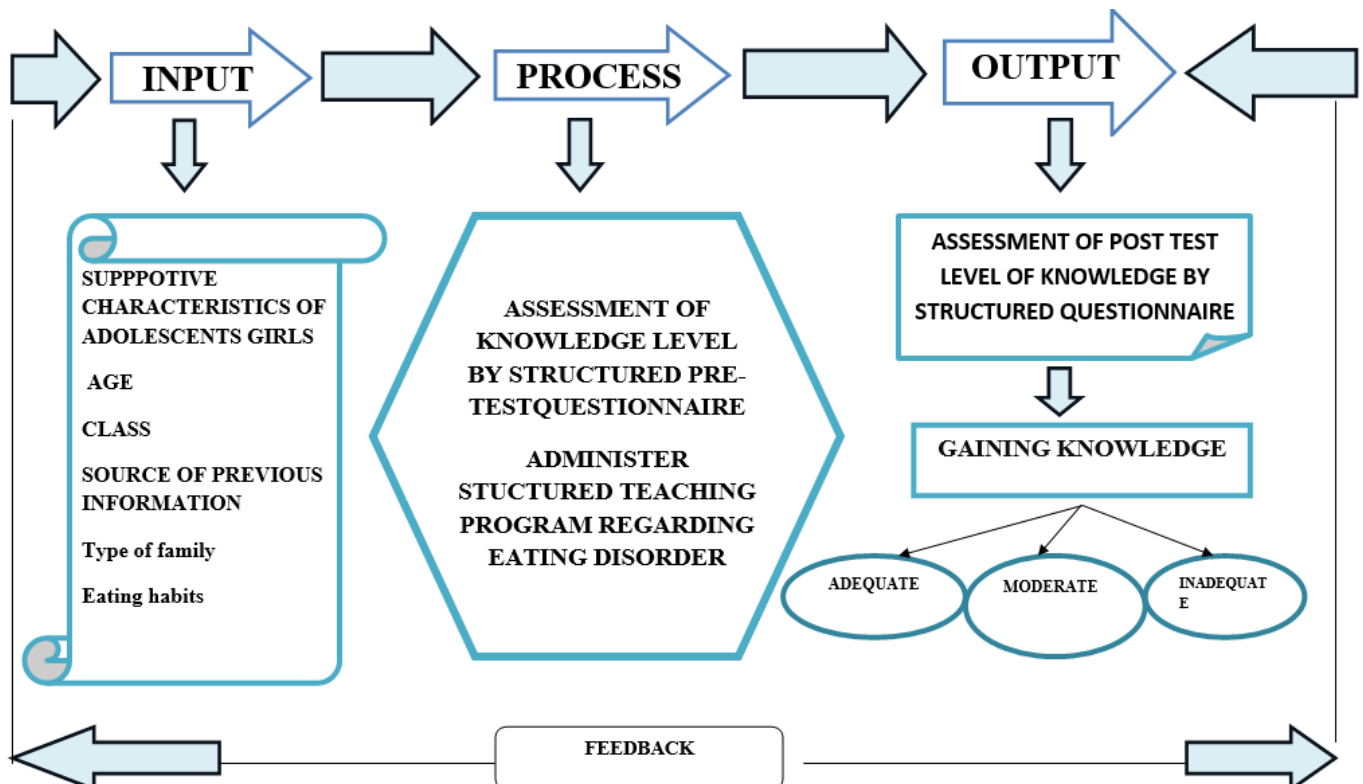


FIG 1: CONCEPTUAL FRAMEWORK BASED ON GENERAL SYSTEM MODEL OF VON LUDWIG

4. METHODOLOGY

Research approach tells the researcher to what data have to collect and how to analyze it. It is an overall plan or blueprint chosen to carryout study. It also suggests the possible conclusions to be drawn from the data in view of the nature of the problem and to accomplish objectives of the present study, an experimental approach was considered to be most effective. Pre experimental (one group pre test post test) study was performed in a kendriya vidyalaya No. 2 (S.P.N, U.P.) 40 adolescent girls were selected by using

Convenient Sampling Technique. Data was collected through structured knowledge questionnaire regarding eating disorders. Data were analyzed by descriptive & inferential statistics.

5. RESULT AND FINDINGS:

Measurable investigation is a technique for delivering quantitative data, into significant and coherent. Without the guide of measurements, the quantitative information gathered in an exploration venture would be minimal in excess of

a turbulent mass of numbers. The findings of the study revealed that in pre-test group most of the adolescent girls had 22(55%) adequate knowledge and 17(42.5%) adolescents' girls had poor knowledge and, the pre-test comparison was $p=0.05$ and post-test comparison score after giving STP was the 26(65%) adolescent girls had adequate knowledge and 9(22.5%) adolescent girls had good knowledge and 5(12.5%) adolescent girls had poor knowledge. There were no significant association between the knowledge

score with their selected demographic variables. The table 1 shows that, the pre -test and post-test mean knowledge was 11.15 and 15.85 with mean percentage 37.16%and 52.85%respectively, there was enhancement of 15.67 And the calculated Z value obtained was 6.3 at $p= 0.001$ Level of significance. Hence effectiveness of structured teaching program found to be statistically significance at the $p<0.05$ level. The researcher hypothesis (H1) was accepted.

Table -1 Mean, mean% and SD distribution of pre- test and post-test knowledge were regarding eating disorder.

S. No	Knowledge questionnaire	Maximum score	Pre-test			Post-test		
			Mean	Mean%	SD	Mean	Mean%	SD
1.	Knowledge questionnaire	30	11.15	37.16%	3.34	15.85	52.83%	4.38

6. DISCUSSION

Present study founded that pre -test and post-test mean knowledge was 11.15 and 15.85 with mean percentage 37.16%and 52.85%respectively, there was enhancement of 15.67 And the calculated Z value obtained was 6.3 at $p= 0.001$ Level of significance. Hence effectiveness of structured teaching program found to be statistically significance at the $p<0.05$ level.

7. SIMILAR STUDY FINDING

kumar Mukesh 2020, previous study found that post test scores were more as compare to pre test thus adolescent girls have good knowledge after giving structured teaching programe on eating disorder.

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