EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME ON KNOWLEDGE AND ATTITUE REGARDING POLYCYSTIC OVARIAN SYNDROME AMONG ADOLESCENT GIRLS AT SELECTED SCHOOL, KALLAKURICHI.

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ABSTRACT **Introduction:** Polycystic Ovary Syndrome (PCOS) is a very complex syndrome with typical hormonal and metabolic features. Its incidence is fast increasing due to change in lifestyle and stress. Diagnosing polycystic ovary syndrome (PCOS) during adolescence is challenging because features of normal pubertal development overlap with adult diagnostic criteria. This study was intended to create awareness and positive attitude regarding polycystic ovarian syndrome and its management among adolescent girls. **Objectives:** A study to assess the effectiveness of structured teaching programme on knowledge and attitude regarding polycystic ovarian syndrome among adolescent girls at selected school, Kallakurichi. **Methods and Materials:** A pre-experimental one group pretest and posttest design was adopted and Non probability purposive sampling technique was used to select the sample as 50 adolescent girls. The structured Knowledge Questionnaire and 3 point Likert scale was used to collect the data from the participants. **Results:** The result shows that, the mean score regarding level of knowledge before and after the structured teaching programme was 11.84 and 22.64 respectively. The Mean Score regarding level of attitude before and after the intervention was 19.96 and 44.46 respectively. The effectiveness was found with the help of paired 't' test. The calculated value for knowledge was 23.77and attitude was 22.13 which were statistically significant at 0.001 level. **Conclusion:** The study findings showed that the structured teaching programme was effective in improving knowledge and attitude regarding PCOS.

BACKGROUND OF THE STUDY

Adolescence is a period where intimacy and a sense of self are developed. It is an age when many people find it challenging to make the transition from childhood to adulthood. (Mala and others, 2019). Adolescent girls are susceptible to a wide range of illnesses, including polycystic ovarian syndrome, amenorrhea, oligomenorrhea, dysmenorrhea, and irregular menstruation. A hyperandrogenic condition linked to polycystic ovarian morphology and chronic oligo-anovulation is called polycystic ovary syndrome. In addition to being overweight or obese, many PCOS-affected women also have impaired metabolism and reproductive abilities, which may have a positive impact on the development of the PCOS phenotype by increasing androgen secretion (Elina, 2022).

PCOS prevalence is estimated to be between 5% and 15% worldwide. Strong evidence points to a significant increased risk of obesity, dyslipidemia, impaired glucose tolerance, and long-term complications like diabetes, endometrial cancer, and cardiovascular disease for women with PCOS. In 2017, the global age-standardized incidence rate of PCOS among reproductive age women was 82.44 (64.65–100.24) per 100,000 population. This indicates a 1.45–1.47% increase between 2007 and 2017 (Jingjing Liu et al., 2020).

In East India, polycystic ovarian syndrome affects a remarkable 25.88% of women, with 18.62% . This is mostly the result of ignorance and a lack of awareness among young women in North India. Nurses can help girls with PCOS by providing education and counselling. A good education can help to remove the negative self-perception that results from PCOS's physical manifestation. Adolescent girls who receive education about PCOS are better able to detect and prevent PCOS early on, take charge of their health, and gain knowledge (Choragudi et al., 2018).

The focus of the current healthcare system is more on preventive measures than on treatments. Cooperative activities, such as the development of a structured teaching programme, are required to influence the knowledge in the public nursing curriculum. To educate teenage girls about polycystic ovarian syndrome, more healthcare professionals should be deployed into the field (S. Sindhu, 2021).

Dhanalakshmi (2018) conducted a study to assess the effectiveness of a planned teaching programme on polycystic ovarian syndrome in terms of knowledge and attitude among adolescent girls at Ahmedabad. Sixty adolescent girls were selected by using simple random sampling techniques. The pre-test was conducted using a knowledge questionnaire and Likert attitude scale. The planned teaching program was conducted and post-test was conducted using the same scales after 7 days. Most adolescent girls had inadequate knowledge (76.67%) and moderately adequate knowledge in the pre-test. Whereas in the posttest, 48.33% had moderately adequate knowledge, 50.00% had adequate knowledge, and 1.66% had inadequate knowledge. Regarding the attitude of adolescent girls, 20% had an unfavourable attitude in the pre-test. In the post-test, 55% had a favourable attitude and 45% had an unfavourable attitude.

Adolescent girls today are less knowledgeable about polycystic ovarian syndrome, which can result in infertility. Therefore, the nurse researcher felt that it was important to determine the learning requirements of teenage girls to prepare them for becoming mothers in the future and to inform them about polycystic ovarian syndrome through a structured teaching programme. Mohan Viswanadhan et al., 2021).

Research Objectives

1. To assess the pre-test level of knowledge and attitude regarding poly cystic ovarian syndrome among adolescent girls at selected school.
2. To assess the posttest level of knowledge and attitude regarding polycystic ovarian syndrome among adolescent girls at selected school.
3. To assess the effectiveness of structured teaching programme on knowledge and attitude regarding

polycystic ovarian syndrome among adolescent girls with pretest and post test score.

4. To find out the association between post test level of knowledge and attitude with demographic variable.

METHODS AND MATERIALS

This study used a quantitative approach and a pre-experimental research design with a one group pre-test and post-test. The study was carried out in a selected government high school , Maathur Village, Tamil Nadu . The 50 sample were selected using a non-probability purposive sampling technique. Inclusion Criteria for this study was Adolescent girls between 14-16 years and who are studying in selected High Schools. The Independent variable is structure teaching programme and dependent variables are level of knowledge and attitude. The instruments used to gather the data are Section A: Socio-demographic data, including age, religion, family type, place of residence, dietary habits, age at menarche, parental educational attainment, family monthly income, family history of PCOS, prior knowledge of polycystic ovarian syndrome, and source of knowledge. Section B: Structured knowledge questionnaire and three-point Likert scale. The first day's pretest was given out, and then participants received a structured teaching programme on PCOS .Seven days later, a posttest was given using the same structure knowledge questionnaire and a three-point Likert scale for attitude. Throughout the research, the participants confidentiality and identity were preserved. The Open System model developed by J.W. Kenny was adopted as a conceptual framework.

RESULT AND DISCUSSION

Sociodemographic information:

Regarding age, More than half of the participants, 28 (56%), were in the age group of 15 years old. Regarding religion and place of residence, all 50 participants (100%) were from the Hindu religion and resided in rural areas. The majority of the participant belongs to joint family 46 (92%). More than half of the participants' dietary patterns (56%) were non-vegetarian. Regarding the educational status of family members, three-fourths of the participant's family members obtained primary educatio 41 (82%). Most of the participants' (26%) family monthly income was between Rs 5001 and Rs 10,000 and Rs 10001 and Rs 15000. Half of the participants received information about PCOS from family members and friends. Regarding the family history of PCOS, more than half of the participants, 29 (58%), had no family history of PCOS. Regarding the age of menarche More than half of the participants' ages of menarche 31(62%) were between 14 and 16 years old.

Effectiveness of Structured Teaching Programme on Knowledge and Attitude regarding Polycystic Ovarian Syndrome among Adolescent:

In the pre-test, more than half of the participants had average knowledge 33 (66%) and one-third of the participants had poor knowledge 17 (34%) on PCOS. In the post-test, most of the participants had good knowledge 39 (78%) and one-fourth of them had average knowledge 11 (22%) regarding PCOS.

In the pre-test, more than half of the participants had a low attitude 28 (56%), followed by nearly half of them had a neutral attitude 22 (44%). Whereas in the post-test, most of them had a high attitude 39 (78%) and near to a quarter of them had a neutral attitude 11 (22%), None of the Participants (0%) had a low attitude regarding PCOS in the post test. The results revealed that the level of knowledge and attitude improved in the post-test compared to the pre-test.

Table1: Mean, SD and mean difference and paired 't' test value of level of knowledge in experimental group before and after the intervention. (N=50)

	Pre-Test			Post -Test			Mean Differ ence	Paire d 't' Valu e	p -Value
	Mean	SD	Mean %	Mean	SD	Mean %			
Level of Knowled ge	11.84	2.90	39%	22.64	3.87	75.5%	10.8	23.77	P<0.0 01*** (HS)

*-P<0.05, significant and**-P<0.01 &***-P<0.001, highly significant

Table 1 displays the pre-test mean and SD 11.84± 2.90 and the post-test mean, SD were 22.64± 3.87. The mean difference is 10.8, and the calculated paired 't' test value is 23.77 at a P level of <0.001. It clearly showed statistically highly significance. The posttest level of knowledge was high when compared to the pretest.

This finding was supported by Batra (2018). According to this study, girls at Vijaya Raje schools in Ujjain who took a pretest on polycystic ovarian syndrome scored averagely (32.1%) and poorly (67.9%). However, following a planned teaching programme, their knowledge level improved to the good category.

Table 2 : Mean, SD and mean difference and paired 't' test value of level of attitude in experimental group before and after the intervention. (N=50)

	Pre-Test			Post -Test			Mean Differ ence	Paire d 't' Value	p -Valu e
	Mea n	SD	Mean %	Mean	SD	Mean %			
Level of Attitude	19.96	6.31	33%	44.46	6.20	74%	24.5	22.13	P<0.0 01*** (HS)

*-P<0.05,significant and**-P<0.01&***-P<0.001, highly significant

Table 2 reflects the mean, standard deviation and mean difference of the level of attitude in the pre-test were 19.96 ± 6.31 and the post-test were 44.46 ± 6.20 respectively. The mean difference is 24.5, and the calculated paired 't' test value is 22.13 at a P level of <0.001. It clearly showed statistically highly significance. The posttest level of attitude is improved compared to the pretest attitude.

There is significant association was identified between level of attitude andselected demographic variables such as dietary pattern ($\chi2 = 7.21$, p = 0.007) and previous source of information ($\chi2 = 6.76$, p = 0.009).

Summary

The study found that structured teaching programmes were an effective strategy for educating teenage girls about polycystic ovarian syndrome and creating a positive attitude towards it. The study's conclusion showed that STP was useful in improving teenage girls' attitudes and knowledge about PCOS.

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