



"A STUDY TO ASSESS THE EFFECTIVENESS OF A STRUCTURED TEACHING PROGRAMME ON EATING DISORDERS AMONG ADOLESCENT GIRLS (16-18 YEARS) IN SELECTED COLLEGES OF HYDERABAD, ANDHRA PRADESH."

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ABSTRACT

Background: Eating disorders are a growing concern among adolescents, particularly girls, due to increasing body image dissatisfaction, peer pressure, and media influence. Conditions such as anorexia nervosa, bulimia nervosa, and binge-eating disorder can lead to serious physical and psychological consequences. Although 17–27% of Indian adolescents exhibit signs of disordered eating behaviors, awareness and early intervention remain limited. Structured Teaching Programmes (STPs) are emerging as effective tools to improve knowledge and promote preventive health behaviors among youth. **Objectives:** The study aimed to assess the level of knowledge regarding eating disorders among adolescent girls before and after the intervention, evaluate the effectiveness of a Structured Teaching Programme (STP), compare pre-test and post-test scores, and examine the association between post-test knowledge and selected demographic variables. **Methods:** A quasi-experimental one-group pre-test-post-test design was adopted, involving 30 adolescent girls aged 16–18 years from two selected junior colleges in Hyderabad, Andhra Pradesh. Participants were selected using stratified random sampling. A structured questionnaire was administered before and after the STP intervention. Descriptive and inferential statistics, including paired t-tests and chi-square tests, were used for data analysis. **Results:** The mean knowledge score increased from 15.0 (pre-test) to 24.4 (post-test), showing a statistically significant improvement ($t = 12.639, p < 0.05$). Chi-square analysis revealed significant associations between post-test knowledge scores and variables such as age and source of information, while no significant associations were found with religion, education, family income, or dietary habits. **Conclusion:** The Structured Teaching Programme was effective in significantly enhancing adolescent girls' knowledge regarding eating disorders. It is recommended as a practical intervention to be integrated into college health programs to promote awareness, healthy lifestyle practices, and early identification of disordered eating behaviors.

KEYWORDS : Eating Disorders, Adolescent Girls, Structured Teaching Programme, Knowledge, Health Education, Body Image, Prevention

INTRODUCTION

Adolescence is a critical developmental stage characterized by physical, emotional, and psychological transitions. During this period, individuals are especially vulnerable to societal pressures and media portrayals of ideal body image, which may lead to unhealthy eating behaviors. Eating disorders such as anorexia nervosa, bulimia nervosa, and binge-eating disorder are increasingly prevalent among adolescent girls, particularly in urban areas.

Despite the rising incidence, awareness about these conditions remains low in many educational settings. Adolescents often lack access to structured guidance on nutrition and mental well-being. There is a need for effective interventions that not only raise awareness but also promote early identification and prevention. Structured Teaching Programmes (STPs) offer a targeted and age-appropriate approach to enhance adolescents' understanding of eating disorders. This study explores the effectiveness of such a programme in improving knowledge among adolescent girls in selected colleges in Hyderabad.

Need For The Study:

Globally, eating disorders affect an estimated 7.8% of the population, with adolescent girls identified as a high-risk group. The World Health Organization emphasizes adolescent mental health, including disordered eating, as a pressing public health issue. In India, between 17% and 27% of adolescents display behaviors indicative of eating disorders. Urban centers like Hyderabad have reported increasing cases, attributed to academic pressure, lifestyle changes, and heightened exposure to social media.

Regionally, in Telangana and Andhra Pradesh, studies suggest that up to 30% of adolescent girls experience body dissatisfaction—a primary risk factor for developing eating disorders. Despite these alarming statistics, there is a lack of

structured educational initiatives addressing this issue in colleges. This study addresses the urgent need for preventive strategies by evaluating the impact of a Structured Teaching Programme on adolescents' knowledge of eating disorders.

Statement Of The Problem:

"A study to assess the effectiveness of a Structured Teaching Programme on Eating Disorders among adolescent girls (16-18 years) in selected colleges of Hyderabad, Andhra Pradesh."

Objectives:

1. To assess the pre-test and post-test level of knowledge regarding eating disorders among adolescent girls.
2. To evaluate the effectiveness of Structured Teaching Programme on knowledge regarding eating disorders.
3. To compare post-test knowledge between pre-test and post-test scores.
4. To assess the association between post-test knowledge levels and selected demographic variables.

Hypotheses:

- **H1:** There is a significant increase in post-test knowledge scores compared to the pre-test.
- **H2:** There is a significant association between post-test knowledge scores and selected demographic variables.

MATERIALS AND METHODS:

Research Approach: A quantitative research approach was adopted to objectively measure the impact of the intervention.

Research Design: The study utilized a quasi-experimental one-group pre-test-post-test design to assess the effectiveness of the Structured Teaching Programme (STP).

Setting Of The Study: The study was conducted in two selected junior colleges in Hyderabad: Royal Junior College

and New Vision Junior College, located in Hyderabad, Andhra Pradesh.

Population: The population consisted of adolescent girls aged 16–18 years studying in the selected junior colleges of Hyderabad.

Sample: The sample included 30 adolescent girls-15 from Royal Junior College and 15 from New Vision Junior College.

Sample Size And Sampling Technique: A total of 30 students were selected using stratified random sampling, ensuring equal representation from both colleges.

Sampling Criteria:

Inclusion:

- Girls aged 16–18 years
- Able to read and write in English
- Willing to participate

Exclusion:

- Absent during the study period
- Previously exposed to eating disorder education

Variables:

- **Independent Variable:** Structured Teaching Programme (STP) on eating disorders
- **Dependent Variable:** Knowledge regarding eating disorders among adolescent girls

Tool Description:

Section A: Demographic data (age, religion, education, family income, dietary habits, source of knowledge)

Section B: 30-item structured questionnaire covering: Definition, causes, types, Signs and symptoms, Diagnosis, complications, management, prevention.

Table-1:Scoring Interpretation:

Level of knowledge	Score	Percentage
Below Average Knowledge	0-10	<33.3%
Average Knowledge	11-20	33.4-66.6%
Above Average Knowledge	21-30	>66.6%

Ethical Considerations:

Ethical approval was obtained prior to conducting the study. Written and oral consent was secured from all participants after explaining the purpose and procedures of the research. Additionally, formal permission was obtained from the principals of the participating colleges. The study maintained strict confidentiality of participant information, and participation was entirely voluntary, with the right to withdraw at any stage without penalty.

Data Collection Procedure:

Data collection was conducted in three phases. Phase 1 involved administering a pre-test using a structured questionnaire to assess baseline knowledge. In Phase 2, the Structured Teaching Programme (STP) was delivered. After seven days, Phase 3 involved a post-test using the same questionnaire to evaluate the effectiveness of the intervention.

Data Analysis Plan:

Descriptive Statistics: Frequency, percentage, mean, and standard deviation

Inferential Statistics:

- Paired t-test: To assess STP effectiveness
- Chi-square test: To assess association between post-test knowledge and demographic variable

DATA ANALYSIS AND INTERPRETATION:

Distribution Of Socio-demographic Data Of Adolescent

Girls:

The study included 30 adolescent girls. Over half of the participants(53.3%) were aged between 16 and 17 years, while the remaining 46.7% were between 18 and 19 years. Regarding religion, a majority(56.7%) of the girls were Hindus, followed by 33.3% Muslims and 10% Christians; none reported belonging to other religions.

In terms of educational status, the participants were equally distributed between intermediate first year and second year, with each group comprising 50%. Family income varied among participants: 23.3% reported a monthly family income below 10,000, while 40% fell into the 10,001–20,000 range, and 36.7% had incomes above 20,001.

Concerning dietary habits, most of the adolescent girls(60%) followed a non-vegetarian diet, while 40% were vegetarians. When asked about their sources of information, books were the most frequently cited(36.7%), followed by family members(23.3%), with both mass media and the internet accounting for 16.7% each. Only a small proportion(6.6%) received information from other health personnel.

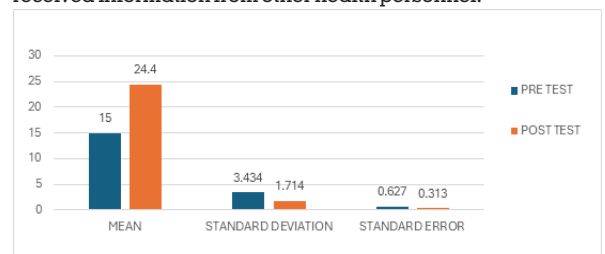


Figure1: Comparison of Pre-test and Post-test Knowledge Scores Among Adolescent Girls

Table:2 Association Between Post-test Knowledge Scores And Selected Demographic Variables Among Adolescent Girls (n=30)

S. No	Demographic variables	Degree of freedom	Chi-Square Calculated value	Table value	Inferences
1	Age	1	4.536	0.460	*S
2	Religion	2	0.882	1.390	NS
3	Education	1	1.864	0.460	NS
4	Family income per month	2	2.353	1.390	NS
5	Dietary habits	1	0.313	0.460	NS
6	Source of information	4	10.104	3.360	S

$P < 0.05$ *S = Significance NS = Non-significance

DISCUSSION

Objective 1: To assess the pre-test and post-test level of knowledge regarding eating disorders among adolescent girls.

In the **pre-test**, the majority of adolescent girls (93.3%) had **average knowledge**, and only 6.7% had **above average knowledge**, indicating limited awareness of the topic. After administering **Structured Teaching Programme**, all participants (100%) demonstrated **above average knowledge** in the **post-test**, reflecting a clear improvement.

Objective 2: To evaluate the effectiveness of Structured Teaching Programme (STP) on knowledge regarding eating disorders.

The mean pre-test knowledge score was 15.0 ± 3.43 , which increased to 24.4 ± 1.71 in the post-test. The paired t-test value was 12.639 ($p < 0.05$), indicating a statistically significant improvement in knowledge following the intervention. This supports Hypothesis H1, which is Accepted

Objective 3: To compare the post-test knowledge between pre-test and post-test scores among adolescent girls.

A comparison of knowledge levels revealed that most participants had average knowledge prior to the STP, while all shifted to above-average knowledge afterward. This demonstrates the effectiveness of the educational intervention in enhancing knowledge. **This further supports Hypothesis H1.**

Objective 4: To assess the association between post-test knowledge levels and selected demographic variables.

Chi-square analysis revealed a statistically significant association between post-test knowledge scores and two demographic variables: **age** and **source of information** ($p < 0.05$). No significant associations were observed with religion, education level, family income, or dietary habits. **Therefore, Hypothesis H2 is accepted.**

CONCLUSION:

The study findings confirm that the Structured Teaching Programme significantly improved knowledge regarding eating disorders among adolescent girls. The intervention proved effective in addressing existing knowledge gaps and promoting preventive awareness. Integrating such programmes into the college curriculum can play a vital role in early detection, encourage healthy eating practices, and support mental well-being among adolescents.

Nursing Implications:

Nursing Education

- STP can be used by nurse educators to teach adolescents about eating disorders effectively.
- Structured tools like questionnaires and visual aids enhance learning and knowledge assessment.

Nursing Practice

- School health nurses can use STP to raise awareness on signs, risks, and prevention of eating disorders.
- It promotes healthy behaviors and early identification of at-risk adolescents.

Nursing Administration

- Administrators can incorporate STP into school health education programs.
- The structured format allows consistent delivery and evaluation of outcomes.

Nursing Research

- Future studies can examine the long-term impact of STP on adolescent knowledge and behavior.
- Comparative research can identify the most effective methods for eating disorder education.

Recommendations:

- Replicate the study with larger samples across varied regions.
- Conduct follow-up studies to evaluate long-term retention.
- Expand STP to cover related adolescent health topics like body image, stress, and peer pressure.

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