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Assessment of the effectiveness of structured teaching programme (STP) on knowledge regarding leucorrhoea among girls (17 -21 years) at RKMV (Rajkiaya Kanaya Maha Vidyalaya) College, Shimla, H.P: An interventional study

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Abstract

Background: Leucorrhoea is a thick, whitish or yellowish vaginal discharge. There are many causes of leucorrhoea, the usual one being estrogen imbalance. The amount of discharge may increase due to vaginal infection, and it may disappear and reappear from time to time. This discharge can keep occurring for years, in which case it becomes more yellow and foul-smelling. It is usually a non-pathological symptom secondary to inflammatory conditions of vagina or cervix.

Aim: The aim of this study conducted was to assess the effectiveness of structured teaching programme on knowledge regarding leucorrhoea among girls.

Methodology: A quantitative approach with Quasi experimental, one group pretest posttest design was used.

Sample and Sampling Technique: This study included 100 samples of RKMV student. Sample was selected using convenient sampling technique.

Setting: The research setting was RKMV (Rajkiaya Kanaya Maha Vidyalaya) College, Shimla, and H.P.

Tools: The Socio Demographic Performance and structured knowledge questionnaires were used to collect the data. After assessing the preexisting knowledge of the sample, (STP) on leucorrhoea was administered to the selected RKMV students. At the end post test was conducted.

Result: In analysis both descriptive and inferential statistical methods were used. The pre-test mean score was 17.30. The posttest mean score was 29.74. The difference in mean % was 43.30. The result of post test depicted that, (27%) students had adequate knowledge, and (73%) had good knowledge and none of the student had poor knowledge. The conclusion of the study revealed that there was significant improvement in the knowledge on the leucorrhoea.

Keywords: Knowledge, effectiveness, leucorrhoea, STP (Structured Teaching Programme)

1. Introduction

A girl has very important role in every one's life as mother, wife, sister or daughter. They have to face a multiple health problem in their post-reproduction years. They may face chronic conditions, such as, pelvic pain and incontinence. These problems are more common in low- and middle-income of girls particularly in places where fertility is high and women do not have access to good quality health care ^[1].

Reproductive health is recognized as one of the most significant component of family welfare. Health of mother and children is of public health concern. Reproductive health or sexual health addressed the reproductive processes, function and system at all stages of life. Reproductive health implies that people are able to have a responsible satisfying and safer life and that they have the capability to reproduce and the freedom to decide, when and how often to do so ^[2].

Women all over the world at some point in their life experience vaginal discharge called Leucorrhoea. It is white (or clear), thin (or thick), sticky and odorless. Leucorrhoea results from the mucus secreted from the walls of the cervix and vagina.

It is caused by the increase in levels of hormones, especially estrogen. The presence of leucorrhoea indicates that vagina is kept clean and is in healthy condition. Vaginal discharge is composed of mucus secreted from vagina and cervix along with old cells and normal bacterial flora of vagina. Some girls experience leucorrhoea more frequently than others. Although, leucorrhoea is common and considered normal to occur; however, many women find it scary and is uncomfortable. Further, women are embarrassed to discuss this condition with their peers and physician. Hence, leucorrhoea becomes a challenge^[3]. Leucorrhoea is a very common complaint in obstetric and medical practice. The term "leucorrhoea" is applied to cases of abnormal vaginal discharge, non-hemorrhagic nature, which is not caused by neoplasm or other serious organic disease. It is also difficult condition to treat satisfactorily in view of its uncertain etiology^[4]. Vaginal discharge is known to serve as a viable housekeeping function in the reproductive house of a woman. Inside the glands located in the cervix and the vagina is a fluid which carries away the bacteria and dead cells. This prevents infection by keeping the vagina clean.

Most of the time, vaginal discharge is considered perfectly normal. The amount of the discharge varies, as can hue (the color ranges from transparent to milky-white) and odor, depending on the menstrual cycle timings^[5].

2. Methods and Materials

2.1 Research design: This study aims to assess the effectiveness of structured teaching programme (STP) on knowledge regarding Leucorrhoea among girls. So, Quantitative approach was selected under that design was quasi-experimental one group pre-test post test design.

2.2 Setting: The study was conducted at RKMV (Rajkiaya Kanaya Maha vidyala) College, Shimla H.P. 2020.

2.3 Population: Girls (17 -21 years) of RKMV

2.4 Sample and sampling technique: In the present study 100 samples of Rajkiaya Kanaya Maha vidyala was selected by convenient sampling technique.

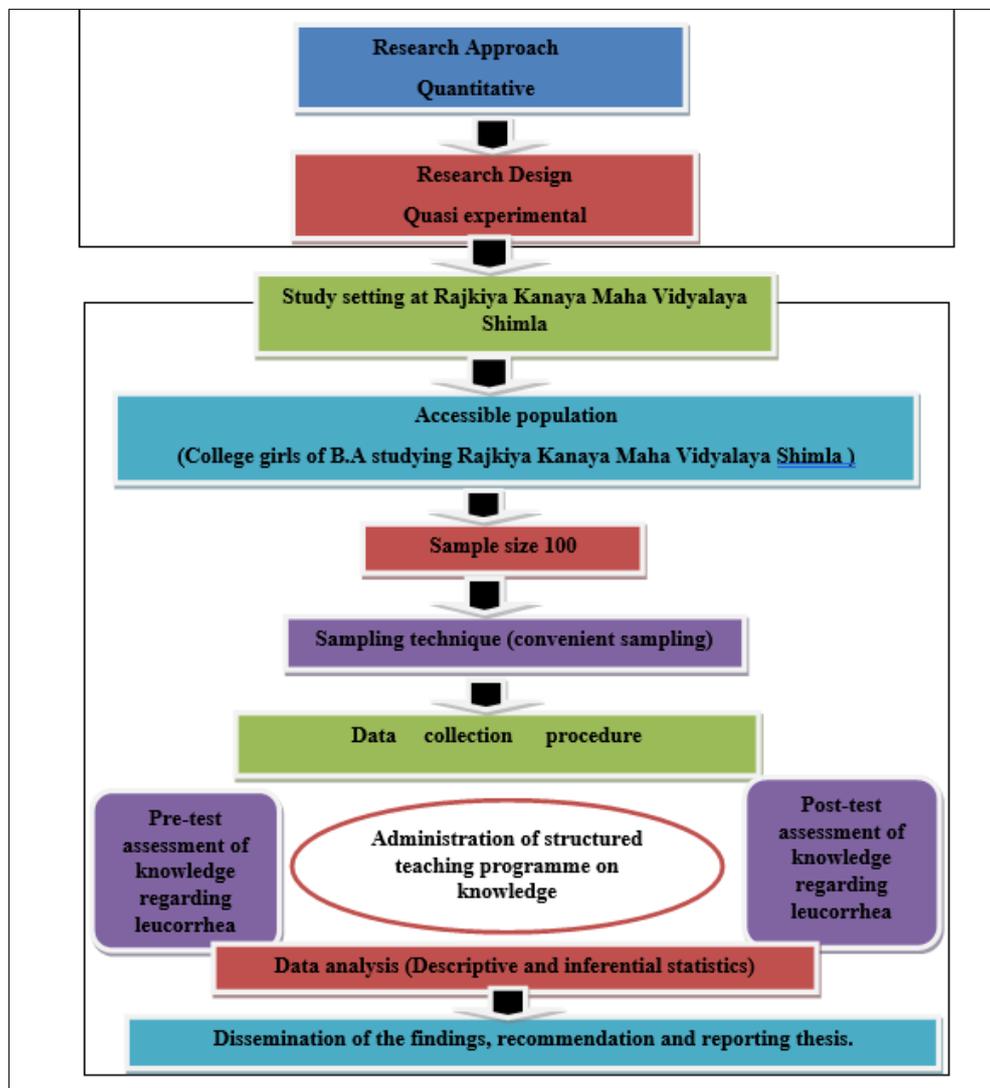


Fig 1: Schematic representation of the study

2.5 Data collection tools and techniques

Based on the objectives and conceptual framework of the study, the tool developed was divided into the followings section:

- Sample characteristics Performa
 - Structured knowledge questionnaire
- It was self-structured knowledge questionnaire that containing 40 questions. It was validated by experts from

field of nursing. Experts were requested to judge the items for their clarity, relevance, meaningfulness and content.

2.6 Ethical considerations

Ethical permission was obtained before conducting the study. Research participants were enrolled in the study after

online informed consent and they were assured about the confidentiality of their responses

3. Results: Description of demographic variables among RKMV girls

Table 1: Frequency and percentage distribution of girls based on Socio demographic variables. N=100

S. No.	Variables	Frequency	Percentage
1	Age		
	1.1 17 years	15	15%
	1.2 18 years	13	13%
	1.3 19 years	12	12%
	1.4 20 years	60	60%
2	Socio-Economic Status		
	2.1 Low Class family	8	8%
	2.2 Middle class family	87	87%
	2.3 High class family	5	5%
3	Area		
	3.1 Urban	36	36%
	3.2 Rural	64	64%
4	Menarche		
	9-10 year	4	4%
	11-12 year	12	12%
	13-14 year	54	54%
	15-16 year	30	30%
5	Food Taking		
	Fat rich diet	7	7%
	Junk food	16	16%
	Balanced diet	22	22%
6	Normal diet	55	55%
	Pre. Source of Information		
	Mass media	27	27%
	Through friends	27	27%
	Through family	23	23%
7	No information	23	23%
	Mothers Education		
	No formal education	16	16%
	Matriculation	40	40%
	Secondary education	20	20%
	Graduate	22	22%
8	Post graduate	2	2%
	Mothers Occupation		
	Home maker	77	77%
	Self employed	8	8%
	Private employee	8	8%
9	Government employee	7	7%
	Personal Hygiene		
	Poor	11	11%
	Fair	17	17%
	Good	72	72%

Table 1 shows the frequency and percentage distribution of demographic variables with respect to age, Socio-Economic Status, area, menarche, food taking, Pre-Source of

Information, Mother's Education, Mother's Occupation, and Personal Hygiene. Assessment of pre-test and post –test knowledge score among girls.

Table 2: Frequency and percentage distribution of pretest and posttest level of knowledge regarding leucorrhoea among college students. Error! Not a valid link.

Criteria measure of pretest and posttest knowledge score		
Score level (n= 100)	Pretest (F %)	Posttest (F %)
Poor knowledge.(0-13)	25(25%)	0(0%)
Average knowledge.(14-26)	72(72%)	29(29%)
Good knowledge.(27-40)	3(3%)	73(73%)

Maximum Score=40
Minimum Score=0

Table 2 reveals that 25 college students (25%) had poor knowledge, 72 college students (72%) had average knowledge, 3 college students (3%) had good knowledge in

pre test and in post test 0% students had poor knowledge, 29% students had average knowledge, 73% students had good knowledge.

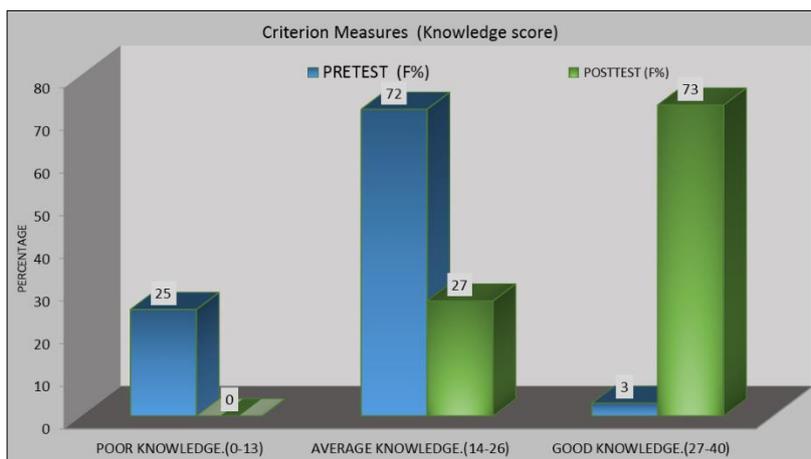


Fig 2: Reveals that in pretest 25 college students (25%) had poor knowledge, 72 college students (72%) had average knowledge, 3 college students (3%) had good knowledge in pre test and in post test 0% students had poor knowledge, 29% students had average knowledge, 73% students had good knowledge.

3.1 Comparison of the pre-test and post-test mean and standard deviation score

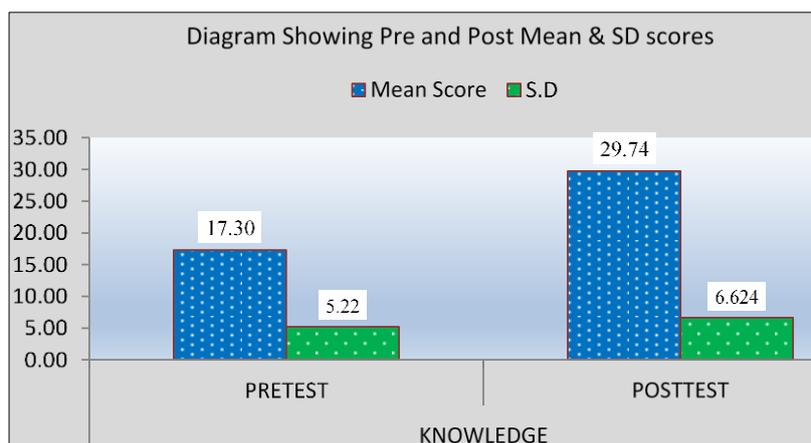


Fig 3: reveals that in pre-test mean was 17.30 and standard deviation was 5.22 post-test mean was 29.74 and standard deviation was 6.624.

3.2 Comparison of the pre-test and post-test knowledge score to test hypothesis and assess the effectiveness of STP

Table 3: Comparison of pre-test and post-test Scores to test hypothesis. Error! Not a valid link.

Paired T Test	Mean±S.D.	Mean %	Range	Mean Diff.	Paired T Test	P value	Table Value at 0.05
Pre-test knowledge	17.3±5.221	43.30	6-30	12.440	14.777 *Sig	<0.001	1.98
Post-test knowledge	29.74±6.624	74.40	14-37				

Significance Level 0.05
Maximum=40 Minimum=0

Table 3 shows that, the mean pre-test knowledge score was 17.3, standard deviation was 5.221, and the mean post-test knowledge score was 29.74, standard deviation was 6.624. The mean% of pre-test score was 43.30, and post-test score was 74.40. The obtained mean difference (12.440) between the pre-test and post-test knowledge score of experimental group was found to be statistically significant as evidence

from the “t” valve 14.777* Sig at 0.05 level. Therefore, the obtained mean difference was true difference and not by chance. Hence the null hypothesis (H₂) was rejected and the research hypothesis (H₁) was accepted. This shows that the structure teaching programme on leucorrhoea was effective in enhancing the knowledge of girls regarding leucorrhoea.

Table 4: Shows that, the mean pre-test knowledge score was 17.30, and the mean post-test knowledge score was 29.74, with the mean difference of 12.44. The mean% of pre-test score was 43.25, and post-test score was 74.35, with the mean difference% 31.10.

Diagram Showing Individual Score Gain (Effectiveness)						
Mean %	Pre-test Knowledge	Post-test Knowledge	Difference	Pre-test Knowledge Score %	Post-test Knowledge Score %	Difference %
Average	17.30	29.74	12.44	43.25	74.35	31.10

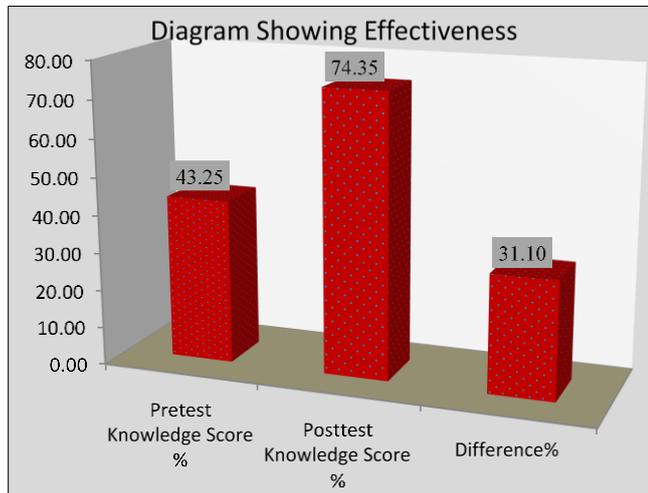


Fig 4: Shows the mean % of pre-test score was 43.25, and post-test score was 74.35, with the mean difference % 31.10.

4. Discussion

This study concentrates on the feelings derived from the statistical analysis. Many researches have been conducted in the national and international level to improve the knowledge of girls. The discussion has been presented in the context of the finding revealed by the other researches. The present study shows that the mean score after administration of structured teaching programme was 29.74 which is consistent with the finding of the study conducted by Kumari Meena show that the mean score was 26.08 after the administration of structured teaching programme on knowledge regarding leucorrhoea (Kumari Meena *et al.*, 2017) [6]. The present study shows that the mean pre test score was 17.30 and mean post test score was 29.74 which is consistent with the finding of the study conducted by Kumari Meena show that the mean pretest score was 9.30 and mean post test score was 13.98 (Sharma Anupama, 2017) [7].

5. Conclusion

This study assessed the level of knowledge of college student regarding leucorrhoea. The college student had inadequate knowledge regarding leucorrhoea prior to administration of structure teaching programme. After administering the structure teaching programme, there was significant improvement in college student's level of knowledge regarding leucorrhoea. The study concluded that the structure teaching programme was effective in improving the knowledge regarding leucorrhoea among girls (17-21 years) at RKMV, Shimla H.P.

6. Limitations

The students were selected from (Rajkiaya Kanaya Mahavidyalaya) College, Shimla, H.P, only.

7. Recommendation

On the basis of study findings, the following recommendations were made;

1. A Quasi experimental study can be conducted between students of different college to evaluate the effectiveness of structure teaching programme on knowledge regarding leucorrhoea.
2. A similar study can be conducted among school girls related to knowledge regarding leucorrhoea.

3. Comparative study can be done on college student regarding knowledge on leucorrhoea.
4. A similar study can be conducted among married women.

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