



“A Study To Assess The Effectiveness Of Structured Teaching Programme On Knowledge Regarding Anorexia Nervosa Among Adolescent Girls In Selected College At Banswara, Rajasthan”

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Abstract

Background

Anorexia Nervosa is a serious eating disorder commonly affecting adolescent girls and is characterized by self-starvation, distorted body image, and intense fear of gaining weight. Increasing influence of media, peer pressure, and lack of awareness regarding healthy nutrition have contributed to the rising incidence of anorexia nervosa among adolescents. Educational interventions are important for improving awareness and prevention of eating disorders among young girls.

Objectives

1. To assess the pre-test knowledge regarding anorexia nervosa among adolescent girls.
2. To evaluate the effectiveness of a structured teaching programme on knowledge regarding anorexia nervosa among adolescent girls.
3. To determine the association between pre-test knowledge scores and selected demographic variables.

Methodology

A quantitative research approach with a pre-experimental one-group pre-test and post-test design was adopted for the study. The study was conducted among adolescent girls studying in selected colleges at

Banswara. A total of 100 adolescent girls were selected using a non-probability convenient sampling technique. A structured knowledge questionnaire was used to assess the knowledge regarding anorexia nervosa. After conducting the pre-test, a structured teaching programme was administered, and the post-test was conducted after seven days. Descriptive and inferential statistics were used for data analysis.

Results

The findings of the study revealed that the majority of adolescent girls 64 (64%) had inadequate knowledge regarding anorexia nervosa during the pre-test. After the administration of the structured teaching programme, 54 (54%) participants achieved adequate knowledge in the post-test assessment. The mean post-test knowledge score (21.68 ± 2.85) was significantly higher than the mean pre-test knowledge score (11.24 ± 3.12). The calculated paired 't' value (18.72) was greater than the table value (1.98) at 0.05 level of significance, indicating that the structured teaching programme was highly effective.

Conclusion

The study concluded that the structured teaching programme was effective in improving the knowledge regarding anorexia nervosa among adolescent girls. Educational programmes can play a vital role in increasing awareness, promoting healthy eating behaviors, and preventing eating disorders among adolescents.

Keywords

Anorexia Nervosa, Structured Teaching Programme, Knowledge, Adolescent Girls, Eating Disorders, Rajasthan.

Introduction

Anorexia Nervosa is one of the most common eating disorders affecting adolescents, particularly girls. It is characterized by self-starvation, excessive dieting, distorted body image, and intense fear of gaining weight. Adolescence is a vulnerable period marked by rapid physical, emotional, and social changes, making young girls more susceptible to body dissatisfaction and unhealthy eating behaviors.

The increasing influence of media, social networking platforms, and unrealistic beauty standards has significantly contributed to the growing incidence of anorexia nervosa. Lack of awareness regarding balanced nutrition and mental health further increases the risk among adolescents. Untreated anorexia nervosa may lead to severe malnutrition, anemia, osteoporosis, depression, hormonal imbalance, and even death.

Educational programmes are essential in creating awareness and improving knowledge among adolescent girls regarding healthy dietary habits and prevention of eating disorders. Structured teaching programmes can effectively enhance understanding and encourage early identification and management of anorexia nervosa.

Need of the Study

Eating disorders among adolescents are becoming an important public health concern worldwide. Many adolescent girls are unaware of the harmful effects of unhealthy dieting practices and extreme weight-

control behaviors. Social pressure to maintain a slim body image, influence of celebrities, peer comparison, and exposure to social media have increased the risk of developing anorexia nervosa among young girls.

In India, awareness regarding eating disorders and mental health problems is still limited, especially among adolescents studying in colleges. Early identification and preventive education are necessary to reduce the physical, psychological, and social complications associated with anorexia nervosa. Lack of proper knowledge may delay diagnosis and treatment, resulting in severe health consequences.

Structured teaching programmes can help adolescent girls gain adequate knowledge regarding healthy nutrition, body image, symptoms, complications, and prevention of anorexia nervosa. Such educational interventions also encourage positive attitudes toward healthy eating and mental well-being. Therefore, the investigator felt the need to conduct a study to assess the effectiveness of a structured teaching programme on knowledge regarding anorexia nervosa among adolescent girls in selected colleges at Banswara.

Objectives

1. To assess the pre-test level of knowledge regarding anorexia nervosa among adolescent girls.
2. To evaluate the effectiveness of a structured teaching programme on knowledge regarding anorexia nervosa.
3. To determine the association between pre-test knowledge scores and selected demographic variables.

Hypothesis

(H₁) There will be a significant difference between the mean pre-test and post-test knowledge scores regarding anorexia nervosa among adolescent girls after administration of the structured teaching programme at the 0.05 level of significance.

(H₀) There will be no significant difference between the mean pre-test and post-test knowledge scores regarding anorexia nervosa among adolescent girls after administration of the structured teaching programme at the 0.05 level of significance.

(H₂) There will be a significant association between the pre-test knowledge scores regarding anorexia nervosa among adolescent girls and their selected demographic variables such as age, educational status, family income, dietary habits, and source of information.

Research Methodology

Research Approach

A quantitative research approach was adopted for the present study to assess the effectiveness of a structured teaching programme on knowledge regarding anorexia nervosa among adolescent girls.

Research Design

The research design selected for the study was a pre-experimental one-group pre-test and post-test design. This design was considered appropriate to evaluate the effectiveness of the structured teaching programme by comparing the knowledge scores before and after the intervention.

Research Setting

The study was conducted in selected colleges at Banswara.

Population

The target population of the study consisted of adolescent girls studying in selected colleges.

Sample Size

The sample size for the study comprised 100 adolescent girls.

Sampling Technique

A non-probability convenient sampling technique was used to select the samples for the study.

Inclusion Criteria

- Adolescent girls who were studying in selected colleges at Banswara, Rajasthan.
- Students who were willing to participate in the study.
- Students who were available during the period of data collection.

Exclusion Criteria

- Adolescent girls who were absent during data collection.
- Students who had already attended any educational programme regarding anorexia nervosa.

Tool for Data Collection

The data collection tool consisted of two sections:

Section A: Demographic Variables

This section included items related to demographic information such as age, educational status, family income, dietary habits, type of family, and source of information.

Section B: Structured Knowledge Questionnaire

A structured knowledge questionnaire was prepared to assess the knowledge regarding anorexia nervosa among adolescent girls. The questionnaire included questions related to meaning, causes, signs and symptoms, complications, prevention, and management of anorexia nervosa.

Validity and Reliability

The tool was validated by experts from the fields of nursing, psychiatry, and community health nursing. Reliability of the tool was established using appropriate statistical methods, and the tool was found to be reliable for conducting the study.

Data Collection Procedure

Formal permission was obtained from the concerned authorities of selected colleges before conducting the study. Informed consent was taken from the participants. A pre-test was conducted using the structured knowledge questionnaire to assess the baseline knowledge regarding anorexia nervosa. After the pre-test, the structured teaching programme was administered to the participants. The post-test was conducted after seven days using the same questionnaire to assess the effectiveness of the teaching programme.

Plan for Data Analysis

The collected data were organized, tabulated, and analyzed using descriptive and inferential statistics.

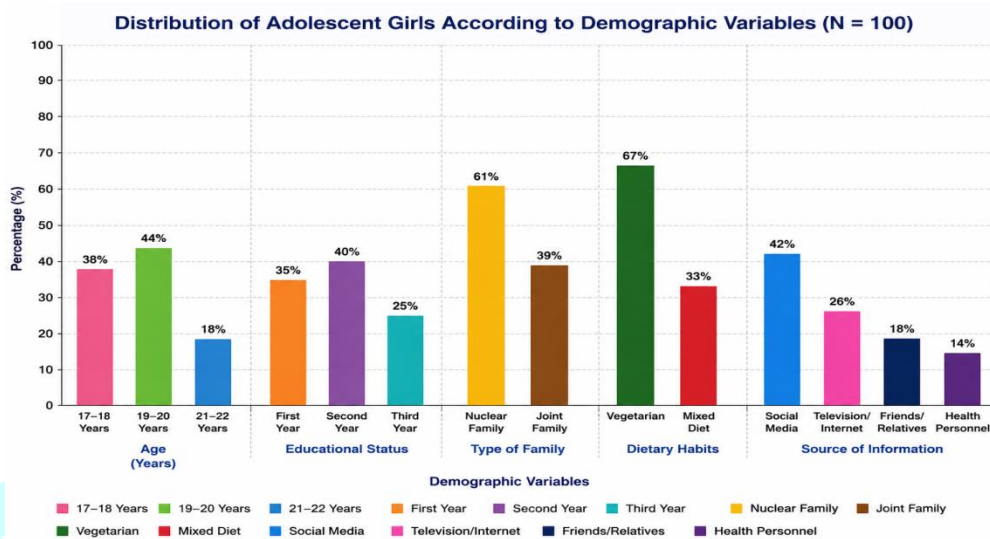
- Descriptive statistics such as frequency, percentage, mean, and standard deviation were used to describe demographic variables and knowledge scores.
- Inferential statistics such as paired 't' test were used to determine the effectiveness of the structured teaching programme.
- Chi-square test was used to determine the association between pre-test knowledge scores and selected demographic variables.
- The level of significance was set at 0.05.

Results and Findings

Section I: Distribution of Adolescent Girls According to Demographic Variables (N = 100)

Demographic Variables	Frequency (f)	Percentage (%)
Age (Years)		
17–18 Years	38	38%
19–20 Years	44	44%
21–22 Years	18	18%
Educational Status		
First Year	35	35%
Second Year	40	40%
Third Year	25	25%
Type of Family		
Nuclear Family	61	61%
Joint Family	39	39%
Dietary Habits		
Vegetarian	67	67%
Mixed Diet	33	33%
Source of Information		
Social Media	42	42%

Television/Internet	26	26%
Friends/Relatives	18	18%
Health Personnel	14	14%

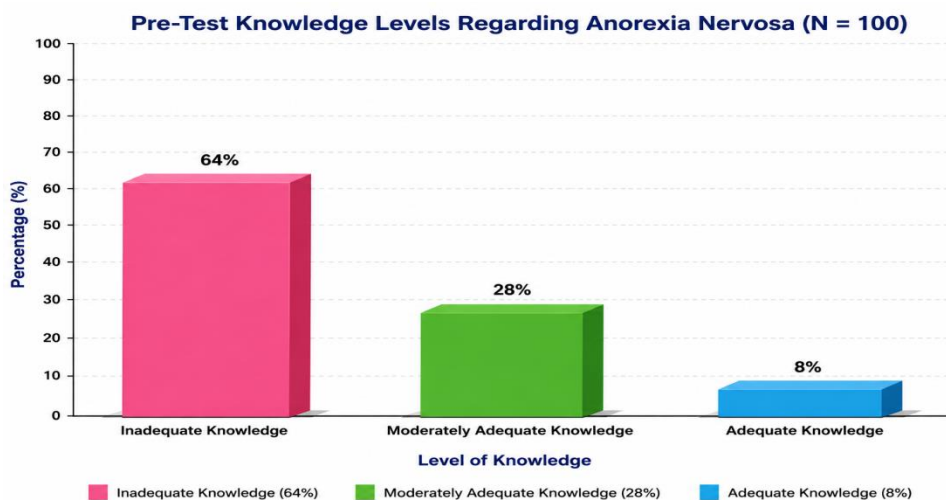


Section II: Assessment of Pre-Test Knowledge Scores Regarding Anorexia Nervosa

Level of Knowledge	Frequency (f)	Percentage (%)
Inadequate Knowledge	64	64%
Moderately Adequate Knowledge	28	28%
Adequate Knowledge	8	8%

Interpretation

The above table shows that the majority of adolescent girls 64 (64%) had inadequate knowledge regarding anorexia nervosa in the pre-test, whereas 28 (28%) had moderately adequate knowledge and only 8 (8%) had adequate knowledge.

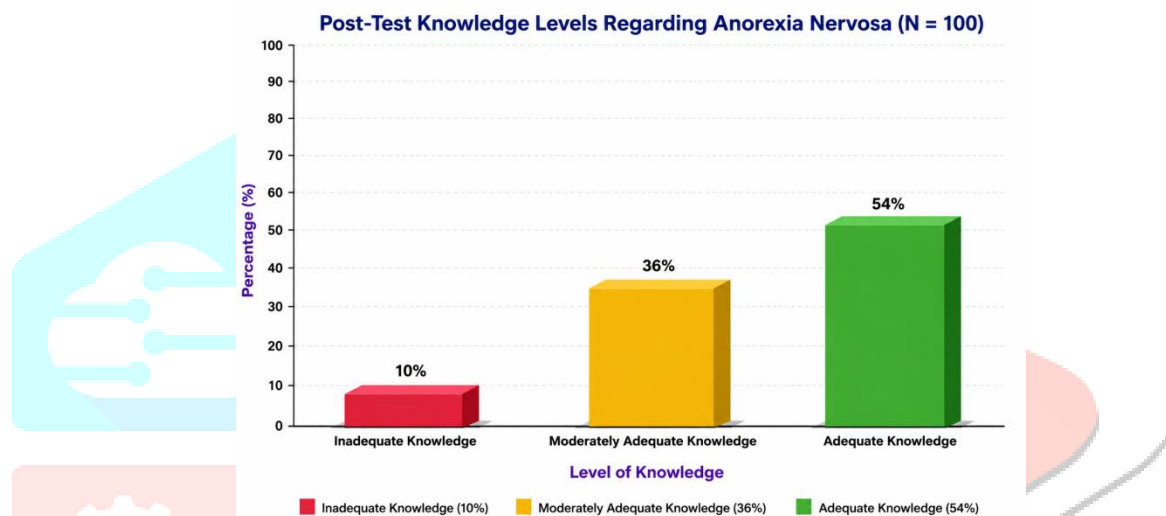


Section III: Assessment of Post-Test Knowledge Scores Regarding Anorexia Nervosa

Level of Knowledge	Frequency (f)	Percentage (%)
Inadequate Knowledge	10	10%
Moderately Adequate Knowledge	36	36%
Adequate Knowledge	54	54%

Interpretation

The above table indicates that after administration of the structured teaching programme, the majority of adolescent girls 54 (54%) had adequate knowledge regarding anorexia nervosa, showing marked improvement in post-test knowledge scores.

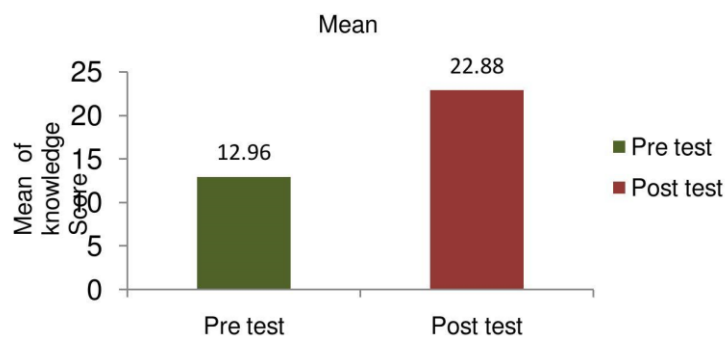


Section IV: Comparison of Pre-Test and Post-Test Knowledge Scores

Knowledge Scores	Mean	Standard Deviation	Mean Difference	Paired 't' Value	Table Value	Significance
Pre-Test	11.24	3.12				
Post-Test	21.68	2.85	10.44	18.72	1.98	Significant at 0.05 level

Interpretation

The above table reveals that the mean post-test knowledge score (21.68) was higher than the mean pre-test knowledge score (11.24). The calculated paired 't' value (18.72) was greater than the table value (1.98) at 0.05 level of significance. Hence, the structured teaching programme was statistically effective in improving the knowledge regarding anorexia nervosa among adolescent girls.



Section V: Association Between Pre-Test Knowledge Scores and Selected Demographic Variables

Demographic Variables	Chi-Square Value	Table Value	Significance
Age	6.12	5.99	Significant
Educational Status	7.24	5.99	Significant
Type of Family	2.16	3.84	Not Significant
Dietary Habits	4.02	3.84	Significant
Source of Information	8.31	7.81	Significant

Interpretation

The table shows that there was a significant association between pre-test knowledge scores and selected demographic variables such as age, educational status, dietary habits, and source of information. No significant association was found with type of family.

Major Findings

- Majority of adolescent girls had inadequate knowledge regarding anorexia nervosa before the intervention.
- Post-test knowledge scores showed significant improvement after the structured teaching programme.
- The structured teaching programme was statistically effective in improving knowledge among adolescent girls.
- Significant association was found between pre-test knowledge scores and selected demographic variables.

Recommendations

1. Similar studies can be conducted on a larger sample.
2. Comparative studies can be conducted between rural and urban adolescents.
3. Educational programmes regarding eating disorders should be included in college health education.
4. Awareness campaigns can be organized to promote mental health and healthy nutrition among adolescents.

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