



EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME ON KNOWLEDGE REGARDING BODY DYSMORPHIC DISORDER AMONG ADOLESCENT GIRLS

Mrs. Samundeeswari S* | Dr. G Rajeswari**

*Professor, Department of Paediatric nursing, Mallige college of nursing, Bangalore, Karnataka, India.

**Principal, Mallige college of nursing, Bangalore, Karnataka, India.

DOI: <http://doi.org/10.47211/idcij.2024.v11i03.003>

ABSTRACT

Introduction: Body Dysmorphic Disorder (BDD) is a mental health condition characterized by an obsessive focus on perceived flaws or defects in one's physical appearance, which are often minor or not observable to others. This preoccupation with appearance can cause significant distress and impair daily functioning. This study is designed to assess the effectiveness of structured teaching programme on Knowledge regarding body dysmorphic disorder among adolescent girls in selected schools at Bangalore. Objective: The main objective of the study was to evaluate the effectiveness of structured teaching programme regarding body dysmorphic disorder on level of knowledge among adolescent girls. Methodology: The quantitative research approach was used. The design adopted for the study was pre-experimental with one group pre & posttest design. Purposive sampling technique was used to select 60 Adolescent Girls in selected schools at Bangalore. Result: The mean value of posttest level of Knowledge after structured teaching programme was 4.01 and it was higher than the pretest mean value 2.41. The calculated t-test value was 12.56 showed that there was a significant difference in the effectiveness of structured teaching programme at $p < 0.05$ level. There was no significant association between the pretest level of knowledge regarding Body Dysmorphic Disorder among Adolescent Girls with selected demographic variables. Conclusion: It was evident that structured teaching programme was effective in increasing the level of knowledge regarding Body dysmorphic disorder among adolescent girls.

Key Words: Structured teaching programme, knowledge, Body dysmorphic disorder, adolescent girls.

ABOUT AUTHORS:



Author Mrs. Samundeeswari S is Professor, Department of Paediatric nursing, Mallige college of nursing, Bangalore, Karnataka, India.



Author Dr. G Rajeswari is Principal, Mallige college of nursing, Bangalore, Karnataka, India.



INTRODUCTION

Adolescence is a transitional period which separate from both early childhood and adulthood that requires special attention and protection. The brain undergoes quite substantial developments in early adolescence, which affect emotional skills as well as physical and mental abilities¹.

Body Dysmorphic Disorder (BDD) is a mental health condition where an individual is excessively concerned about one or more perceived flaws or defects in their physical appearance. These perceived flaws are often minor or not observable to others, but they cause significant distress and impair daily functioning².

Body Dysmorphic Disorder affects 1.7% to 2.9% of the general population — about 1 in 50 people. BDD is more common in women than in men (approximately 60% women versus 40% men)³.

An experimental study was conducted to evaluate the effectiveness of structured teaching program regarding knowledge and attitude on BDD among young adult. The present study includes quantitative research approach and research design was a pre-experimental study with one group pre- test and post-test design. The study was conducted in RKMV, Shimla. The samples were selected by convenient sampling technique. A total of 40 young adults (girls) were selected. The results of the study revealed that on applying 't' test in case of knowledge and attitude the "t" values 2.26 and 3.74 respectively were found to be statistically significant at 0.05 level of significance. Finding of the study concluded that structured teaching programme was found effective in improving the knowledge and to change the attitude among young adults regarding BDD⁴.

There is no known way to prevent BDD. However, the early diagnosis and treatment after the onset of BDD symptoms might be helpful. Teaching and encouraging healthy and realistic attitudes about body image also might help prevent the development or worsening of BDD symptoms. Also, an understanding and supportive environment might well serve to reduce symptom severity and help a person with BDD better cope with the disorder⁵.

Statement of the problem

"A study to assess the effectiveness of structured teaching programme on Knowledge regarding body dysmorphic disorder among adolescent girls in selected schools at Bangalore."

OBJECTIVES

- ❖ To assess the pre and post test level of knowledge regarding body dysmorphic disorder among adolescent girls.
- ❖ To evaluate the effectiveness of structured teaching programme regarding body dysmorphic disorder on level of knowledge among adolescent girls.
- ❖ To associate the pre test level of knowledge regarding body dysmorphic disorder among adolescent girls with their selected demographic variables.

MATERIALS AND METHODS

STUDY DESIGN

Research design adopted for this study was pre-experimental with one group pre and posttest design.

SAMPLE

Adolescent Girls who fulfilled the inclusion criteria and studying in Bangalore.

SAMPLE SIZE

Total sample size was 60 Adolescent Girls from Bangalore.

SAMPLING TECHNIQUE

Purposive sampling technique was adopted for this study. Among the total population the investigator selected sixty (60) samples who met inclusion criteria.

STUDY SETTING

The study was conducted in selected schools at Bangalore.



CRITERIA FOR SAMPLE SELECTION

Inclusion Criteria

1. Students who are willing to participate in the study.
2. Students who are available during the time of data collection period.
3. Both genders are included in the study.

Exclusion Criteria

1. Students who are not willing to participate in this study.
2. Students who had attended any type of education program on BDD

DATA COLLECTION, TOOLS AND TECHNIQUE

Structured knowledge questionnaire was used to collect data regarding body dysmorphic disorder.

Table .1 STATISTICAL ANALYSIS

S.NO	GROUP	LEVEL OF KNOWLEDGE			T- VALUE
		MEAN	Standard Deviation	Degree of freedom	
1.	PRETEST	2.41	0.80	59	12.56 S
2.	POST TEST	4.01	0.74		

The mean value of posttest level of Knowledge after structured teaching programme was 4.01 and it was higher than the pretest mean value 2.41. The calculated t-test value was 12.56 showed that there was a significant difference in the effectiveness of structured teaching programme at $p < 0.05$ level. The difference between the pre and posttest response showed that structured teaching programme was effective in the improvement of knowledge regarding BDD. Hence the research hypothesis states that, "There is a significant difference between the pre and posttest level of knowledge regarding BDD among Adolescent girls."

Table .2 Association of pretest level of knowledge with their selected demographic variables of Adolescent girls

S. NO.	DEMOGRAPHIC VARIABLES	PRE TEST LEVEL OF KNOWLEDGE										χ ² VALUE
		VERY POOR		POOR		AVERAGE		GOOD		VERY GOOD		
		F	%	F	%	F	%	F	%	F	%	
1.	Age (years)											6.17 DF = 12 P 0.40 NS
	a) 13 – 14	10	16.67	14	23.33	9	15.00	3	5.00	0	0	
	b) 15-16	5	8.33	7	11.67	7	11.67	3	5.00	0	0	
	c) 17-18	2	3.33	0	0	0	0	0	0	0	0	
2.	Religion											10.78 DF = 12 P 0.02 NS
	a) Hindu	12	20.00	7	11.66	7	11.66	4	6.67	0	0	
	b) Christian	4	6.67	5	8.33	8	13.33	1	1.67	0	0	
	c) Muslim	1	1.67	9	15.00	1	1.67	1	1.67	0	0	
	d) Others	0	0	0	0	0	0	0	0	0	0	
3.	Type of Family											5.76 DF = 8 P 0.45 NS
	a) Nuclear	11	18.33	13	21.67	6	10.00	3	5.00	0	0	
	b) Joint	5	8.33	8	13.33	9	15.00	2	3.33	0	0	
	c) Extended	1	1.67	0	0	1	1.67	1	1.67	0	0	
4.	Educational status											4.72 DF = 8 P 0.54 NS
	a) VII & VIII	5	8.33	12	20.00	9	15.00	4	6.67	0	0	
	b) IX & X	9	15.00	6	10.00	5	8.33	1	1.67	0	0	
	c) XI & XII	3	5.00	3	5.00	2	3.33	1	1.67	0	0	
5.	Socio economic status											6.17 DF = 12 P 0.72 NS
	a) Lower class	1	1.67	2	3.33	1	1.67	1	1.67	0	0	
	b) Lower middle class	4	6.67	7	11.66	8	13.33	3	5.00	0	0	
	c) Middle class	12	20.00	11	18.33	6	10.00	2	3.33	0	0	
	d) High class	0	0	1	1.67	1	1.67	0	0	0	0	



S. NO.	DEMOGRAPHIC VARIABLES	PRE TEST LEVEL OF KNOWLEDGE										χ ² VALUE
		VERY POOR		POOR		AVERAGE		GOOD		VERY GOOD		
		F	%	F	%	F	%	F	%	F	%	
6.	Dwelling area											5.97
	a) Urban	9	15.00	16	26.67	8	13.33	4	6.66	0	0	DF = 8
	b) Semi urban	7	11.66	5	8.33	7	11.67	1	1.67	0	0	P 0.43
	c) Rural	1	1.67	0	0	1	1.67	1	1.67	0	0	NS
7.	Source of information											5.36 DF = 16 P 0.94 NS
	a) Newspaper	4	6.67	3	5.00	2	3.34	1	1.67	0	0	
	b) Radio	1	1.67	0	0	1	1.67	0	0	0	0	
	c) Television	2	3.33	8	13.33	5	8.33	2	3.33	0	0	
	d) Internet & Online resources	8	13.33	8	13.33	6	10.00	2	3.33	0	0	
	e) Others	2	3.33	2	3.34	2	3.33	1	1.67	0	0	
8.	BMI											4.29 DF = 8 P 0.63 NS
	a) Underweight	4	6.67	3	5.00	4	6.67	1	1.67	0	0	
	b) Normal	3	5.00	4	6.67	3	5.00	2	3.34	0	0	
	c) Overweight	8	13.33	11	18.33	8	13.33	2	3.34	0	0	
	d) Obese	2	3.34	3	5.00	1	1.67	1	1.67	0	0	

The results showed that there was no significant association between the pretest level of knowledge with their selected demographic variables.

CONCLUSION

The present study assessed the effectiveness of structured teaching programme on improving the level of knowledge regarding BDD. The result showed that there was a significant difference between the pre and post test response and it showed that structured teaching programme was effective in the improvement of knowledge regarding BDD. On the basis of this study the investigator were concluded that structured teaching programme increases the level of knowledge regarding BDD.

REFERENCES

1. Agarwal, K.N. "Pediatrics And Neonatology" 2nd Edition CBS Publishers, New Delhi, Page No.-253-290.
2. Basavanthappa, B.T., "Pediatric/Child Health Nursing" 2nd Edition 2008, Jain Publishers, Page No. -818.
3. Dutta Parul "Pediatric Nursing" 2nd Edition Published By Jaypee Brothers Medical Publishers (P) Ltd. Page No.115-131,192,885.
4. Elizabeth, "Child Growth And Development" 5th Edition 2004, Tata M.C. Grow Publishers Page No.-85-100, 102, 111-114, 359-36
5. Mr. Rohit Gautam, Mr. Madan Mohan Gupta. A Study to Evaluate the Effectiveness of Structured Teaching Programme on Knowledge Regarding Learning Disabilities of the School Children Among School Teachers in Selected School at Moradabad. JNPE. 2016; 2(3):59-63.