



EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME ON KNOWLEDGE REGARDING EATING DISORDERS AMONG ADOLESCENT GIRLS IN A SELECTED EDUCATIONAL INSTITUTION

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Abstract : A true experimental study was conducted to assess the effectiveness of a structured teaching programme on knowledge regarding eating disorders among adolescent girls in a selected educational institution in Chalakudy Municipality, Thrissur District. Sixty adolescent girls between 16–18 years were selected using purposive sampling. Data were collected with a structured knowledge questionnaire and analyzed using descriptive and inferential statistics.

The pre-test mean score was 14.3 (SD = 7.05), while the post-test mean score increased to 16.6, giving a mean difference of 2.3. The calculated paired t value was 2.5, which exceeded the table value of 2.00 at the 0.05 level of significance. This indicates that the structured teaching programme was effective in improving knowledge.

There was a significant association between pre-test knowledge and selected sociodemographic variables such as Body Mass Index (BMI), family income, eating habits, media exposure, and previous knowledge about eating disorders. No significant association was found with age.

Conclusion: The study concludes that structured teaching programmes are effective in improving the knowledge of adolescent girls regarding eating disorders.

INTRODUCTION

Adolescence is a crucial period of physical, emotional, and psychological development, during which girls are particularly vulnerable to eating disorders such as anorexia nervosa, bulimia nervosa, and binge-eating disorder. Concerns related to body image, peer influence, societal expectations, and media portrayals significantly influence eating behaviours, often leading to unhealthy dietary practices. Globally, approximately 9% of the population is affected by eating disorders, with adolescent girls being highly susceptible, and in India, prevalence ranges from 0.7% to 5%, with many cases going unreported due to stigma and lack of awareness. Eating disorders can result in severe physical and psychological consequences, including malnutrition, hormonal imbalances, anxiety, and depression. This highlights the need and significance of early educational interventions, as structured teaching programmes can systematically enhance knowledge, promote healthy eating habits, and encourage positive body image among adolescents.

NEED OF THE STUDY.

Adolescence is a critical period of development an adolescent girl are particularly vulnerable to eating disorders such as anorexia nervosa, bulimia nervosa and binge eating disorder globally, the prevalence of eating disorder among adolescent girls ranges from 1.5% to 4.5% with rates rising due to societal pressure, social media influence, and body image concerns(2023).In India the prevalence is reported between 0.7% and 3.3% with many cases going on noticed due to stigma and lack of awareness (2023).According to the World Health Organization (WHO,2022), approximately 9% of the global population is affected by eating disorders, with a higher prevalence Among adolescents.A study conducted in India by National institute of Mental Health and Neuroscience (NIMHANS,2021) reported that 3-5% of adolescent girls experience eating disorders, with many cases go in

undiagnosed due to a lack of awareness. The Indian Journal of Psychiatry (2020) highlighted that body dissatisfaction and unhealthy weight control behaviors are observed 30-50% of adolescent girls in urban areas. A survey conducted in Kerala (2023) reported that nearly 50% of adolescent girls exhibit disordered eating behaviors, influenced by peer pressure, social media, and unrealistic body image expectations.

A recent incident in Kerala highlights the dangers of extreme dieting, where a Teenager lost her life after following an online weight loss plan. This tragic case emphasizes the urgent need for awareness about eating disorders among adolescents. A structured teaching program can help educate adolescent girls on the risks of extreme dieting, promote healthy eating habits, and prevent such incidents in the future. Adolescent girls are vulnerable to eating disorders like anorexia, bulimia, and binge eating due to societal pressure and body image concerns. In India, prevalence ranges from 0.7% to 5%, with many cases unreported due to stigma and lack of awareness. Early intervention through structured teaching programs can promote healthy behaviors and reduce the burden of eating disorders.

Eating disorders have severe physical and psychological consequences, including malnutrition, hormone imbalance, anxiety and depression, in many adolescents. Acknowledging about healthy eating habits and positive body image, increasing their susceptibility. Structured teaching programmes are an effective tool to educate adolescent girls about eating disorders, promote healthy behaviors and empower them to make informed decisions. Early intervention through such programmes can reduce the prevalence of eating disorders and ensure a healthier future for adolescent girls.

RESEARCH METHODOLOGY

The methodology section outlines the plan and method that how the study is conducted. The details are as follows;

3.1 Population and Sample

Population: Adolescent girls between the age of 16-18 in selected at Thrissur district.

Sample: 60, First year COPA students who fulfilled inclusion criteria.

3.2 Data and Sources of Data

The formal consent from the school authorities will be obtained. The purpose of the study will be explained, and data will be taken from adolescent girls. The data will be collected using a demographic proforma and structured knowledge questionnaire.

3.3 Theoretical framework

Pender's Health Promotion Model consists of several key components that can be applied to your structured teaching program to enhance knowledge about eating disorders.

The model begins with individual characteristics and experiences, which include prior related behaviors and personal factors.

- Prior related to behaviors: It includes food pattern, Eating habits, Number of meals per day, Tendency to skip meals, Awareness classes attended, Monthly allowance.

- Personal factors: It includes age, height, weight, BMI, religion, family income. These factors influence the next stage, behaviour-specific cognitions and affect, which encompasses adolescents' perceived benefits and barriers of healthy eating, their confidence in engaging in such behaviour, and the impact of interpersonal (family, peers, media) and situational (school, social events) influences, as well as competing demands like academic stress. This leads to a behavioural outcome, where the individual develops a commitment to take action and adopts a willingness to embrace healthier behaviour.

To enhance this process, an intervention in the form of a structured teaching program is introduced. This intervention includes education on eating disorders, skill-building sessions, group discussions, and self-monitoring tools, all aimed at increasing knowledge and building confidence. As a result of this structured approach, the improved outcomes expected are heightened awareness, the development of positive attitudes, and the adoption of healthier eating behaviors among adolescent girls. This model thus provides a comprehensive, theory-based guide for educational and behavioral interventions focused on adolescent nutrition and mental well-being.

3.4 Statistical tools and econometric models

This section elaborates the proper statistical/econometric/financial models which are being used to forward the study from data towards inferences. The detail of methodology is given as follows.

3.4.1 Description of the tool

The tools used for the study were developed based on the objectives.

Tool 1: Baseline proforma

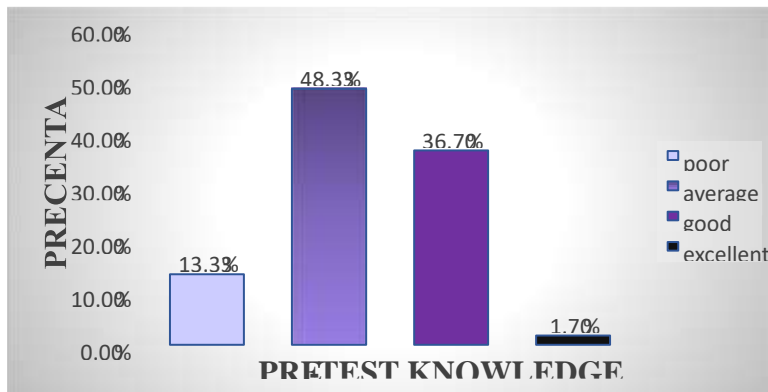
It consists of 15 items such as age, height, weight, BMI, religion, family monthly income, food pattern, eating habit, number of meals consumed daily, missing meals, social media influence on eating habits, previous awareness classes attended, average monthly allowance, opinion about eating disorder is harmful to health and previous knowledge about eating disorders.

Tool 2: Structured Knowledge Questionnaire

The structured questionnaire consists of questions relating to the knowledge regarding eating disorders. It includes 25 questions. Each multiple-choice question had 4 options, with one correct response. Each item had a score of '1' for the correct answer and the '0' for the wrong answer. The total possible score was 25.

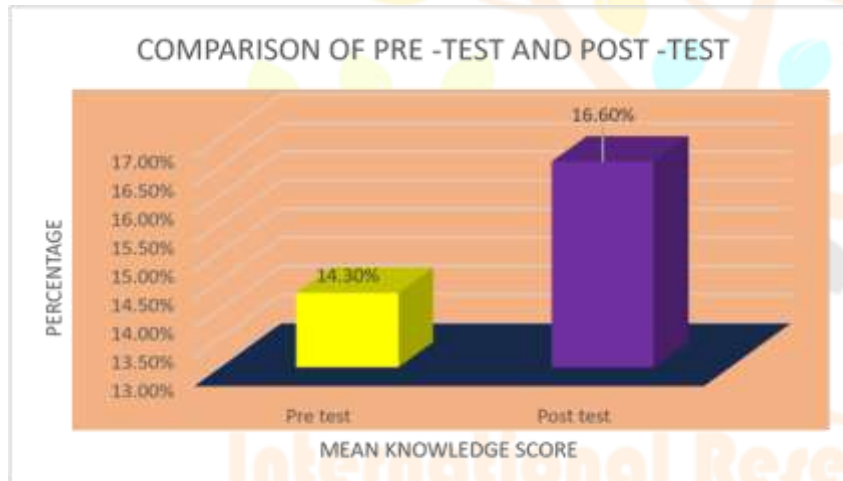
IV. RESULTS AND DISCUSSION

4.1 RESULTS SECTION A : TO ASSESS THE PRETEST KNOWLEDGE REGARDING EATING DISODERS AMONG ADOLESCENT GIRLS



Graph shows that among 60% of samples 13.33% of samples are having poor pre-test knowledge, 48.33% of samples are having average pre-test knowledge, 36.70% of samples are having good pre-test knowledge, 1.70% of samples having excellent pretest knowledge.

SECTION B TO ASSESS THE EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME ON KNOWLEDGE REGARDING EATING DISORDER AMONG ADOLESCENT GIRLS



SECTION C : TO DETERMINE THE ASSOCIATION BETWEEN PRE-TEST KNOWLEDGE OF ADOLESCENT GIRLS REGARDING THE EATING DISORDER WITH SELECTED SOCIO-DEMOGRAPHIC VARIABLES.

Based on the analysis, it was found that among the selected demographic variables, five showed a statistically significant association with the pre-test knowledge scores regarding eating disorders. These include Body Mass Index (BMI) with a Chi-square value of 21.5, family income ($\chi^2 = 18.12$), eating habits ($\chi^2 = 37.334$), media influence ($\chi^2 = 17.56$), and previous knowledge ($\chi^2 = 7.815$). This indicates that adolescent girls with healthier BMI, better financial background, proper eating patterns, greater media exposure, and prior awareness had significantly higher knowledge levels about eating disorders. In contrast, age showed no significant association with knowledge scores, as the calculated Chi-square value was 2.68, which is below the table value. Hence, the null hypothesis was rejected for BMI, family income, eating habits, media influence, and previous knowledge, while it was accepted for age.

STUDY SUMMARY

The questionnaire method was used to collect data on the demographic variables and knowledge of adolescent girls regarding eating disorders. The collected data were coded, tabulated, and interpreted in accordance with the objectives of the study. Both descriptive and inferential statistics were used for the analysis.

CONCLUSION

The present study aimed to assess the effectiveness of a structured teaching programme on knowledge regarding eating disorders among adolescent girls. Data was collected from adolescent students in a selected educational institution in Chalakudy Municipality, Thrissur District.

Descriptive and inferential statistical methods were used to analyse the collected data and presented in tables and graphs. The effectiveness of the teaching programme was evaluated using paired 't' test & Chi-square test was applied to determine the association between the level of knowledge and selected demographic variables.

The findings of the study revealed a significant improvement in knowledge scores regarding eating disorders among adolescent girls after the structured teaching

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