

## Assessment Of Knowledge on Dysmenorrhea Among Nursing Students

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### Abstract

Dysmenorrhea, one of the most common menstrual disorders, affects a significant proportion of women and can impair their daily functioning and quality of life. Nursing students, as future healthcare providers, require adequate knowledge to manage their own health and educate others. This study aimed to assess the knowledge of dysmenorrhea among nursing students at a nursing college. A cross-sectional design with a quantitative research approach was adopted, and 43 nursing students were selected using a convenient sampling technique.

Data were collected using a structured questionnaire, and the participants' knowledge was categorized into three levels: Adequate Knowledge, Moderately Adequate Knowledge, and Inadequate Knowledge. The results showed that only 6.98% of the students had adequate knowledge, while 9.30% had moderately adequate knowledge. A majority (83.72%) of the students demonstrated inadequate knowledge.

The findings indicate a significant knowledge gap among nursing students, highlighting the need for educational interventions. Enhancing students' awareness and understanding of dysmenorrhea can empower them to manage their own health effectively and play an active role in promoting menstrual health awareness. Incorporating topics on dysmenorrhea and menstrual health management into the nursing curriculum is recommended to address these gaps and improve overall student outcomes.

### INTRODUCTION

Dysmenorrhea, commonly known as painful menstruation, is a widespread gynecological condition affecting women of reproductive age. It is characterized by cramping pain in the lower abdomen, often accompanied by nausea, fatigue, headaches, and other symptoms that can severely impact daily activities and quality of life. Despite its prevalence, dysmenorrhea remains underreported and inadequately managed, largely due to insufficient knowledge and cultural stigmas surrounding menstrual health.

For nursing students, adequate knowledge of dysmenorrhea is essential not only for their personal health but also for their professional responsibilities as future healthcare providers. They are often expected to educate patients about menstrual health and provide effective management strategies. However, limited studies have assessed the knowledge levels of nursing students on this critical topic.

This study aims to evaluate the knowledge of dysmenorrhea among nursing students and identify the extent of the knowledge gap. The findings will help inform educational strategies to improve their understanding and preparedness to address menstrual health concerns effectively.

### RESEARCH METHODOLOGY

**Research Design:** This study adopted a cross-sectional design to assess the knowledge of nursing students regarding dysmenorrhea at a single point in time.

**Research Approach:** A quantitative research approach was used to objectively measure and analyze the knowledge levels.

**Setting:** The study was conducted in a nursing college to target students enrolled in nursing programs.

**Population:** The population comprised nursing students studying at the college.

**Sample Size:** A total of 43 nursing students participated in the study.

**Sampling Technique:** Convenient sampling was employed to select the participants based on their availability and willingness to participate.

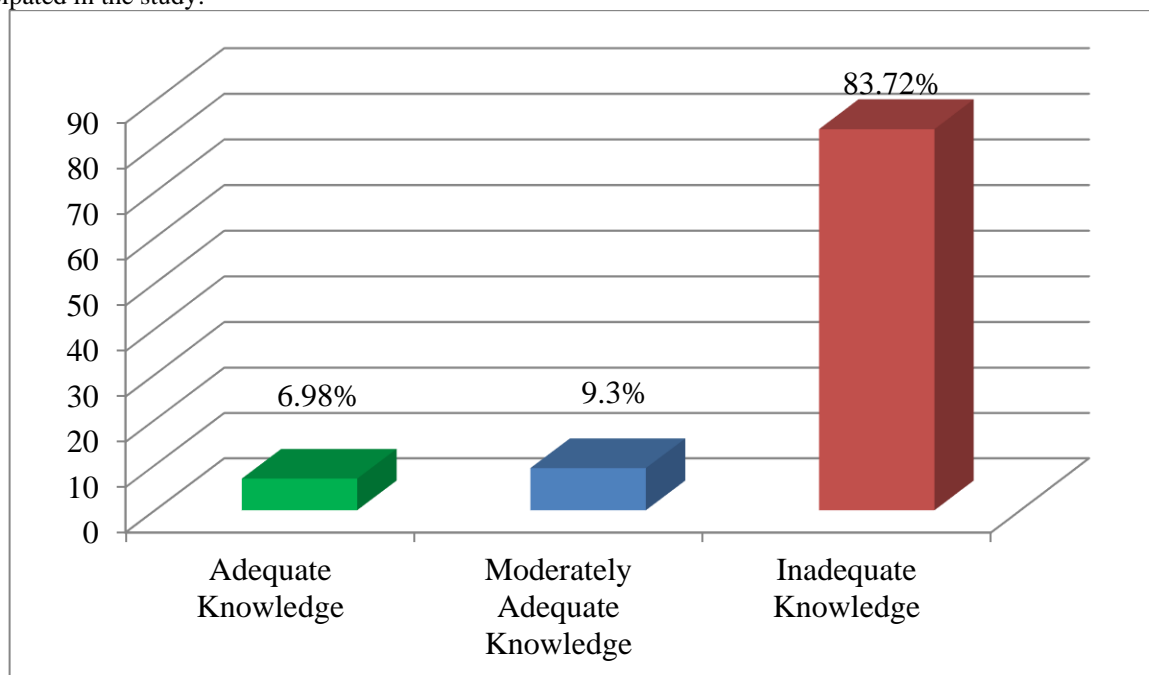
**Data Collection Tool:** A structured questionnaire was used to gather information about the students' knowledge of dysmenorrhea. The tool categorized knowledge levels into three groups: Adequate Knowledge, Moderately Adequate Knowledge, and Inadequate Knowledge.

**Data Analysis:** The collected data were analyzed to determine the frequency and percentage distribution of knowledge levels among the participants.

This methodology ensured a systematic and reliable assessment of the knowledge levels of dysmenorrhea among nursing students, providing insights into the educational needs of this population.

## RESULTS

The analysis of the data revealed the following distribution of knowledge levels among the 43 nursing students who participated in the study:



**Fig.1: Distribution of Level of Knowledge on Dysmenorrhea among Nursing Students**

The findings indicate that the majority of the nursing students (83.72%) had inadequate knowledge about dysmenorrhea. A small proportion of participants (9.30%) demonstrated moderately adequate knowledge, while only 6.98% exhibited adequate knowledge on the topic.

These results highlight a significant knowledge gap regarding dysmenorrhea among nursing students. Despite their role as future healthcare providers, most participants lacked sufficient understanding of the condition, its symptoms, and management strategies. This gap underscores the urgent need for targeted educational interventions to improve their knowledge and equip them with the skills necessary to address menstrual health effectively.

The findings emphasize the importance of incorporating menstrual health education, particularly on dysmenorrhea, into the nursing curriculum to enhance students' awareness and competence in this area.

## DISCUSSION

The findings of this study highlight a substantial knowledge gap regarding dysmenorrhea among nursing students, with 83.72% of participants demonstrating inadequate knowledge. This is a critical concern as nursing students are expected to be equipped with comprehensive knowledge to address health issues, including menstrual health, in their future professional roles. The low percentage of students with adequate knowledge (6.98%) suggests a lack of emphasis on dysmenorrhea in their academic curriculum or insufficient exposure to menstrual health education.

The results are consistent with previous studies that have shown a lack of awareness about dysmenorrhea among healthcare students. Factors contributing to this gap may include cultural taboos, lack of open discussions about menstrual health, and inadequate integration of the topic into the nursing curriculum. Addressing this issue is essential, as inadequate knowledge can hinder nursing students from managing their health effectively and educating patients on dysmenorrhea management strategies.

Educational interventions such as workshops, seminars, and inclusion of menstrual health topics in nursing curricula are crucial to bridging this gap. By doing so, nursing students will be better prepared to address menstrual health issues and promote overall well-being among their future patients.

## SUMMARY

This study assessed the knowledge of dysmenorrhea among nursing students using a cross-sectional design with a sample size of 43 students. The results revealed that the majority (83.72%) of students had inadequate knowledge, while

only 6.98% exhibited adequate knowledge. This significant gap emphasizes the need for educational interventions and curricular modifications to enhance nursing students' understanding of dysmenorrhea.

## RECOMMENDATIONS

1. **Curricular Integration:** Incorporate menstrual health and dysmenorrhea topics into the nursing curriculum to provide students with comprehensive knowledge.
2. **Workshops and Seminars:** Organize educational sessions on menstrual health to raise awareness and dispel myths surrounding dysmenorrhea.
3. **Peer Education Programs:** Encourage peer-led initiatives to promote open discussions about menstrual health.
4. **Practical Training:** Include case studies and scenarios related to dysmenorrhea in nursing practical sessions to improve students' problem-solving and management skills.
5. **Community Outreach:** Facilitate programs where students educate schoolgirls and women in the community about dysmenorrhea and its management.

## CONCLUSION

This study underscores the critical need for improving knowledge of dysmenorrhea among nursing students. With the majority of participants exhibiting inadequate knowledge, there is an evident need for targeted educational interventions and curricular reforms. Enhancing students' understanding of dysmenorrhea will not only improve their own health management but also empower them to educate others effectively. By addressing this knowledge gap, nursing students can be better equipped to fulfill their roles as future healthcare providers and advocates for menstrual health.

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