

# Effectiveness of Structured Teaching Programme on Knowledge Regarding Personal Hygiene Among People in Selected Urban Community

Sumit Kumar

PHN Tutor, ANM training centre Iodhipur Shahjahanpur, Uttar Pradesh, India

**Corresponding Author:** Sumit Kumar, PHN Tutor, ANM training centre Iodhipur Shahjahanpur, Uttar Pradesh, India  
**Email :** sumitphn212@gmail.com

## Abstract

**Introduction:** Personal hygiene is a fundamental component of health promotion and disease prevention. Lack of awareness leads to increased risk of communicable diseases in urban communities.

**Materials and Methods:** A pre-experimental one-group pretest-posttest design was adopted among 60 participants selected through convenience sampling. A structured knowledge questionnaire was used. Structured Teaching Programme (STP) was administered.

**Results:** The mean post-test knowledge score ( $24.5 \pm 3.2$ ) was significantly higher than pre-test score ( $12.3 \pm 4.1$ ), showing effectiveness of STP ( $p < 0.05$ ).

**Discussion:** The study revealed that structured teaching significantly improved knowledge regarding personal hygiene.

**Conclusion:** STP is an effective strategy for improving knowledge among urban populations.

**Keywords:** Personal hygiene, Structured teaching programme, Knowledge, Urban community, Health education

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## Introduction

Personal hygiene refers to practices that help maintain cleanliness and prevent disease transmission. It includes hand washing, oral hygiene, bathing, and sanitation practices<sup>1</sup>. Poor hygiene is directly linked to communicable diseases such as diarrheal infections, respiratory infections, and skin diseases<sup>2</sup>.

Urban communities, despite better access to resources, often suffer from poor hygiene practices due to overcrowding and lack of awareness<sup>3</sup>. Studies show that improper hygiene contributes significantly to morbidity and mortality rates in developing countries<sup>4</sup>.

Health education plays a vital role in improving knowledge and changing behavior. Structured Teaching Programme (STP) is a planned educational intervention that systematically delivers information to enhance understanding<sup>5</sup>. Evidence suggests that STP is effective in improving health-related knowledge and practices among community populations<sup>6</sup>.

Therefore, this study aims to assess the effectiveness of a structured teaching programme on knowledge regarding personal hygiene among people in selected urban community.

### **Objectives**

1. To assess pre-test knowledge regarding personal hygiene.
2. To evaluate effectiveness of Structured Teaching Programme.
3. To compare pre-test and post-test knowledge scores.
4. To associate knowledge scores with selected demographic variables.

### **Hypothesis**

**H<sub>1</sub>:** There will be a significant difference between pre-test and post-test knowledge scores regarding personal hygiene at  $p < 0.05$  level.

**H<sub>0</sub>:** There will be no significant difference between pre-test and post-test knowledge scores.

### **Materials and Methods**

The methodologies and processes used to carry out the study are described in this chapter. The research methodology, research design, study setting, population, sample, and sampling technique, tool creation, data collection process, and data analysis plan are all included.

#### **Research Approach:**

Quantitative approach

#### **Research Design:**

Pre-experimental one group pre-test post-test design

#### **Setting:**

Selected urban community

#### **Population:**

People residing in urban community

#### **Sample Size:**

60 participants

#### **Sampling Technique:**

Convenience sampling

#### **Tool for Data Collection:**

- **Section A:** Demographic variables (age, gender, education, occupation)
- **Section B:** Structured Knowledge Questionnaire (30 multiple choice questions)

#### **Validity & Reliability:**

- Content validity by experts
- Reliability tested using split-half method ( $r = 0.82$ )

#### **Procedure**

1. Formal permission obtained from authorities.
2. Participants selected based on inclusion criteria.
3. Pre-test conducted using structured questionnaire.

4. Structured Teaching Programme administered (lecture + charts + discussion).
5. Post-test conducted after 7 days.
6. Data analyzed using descriptive and inferential statistics.

## Results

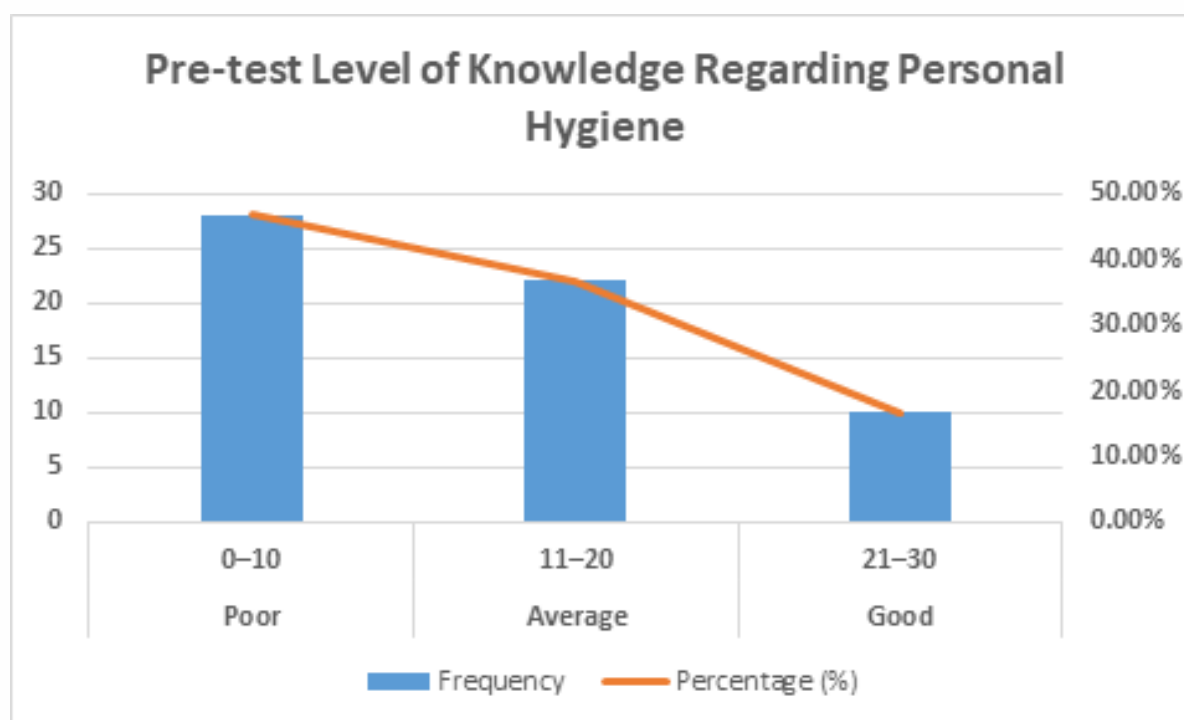
The data collected from 60 participants were analyzed using descriptive and inferential statistics to evaluate the effectiveness of the Structured Teaching Programme on knowledge regarding personal hygiene. The findings are presented in the form of tables and are organized according to the objectives of the study.

**Table 1: Frequency and Percentage Distribution of Demographic Variables (n=60)**

Variables	Category	Frequency	Percentage (%)
Age	18–30 yrs	20	33.3%
	31–45 yrs	25	41.7%
	>45 yrs	15	25%
Gender	Male	32	53.3%
	Female	28	46.7%
Education	Primary	18	30%
	Secondary	25	41.7%
	Graduate	17	28.3%

**Table 2: Pre-test Level of Knowledge Regarding Personal Hygiene (n=60)**

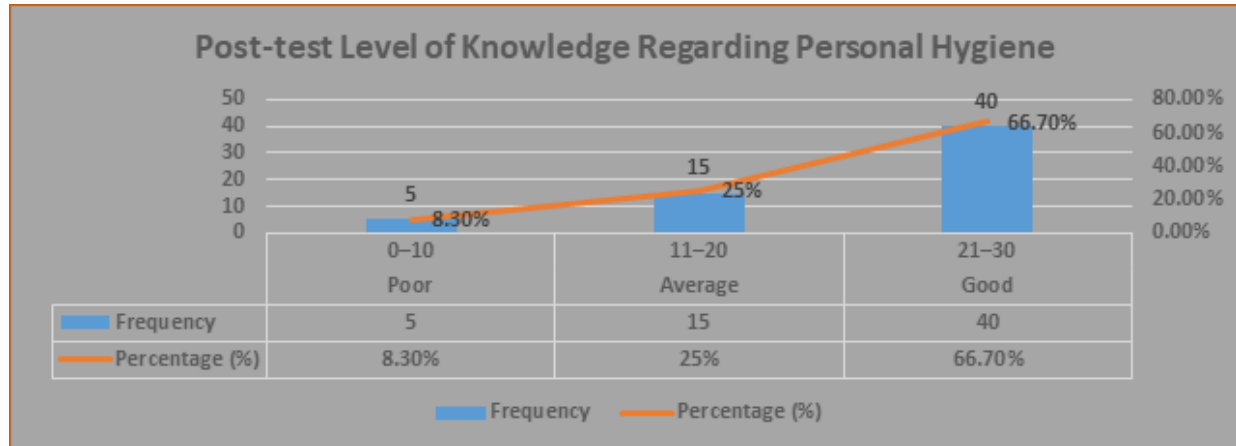
Level of Knowledge	Score Range	Frequency	Percentage (%)
Poor	0–10	28	46.7%
Average	11–20	22	36.7%
Good	21–30	10	16.6%



**Figure 01: Pre-test Level of Knowledge Regarding Personal Hygiene**

**Table 3: Post-test Level of Knowledge Regarding Personal Hygiene (n=60)**

Level of Knowledge	Score Range	Frequency	Percentage (%)
Poor	0–10	5	8.3%
Average	11–20	15	25%
Good	21–30	40	66.7%



**Figure 02: Post-test Level of Knowledge Regarding Personal Hygiene**

**Table 4: Comparison of Pre-test and Post-test Knowledge Scores (n=60)**

Test	Mean	SD	Mean Difference	t-value	p-value
Pre-test	12.3	4.1			
Post-test	24.5	3.2	12.2	15.6	<0.05

**Table 5: Association Between Post-test Knowledge and Selected Demographic Variables (Chi-square test)**

Variable	-	df	p-value	Significance
Age	6.21	2	<0.05	Significant
Gender	2.10	1	>0.05	Not Significant
Education	8.45	2	<0.05	Significant

#### Final Interpretation:

- Majority participants had **poor knowledge in pre-test**, which improved to **good level in post-test**.
- Mean score significantly increased after Structured Teaching Programme.
- Significant association found with **age and education**, but not with gender.

#### Discussion

The findings indicate that the Structured Teaching Programme significantly improved knowledge regarding personal hygiene. Similar findings were reported in previous studies where educational interventions enhanced awareness and practices<sup>7-9</sup>.

The increase in post-test scores highlights the importance of structured health education in urban settings. Educational strategies like STP help bridge knowledge gaps and promote healthy behaviors<sup>10</sup>.

#### Conclusion

The study concludes that the Structured Teaching Programme was highly effective in improving knowledge regarding personal hygiene among people in selected urban community.

### **Recommendations**

1. Similar studies can be conducted with larger sample size.
2. Comparative studies between rural and urban populations.
3. Long-term follow-up studies to assess practice changes.
4. Use of audiovisual aids for better effectiveness.
5. Health education programmes should be regularly conducted.

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**Conflicts of interests:** The authors declare that they have no conflict of interest

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