

가 . 가

1960 가 1988 39.8%가 39.1% 1975 36.1% 3%가

가 1985 5.5%가 가 (,

1988). 1970 가 1990 5 48%가

15 44.7%가 , 20-30 가

(, 1990).

(, 1976),

(, 1983) 흥

(1985: Prior, 1987 :Seidman, 1990; Kirkpatrick).

2.

1.

Orem

8

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2 .

가

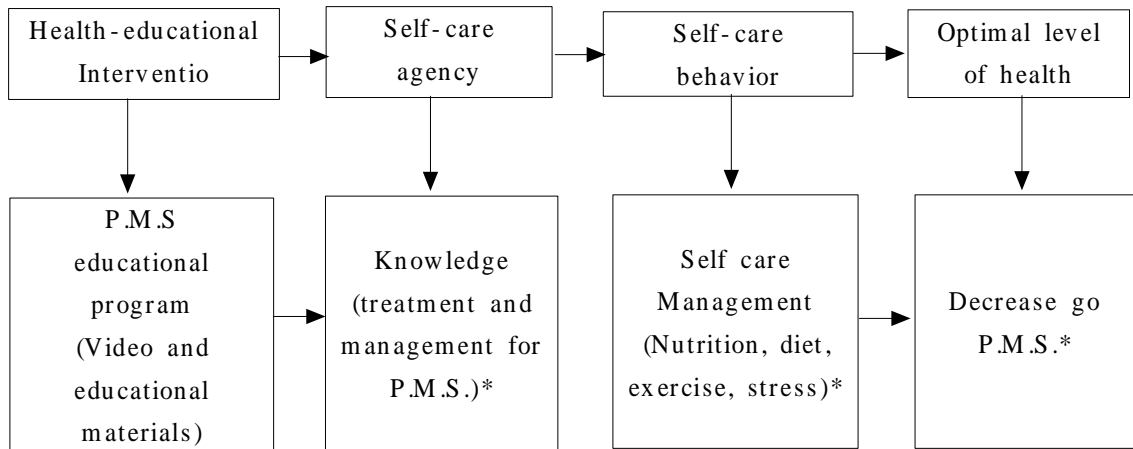


Fig. 1. Theoretical framework for the Study

*mesured in study

Fig. 2. Research design for study

	Pretest	Intervention	Posttest
experimentals	O ₁	X ₁	O ₂
Controls	O ₁	-	O ₂

X₁:educational program for P.M.S

O₁:Measurement of knowledge, self-carf

behavior and premenstrual symptomatogy

O₂:The same O₁

Fig. 3. Educational-method

Week	Before 2wks	1- 8wks			9th week
Day		Tru	Wed	Thu	
Activity	Pre or post test	Pre test			Post test
Group education (Video and lecture)					
Personal education (exercise)					
Self-monitoring (Daily)					
Self-recording (Daily)					
Explanation of prior treatment					

:Activity by researcher

:Activity by subjects

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2)

3)

ac 가

3.

1996 6 20 25 K 535
513 16 497

497

1)

(P.M.S 280)

2) 가

15 45

3)

4)

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5)

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244 122 , 122

122

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7 1 8 30

6 20 9 30

1

497

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14 ,

17 ,

15

95

4.

C.V.I

5.

SAS

², t-test,

ANOVA

t-test ANOCOVA

19 가 90.3%, 20 29 가 9.7% ,, 19 가 90.3%,
20 29 가 8.1%, 30 1.6% . 12 가 17.8%, 13
15 가 77.4%, 16 3.2%, 가 1.6% , 12 가 22.6%, 13
15 가 67.7%, 16 9.7% . 25 가 8.1%, 26 30
79.0%, 31 1.6%, 가 11.3% , 25 가 14.5%, 26 30

64.5%, 31 12.9%, 가 8.1% .
 4 가 27.4%, 5 7 71.0%, 8 1.6% ,
 4 가 30.7%, 5 7 66.1%, 8 1.6%, 가 1.6% . 가
 가 35.5%, 가 62.9%, 가 1.6% ,
 가 45.2%, 가 54.8% . 가 4.5%, 가 75.8%,
 가 19.4% , 가 12.9%, 가 59.7%, 가 27.4% .
 가 1.6%, 가 98.4% , 가
 1.6%, 가 96.8%, 가 1.6% .
 가 12.9%, 가 87.1% , 가 17.7%, 가 82.3% .
²-test
 가 < 1>.

Table 1 Homogeneity test between experimentals and controls by general and obstetric characteristics.

Variables	Experimentals	controls	p
Age(year)			
19	56(90.3)	56(90.3)	0.580
20 29	6(9.7)	5(8.1)	
30 39	0(0.0)	1(1.6)	
Menarche(years)			
12	11(17.8)	14(22.6)	0.253
13 15	48(77.4)	42(67.7)	
16	2(3.2)	6(9.7)	
Unknown	1(1.6)	0(0.0)	
Menstruation interval(days)			
25	5(8.1)	9(14.5)	0.024
26 30	49(79.0)	40(64.5)	
30	1(1.6)	8(12.9)	
Unknown	7(11.3)	5(8.1)	
Menstruation period(days)			
4	17(27.4)	19(30.7)	0.901
5 7	44(71.0)	41(66.1)	
8	1(1.6)	1(1.6)	
Unknown	0(0.0)	1(1.6)	
Menstruation cycles			
Regular	22(35.5)	28(45.2)	0.399
Irregular	39(62.9)	34(54.8)	
Unknown	1(1.6)	0(0.0)	
Menstruation amounts			
Small	3(4.8)	8(12.9)	0.115
Moderate	47(75.8)	37(59.7)	
Large	12(19.4)	17(17.4)	
Experiencr of P.M.S treatment			
Yes	1(1.6)	1(1.6)	1.000
No	61(98.4)	60(96.8)	
Unknown	0(0.0)	1(1.6)	

Experience of a abscent or delay			
Yes	8(12.9)	11(17.7)	0.618
No	54(87.1)	51(82.3)	
Total	62(100.0)	62(100.0)	

t-test, 25.45, 25.90, 34.13, 31.24, 311.18, 318.16, 가 (p=0.02, p<0.05), 가 < 2>.

Table 2. Homogeneity test of knowledge, self-care behavior and P.M.S scores between experiments and controls

	Experiments		Controls		t	p
	M	SD	M	SD		
Knowledge	25.45	3.27	25.90	2.90	-0.81	0.42
Self-care behavior	34.31	7.69	31.24	6.90	2.34	0.02
P.M.S scores	311.18	38.09	33.57	-1.08	0.28	

가 1 (ANOCOVA), 가 7.58, -0.24 < 7>, 가 (p<0.01) 가 1 < 3>.

Table 3. Mean, SD and mean difference of P.M.S-knowledge scores in experimentals and controls

Group	Pretest		Posttest		Difference
	M	SD	M	SD	
Experimentals	25.45	3.72	33.03	0.90	7.58*
Controla	25.90	2.89	25.66	2.58	-0.24

*p<0.01 by ANOCOVA

가 2 (ANOCOVA), 가 36.48, 1.03 < 8>, 가 (p<0.01), 가 2 < 4>.

Table 4. Mean, SD and mean difference of self-care behavior performance in experimentals and controls

Group	Pretest		Posttest		Difference
	M	SD	M	SD	
Experimentals	34.31	7.69	70.79	3.88	36.48*
Controls	31.24	6.90	32.75	8.74	1.03

*p<0.01 by ANOCOVA

“ ” 가 3 (ANOCOVA) , 가 177.24 , 3.77 < 9>, 가 (p<0.01) 가 3 < 5>.

Table 5. Mean, SD and mean difference of P.M.S scores in experimentals and controls

Group	Pretest		Posttest		Difference
	M	SD	M	SD	
Experimentals	311.18	38.09	133.94	22.73	177.24*
Controls	318.16	33.57	34.39	31.59	3.77

*p<0.01 by ANOCOVA

• , , , 62

(Walton and Youngkin, 1986)

Lark(1984)

Kirkpatrick(1985)

가

Seidman(1990)

(F=9.70m p=0.003)

95

가

가 가

(1985;

Kirkpatrick, 1985; Prior , 1987; Walton and Youngkin, 1987).

Orem

Orem

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62

1996 9 30 , 62 8 1996 6 20

62

497 62 62

SAS

20 29 가 26.85 , 19 가 25.74 가

가 (p<0.01). 19 가 2.80 , 20

29 가 2.18 30 39 가 2.00 10 20 가 30

가 (p<0.01).

62 (p<0.01)

(p<0.01)

가

Orem

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2. , , , (1989). , , 32(3), 297-308.
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- Abstract -

The Effects of Educational Program For Women with Premenstrual Syndrome

Ae Kyung MIN

The Effects of Educational Program For Women with Premenstrual Syndrome: A thesis submitted to the Council of the Graduate School of Kyungpook National University in partial fulfillment of the requirements for the degree of Ph. D. in Public Health Science in December 1996.

Ae Kyung MIN: Department of Public Health Graduate school, Kyungpook National University Taegu, Korea (Supervised by Professor Sang-Soon Kim)

To examine the effects of an educational program with a purpose of reducing symptoms and ailments of women's premenstrual syndrome on the basis of the Self-care theory of Orem, a stimulation was carried out by using pre- and post-design of non-equity control group after choosing both an experimental group of 62 persons and a control group of 62 persons among 497 industrial women. This study was conducted from June 20, 1996 to September 30, 1996. Meantime, an education was provided for the experimental group of 62 persons for 8 weeks but no education for the control group of 62 persons.

Study matters are general and obstetric characteristics, knowledge and self-care behavior and premenstrual syndrome from questionnaires with 497 industrial women, pre and post questionnaires with the control group of 62 persons and the questionnaires collected before and after providing an education for the experimental group of 62 persons, these matters were used as research data for this study and analyzed by means of the SAS program. As a result, it was shown that the scores of 497 industrial women's knowledge by age were the highest 26.36 for 20 to 29 year old women, then 25.58 for 30 to 39 year old women and 25.74 for less 19 year old women. The performance scores of their self-care behavior by age were the highest 39.17 for 30 to 39 year old women, 35.72 for 20 to 29 year old women and 32.85 for less 19 year old women, which means that the older the women are, the higher the

performance degree is($p < 0.01$). And the scores of their premenstrual syndrome by age were 2.80 for less 19 year old women, 2.18 for 20 to 29 year old women and 2.00 for 30 to 39 year old women. Women in their teens and twenties showed more serious symptoms and ailments of premenstrual syndrome than women in their thirties($p < 0.01$).

For the experimental group of 62 persons who received the educational program, both the knowledge of premenstrual syndrome and the degree of self-care behavior were remarkably improved($p < 0.01$), respectively and the symptoms and ailments of premenstrual syndrome were also remarkably reduced($p < 0.01$), while the control group showed no change in the knowledge, self-care behavior, and symptoms and ailments of premenstrual syndrome.

The above results demonstrated that educational program based on the Self-care theory of Orem is an effective intervention to reduce the symptoms and ailments of premenstrual syndrome. The effects of the study can be generalized by extending the application in which various age groups and professional and social environments are considered together with a research to evaluate the long-term effects of this educational program. Accordingly, it is expected that it can possible not only to provide help for the women by actually applying the program to practical areas for improvement of women's health but also to suggest plans to activate it as one of health education areas.