

Effectiveness of Planned Teaching Programme on menstruation and menstrual hygiene in terms of Knowledge, Attitude & Practice of Adolescent School Girls in a Selected Government School of Delhi

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Abstract: *The menstrual period is a physiological process that occurs throughout the reproductive years of every woman. Menstruation can also predispose women to life threatening RTI (Reproductive Tract Infection) if hygiene is not maintained throughout menstruation. Therefore any faulty beliefs or practices pertaining to menstruation will affect health of large number of women in reproductive age.*

Objectives:

1. To evaluate the knowledge of adolescent school girls about menstruation & menstrual hygiene before and after administration of planned teaching programme.
2. To evaluate the practices of adolescent school girls about menstruation & menstrual hygiene before and after administration of planned teaching program
3. To evaluate the attitude of adolescent school girls before and after administration of planned teaching program

Material & Methods

Experimental research approach and one group pre test post test design was adopted to find out the effectiveness of planned teaching programme on menstruation and menstrual hygiene. This study was conducted in Government Girls Senior Secondary School, Kalyanpuri, New Delhi. Data was collected through structured questionnaire. The total sample comprises of 50 adolescent girls studying in class VI, VII and VIII. Systematic sampling technique was used to select the sample.

Results:

Data was analysed and interpreted using descriptive statistics. The mean pre test knowledge score was 4.1 which increase to 16.9 during post test. The mean pre test attitude score was 3.04 which increase to 5.38 during post test. The mean pre test practice score was 3.5 and this increase to 6.4 during post test practice score.

Key Words: *Planned Teaching Programme, Menstruation and Menstrual hygiene, Knowledge, Attitude & Practice, Effectiveness*

1. INTRODUCTION:

Globally about 52% of the female population is of reproductive age, meaning menstruation is a part of their normal life and menstrual hygiene therefore an essential part of basic hygienic practices. In most developing countries including India, cultural taboos relate to sexuality and reproductive health which demonstrates poor knowledge and information about reproductive functions and reproductive problems amongst adolescents^[1].

Adolescence is the period between 10-19 years of life^[2]. Onset of menstruation is one of the most important changes occurring adolescence. The menstrual period is a physiological process that occurs throughout the reproductive years of every woman^[3]. This process is associated with various mental as well as physical morbidities like premenstrual syndrome. Menstruation can also predispose women to life threatening RTI (Reproductive tract infection) if hygiene is not maintained throughout menstruation. Issue of menstrual hygiene begins with adolescent age. The practices knowledge and attitude which develop at this age are usually followed by them throughout their life and also passed on to their next generation. Therefore any faulty beliefs or practices pertaining to menstruation will affect health of large number of women in reproductive age group. In Indian culture, talking about reproductive function of body is considered taboo. Young females have poor knowledge and lack of awareness about physical and physiological changes associated with the onset and presence of adolescence. Most girls are unaware about proper menstrual hygiene practices at the age of menarche^[4].

The interplay of socio economic status, menstrual hygiene practices and RTI are noticeable. Today millions of women sufferers of RTI and its complications and often the infection is transmitted to the offspring of the pregnant

mother. Therefore increased knowledge about menstruation right from childhood may escalate safe practices and may help in mitigating the suffering of millions of women^[5]. The time has come to promote loudly and unashamedly the role of good menstrual hygiene management as a trigger for better, stronger development of women and girls in all aspects of personal, educational and professional^[6].

2. STATEMENT OF PROBLEM:

A Study to Evaluate the Effectiveness of Planned Teaching Programme on menstruation and menstrual hygiene in terms of Knowledge, Attitude & Practice of Adolescent School Girls in a Selected Government School of Delhi.

3. OBJECTIVES:

- To evaluate the knowledge of adolescent school girls about menstruation & menstrual hygiene before and after administration of planned teaching program
- To evaluate the practices of adolescent school girls about menstruation & menstrual hygiene before and after administration of planned teaching program
- To evaluate the attitude of adolescent school girls before and after administration of planned teaching program

4. OPERATIONAL DEFINITION:

Knowledge: It refers to the ability of girls to respond verbally to the questions on a structured knowledge questionnaire regarding maintenance of personal hygiene during menstruation.

Effectiveness: Refers to the extent to which the exposure to planned teaching programme enables the community people to gain knowledge from pre test and post test as evident from knowledge score

Planned Teaching Programme: It is systematically developed intervention and audio visual aids designed for a group of common people to provide information on maintenance of personal hygiene during menstruation.

Menstrual Cycle: It is a monthly menstrual bleeding that typically occurs in women around the age of 12 years

Menstrual hygiene: it can be defined as maintaining cleanliness during menses.

Adolescence: It is a period of psychological and social mutational process initiated by pubertal changes

Menarche: The age which marks the beginning of menstrual life at the age of 12 years

5. ASSUMPTION:

Present study assumes that the information through teaching programme will provide knowledge about maintenance of personal hygiene during menstruation and level of knowledge gained can be assessed by the difference between pre test and post test.

6. DELIMITATION

The study is delimited to those who are present at the time of data collection and were willing to participate in the study

The study is limited to a particular government school.

7. MATERIALS AND METHODS:

Research Approach

Experimental approach

Research Design: the design selected for the study was one group pre test and post test design

Research Setting

Government Girls senior secondary School, Kalyanpuri

Sampling Technique and Sample Size

Systematic sampling technique was used, 50 adolescent girls studying in class VI, VII and VIII

Inclusion criteria

Adolescent girls studying in classes VI, VII and VIII of a selected school in Delhi

Subjects those who were present in the study during data collection

Exclusion criteria

Adolescent girls who were not willing to participate in the study

Adolescent girls who were absent in the class during data collection

Description of Tool: The following tool was used for the data collection:

Section 1: This section consists of Demographic characteristics such as age, Age of menarche, Religion, Education of mother, occupation of mother, occupation of father, Family income.

Section 2: Structured questionnaire to assess knowledge, attitude and practice developed by the investigator.

Data Collection:

The data was collected by prior permission from the concerned authority. Written consent from each participant was obtained and data were collected by self administered questionnaire. The study was conducted in Kalyanpuri area in New Delhi for 005 days. Pre test was conducted by the researcher followed by administration of planned teaching programme. After 5 days post test was conducted by the researcher.

Statistical Analysis: The collected data was conveniently summarized and tabulated by descriptive statistics such as mean, percentage, standard deviation, correlation and inferential statistics

8. RESULTS:

The data collected from 50 adolescent girls was organized, tabulated, analysed and interpreted by using descriptive and inferential statistics based on the objectives

Section I: Demographic variables of selected adolescent girls with regard to their age, majority (56%) of the adolescent girls were between 12-14 years. Considering their religion, majority (88%) of the population was Hindu. With regard to the, most of them (36%) were from VI class. Majorities (44%) of mothers of adolescent girls were illiterate and among them 70% were housewives.

Section II:

Table 1 Distribution of knowledge score among adolescent girls with regard to menstruation & menstrual hygiene

Knowledge test	Mean	Median	Standard Deviation
Pre test	4.1	5	3.6
Post test	16.9	15.33	2.056

The data presented in table 1 shows that the mean post test knowledge score was higher than the mean pre test knowledge score. The mean pre test knowledge score was 4.1 and increases to 16.9 during post test knowledge score.

Table 2 Description of Attitude score among adolescent girls with regard to menstruation & menstrual hygiene

Attitude test	Mean	Median	Standard Deviation
Pre test	3.04	2.7	2.11
Post test	5.38	4.4	1.6

The data presented in table 2 shows that the mean post test attitude score was higher than the mean pre test attitude score. The mean pre test attitude score was 3.04 and increases to 5.38 during post test attitude score.

Table 3 Description of Practice score among adolescent girls with regard to menstruation & menstrual hygiene

Practice Test	Mean	Median	Standard Deviation
Pre Test	3.5	4.8	9.5
Post Test	6.4	6.1	1.65

Table 3 shows that the mean post test practice score was higher than the mean pre test practice score. The mean pre test attitude score was 3.5 and increases to 6.4 during post test attitude score.

9. CONCLUSION:

Most of the adolescent are unaware of normal physiology of menstruation. As mother plays vital role as a teacher for imparting knowledge regarding menstrual cycle. Use of sanitary pads should be promoted and complete knowledge via formal and informal communications should be given. Adolescents should be taught regarding reproductive infection and its prevention in schools regularly^[7].

10. IMPLICATIONS:

Nursing Education: Nursing is a profession which deals with people and their physical needs. Health does not specify to a single person but yield to the entire community. So a nurse while dealing with the public health can educate them about the menstruation and menstrual hygiene. The module can be used as reference material by the student nurse.

Nursing Practice: The study provided an insight into the adequacy of knowledge of community people regarding menstruation and menstrual hygiene. Thus there is a need to emphasize on teaching programme. So the nurse should be actively participating towards the development of health as a whole. To sensitize people about the issues related to health education programme should be conducted in a variety of settings in a large scale.

Nursing Administration: While planning nursing services at a large scale administration should focus on the factors influencing the health issues and maintenance of menstrual hygiene in terms of time, money, men and material, so that the services provided will be accessible to all.

Nursing Research: Extensive and intensive researches are required to reduce the unhygienic practices among adolescent girls. The nurse researcher should take up researches in various aspects of menstrual hygiene and its maintenance to generate more reliable data to give health education to the girls.

11. RECOMMENDATIONS:

- A similar study can be done on a wider sample in different settings to generalize the settings.
- A comparative study can be done to ascertain the knowledge and attitude about menstruation and menstrual hygiene among community people in community setting.
- A descriptive study can be done to assess the knowledge and attitude of the people in community area.

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