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EFFECT OF KNOWLEDGE INTERVENTION ON MENSTRUATION AND MENSTRUAL HYGIENE IN TERMS OF KNOWLEDGE AND PRACTICE AMONG ADOLESCENT GIRLS STUDYING IN RURAL HIGHER SECONDARY SCHOOLS OF MADURAI

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ABSTRACT

An true experimental pre-test post-test control group design was adapted to evaluate the effect of knowledge intervention regarding menstruation and menstrual hygiene in terms of knowledge and practice among adolescent girls studying in rural higher secondary schools of Madurai. The conceptual frame work was based on Metfessal-Michael education evaluation model. Random sampling was used and totally 100 samples of adolescent girls studying VIII standard were selected (50-experimental group and 50 for control group). The study was conducted in rural higher secondary schools among which Kallar government higher secondary school as experimental group and Government higher secondary school Chengapadi for control group. The tool used was structured questionnaire comprised of part -I regarding demographic variables and part-II regarding menstruation and menstrual hygiene in terms of knowledge and practice the pre-test regarding knowledge and practice of menstruation and menstrual hygiene was conducted for both experimental and control group. Then knowledge intervention on menstruation and menstrual hygiene was given to experimental group, then post-test was done for both the experimental and control group. **Result:** The mean post-test knowledge of experimental group was (26.48) higher than the mean pre-test knowledge score (18.38). In experimental group the post-test result revealed that 43(86%) and 47(94%) had adequate knowledge and satisfactory practice respectively. In control 34(68%) had inadequate knowledge and 15(30%) have moderately satisfactory practice in post-test. The major finding of the study revealed that knowledge intervention was effective regarding menstruation and menstrual hygiene among adolescent girls.

KEYWORDS

Menstruation, Menstrual hygiene, Knowledge and Practice.

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INTRODUCTION

Menstruation is a physiological cyclic function common to all female. Adolescence is the traditional stage of development of a girl so the inadequate knowledge, misconception and wrong ideas regarding menarche, menstruation may lead to undue fear, anxiety, undesirable attitude and practice in order to overcome this planned educational

programmes to be conducted to enlighten young adolescent girls with knowledge on healthy practices on attaining menarchial stage.

The objective of this study was to assess the level of knowledge and practice regarding menstruation and menstrual hygiene among the adolescent girls studying in rural higher secondary schools and to evaluate the effectiveness of knowledge intervention regarding menstruation and menstrual hygiene in terms of gain in knowledge and change in practice.

Significance and need for the study

Menstruation hygiene management can be particularly challenging for females in developing countries, where clean water and toilet facilities are often inadequate. In addition, traditional cultures make it difficult to discuss menstruation openly. This limits access to relevant and important information about the normal functions of the female body. This directly affects their health, education and dignity.

Adolescence is a period of marked physical, social, emotional and cognitive changes. Adolescents belong to a vital age group and many studies insisted on the importance of guidance and teaching regarding menarche, menstruation and hygienic practice during menstruation which will promote the positive outlook on physiological processes.

Statement of problem

A Study to Evaluate the Effectiveness of Knowledge Intervention on Menstruation and Menstrual Hygiene in terms of Knowledge and Practice among Adolescent Girls Studying in Rural Higher Secondary Schools of Madurai.

Objective

To assess the knowledge regarding menstruation and menstrual hygiene among adolescent girls before and after knowledge intervention

To find out the practice regarding menstruation and menstrual hygiene among girls before and after knowledge intervention

To determine the effect of knowledge intervention regarding menstrual hygiene in terms of gain in knowledge and change in practice

To find out the relationship between knowledge and practice regarding menstruation and menstrual hygiene

To find out the association between knowledge and selected demographic variables

To find out the association between practice and selected demographic variables.

Hypothesis

H1 mean post-test knowledge score of adolescent girls in the experimental group will be significantly higher than their mean pre-test knowledge score

H2 mean post-test knowledge score of the experimental group will be significantly higher than the mean post-test knowledge score of the control group

H3 mean post-test practice score of adolescent girls in the experimental group will be significantly higher than their mean pre-test knowledge score

H4 mean post-test practice score of the experimental group will be significantly higher than the mean post-test knowledge score of the control group

H5 there will be a significant relationship between knowledge and practice regarding menstruation and menstrual hygiene.

METHODOLOGY

Research approach

Experimental approach was used to determine the effectiveness of knowledge intervention on knowledge and practice of adolescent girls regarding menstruation and menstrual hygiene

Setting of study population

The study was conducted in rural higher secondary schools among adolescent girls studying in Kallar government higher secondary school as experimental group and Government higher secondary school Chengapadi as control group

Sample

Adolescent girls who had attained menarche and studying in rural higher secondary schools of Madurai.

Sample size

One hundred adolescent girls 50 for experimental group and 50 for control group

Sampling technique

Simple random sampling technique was used in Kallar higher secondary school among 100 adolescent girls 50 were selected for experimental group and from government higher secondary school

chengapadi among 100 adolescent girl 50 were selected for control group.

Inclusion criteria

Adolescent girls who are in the age group of 12-14 year had attained menarche can understand read and write tamil are willing to participate in the study.

Exclusion criteria

Adolscent girl who were not willing to participate who had attained menarche who were absent on the day of data collection.

Description of the Tool

Part-I

Comprised of demographic variables includes name, age, address, school, age of menarche, educational status of parent, occupation of parent, family monthly income, types of family and religion.

Part-II

Structured knowledge Questionnaire, it consisted of 30 multiple choice questions to assess the knowledge of adolescent girls about menstruation and menstrual hygiene.

Part-III

Practice questions, it consists of 14 multiple choice questions to assess the knowledge on practice.

Methods of data collection

The data collection was done for five weeks in rural higher secondary schools of Madurai. Permission was obtained from the concerned higher authorities from school

Result and discussion samples of the were recognized on the basis of inclusion criteria and selected by random sampling method. Totally 100 samples were selected, 50 for experimental group and 50 for control group. In experimental group pretest were conducted in the 1st week and knowledge intervention regarding menstruation and menstrual hygiene was given in the second week, followed by that post test in the fourth week. In the control group pretest was conducted in the 3rd week, followed by that post in the 5th week.

RESULT AND DISCUSSION

In Experimental group 30(60%) of the participants had inadequate knowledge and 20(40%) had moderately adequate knowledge and non-had adequate knowledge, where as in the posttest

43(86%) had adequate knowledge and 7(14%) had moderately adequate knowledge and none had inadequate knowledge. This shows that there is marked difference in the pretest and post-test knowledge of the experimental group regarding menstruation and menstrual hygiene

In experimental group 33(66%) of the participants had unsatisfactory practice and 15(30%) had moderately satisfactory practice and only 2(4%) had satisfactory practice, where as in posttest 47(94%) of the participants had satisfactory practice and 2(4%) of participants had moderately satisfactory practice.

The mean post-test knowledge score of experimental group (26.48) is higher than the mean pretest knowledge score (18.38).the obtained “t” value $t=15.84$ was significant at 0.05 level and t value of practice $t=-20.31$ was significant at 0.05 level. It implies that knowledge intervention has a significant effect in increasing the knowledge of experimental group

Mean post-test knowledge score (26.48) was higher than the posttest score of control group and mean post-test practice score of experimental groups(12.5) was higher than the mean posttest practice score of control group 6.18

There was a positive relationship between mean posttest knowledge score (26.48) and practice score (12.5) of experimental group. The obtained value of $r=0.79$ was significant at 0.05 level which indicates that an increase in knowledge brings about positive change in practice.

Table No.1: Mean, SD, t value of post-test knowledge score regarding menstruation and menstrual hygiene in experimental and control group (N=100)

S.No	Knowledge				t- value
	Group	N	M	SD	
1	Experimental group	50	26.48	1.88	68.60
2	Control group	50	16.74	3.48	

Table No.2: Mean, SD, t value of post-test practice score regarding menstruation and menstrual hygiene in experimental and control group (N=100)

S.No	Knowledge				t- value
	Group	N	M	SD	
1	Experimental group	50	6.86	1.78	20.72
2	Control group	50	12.5	0.99	

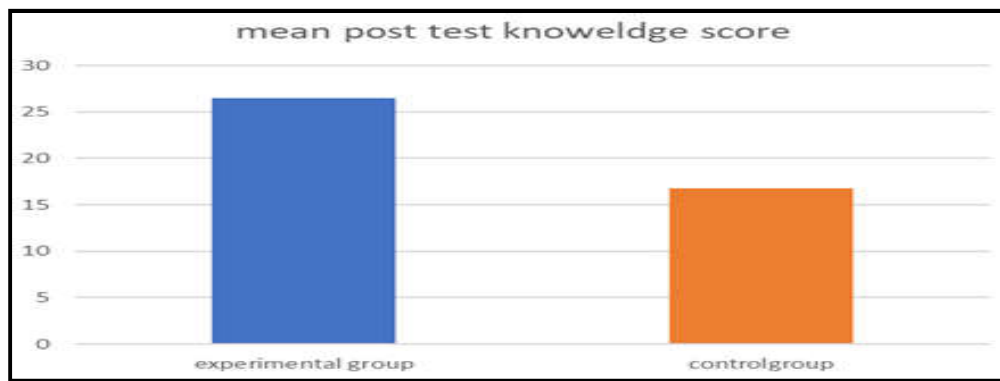


Figure No.1: Mean, post-test knowledge score

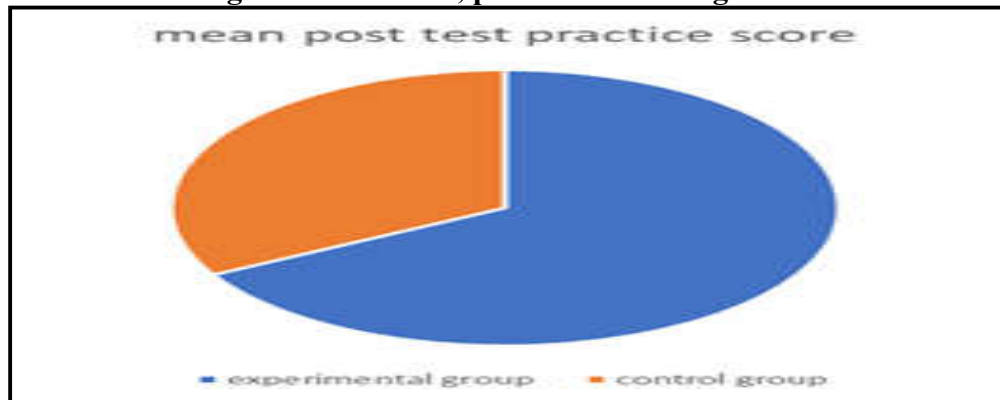


Figure No.2: Mean, post-test practice score

RECOMMENDATION

Similar types of studies can be conducted to develop adolescent reproductive health programme. A study can be conducted to determine the attitude of adolescent about dysmenorrhoea and menstrual hygiene.

IMPLICATION

The implication of the finding has been discussed in relation to nursing service, nursing education, nursing administration and nursing research. The finding of the study insist the importance of imparting knowledge to the adolescent girl regarding the menstrual hygiene in schools by knowledge intervention and encourage the nurses to conduct periodic school health programmes.

CONCLUSION

The mean post-test knowledge score of adolescent girls in experimental group who had knowledge intervention regarding menstruation and menstrual hygiene was higher than the mean post test knowledge score of control group who did not have knowledge intervention. The mean post-test practice score of adolescent girls in experimental group was higher than the post test practice score of control group. It indicates that knowledge intervention was found to be very effective in increasing the knowledge and practice regarding menstruation and menstrual hygiene among adolescent girls.

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CONFLICT OF INTEREST

We declare that we have no conflict of interest.

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