



A STUDY TO ASSESS THE EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME REGARDING KNOWLEDGE ON MENSTRUAL HYGIENE AMONG ADOLESCENT GIRLS IN A SELECTED COLLEGE AT TIRUPATI.

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ABSTRACT

Menstruation is a normal physiological phenomenon for females still it is associated with some degree of sufferings and embarrassment. The onset of menstruation is one of the most important changes occurring amongst the girls during the adolescent years. Traditional Indian Society regards talks on menstruation problems as taboos and discourages open discussion on such issues.

The research approach for the study was that of an experimental with one group pre-test and post-test design. The sample size considered for the study was 30 adolescent girls. The sampling technique used for the study was convenient sampling which is a type of non-probability sampling. The tool used for gathering relevant data was a structured questionnaire on menstrual hygiene. Results reveal that pre-test mean value was 9.9 with standard deviation of 5.32. The post test score mean value was 7 with standard deviation of 3.63. Further 't' value was 11 which is statistically significant at $P < 0.5$ level. The findings indicate that the difference between post test scores and pre-test scores was a true difference and not by chance.

KEYWORDS : Menstrual hygiene, adolescent girls, reproductive health, taboos.

INTRODUCTION

World Health Organization (WHO) has defined adolescence as the age group of 10-19 years. The onset of menstruation is one of the most important changes occurring among girls during the adolescent years. Although adolescent period is an eventful period of life, many adolescents are often less informed, less experienced and less comfortable accessing reproductive health information and services than adults. Hearing about hygiene during menstruation is a vital aspect of health education for adolescent girls as patterns developed in adolescent period is likely to persist onto adult life. The adolescent girls often lack scientific knowledge about menstruation and puberty. Hygiene related practices during menstruation are of considerable importance, as it has a health impact in terms of increased vulnerability to reproductive tract infections. So, introduction of health education in the schools and colleges on menstrual hygiene is very important which will help in them. So, considering all this points the present study was conducted.

OBJECTIVES :

The objectives of the study were to :

- Assess the level of knowledge regarding menstrual hygiene among adolescent girls.
- Evaluate the effectiveness of structured teaching programme regarding menstrual hygiene among adolescent girls in terms of knowledge gain in the post-test knowledge score.
- Find the association between the levels of knowledge of menstrual hygiene with selected demographic variables.

Methodology :

Research approach adopted was experimental type and research design, pre-experimental (one group pre-test, post-test design) as under:

O₁ (day 1) structured teaching programme O₂ (day 7)
(Pre-test) Structured teaching programme (Post – Test)

Independent variable refers to structured teaching programme and dependent variable refers to knowledge of the adolescent girls before and after the structured teaching programme. Thirty adolescent girls in S.G.S Arts college, Tirupati were selected as study sample. Sampling technique was non-probability convenience sampling technique. For data collection, structured knowledge questionnaire was used. The tool was divided into two parts.

Part I deals with demographic data and Part II deals with knowledge questionnaire.

Development Of Tool :

The tool was developed through extensive review of books, journal, published and unpublished articles and reports and expert suggestions. The tool was divided into two parts.

Part – I : Demographic data (9 items);

Part – II : Structured knowledge questionnaire (26 multiple choice items). Each correct response carried 1 mark and in correct response 0 marks. The total score was 26 and minimum score was 0.

Validity :

Prepared structured questionnaire and content was given 5 experts from different medical fields for validation.

Data Collection Method :

Formal permission was obtained from the college Principal, the written consent was taken on behalf of the students. Pre-test was conducted on day 1 and the students took about 15-20 minutes to answer the questions. This was followed by structured teaching programme. Post – test was conducted on day 7 with the same questionnaire of pre-test.

Data Analysis:

Demographic Characteristics :

Table-1: Frequency And Percentage Distribution Of Demographic Variables (n=30)

S.No.	Characteristics	Frequency (f)	Percentage (%)
1	Age in years		
	12 years	7	23.3
	13 years	15	50.0
	≥ 14 years	8	26.7
2	Age of Menarche		
	≥ 11 years	7	23.3
	12 years	15	50.0
	≤ 13 years	8	26.7
3	Religion		
	Hindu	26	86.7
	Muslim	3	10.0
	Christian	1	3.3

4	Mothers Educational Status		
	Illiterate	17	56.7
	Primary	7	23.3
	Secondary	5	16.7
	Higher Secondary	1	3.3
5	Awareness about menstruation before menarche		
	Yes	21	70.0
	No	9	30.0
6	Source of information		
	Family members	15	50.0
	Mass Media	1	3.3
	Friends	14	46.7
7	Uses of Absorbent		
	Sanitary Pad	23	76.7
	Cloth	7	23.3
8	Methods of Disposal		
	Directly Burn	12	40.0
	Thrown in routine waste	14	46.7
	Dumped	4	13.3
9	Family Income		
	< 7000	16	53.3
	7000 – 10000	9	30.0
	10000 – 15000	2	6.6
	> 15000	3	10.0

Table 1 shows that 50 percent are in the age group of 13 years, 23.3 percent are in the age group of 12 years and 26.7 percent are in the age group of 14 years and above. Regarding age of menarche 50 percent adolescent girls attained menarche at the age of 12 years, 23.3 percent attained at age 13 years. In regards to religion 86.7 percent were Hindu. 10 percent were Muslim and 3.3 percent were Christian. Majority of adolescent girls student mothers were illiterate. Regarding awareness about menstruation 70 percent had awareness before menarche and 30 percent did not have any awareness regarding menstruation. Majority of the adolescent girls 50 percent were getting information from family members. Most of the adolescent girls 76.7 percent were using sanitary pad whereas 23.3 were using cloth. With regard to disposal, 40 percent adolescent girls used directly burn method, 46.7 percent used dumping method. Majority of adolescent girls 53.3 percent belonged to lower socio-economic class.

Table 2 : Effectiveness Of Structured Teaching Programme Regarding Menstrual Hygiene Among Adolescent Girls

Level of Knowledge	Mean	Mean difference	Standard deviation	't' value
Pre -test	9.9	7.1	5.32	11
Post-test	17		3.63	

Mean percentage distribution of pre-test and post-test knowledge score regarding menstrual hygiene among adolescent girls.

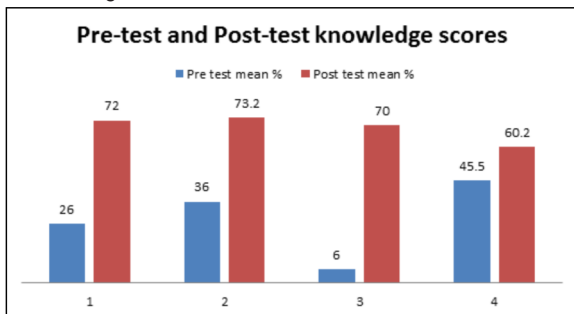


Fig 1: Pre-test and Post-test knowledge scores

As seen in fig.1 there is an increase in mean post-test knowledge score from the mean pre-test knowledge score in all the four domains of menstrual hygiene which indicates the

effectiveness of structured teaching programme.

Mean, standard deviation and 't' value of the pre-test and post-test knowledge score regarding menstrual hygiene.

Table 2 shows that the pre-test mean value was 9.9 with standard deviation of 5.32. the post-test mean value was 17 with standard deviation of 3.63. further 't' value was 11 which was statistically significant at $P \leq 0.5$ level.

The findings indicate that the difference between post-test scores and pre-test scores was a true difference and not by chance. The structured teaching programme was effective in increasing the knowledge of adolescent girls.

Association of pre-test knowledge score of adolescent girls with selected demographic variable.

There was no significant relationship between the pre-test level of knowledge regarding menstrual hygiene among adolescent girls with selected demographic variable like (age of menarche, educational status, religion, uses of absorbed, methods of disposal.)

CONCLUSION:

It was found that knowledge regarding menstrual hygiene among adolescent girls significantly improved after conducting structured teaching programme. This proves that there is effectiveness of structured teaching programme on menstrual hygiene.

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