



Effectiveness Of Video Assisted Teaching Program On Knowledge Regarding Menstrual Hygiene Among Menarche Girls

Ms. Bilkeesa Akhter¹, Ms. Gurwinder Kaur² & Ms. Shakshi Sharma³

¹M.Sc. Nursing, Faculty of Nursing, Desh Bhagat University, Mandi Gobindgarh.

^{2 & 3}Assistant Professor, Faculty of Nursing, Desh Bhagat University, Mandi Gobindgarh.

Abstract: Menstrual hygiene is a crucial aspect of every girl and woman's life, yet awareness about menstruation, the physical and physiological changes during puberty, and the proper practices for menstrual management remains limited. To address this issue, a pre-experimental one-group pre-test and post-test design was implemented. The study was conducted on 120 girl students from classes 6th, 7th, and 8th at Desh Bhagat Global School, Mandi Gobindgarh, located in the Fatehgarh Sahib district. A two-stage sampling method was used. First, the school was selected through a convenient sampling technique. In the second stage, 120 participants were chosen from the selected school using the same method. A structured questionnaire was administered to assess the participants' knowledge of menstrual hygiene.

The findings revealed that, in the post-test, 62% of the girls demonstrated an average level of knowledge, 25% showed a high level of understanding, and 13% had a low level of awareness about menstrual hygiene. A comparison of pre-test and post-test results showed a significant improvement in knowledge. The mean score increased from 10.54 in the pre-test to 21.84 in the post-test, indicating a statistically significant difference at the $p<0.05$ level. This result suggests that the video-assisted teaching program effectively enhanced the participants' knowledge of menstrual hygiene. Overall, the study concludes that educational interventions, particularly those using visual aids, can play a key role in improving menstrual hygiene awareness among adolescent girls.

Index Terms: Video assisted teaching program, Knowledge, Menstrual Hygiene, Menarche Girls.

Correspondence at

Ms. Bilkeesa Akhter

M.Sc. Nursing

Introduction

Menarche, the onset of menstruation, marks a significant milestone in female pubertal development. Menstruation is a unique biological process designed by nature for women, representing not just a short-term occurrence but a crucial phase of reproductive transformation that spans from the beginning of

menstruation to menopause. Adolescence is the period of transition marked by physical, emotional, and reproductive growth, typically occurring between puberty and adulthood.

Globally, one in three girls lack access to adequate sanitation, and many face social and cultural restrictions during their menstrual

periods. Ensuring access to safe and hygienic sanitation facilities is vital for women and girls, especially during menstruation. 23 million girls in India drop out of school each year due to the absence of proper menstrual hygiene management infrastructure. Availability of nearby sanitation facilities provides relief for girls experiencing intense menstrual pain or dysmenorrhea and offers the privacy needed to manage menstruation effectively. Such facilities play a key role in promoting hygiene and maintaining the dignity and well-being of adolescent girls.

Methods/ Approach:

This study employed a pre-experimental one-group pre-test and post-test research design. Using a convenient sampling method, 120 girls from the 6th, 7th, and 8th grades at Desh Bhagat Global School, Mandi Gobindgarh, in the Fatehgarh Sahib district of Punjab, were selected as participants. A structured, closed-ended questionnaire was developed to evaluate the knowledge of menstrual hygiene among girls who had reached menarche. The tool consisted of four socio-demographic variables and 30 multiple-choice questions focused on various aspects of menstrual hygiene. The knowledge levels were categorized as adequate, average, or inadequate.

Data collection took place from April 11 to April 17, 2024. On the first day, the pre-test was conducted, followed by the implementation of a video-assisted teaching program for all participants. The post-test was administered on April 17, 2024, to assess changes in knowledge. To analyze the data, a t-test was used to compare the mean knowledge scores before and after the intervention. Additionally, a chi-square test was applied to examine the relationship between post-test knowledge scores and selected socio-demographic variables.

Results/ Discussion:

The research findings revealed that in the pre-test, 75% of the participants had inadequate knowledge, 17% demonstrated an average level of understanding, and only 8% had adequate

knowledge about menstrual hygiene. In contrast, the post-test results showed a noticeable improvement, with 13% of the students still having inadequate knowledge, 62% reaching an average level, and 25% attaining adequate knowledge. The mean knowledge score increased significantly from 10.54 in the pre-test to 21.84 in the post-test, with the difference being statistically significant at the $p < 0.05$ level.

These results indicate that the video-assisted teaching program had a substantial positive impact on improving the knowledge of menstrual hygiene among menarche girls. Furthermore, the study identified a significant association between the students' post-test knowledge scores and certain socio-demographic factors, specifically their educational level and previous exposure to information on the topic. However, no significant association was found between the post-test scores and variables such as age or source of information.

Conclusion:

The study concluded that the participants initially lacked sufficient knowledge about menstrual hygiene. However, there was a notable improvement in their understanding following the implementation of the video-assisted teaching program. To determine the effectiveness of this intervention, both the t-test and Chi-square test were applied and analyzed. The results showed that the post-test scores were significantly higher compared to the pre-test scores. Based on these findings, it was concluded that the video-assisted teaching program was effective in enhancing the knowledge of the participants regarding menstrual hygiene.

References:

1. Dhara. J, (2014). Menstrual hygiene; Knowledge and practice among adolescent girls of rural kheda district, National Journals of Community Medicine 2015.349-353
2. Gitanjali, (2016). Menstrual hygiene knowledge and practice among adolescent school girls in rural settings, International

- Journal of Reproduction , contraception, Obstetrics and Gynecology (2017).959-962.
3. Kamath. R, (2011). A study on knowledge and practice regarding menstrual hygiene among rural and urban adolescent girls in Udupi Taluk. Global Journal of Medicine And Public Health (2013). 1-9.
4. Lawan, UM (2009). Menstrual and menstrual hygiene among adolescent school girls in Kano North western Nigeria. African Journal of Reproductive Health (2010).201-207.
5. Neelam, (2011). Effectiveness of structured teaching programme on Knowledge regarding menstrual blood stem cells banking among nursing students. International Journal of Reproduction, Contraception, obstetrics and Gynecology (2016).137-140
6. Pagadpally Srinivas, (2013), Perception, knowledge and practice regarding menstruation among school going girls in Karaikal. IOSR Journal of Dental and Medical Sciences (2016),27-33
7. Sreedhar, (2014). Practices of menstrual hygiene among urban adolescent girls of Hyderabad. India Journal of Basic And Applied Medical Research (2015).478-486.
8. Samar, (2015). Knowledge and practice regarding menstrual hygiene in rural adolescent school going girls in an Indian cosmopolitan city. Journal of Pharmacy Practice and Community Medicine (2016).185-187.

