



A Study To Assess The Effectiveness Of Structured Teaching Programme On Knowledge Regarding Menstrual Hygiene Among Adolescent Girls At Selected School At Indore Madhya Pradesh

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ABSTRACT

Adolescence is a crucial stage of growth and development characterized by physical, emotional, and social changes. Menstruation, a natural and normal physiological process, remains surrounded by myths, taboos, and lack of proper awareness, leading to poor menstrual hygiene practices among adolescent girls. This can result in reproductive tract infections, absenteeism from school, and compromised reproductive health.

The present study aimed to assess the effectiveness of a **Structured Teaching Programme (STP)** on knowledge regarding menstrual hygiene among adolescent girls. A **pre-experimental one-group pre-test-post-test design** was adopted. A total of **100 adolescent girls** studying in 8th, 9th, and 10th grades were selected using convenient sampling from **Morat Hat School**. Data were collected using a structured questionnaire comprising 30 items on pubertal changes, menstrual hygiene practices, and complications of poor menstrual hygiene. The STP was administered on Day 1 after the pre-test, and a post-test was conducted on Day 7.

Results showed that in the pre-test, **72% of participants had poor knowledge** and **28% had very poor knowledge** regarding menstrual hygiene. Post-test findings revealed that **50% of girls achieved “very good” knowledge scores**, **38% had “good” knowledge**, and **12% had adequate knowledge** after the STP. The mean knowledge score improved from **8.1 ± 2.3 (pre-test)** to **23.5 ± 2.8 (post-test)**, with a highly significant mean difference ($t = 29.84, p < 0.05$). No significant association was found between post-test knowledge scores and demographic variables such as age, religion, parental occupation, family income, or source of information.

The study concluded that the STP was **highly effective** in enhancing knowledge regarding menstrual hygiene among adolescent girls. Implementing such teaching programmes in schools can promote positive menstrual practices and improve adolescent reproductive health.

Keywords: Structured Teaching Programme, Menstrual Hygiene, Adolescent Girls, Knowledge Improvement

INTRODUCTION

Adolescence (11–18 years) is a transitional stage from childhood to adulthood characterized by rapid physical growth, hormonal changes, and development of secondary sexual characteristics (Marlow, 1998). Menstruation is a unique phenomenon to females and a key indicator of reproductive health. However, it remains clouded by cultural taboos, myths, and misinformation, leading to fear, shame, and poor menstrual hygiene practices.

Globally, women spend nearly **6–7 years of their lives menstruating** (Kyle, 2008). For many adolescent girls, lack of proper guidance results in unsafe menstrual practices such as reuse of unclean cloths, infrequent changing of absorbents, and inadequate washing, increasing the risk of urinary tract and reproductive tract infections.

Studies (Adhikari et al., 2007) have reported that rural adolescent girls in India manage menstruation in unhygienic ways due to lack of information and cultural barriers. Addressing this knowledge gap through **structured health education** is critical to promoting positive menstrual hygiene practices and improving adolescent health outcomes.

NEED FOR THE STUDY

Healthy adolescent girls are tomorrow's healthy mothers and the foundation of a nation's future. However, studies reveal that **50% of girls between 12–15 years do not know about menstruation before menarche** (Adhikari et al., 2007). Menstrual hygiene remains a neglected component of school health education, especially in rural areas. Cultural silence and religious restrictions prevent open discussion, resulting in poor knowledge, unsafe practices, school absenteeism, and reproductive health problems.

Providing a structured teaching programme at the school level can help overcome taboos, empower adolescent girls with knowledge, and prevent adverse health outcomes. Hence, this study was planned to assess the level of knowledge and evaluate the effectiveness of an STP on menstrual hygiene among adolescent girls at **Morat Hat School**.

OBJECTIVES

1. To assess the pre-test level of knowledge on menstrual hygiene among adolescent girls.
2. To evaluate the effectiveness of a Structured Teaching Programme on menstrual hygiene.
3. To find the association between pre-test knowledge scores and selected demographic variables.

METHODOLOGY

- **Design:** Pre-experimental one-group pre-test–post-test design
- **Sample:** 100 adolescent girls (grades 8–10)
- **Setting:** Morat Hat School
- **Sampling Technique:** Convenient sampling
- **Tool:** Structured questionnaire (30 items) covering pubertal changes, menstrual hygiene management, and ill effects of poor hygiene.
- **Data Collection:**
 - **Day 1:** Pre-test followed by STP using charts, flash cards, and models
 - **Day 7:** Post-test conducted using the same questionnaire

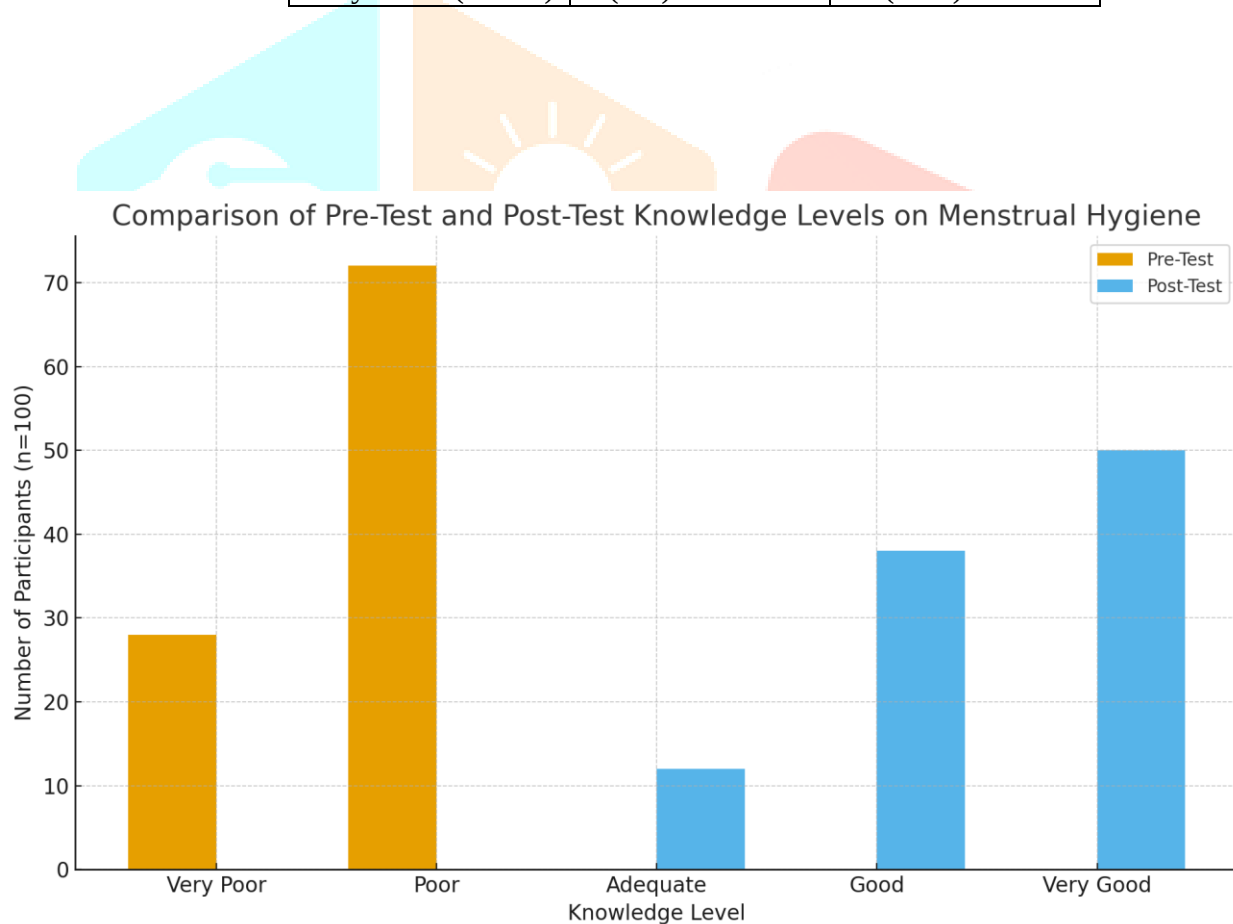
Validity & Reliability

The tool was validated by five nursing experts (Community Health, Obstetrics & Gynecology, and Pediatrics). Reliability was established using test-retest method ($r = 0.82$), indicating good reliability.

RESULTS

Level of Knowledge (Pre-Test vs. Post-Test)

Knowledge Level	Pre-Test (n=100)	Post-Test (n=100)
Very Poor (0–7)	28 (28%)	0 (0%)
Poor (8–14)	72 (72%)	0 (0%)
Adequate (15–18)	0 (0%)	12 (12%)
Good (19–24)	0 (0%)	38 (38%)
Very Good (25–30)	0 (0%)	50 (50%)



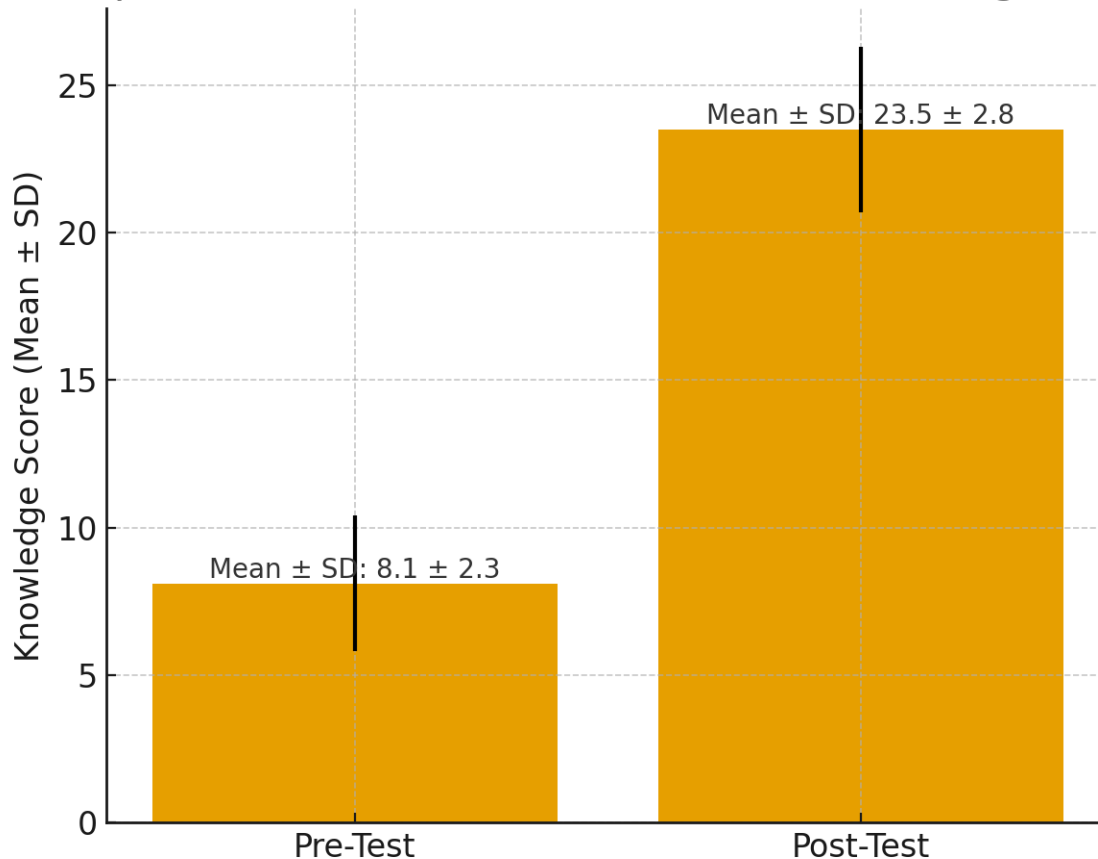
	Pretest	Posttest	t value
Mean $\pm$ SD	8.1 $\pm$ 2.3	23.5 $\pm$ 2.8	29.84 (p < 0.05, significant)

Mean $\pm$ SD:

- Pre-test: 8.1 $\pm$ 2.3
- Post-test: 23.5 $\pm$ 2.8
- Paired t-test: 29.84 (p < 0.05, significant)

Interpretation: The STP resulted in a marked improvement in knowledge scores, with half of the participants achieving a “very good” level of knowledge post-intervention.

Comparison of Pre-Test and Post-Test Knowledge Scores



CONCLUSION

The study concluded that the **Structured Teaching Programme** was **highly effective** in improving knowledge regarding menstrual hygiene among adolescent girls. School-based interventions can be a powerful strategy to reduce myths, promote safe practices, and prevent health problems associated with poor menstrual hygiene.

RECOMMENDATIONS

- Replicate the study on a larger sample for wider generalization.
- Conduct follow-up studies to assess **long-term retention of knowledge** and its impact on menstrual hygiene practices.
- Include menstrual hygiene education in school health curriculum for all adolescent girls.

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