



# A Study On Awareness Of Hygienic Practices Among Secondary School Students

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## ABSTRACT

Hygiene is a vital component of adolescent health, influencing both immediate well-being and lifelong habits. This study aimed to assess and enhance awareness of hygienic practices among secondary school students of Sri Siddeshwara High School, Vijayanagar, Mysuru. Using a descriptive quantitative approach, 24 eighth-grade students were observed over five weeks through structured checklists. Interventions included orientation sessions, video-based awareness, cleanliness and drawing competitions, dramatization and distribution of hygiene kits. Post-intervention analysis showed notable improvements across personal, hand, clothing, food, environmental and health hygiene practices, with an average increase of 23–34%. Findings highlight the effectiveness of structured hygiene education in fostering positive behavioral change. The study underscores the need for collaborative efforts by educators, parents and policymakers to sustain hygiene awareness, ensuring healthier, disciplined and responsible adolescents.

## Keywords

Hygiene awareness, Personal hygiene, Environmental hygiene, Health Education, Behavioral change, Hygiene interventions, Adolescent health, WASH practices

## INTRODUCTION

Hygiene is a fundamental aspect of public health, playing a crucial role in the prevention of disease and the promotion of well-being. Among adolescents, particularly secondary school students, the development of proper hygienic practices is essential as it influences not only their current health status but also their lifelong habits. However, despite widespread information campaigns and the inclusion of health education in school curricula, many students still exhibit gaps in awareness and practice of basic hygiene. This action research aims to examine students' awareness of hygienic practices and take steps to improve it where needed.

## NEED AND IMPORTANCE OF THE STUDY

Adolescence is a formative phase of human development, where physical, emotional and social changes occur rapidly. During this stage, students are particularly vulnerable to health issues caused by poor hygienic practices, such as skin infections, dental problems, gastrointestinal diseases and reproductive health complications. Despite the availability of hygiene-related resources in schools, students often lack adequate awareness or fail to practice proper hygiene consistently. Many schools primarily focus on academic achievement, while personal hygiene education receives limited attention.

*Thus, there is a pressing need to:*

- Assess the current level of hygienic awareness
- Identify gaps in knowledge and behavior
- Promote healthy habits through structured educational interventions.

### *Importance of the Study:*

- **Health Promotion:** Encourages students to adopt healthy practices, leading to better physical and mental well-being.
- **Behavioral Development:** Helps in inculcating lifelong habits related to cleanliness, self-care and public hygiene.
- **Academic Benefit:** Reduces sickness-related absenteeism, improving focus and academic outcomes.
- **Social Impact:** Cultivates responsible citizens who understand the importance of hygiene in public spaces and communities.
- **Policy Input:** Provides insights for school authorities and education policymakers to integrate hygiene education meaningfully into school curricula.

## STATEMENT OF THE PROBLEM

Secondary school students are not aware of hygienic skills. Hygienic skills are most important biological essentials for life skills, but many of the secondary school students are not needed to execute or are not aware of hygienic scales which we do exhibit in their daily routine.

## CAUSES FOR THE PROBLEM

### 1. Lack of Hygiene Education

- Hygiene is often not emphasized in the formal school curriculum.
- Teachers may not receive training to effectively promote hygiene awareness.

### 2. Insufficient Parental Guidance

- Many parents do not prioritize teaching hygiene habits at home.
- In rural or low-income families, hygiene education may take a backseat due to financial or cultural constraints.

### 3. Peer Influence and Neglect

- Adolescents are highly influenced by peer behavior.
- If hygiene is not a norm among peer groups, students may ignore it to "fit in."

### 4. Inadequate School Infrastructure

- Absence of clean and well-maintained toilets, handwashing stations and sanitary disposal units discourages hygienic practices.
- Lack of basic amenities like soap, water and sanitary pads in schools affects day-to-day hygiene, especially for girls.

### 5. Unawareness of Health Risks

- Many students are unaware of how poor hygiene can lead to infections and illnesses.
- There is a gap between knowledge and behavior—students may know hygiene rules but not practice them.

### 6. Absence of Regular Health Check-ups

- Lack of school-based medical inspections or health awareness drives contributes to ignorance about personal health and hygiene needs.

## PRIORITIZED CAUSES

1. Lack of Hygiene Education
2. Peer Influence and Neglect
3. Insufficient Parental Guidance
4. Unawareness of Health Risks
5. Inadequate School Infrastructure

## OBJECTIVES OF THE STUDY

1. To assess the current level of awareness about hygienic practices among secondary students.
2. To identify gaps in knowledge and practice.
3. To implement interventions to improve awareness.
4. To evaluate the effectiveness of the intervention.
5. To enlist the Research based recommendations to the stakeholders.

## REVIEW OF RELATED LITERATURE

- **The 2025-26 SSLC Result Improvement Circular of Karnataka Government (2025)** underscores the significance of hygienic awareness in the educational context, integrating health initiatives such as those implemented by RBSK to promote student well-being and academic success. The circular advocates for collaborative action between educational institutions and health departments, recommending regular hygiene awareness programs and monitoring to ensure proper implementation, This focus on hygiene

education reflects established research, which posits that comprehensive health interventions are essential for enhancing student outcomes and sustaining improved achievement levels.

- **The Standard Operating Procedure for Sustaining Water, Sanitation and Hygiene (WASH) in Schools Guidelines for Swachhata Action Plan (Government of India, 2021)** outlines measures to ensure clean water, sanitation and hygiene in schools. It emphasizes safe drinking water, sanitation facilities, menstrual hygiene, waste management and hygiene education as integral to health and learning. Teachers and communities play key roles in sustaining WASH practices. Post-COVID-19, the guidelines stress hand hygiene, physical distancing and infection prevention. By integrating WASH into daily school activities, the SOP aims to create safe, inclusive, climate-resilient learning environments that support student health and educational outcomes.
- **Kumar, R., & Sharma, A. (2025).** *Hygiene and sanitation practices amongst school canteen personnel and perceptions of students: An observational study.* This observational study explored hygiene and sanitation practices among school canteen workers and the perceptions of students. Employing mixed methods-observational checklists and student surveys-the study found frequent lapses in personal hygiene, food handling and waste disposal practices among canteen personnel. The authors recommended mandatory hygiene training, daily inspection checklists and continuous monitoring to promote safer food-handling environments within school settings.
- **Bassi, S., Gupta, V., & Menon, P. (2021).** *Food environment in and around schools and colleges of India: Implications for adolescent diets and hygiene.* This national-level analysis examined the food environment and hygiene conditions surrounding Indian schools and colleges. Through policy review and field audits, the study found that energy-dense, nutrient-poor foods were widely available and hygiene standards among food vendors were inconsistent. Weak enforcement of food safety regulations was also noted. The authors suggested stricter licensing of vendors, regular hygiene inspections and mandatory food safety training for canteen personnel to improve adolescents' dietary habits and food hygiene.
- **Shree, N., Priya, N. S., & Kumar, R. (2020).** *Oral hygiene practices and knowledge among school children in Chennai:* This cross-sectional study investigated oral hygiene knowledge and practices among students of Classes V–VIII in a private Chennai school. Findings indicated that only about 58% brushed their teeth twice daily, while use of floss and routine dental checkups were minimal. The study identified low awareness as a key factor in poor oral hygiene behaviors. The authors recommended integrating oral-health education into school health curricula and promoting periodic dental screening to enhance preventive oral care practices.

- **Rani, M. A., & Sathiyasekaran, B. W. C. (2013).** *Personal hygienic practices of school-going adolescents: A cross-sectional study in Chennai.* This study aimed to describe personal hygiene practices such as handwashing, bathing, teeth care and nail trimming among school-going adolescents in Chennai. Using a cross-sectional survey, the authors found that although most students reported regular bathing and tooth brushing, inconsistent handwashing and nail care practices persisted. The study concluded that knowledge often exceeded practice. It suggested that regular school health sessions, monitored handwashing facilities and teacher-led demonstrations could effectively bridge the knowledge–practice gap.
- **Tamilarasi, R., et.al. (2016).** *A study to assess knowledge and practice of hand washing among school-going adolescents in Chennai.* The purpose of this research was to assess adolescents' knowledge and practice of handwashing. Conducted through a school-based cross-sectional survey, the study revealed that over 80% of participants were aware of proper hand hygiene, yet only a minority consistently practiced correct techniques and washed hands at critical times. The authors recommended incorporating supervised handwashing sessions, adequate soap-and-water stations and teacher modeling to ensure the translation of hygiene knowledge into daily routine behavior.

### **CONCEPTUAL FRAMEWORK**

- **Hygiene:** Hygiene refers to the practices and habits that people follow to maintain cleanliness, promote good health and prevent the spread of diseases. It includes keeping the body, clothing, food, water and environment clean.
- **Hygienic Practices:** Hygienic practices are actions and habits that help maintain cleanliness and prevent the spread of germs and diseases. These practices are part of daily routines that promote personal and environmental health.

#### **Different type of Hygienic Practices**

- 1) Personal Hygiene
  - Hand washing
  - Bathing
  - Hair and nail care
- 2) Environment hygiene
- 3) Food hygiene
- 4) Clothing Hygiene
- 5) Health And Safety Practices

*Inadequate awareness among secondary students can lead to:*

- Increased absenteeism due to preventable illnesses
- Poor concentration and academic performance
- Development of long-term unhealthy habits
- Risk of communicable diseases spreading among peers

### Need of hygienic practices among secondary school students

Hygienic practices are very important for secondary school students because they help maintain good health and prevent the spread of diseases. At this stage, students experience physical and emotional growth, so cleanliness becomes an essential part of their daily routine. Regular habits such as bathing, washing hands before eating, keeping nails trimmed, wearing clean clothes and maintaining oral hygiene protect them from infections and make them feel fresh and confident. Good hygiene also improves concentration and performance in studies, as a healthy body supports an active mind. Moreover, when all students follow proper hygiene, the school environment becomes cleaner and safer for everyone. Therefore, practicing good hygiene helps students stay healthy, disciplined and responsible citizens.

### RESEARCH METHODOLOGY

- **Research Method:** Quantitative Research Methods
- **Research Design:** The study follows a Descriptive Research Design under the quantitative approach. It aims to systematically describe and analyze the hygienic practices of secondary school students during the intervention period, focusing on observable behaviors. Data were collected through continuous observation using a structured checklist across various hygiene-related activities conducted in the school.
- **Research Tool:** Researcher developed Observation Checklists
- **Population:** Population of the Study is the 8<sup>th</sup> standard students of Sri Siddeshwara High School located at Vijayanagar, Mysuru which belongs to Hebbal Cluster, North Block of Mysuru District.
- **Sample Size:** 24 students of the said population
- **Sampling Technique:** The study used a Purposive Sampling Technique.

### PROCEDURE

The researcher first orientated the students on hygiene practices. Then, the researcher showed pre-recorded videos to convey the importance of hygiene and conducted two competitions, i.e., A Cleanliness Competition and a drawing competition for the said samples. Finally, the researcher organized a dramatization program. The teacher observed the class and evaluated the students through these activities and Researcher ensured periodical assessment of students on hygienic factors with the help of Observation Checklist.

### ACTION PLAN

**Table-1: Details of Action Plan**

Sl. No.	Activity	Duration	Days
1	Orientation on hygiene practices	40 Mins	1
2	Video based on awareness session	40 Mins	1
3	Cleanness Competition	40 Mins	1
4	Drawing	40 Mins	1
5	Dramatization	40 Mins	1
6	Distribution of hygiene kit	Every month	1



## DESCRIPTION OF ACTION PLANS

### Activity-1: Orientation on Hygienic Practices

In the first week of the Action Research period, an Orientation Programme on Hygiene Practices was conducted with the objectives:

1. To create awareness about the importance of personal and environmental hygiene.
2. To educate participants on proper hand washing and food handling techniques.
3. To encourage the adoption of daily hygienic habits for better health and well-being.

To achieve these objectives, the session included multiple interventions covering personal hygiene (hand washing oral care and body cleanliness), food hygiene (safe handling, storage and preparation), workplace and environmental hygiene (waste disposal and clean surroundings) and respiratory hygiene (cough etiquette). The session was interactive, involving discussions and demonstrations of proper hand washing techniques. Participants actively took part, reflected on their own practices and committed themselves to adopting healthy habits in their daily lives. This orientation laid a strong foundation for improving hygiene-related awareness and practices throughout the research period.

*Reflective Note:* The activity was highly engaging and effective, as participants not only learned about hygiene practices but also showed readiness to integrate them into daily routines. It set the tone for further activities by establishing health and well-being as a shared responsibility.

### Activity-2: Video based awareness

In the second week of the Action Research period, a video based awareness was conducted with the objectives:

1. To maintain the classroom cleanness
2. To raise an awareness about the role of hygiene in reducing the spread of infection
3. To engage the viewers in an interactive and memorable way that reinforce the importance of hygiene

To achieve these objectives, a comprehensive hygiene campaign can be implemented within the classroom setting, beginning with regular cleanliness drives that involve students in maintaining a tidy and organized environment. Educational sessions and visual displays can raise awareness about the critical role of hygiene in preventing the spread of infections, highlighting practices such as hand washing, proper waste disposal and personal cleanliness. To reinforce these messages, interactive activities like quizzes, role-plays, hygiene-themed games and poster-making contests can be introduced, ensuring that students not only understand the importance of hygiene but also remember and apply it in their daily routines.

### Activity-3: Cleanness Competition

In the fourth week of the Action Research period, a cleanness competition was conducted with the objectives:

1. To promote awareness about personal environment and school hygiene
2. To encourage participants to maintain cleanness in their surroundings
3. To promote the importance of cleanliness and teamwork

Researcher divided the class into four groups, assigning each group a specific area to clean. Group 1 was responsible for cleaning the classroom, including arranging desks, wiping the blackboard and dusting the

shelves. Group 2 took charge of the school garden, where they removed weeds, watered the plants and collected litter. Group 3 cleaned the school corridors and staircases, ensuring that the floors were swept and kept neat. Group 4 focused on the playground, picking up waste materials and making the area tidy for everyone to use. All the students participated enthusiastically, working together with a sense of unity and responsibility. This activity not only helped improve the school's surroundings but also taught us the value of hygiene, teamwork and respect for our environment.

#### **Activity-4: Drawing Competition**

In the sixth week of the Action Research period, a drawing competition was conducted with the objectives:

1. To raise awareness on a specific theme such as hygiene
2. To encourage creativity and self-expression among the participants
3. To provide a platform for participants to communicate ideas visually

To achieve these objectives, a well-organized art or poster-making competition can be conducted around the theme of hygiene. This event would serve as a powerful tool to raise awareness by prompting participants to research and reflect on hygiene-related issues, thereby deepening their understanding. By encouraging them to express their thoughts and ideas through creative visual formats, it nurtures self-expression and artistic innovation. Additionally, the competition provides a meaningful platform for individuals to communicate important messages visually, fostering a sense of purpose and shared responsibility among participants and the audience alike.

#### **Activity-5: Dramatization**

In the eighth week of the Action Research period, a dramatization was conducted with the objectives:

1. To create awareness on important themes such as hygiene environment
2. To enhance the participants, communication, acting and presentation skills
3. To provide an interactive learning experience that makes complex issues more understandable and emotionally impactful for both performers and the audience.

To achieve these objectives, a dramatization activity can be organized around important themes such as hygiene and the environment, using engaging scripts and performances to convey key messages. Through the process of rehearsing and performing, participants will develop essential skills in communication, acting and presentation, while working collaboratively to bring stories to life. This interactive approach not only helps performers deepen their understanding of complex issues but also creates an emotionally impactful experience for the audience, making the learning more memorable and meaningful for everyone involved.

#### **Activity-6: Distribution of hygiene kit**

In addition to the above activities, Researcher approached an Institution (Schevaran, Mysuru) and arranged to distribute free Hygienic Kit to Students which complemented the main activities. This initiative aimed to reinforce the research objective of improving students' health-related behaviors and overall school environment.



## DATA ANALYSIS AND INTERPRETATION

### A) Personal Hygiene

#### 1. Brushing Teeth Daily

The number of students brushing daily increased from W1: 21 (70%) to W5: 28 (93%), showing a 23% improvement. This steady increase shows students became more regular in daily oral hygiene after awareness activities.

#### 2. Bathing Regularly

Improved from 19 (63%) to 27 (90%), indicating a 27% rise. Students became more conscious about personal cleanliness and daily bathing habits.

#### 3. Clean, Trimmed Nails

Increased from 18 (60%) to 26 (87%), a 27% improvement. This shows students started paying more attention to nail hygiene.

#### 4. Hair Neatly Combed and Cleaned

Grew from 17 (57%) to 26 (87%), a 30% improvement. Grooming habits clearly improved with regular reminders.

#### 5. Use of Handkerchief

Improved from 16 (53%) to 25 (83%), a 30% rise, reflecting better awareness of personal hygiene practices.

### B) Hand Hygiene

#### 1. Washing Hands before eating

Increased from 17 (57%) to 27 (90%), showing 33% improvement. Students developed stronger hand hygiene habits.

#### 2. Washing hands after using toilet

Improved from 16 (53%) to 26 (87%), indicating a 34% rise. Hygiene awareness led to more consistent toilet hygiene.

### C) Clothing Hygiene

#### 1. Wearing Clean Uniform Daily

Rose from 20 (67%) to 28 (93%), showing a 26% increase. Students took more care in wearing clean clothes.

#### 2. Wearing Appropriate Footwear

Improved from 18 (60%) to 26 (87%), a 27% rise. Hygiene awareness extended to proper footwear.

### D) Food Hygiene

#### 1. Not Sharing Food with Unclean Hands

Improved from 17 (57%) to 25 (83%), a 26% rise, showing better hand and food hygiene.

## 2. Hand Washing before and after Meals

Increased from 17 (57%) to 26 (87%), a 30% improvement, indicating strong adoption of food hygiene habits.

## E) Environmental Hygiene

### 1. Keeps Classroom Surroundings Clean

Improved from 16 (53%) to 26 (87%), showing a 34% rise. Students became more responsible for maintaining classroom cleanliness.

### 2. Disposes Waste in Dustbin

Increased from 16 (53%) to 25 (83%), indicating a 30% improvement. Waste disposal practices improved significantly.

## F) Health and Safety Hygiene

### 1. Covers Mouth when Sneezing/Coughing

Improved from 15 (50%) to 24 (80%), a 30% increase. Students became more health-conscious.

### 2. Carries Personal Water Bottle

Increased from 18 (60%) to 26 (87%), showing a 27% rise. Students practiced safer drinking habits.

### 3. Reports Illness/Injury to Teacher

Improved from 16 (53%) to 25 (83%), a 30% rise, showing increased health responsibility.

## G) Awareness and Participation

### 1. Applies Hygiene Knowledge in Daily Life

Improved from 16 (53%) to 25 (83%), a 30% improvement, reflecting real behavioral change.

## H) Use of Hygiene Materials

### 1. Using Personal Hygiene Kit (Soap, Comb, etc.)

Grew from 17 (57%) to 26 (87%), showing a 30% increase. Students began carrying and using hygiene tools regularly.

### 2. Carries Hygiene Materials (Kerchief)

Improved from 16 (53%) to 25 (83%), indicating a 30% improvement, showing preparedness for daily hygiene needs.

## RESEARCH FINDINGS

The analysis of observation checklist data over five weeks (W1–W5) reveals a remarkable improvement in students' hygienic practices across all categories—Personal Hygiene, Hand Hygiene, Clothing Hygiene, Food Hygiene, Environmental Hygiene, Health and Safety Hygiene, Awareness and Participation and Use of Hygiene Materials.

## 1. Personal Hygiene

Findings indicate a significant positive shift in personal hygiene practices. Indicators such as brushing teeth daily, bathing regularly, keeping nails trimmed, combing hair neatly and using handkerchiefs/tissues showed an average improvement of 27% between Week 1 and Week 5. This steady rise reflects increased daily self-care awareness among students.

## 2. Hand Hygiene

Practices like washing hands before eating, after using the toilet and using soap or sanitizer improved by over 30% on average. This demonstrates the effectiveness of direct teaching, demonstrations and habit reinforcement strategies on hand hygiene behavior.

## 3. Clothing Hygiene

There was a consistent increase of 27–30% in indicators related to wearing clean uniforms, proper wearing of footwear. These findings suggest growing attention to personal presentation and hygiene in the school environment.

## 4. Food Hygiene

Indicators under food hygiene, including, not sharing food with unclean hands and washing hands before and after meals, improved by about 28–30%. This reflects greater understanding among students about the link between hygiene and food safety.

## 5. Environmental Hygiene

Significant improvement of up to 34% was observed in environmental hygiene indicators, such as keeping surroundings clean, disposing of waste properly and using toilets appropriately. This shows that students developed a stronger sense of responsibility toward maintaining a hygienic learning environment.

## 6. Health and Safety Hygiene

Indicators like covering mouth when sneezing/coughing, carrying personal water bottles and reporting illness showed notable gains of 26–30%. This finding indicates enhanced awareness of personal and community health safety practices.

## 7. Use of Hygiene Materials

Usage of personal hygiene kits and carrying kerchief improved by 30% on average. This demonstrates improved readiness and responsibility in maintaining personal hygiene.

### *Overall Findings:*

Across all indicators, students demonstrated a consistent and meaningful improvement in hygienic practices over the 5-week observation period. The percentage improvement ranged between 23% and 34%, with the highest gains in hand hygiene and environmental hygiene practices.

The findings clearly indicate that systematic awareness programmes, demonstrations, peer reinforcement and observation are effective strategies to promote hygienic behaviors among secondary school students. This

improvement also suggests positive habit formation, enhanced health consciousness and greater participation in hygiene-related activities.

## SUGGESTIONS

### A. For Policy makers

#### 1. Promote Hygiene Education

- Introduce hygiene awareness programs in schools and communities.
- Include personal and environmental hygiene in school curricula.

#### 2. Improve Sanitation Infrastructure

- Ensure access to clean toilets and safe drinking water in all public places, schools and rural areas.
- Provide proper waste disposal and sewage systems to prevent disease.

#### 3. Encourage Regular Health Check-ups

- Organize free medical camps and vaccination drives.
- Promote regular handwashing and cleanliness campaigns.

#### 4. Strengthen Waste Management Policies

- Enforce strict laws for waste segregation and recycling.
- Ban open dumping and encourage composting of organic waste.

#### 5. Support Public Awareness Campaigns

- Use media, posters and social platforms to spread hygiene messages.
- Observe “Cleanliness Weeks” or “Swachhata Abhiyan” events regularly.

#### 6. Monitor Food and Water Safety

- Ensure that restaurants, markets and food vendors follow hygiene standards.
- Conduct regular testing of public water sources.

#### 7. Provide Affordable Sanitary Products

- Make sanitary napkins and hygiene products easily available and affordable, especially in rural areas.

#### 8. Involve Community Participation

- Encourage local groups, youth clubs and NGOs to take part in cleanliness and hygiene drives.

#### 9. Encourage Corporate and Private Sector Support

- Partner with industries for CSR (Corporate Social Responsibility) programs focusing on hygiene and sanitation.

#### 10. Ensure Continuous Monitoring and Evaluation

- Create a system to regularly check the implementation and effectiveness of hygiene policies.

### B. For Head Teachers'

**1. Create a Clean and Safe Environment:** Ensure that school is health-conscious and maintains cleanliness in classrooms, toilets and common areas.

**2. Ensure Proper Hygiene Practices:** Encourage students and staff to follow habits like regular handwashing, waste segregation and personal hygiene.

- 3. Organize Awareness and Engagement Activities:** Conduct cleanliness drives, hygiene-related competitions and awareness programs to make hygiene education practical and engaging.
- 4. Provide Basic Hygiene Facilities:** Ensure availability of clean drinking water, soap and well-maintained toilets for all students and staff.
- 5. Integrate Hygiene into Lessons:** Motivate teachers to include hygiene topics in daily teaching and lead by example to reinforce its importance.
- 6. Conduct Regular Inspections:** Monitor hygiene practices and facilities regularly to maintain standards.
- 7. Involve Parents and Community:** Encourage community participation and parental involvement to strengthen the school's hygiene culture.

### C. For Teachers

- 1. Promote Hygiene Awareness Daily:** Integrate hygiene education into daily teaching routines.
- 2. Educate Students on Personal Cleanliness:** Teach proper handwashing, tidy surroundings and personal hygiene habits.
- 3. Use Interactive Methods:** Include short discussions, activities or hygiene topics during assemblies or class hours.
- 4. Monitor Students' Hygiene Habits:** Check clean uniforms, trimmed nails and use of handkerchiefs to build responsibility.
- 5. Lead by Example:** Demonstrate good hygiene practices for students to follow.
- 6. Encourage Participation in Hygiene Activities:** Involve students in cleanliness drives, group projects and maintaining hygiene charts.
- 7. Reinforce Hygiene Habits Regularly:** Continuously remind and guide students so hygiene becomes a natural part of daily life.

### D. For Parents

- 1. Teach and Model Personal Hygiene:** Instruct children on bathing, brushing teeth twice daily, washing hands before meals and after using the toilet and wearing clean clothes.
- 2. Ensure Clean School Materials:** Make sure children carry clean water bottles, handkerchiefs and maintain cleanliness of books and bags.
- 3. Promote Healthy eating and Clean Surroundings:** Encourage home-cooked meals and keeping the home environment clean.
- 4. Communicate with Teachers:** Regularly discuss hygiene-related concerns to maintain consistency between home and school.
- 5. Lead by Example:** Practice good hygiene at home so children can learn by observation.
- 6. Reinforce Responsibility and Healthy Habits:** Help children develop lifelong habits of cleanliness and personal care.

## LIMITATIONS OF THE STUDY

1. Only 24 students were studied, so results may not apply to all schools.
2. The study was done in only one school.
3. The five-week period was short to form lasting hygiene habits.
4. The study focused on only a few hygiene practices, not all.

## SCOPE FOR FURTHER RESEARCH

1. It is suggested to carry out similar studies in more schools to get wider information.
2. Future studies may follow students' hygiene habits for a longer time to see if they continue.
3. It could be useful to study how parents and teachers affect students' hygiene practices.
4. Future research may focus on students' mental hygiene, including stress, sleep, and emotional well-being.
5. Studies could look into the cleanliness and hygiene of personal belongings like bags, books, and stationery.

## CONCLUSION

In conclusion, this study highlights the critical importance of promoting hygienic practices among secondary school students to prevent diseases and enhance overall well-being. The interventions and structured activities conducted within the school led to clear improvements in students' personal, hand, clothing, food and environmental hygiene, as well as health and safety habits. Continued collaboration among policymakers, school staff, parents and students is necessary to maintain these positive behavioral changes and to ensure that hygiene becomes an integral part of every student's daily routine. Effective hygiene education is essential for healthy, academically successful and responsible future citizens.

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