

Research Article

“An Experimental Study to Assess the Effectiveness of Planned Teaching Program Regarding Sex Education and Menstrual Hygiene among Students in Selected Secondary School of Ahmednagar, District”

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ABSTRACT

Aim: The aim of this study was to evaluate the effectiveness of planned teaching program regarding sex education and menstrual hygiene. **Materials and Methods:** In the present study, the investigator selected the quasi-experimental design with evaluatory approach research design, keeping in the view of objectives of the study. A study was conducted in Somaiya Vidyamandir School, Sakharwadi, Ahmednagar district. A study was done on 123 students of Somaiya Vidyamandir School, Sakharwadi. In all boys were 64 and girls were 59. In this study, convenient sampling technique was used. Data were collected using a structured knowledge questioner. The student who were available at the time of data collection and who knew Marathi language and were willing to participate in the study were only included for the data collection. Data were analyzed using descriptive statistics. **Result:** knowledge of girls in pre-test and post-test. Knowledge gain regarding what to be used during menstrual cycle is 50%. Knowledge gain regarding how many times sanitary pads to be changed every day was 60%. Gain in knowledge regarding how many times to wash perineum is 60%. Knowledge gain regarding how to dispose the used sanitary pads or clothes during menstrual cycle is 70% which is maximum. **Conclusion:** Subjects had improvement in knowledge regarding sex education and menstrual hygiene. Sex education and menstrual hygiene session was beneficial for the subjects as they were taught how to maintain hygiene, which will ultimately help the students. Hence, it conclude that planned teaching program is effective.

Keywords: Assess, effectiveness, planned teaching program, sex education, menstrual hygiene

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Introduction

Adolescent is the second decade of life, marking the transition from childhood to adulthood. These are the

formative years when maximum amount of physical, psychological, and behavioral changes takes place. This is the time for them to prepare for undertaking greater responsibilities, a time of exploration and time to ensure healthy all-round development. It is important for health care professionals to understand adolescent girls' knowledge about sex education in planning for teaching them about this life event.^[1]

Many research studies have revealed that adolescent girls generally lack adequate knowledge about their reproductive organs, menstrual hygiene, sexual, and reproductive health. Hence, by enriching the knowledge of girls, we as a health professional can reduce the sex related hazards.^[2]

Menstrual hygiene is important to be practiced by the school girls to promote their health and prevent illness. Inadequate menstrual hygiene management is connected with the use of

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cloth, ashes, and husk sand during menstruation, thereby it causes severe reproductive health problem.

There is a substantial lacuna in the knowledge about menstruation among adolescent girls. Several research studies have revealed this gap and they showed that there was a low level of awareness about menstruation among the girls when they first experienced it.^[1-3] Social prohibitions and the negative attitude of parents in discussing the related issues openly, have blocked the access of adolescent girls to the right kind of information, especially in the rural and tribal communities.^[3]

Many studies have revealed that most of the adolescent girls had incomplete and inaccurate information about the menstrual physiology and hygiene. It also revealed that mothers, television, friends, teachers, and relatives were the main sources which provided information on menstruation to the adolescent girls.^[3,4]

Good hygienic practices such as the use of sanitary pads and adequate washing of the genital area are essential during menstruation. Women and girls of the reproductive age need access to clean and soft, absorbent sanitary products which can in the long run, protect their health.^[5]

Menstrual hygiene and management will directly contribute to (Millennium Development Goals [MDG])-2 on universal education, MDG3 on gender equality and women empowerment. However, the attention on this issue is far from sufficient and even the literature on gender mainstreaming in the sanitary section is silent on the issue of menstrual management.^[6]

A key priority for women and girls is to have the necessary knowledge, facilities, and the cultural environment to manage menstruation hygienically and with dignity. Very few studies have included the detailed aspects of the menstrual practices among adolescent girls. It was therefore considered as relevant to investigate the menstruation related knowledge and practices among the school going adolescent girls. The data about their level of knowledge and the practices which are followed by them with respect to menstruation are beneficial for planning a program for improving the awareness level with respect to their life processes and promoting their quality of life. Hence, the present study was carried out to find out the age of menarche among the girls, to know the menstrual pattern and menstrual hygiene practice, and the prevalence menstrual disorders.^[6]

Materials and Methods

Research approach

Research approach is a systematic objective method of discovery with imperial evidence.

Research design

In the present study, the investigator selected the quasi-experimental design with evaluatory approach research design, keeping in the view of objectives of the study.

Variables

- **Dependent variables** – The dependent variable of this study is knowledge of students in selected schools of Ahmednagar district regarding sex education and menstrual hygiene.
- **Independent variables:** – The independent variable is structured teaching program regarding sex education and menstrual hygiene.

Setting of the study

A study was conducted in Somaiya Vidyamandir School, Sakharwadi, Ahmednagar district.

Population

Students of selected secondary school of Ahmednagar district were selected for the current study.

Sample and sampling technique

In this study, convenient sampling technique was used.

Sample size

A study was done on 123 students of Somaiya Vidyamandir School, Sakharwadi. In all boys were 64 and girls were 59.

Inclusive criteria

- Students who were available during data collection were included in the study.
- Students who were willing to participate were included in the study.
- Students who knew Marathi were included in the study.

Result

Table 1 depicts the knowledge of 7th standard student in pre-test and post-test. Knowledge gain regarding adolescent age is 17.08%. Knowledge gain in anatomy of female and male reproductive system was 58.53% which was maximum. Gain in knowledge about changes is occurs in adolescent age which is 39.03%. Knowledge gain about sexual intercourse and pregnancy is 39.02% and 51.22%, respectively. Knowledge gain regarding good touch and bad touch is 41.47% [Table 1]. Table 2 depicts the knowledge of 8th standard student in pre-test and post-test. Knowledge gain regarding adolescent age is 7.5%. Knowledge gain in anatomy of female and male reproductive system was 32.5% which was maximum. Gain in knowledge about changes is occurs in adolescent age which is 12.5%. Knowledge gain about sexual intercourse and pregnancy is 25% and 35%, respectively. Knowledge gain regarding good touch and bad touch is 17.5% and knowledge gain regarding safe period is 25% [Table 2].

Table 3 depicts the knowledge of 9th standard student in pre-test and post-test. Knowledge gain regarding adolescent age is 26.19%. Knowledge gain in anatomy of female and male reproductive system was 45.23% which was maximum. Gain in knowledge about changes in adolescent age which is 16.66%. Knowledge gain about sexual intercourse and pregnancy is 33.33% and 33.33%, respectively. Knowledge gain regarding good touch and bad touch is 30.96% [Table 3].

Table 4 depicts of knowledge of girls in pre-test and post-test. Knowledge gain regarding what to be used during menstrual cycle is 50%. Knowledge gain regarding how many times sanitary pads to be changed every day was 60%. Gain in knowledge regarding how many times to wash perineum is 60%. Knowledge gain regarding how to dispose the used sanitary pads or clothes during menstrual cycle is 70% which is maximum [Table 4].

Table 1: Distribution of subjects according to their test 1 and test 2 appropriate knowledge score in 7th standard students

Total girls:- 20; total boys:- 21				
Sr. no.	Items	Pre-test (Test 1) %	Post-test (Test 2) %	Gain in knowledge %
1	Definition and age group of adolescents	51.21	68.29	17.08
2	Anatomy of female and male reproductive system	0	58.53	58.53
3	Changes during adolescent age in girls and boys	60.97	100	39.03
4	Sexual intercourse:- definition	0	39.02	39.02
5	Safe period:- definition	0	43.96	43.96
6	Process of pregnancy	2.43	53.65	51.22
7	Good touch and bad touch	58.53	100	41.47

Table 2: Distribution of subjects according to their test 1 and test 2 appropriate knowledge score in 8th standard students

Total girls:- 20; total boys:- 20				
Sr. no	Items	Pre-test (Test 1) %	Post-test (Test 2) %	Gain in knowledge %
1	Definition and age group of adolescent	77.5	85	7.5
2	Anatomy of female and male reproductive system	0	32.5	32.5
3	Changes during adolescent age in girls and boys	85	97.5	12.5
4	Sexual intercourse:- definition	5	30	25
5	Safe period:- definition	0	35	35
6	Process of pregnancy	0	25	25
7	Good touch and bad touch	62.5	80	17.5

Table 3: Distribution of subjects according to their test 1 and test 2 appropriate knowledge score in 9th standard students

Total girls:- 19; total boys:- 23				
Sr. No	Items	Pre-test (Test 1) %	Post-test (Test 2) %	Gain in knowledge %
1	Definition and age group of adolescent	61.90	88.09	26.19
2	Anatomy of female and male reproductive system	0	45.23	45.23
3	Changes during adolescent age in girls and boys	78.57	95.23	16.66
4	Sexual intercourse:- definition	0	33.33	33.33
5	Safe period:- definition	0	33.33	33.33
6	Process of pregnancy	0	38.09	38.09
7	Good touch and bad touch	23.28	54.76	30.96

Table 4: Distribution of subjects according to their test 1 and test 2 appropriate knowledge score in girls

Sr. no.	Questions	Pre-test (Test 1)		Post-test (Test 2)	
		Right answer	Wrong answer	Right answer	Wrong answer
1	What should be used during menstrual cycle?	22%	58%	50%	30%
2	How many times sanitary pads should be changed in a day?	18%	62%	60%	20%
3	How many times do you wash perineum in a day	24%	56%	60%	20%
4	Do you feel itching in perineum, if yes what you do?	28%	52%	50%	30%
5	How do you dispose the used sanitary pads or cloths during menstrual cycle?	26%	54%	70%	10%

Discussion

Similar study conducted by Sudha *et al.*, on “Effectiveness of planned teaching program on knowledge of sex education among adolescent girls.” The results revealed that in pre-test majority of the girls 40 (61.53%) had average knowledge, 14 (21.53%) had good knowledge, and 11(16.92%) had poor knowledge, whereas in post-test 62 (95.38%) of girls had good knowledge and 3 (4.61%) had average knowledge. The calculated paired “*t*”-value ($t = 26.38$) is greater than tabulated “*t*”-value ($t = 1.960$).^[7]

Similar study conducted by Jyotsna Budhgaonkar, Maneshinde on “Impact of structured education regarding menstrual hygiene practices among adolescent girls.” The results revealed that only 23% of samples in pre-test answered about sun drying of the used and washed clothes. About 58% of samples keep the used sanitary clothes in the hidden places and reuse of used clothes for more than 1 month. About 100% samples do not enter in the holy places. Thus, the samples were socially and culturally bounded with traditional practices during menstruation. In post-test, there was significant gain in knowledge which is seen. The results indicated that equal positive response to the planned teaching was found really useful to them.^[8]

Similar study conducted by Saritha on “Effectiveness of structured teaching program on knowledge and expressed practice regarding sanitary napkin among school girls those who attained menarche at a selected school in Kanchipuram district.” The study revealed the paired “*t*”-value on comparison of pre- and post-test scores of level of knowledge and expressed practice regarding sanitary napkin within study participant unveiled the statistically significant difference at level $P < 0.001$.^[9]

Conclusion

Subjects had improvement in knowledge regarding sex education and menstrual hygiene. Sex education and menstrual hygiene session was beneficial for the subjects

as they were taught how to maintain hygiene, which will ultimately help the students.

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