



## A Study to Assess the Effectiveness of Structured Teaching Programme on Puberty and Menstrual Hygiene among School Girls.



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**Introduction:** Children are buds that bloom and blossom to decorate the world of tomorrow. During transition from childhood to adolescent, their health is a significant factor that needs to be nurtured with utmost care. Children especially girls at this age can be prone to numerous physical and psychological health issues which can lead to several disorders. So it is essential to provide proper health education among school children regarding puberty and menstrual hygiene to establish a healthy life. Puberty normally occurs in a series of five stages (Tanner Stages) that typically begin within the ages of eight to thirteen for girls, nine to fourteen for boys. Comparatively for both the sex, girls are most disturbed because of bleeding. Puberty is considered early, if it occurs before the age of eight years, is called precocious and it is considered late if it occurs after the age of thirteen years,

is called delayed puberty. So both early and delayed can cause physical as well as mental problems like hormonal changes, disturbance in growth and development, sleep, physical activity etc., Blondel (1999) states that, puberty is derived from the Latin word “pubertas.” It means ‘adulthood,’ a process leading to physical, sexual and psychosocial maturation. Puberty is a well-known fact that pubertal changes and menstruation is a highly emotional experience for every young prepubescent girl. The height and intensity of emotions that the preteen girls experience depends on how well she is informed about puberty and menstruation and type of supportive system around her. During the transitional phase, sex education about reproductive system, puberty and menstruation are one of the essential components of health education. Hence, there lies the major responsibility of the paediatric nurse today in providing



awareness about the physiology of reproductive system, puberty and menstrual hygiene in schoolgirls.

**Statement of the Problem:** A Study to Assess the Effectiveness of Structured Teaching Programme on Puberty and Menstrual Hygiene among School Girls.

**Objectives of the Study:**

1. To identify the demographic data among schoolgirls.
2. To assess the knowledge among schoolgirls regarding puberty and menstrual hygiene before the structured teaching programme.
3. To evaluate among schoolgirls regarding puberty and menstrual hygiene.

**Operational Definition:**

**Puberty:** puberty is the period during which the maturation of reproductive organ occurs and is ready for reproductive function .it occurs between 10 to 13 years of age in female.

**Menstrual hygiene:** it refers to hygiene related practice of women during menstruation and is of considerable importance as it has health impact in terms of increased vulnerability to infection.

**Methodology:**

**Research design:** Quasi – experiment design.

**Setting:** Study was conducted in National Lotus Matric

Higher secondary school. Chennai.

**Target population:** Girls between 10 to 13 years.

**Sample size:** 60 girls

**Sampling technique:** Simple random sampling technique.

**Criteria for sample selection:** School girls

**Inclusion criteria:**

- ❖ Between the age group 10 to 13 years.
- ❖ Willing to participate

**Exclusion criteria:**

- ❖ Above 13 years
- ❖ Below 10 years

**Description of Instrument | Tool:**

**Part-1:** Deals with demographic variables include data consists of students age, father’s qualification, mother’s qualification girls had attained her menarche, and education regarding female reproductive system.

**Part-2:** Assess the level of knowledge among schoolgirls was done by using Questionnaire through interview.

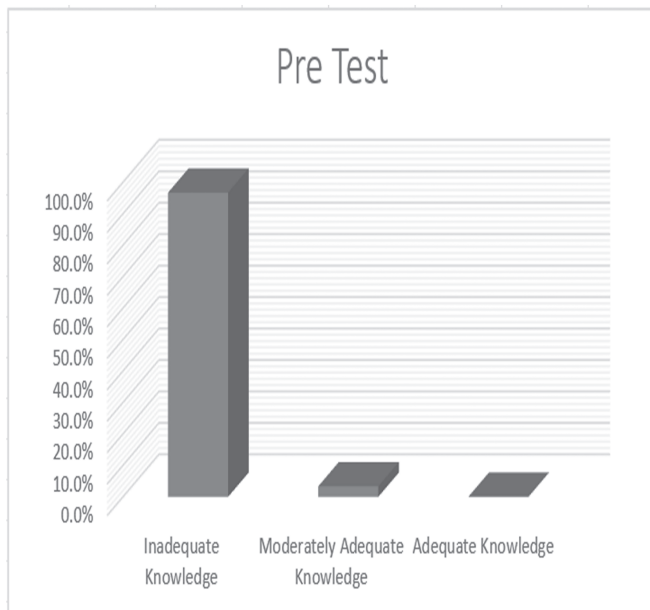
**Score Interpretation:**

- Below 50% - Inadequate knowledge
- 51 to 75% - Moderately adequate knowledge
- Above 75% - Adequate knowledge



**Data Analysis:** Data was analysed by descriptive statistics was mean standard deviation paired ‘t’ test and Chi-Square.

**Results:**

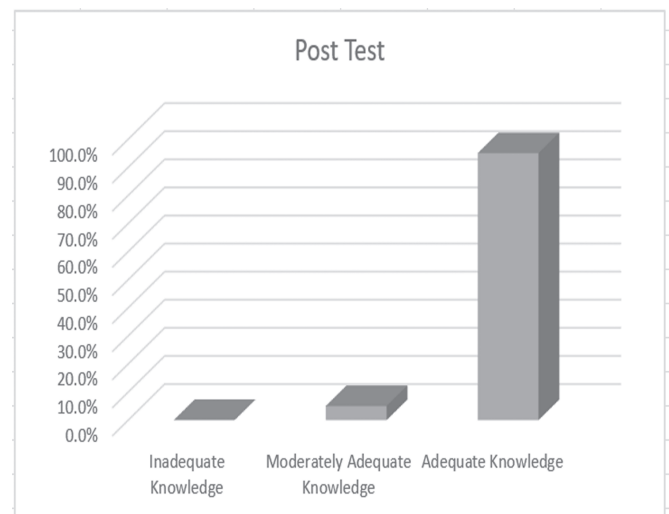


**Percentage Distribution of Pre-Test Level of Knowledge**

In this figure, 58(96.7%) schoolgirls had inadequate knowledge and two (3.3%) had moderately adequate knowledge in anatomy and physiology of female reproductive system. Regarding puberty and pubertal changes 21(35%) girls had inadequate knowledge, 12(20%) girls had adequate knowledge. Regarding menstrual cycle, 50(83.3%) girls had inadequate knowledge and five (8.3%) girls had adequate knowledge.

Also 50(83.3%) girls had inadequate knowledge, 18(13.3%) girls had moderately adequate and two (3.3%) girls had adequate knowledge in menstrual hygiene.

**Percentage Distribution of Post-Test Level of Knowledge**

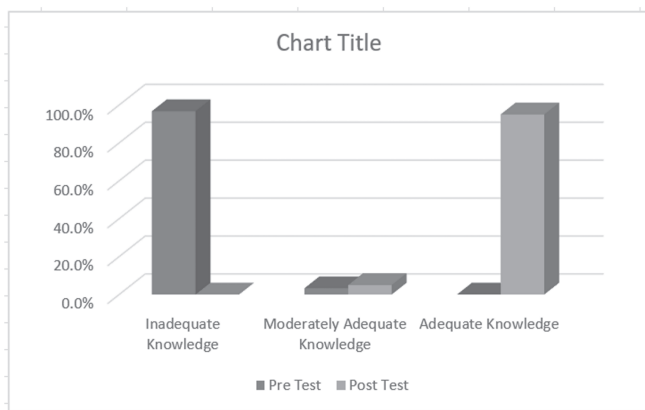


The structured teaching programme was rendered to the school girls regarding anatomy and physiology of female reproductive system, puberty and pubertal changes, menstrual cycle, and menstrual hygiene. The knowledge had remarkably increased which was evidenced by the post-test scores. In the post test, about 57 (95%) girls had adequate knowledge and three (5%) had moderately adequate knowledge regarding anatomy and physiology of female reproductive system, 45 (75%) had adequate knowledge and 15(25%) had moderately



adequate knowledge regarding puberty and pubertal changes, 44(73.3%) had adequate knowledge and 14(23.5%) had moderately adequate knowledge regarding menstrual cycle and 57(95%) had adequate knowledge and 3(5%) had moderately adequate knowledge in menstruation.

### Comparison of Pre and Post Test Level of Knowledge



It shows that in pre-test 57(95%) had inadequate knowledge and three (5%) had moderately adequate knowledge regarding puberty and menstrual hygiene. In Post-test 58(97%) girls had adequate knowledge and two (3%) had moderately adequate knowledge regarding puberty and menstrual hygiene. It is inferred that the structure teaching programme about a tremendous improvement in the overall knowledge of the puberty and menstrual hygiene among schoolgirls.

**Discussion:** The discussion of the pre-test study was based on the findings obtained from structured multiple choice questionnaire by interview method. After the pre-test, structured teaching programme was conducted by the investigator. The post test was conducted on the eighth day after structured teaching programme using the same questionnaire. Pre-test

57(95%) had inadequate knowledge regarding puberty and menstrual hygiene. Post-test 58(97%) girls had adequate knowledge regarding puberty and menstruation hygiene.

### Conclusion:

The study concluded that the 60 participants had only 95% inadequate knowledge regarding puberty and menstrual hygiene in pre-test and 97% girls had adequate knowledge regarding puberty and menstruation hygiene in post-test. The preparation of individual child for responsibilities and privileges, mother is the first teacher for a child if a woman is educated, the whole family will be benefited. Being the future mother, the female preteen girls are educated in the view of improving their own health status and their family in future.

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