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Knowledge regarding psychosocial adjustment during menstrual period among adolescent girls

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Abstract

Menstrual health may be defined as a state of complete physical, mental and social wellbeing and not merely absence of menstrual problems. It is essential for improving global public health and achieving sustainable developmental goals. Psychosocial problems are common during menstruation in adolescent girls. Menstrual problems affect their, academic performance, school attendance and social life. Menstrual problems are affective and somatic in nature.

Objectives:
1) To assess the existing knowledge regarding psychosocial adjustment during menstrual period among adolescent girls of higher secondary school in rural area at Nagpur district.
2) To evaluate the effectiveness of planned teaching program regarding psychosocial adjustment during menstrual period among adolescent girls of selected higher secondary school in rural area at Nagpur district.
3) To associate the post-test knowledge score with the selected demographic variables.

Method: The study based on Quantitative research approach this was a pre experimental one group pre- test post- test research design. The setting of the study was selected areas of Nagpur District, sample size was 60. Sampling technique was non probability convenient sampling Technique for the selection of sample? The tool was structured questionnaire. This was pre-test. The structured teaching programme was given to adolescent girls. The post- test done by using the same tool to identify change in knowledge.

Results: After the detailed analysis of the study, we found the results that, there is significant difference between the pre-test and the post-test knowledge scores

Conclusion: Knowledge was increased in post-test as compare to pre-test knowledge.

Keywords: Planned teaching program, knowledge, psychosocial adjustment, menstrual period, adolescent girls

Introduction

Menstrual health may be defined as a state of complete physical, mental and social wellbeing and not merely absence of menstrual problems. It is essential for improving global public health and achieving sustainable developmental goals. Psychosocial problems are common during menstruation in adolescent girls. Menstrual problems affect their, academic performance, school attendance and social life. Menstrual problems are affective and somatic in nature.

Adolescent girls face significant psychosocial problems during menstruation in terms of access to clean materials, lack of privacy for changing pads, disposal facilities for sanitary napkins, socio- cultural restrictions, less psychological and social support, poor knowledge about managing pain during menses, non-availability of counselling services, and inadequate information on menstruation and its management, no preparation before menarche, menstrual distress, burden and stigma.

Duration and menstrual cycle regularity were determined by factors such as socio demographic profile, psychosocial stress, disturbed sleep arduous physical exercise, diet. Various studies have reported increased stress during menstruation is strongest predictor of menstrual irregularities. Unhealthy lifestyle as well contributes to menstrual abnormality. Increased stress was associated with disturbed sleep during menstruation. Poor knowledge, inadequate information, less awareness about menstrual problems, exclusion and shame lead to misconceptions and unhygienic practices during menstruation among teenagers. Restrictions in social interaction, self-medication, lack of knowledge about unhealthy coping with menstruation were problems experienced by adolescent girls in low and middle- income countries.

Materials and Methods
Problem Statement

"A pre-experimental study to assess the effectiveness of planned teaching program on knowledge regarding psychosocial adjustment during menstrual period among adolescent girls of selected higher secondary school in rural area at Nagpur district."

Objectives
1. To assess the existing knowledge regarding psychosocial adjustment during menstrual period among adolescent girls of higher secondary school in rural area at Nagpur district.
2. To evaluate the effectiveness of planned teaching program regarding psychosocial adjustment during

menstrual period among adolescent girls of selected higher secondary school in rural area at Nagpur district.
3. To associate the post-test knowledge score with the selected demographic variables.

Methodology
Research approach: Interventional Approach
Research design: One Group Pre-Test Post Test Design
Research setting: Selected higher secondary school of rural area at Nagpur district.
Population of study: Adolescent girls of selected higher secondary school of Nagpur District.
Sample size: 60
Sampling technique: Non-probability convenience sampling.

Scope of the study
This study will help to create awareness about psychosocial adjustment during menstrual period. The study will also increasing knowledge regarding withdrawn behavior, awareness about menarche, privacy to change sanitary pad, taught to use sanitary pad, discussing menstrual problems, social changes after menarche, isolation, able to move freely among adolescent girls those are going from menstrual period.

Result and Discussions
Major finding
The analysis of the data revealed the following headings.
▪ Distribution no. of frequency according to them in

years shows that 14(23.4%) of students were age 13-14year, 41(68.40%) of students where age is 14-15year, 04(6.60%) of students where age is 16-17year, 01(1.60%) of students where age is above 17. Distribution number of frequency according to their religion shows that 46(76.6%) of Hindu, 01(1.6%) of them were Muslim, 05(8.4%) of them were Christian, 08(13.4%) Of them were other. Distribution number of frequency into their age of menarche shows that 12(20%) of 11-12year, 34(56.7%) of 13-14 year, 13(21.7%) of 15-16year, 01(1.6%) of 17-18 year. Distribution number of frequency according to their days of menstruation shows that 19(31.60%) of 2-3 days, 09(15%) of 3-7 days 25(41.70%) of 4-6 days, 07(11.70%) of 5-7 days. Distribution number of frequency according to their cycle of menarche show that 08(13.40%) of 20 days, 36(60%) of 28 days, 08(13.30%) of 36 days, 08(13.30%) of 40 days. Distribution number of frequency regularity show that 46(76.40%) of regular, 14(23.40%) of irregular.
▪ Pre-test knowledge among adolescent girls 04(6.6%) had poor, 30(50%) average, 26(43.4%) had good, 00(00%) had very good, 00(00%) had excellent knowledge score regarding psychosocial adjustment during menstrual period.
▪ Post-test knowledge among adolescent girl 00(00%) had poor, 06(01%) had average, 10(16.7%) had good, 38(63.3%) had very good, 06(01%) had excellent level of knowledge score regarding psychosocial adjustment during menstrual period.
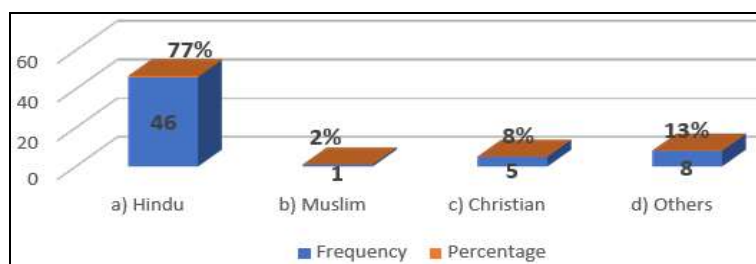
Age
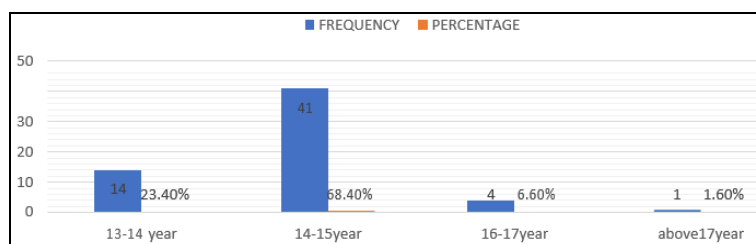
Fig 1: Bar diagram represent the age (year) in the study group.

In above figure distribution no. of frequency according to them in years shows that 14(23.4%) of students were age 13-14year, 41(68.40%) of students where age is 14-15year, 04(6.60%) of students where age is 16- 17year,01(1.60%) of students where age is above 17.
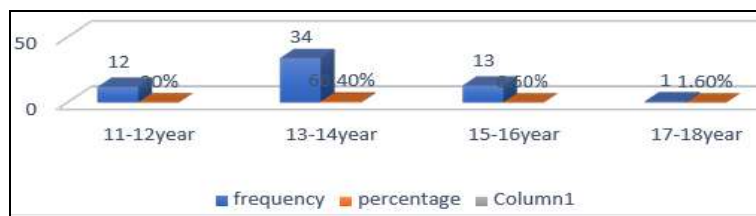
Religion

Fig 2: Bar diagram represent the religion in the study group.

In above figure Distribution number of frequency according to their religion shows that 46(76.6%) of Hindu, 01(1.6%) of them were Muslim, 05(8.4%) of them were Christian, 08(13.4%) Of them were Other
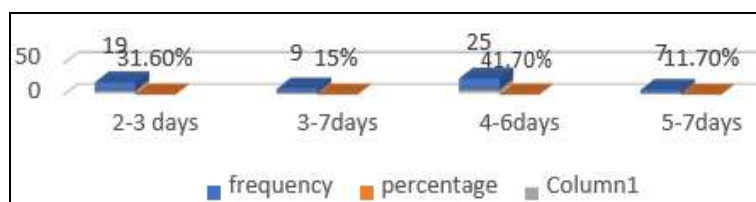
Age of menarche

Fig 3: Bar diagram represent the age of menarche in the study group

In above figure Distribution number of frequency into their age of menarche shows that 12(20%) of 11-12year, 34(56.7%) of 13-14year,13(21.7%) of 15-16year,01(1.6%) of 17-18 year.
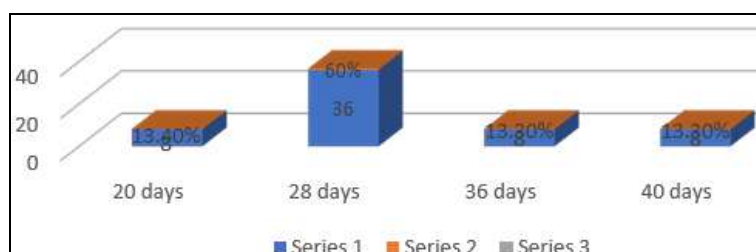
Days of menstruation

Fig 4: Bar diagram represent Days of menstruation in the study group

In the above given figure distribution number of frequency according to their days of menstruation shows that 19(31.60%) of 2-3 days, 09(15%) of 3-7 days 25(41.70%) of 4-6 days, 07(11.70%) of 5-7 days.

Cycle of menarche

Fig 5: Bar diagram represent the cycle of menarche in the study group

In the above given figure Distribution number of frequency according to their cycle of menarche show that 08(13.40%) of 20 days, 36(60%) of 28 days, 08(13.30%) of 36 days, 08(13.30%) of 40 days.

Regularity
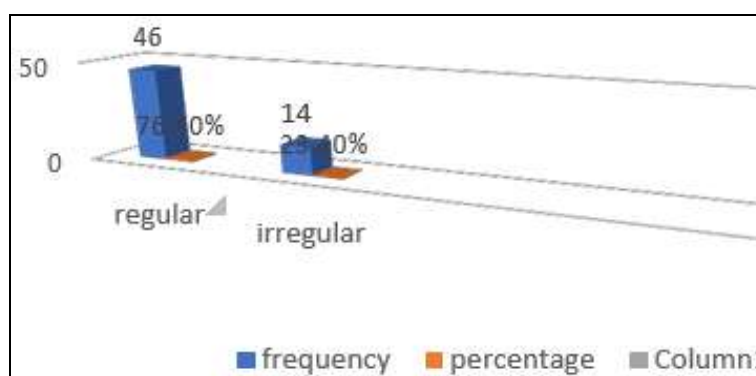
Fig 6: Bar diagram represent the regularity in the study group

In the above figure distribution number of frequency regularity show that 46(76.40%) of regular, 14(23.40%) of irregular.
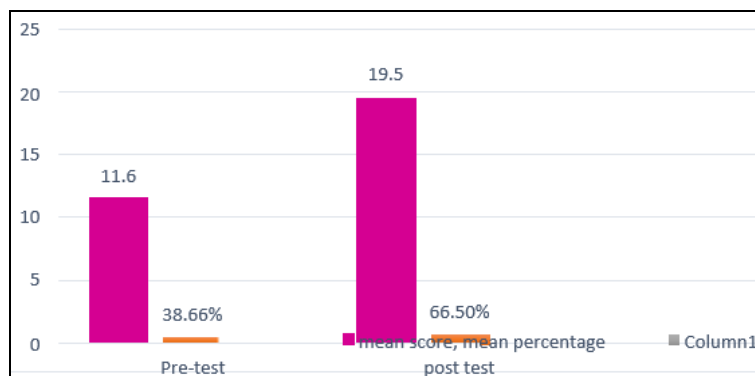
Table 1: Significance of difference between knowledge score in pre test and post test of knowledge regarding psychosocial adjustment during menstrual period.

Overall	Mean score	Mean percentage	S.D.	t-value	Significance
Pre-test	11.6	38.66%	3.7048		S>0.05
Post test	19.5	66.50%	4.630	15.54	S>0.05

Table no.1 depicts the overall mean knowledge core of pretest and posttest adolescent girls which river that post its main knowledge core has higher 25.1 with SD of **3**when compared with protest mean knowledge score value which was 6.9 with SD 3.18. The statistical adolescent girls paired t test implies that the difference in pretest and posttest knowledge score found to be. 4.782 Which is statistically significant at 5%. Hence it is statistical interpretation that plan teaching on knowledge regarding psychosocial adjustment during menstrual period was effective. Does H1 is accepted.

Fig 7: Bar graph significance of difference between knowledge score in pre test and posttest of adolescent girls in relation to psychosocial adjustment during menstrual period.

Discussion
In pre-test 4(6.60%) adolescent girls have poor knowledge,30(50%) adolescent girls have average knowledge, 26(43.40%) adolescent girls have good knowledge regarding psychosocial adjustment during menstrual period and no one has very good and excellent knowledge regarding psychosocial adjustment during menstrual period. In post-test assessment of knowledge regarding psychosocial adjustment during menstrual period after planned teaching program in which 0 (0%) adolescent girls have poor and 06(01%) adolescent girls have average knowledge, 10(16.70%) adolescent girls have good knowledge, 38(63.30%) adolescent girls have very good knowledge and 6(1%) adolescent girls have excellent knowledge regarding psychosocial adjustment during menstrual period.

Conclusion
After the detailed analysis this study leads to the following conclusion that higher secondary school of adolescent girls were not 100% Knowledge regarding psychosocial adjustment during menstrual period. There was a significant increase in knowledge of sample after introduction of planned teaching. Thus, it was concluded that planned teaching on knowledge regarding psychosocial adjustment during menstrual period and it was found effective as a teaching strategy. Hence, based on the above cited findings it was concluded undoubtedly the written prepared material by the researcher in the form of planned teaching helped participants to improve their knowledge regarding psychosocial adjustment during menstrual period. The above study reveals that in post-test knowledge increase significantly.

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