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Effect of Menstruation Self-Management Education Program Among High School Students

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Purpose: The purpose of this study was to investigate an effect of menstruation self-management education program on menstruation knowledge and perceived self-care performance among high school students.

Methods: With a randomized controlled trial, 100 high school girl students in one high school were randomly assigned into experimental group and control group. Menstruation self-management program as study intervention was consisted of total 4 hours education program with 1 hour class for 4 times. Education program consisted of 4 classes: understanding of menstruation, coping to menstrual discomfort (diet, physical activity, stress management, making hot red bean bag, practice for pelvic rocking exercise and yoga), menstruation hygiene (bathing, hand washing, pad change), and genito-urinary hygiene (normal vs abnormal vaginal discharge, washing and clothing, no vaginal irrigation, no use for deodorant). Control group only received the first class education. Measurement tools included 20-item menstrual knowledge scale developed by YH Lee (2010) and 12-item women’s genito-urinary hygiene scale modified from original instrument developed by Czerwinski (2000). After IRB approval, the first researcher explained study purpose and procedure to possible subjects and received parent and student’s written consent. Pretest and post-test questionnaires were administered in both groups. Demographic and menstruation-related information was also collected for study purpose. Data were analyzed with SPSS (Ver 22.0) for descriptive statistics, independent t-test, and ANOVA. Significance was set as alpha =.05.

Results: All study participants were 10th grade girl students. All of them used disposal menstrual pad (100%), and used panty liner (50%), cotton menstrual pad (22%), and tampon (2%) additionally. Students who had ever received education for menstruation self-management was 75%, but 22% of them performed vaginal douche. Test of homogeneity showed no group difference in pretest scores between two groups. The results showed that the experimental group received menstruation self-management education program had higher score in menstrual knowledge (17.86±2.48) than that in control group (11.76±2.26) (t=1.37, p<.001). Students who received menstruation self-management education program had higher score in perceived self-management behavior (62.7±4.15) than that in students of control group (53.98±5.11) (t=11.33, p<.001).

Conclusion: These results suggest that menstruation self-management education program is effective in improving knowledge of menstruation and enhancing self-management behavior among high school girl student. It may be useful for school health teachers to utilize this education program when planning health education.

Title:

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References:


Abstract Summary:
This study examined the effect of menstruation self-management program on menstruation knowledge and perceived performance among high school students. The program was effective in improving their knowledge and perceived performance in menstruation self-management. It would be applicable for school health teachers when planning health education regarding menstruation self-care.

Content Outline:
To understand how the menstruation self-management education program was developed for high school students

To understand the effect of menstruation self-management education program on menstruation knowledge and perceived self-care performance.

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