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

Junghye Min, MNEd

Goun High School, Sejong, Korea, Republic of (South)

Sukhee Ahn, PhD, RN, WHNP

College of Nursing, Chungnam National University, Daejeon, Korea, Republic of (South)

Min Seon Koh, MN, RN

PhD Student, Yongin-si, Gyeonggi-do, Korea, Republic of (South)

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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Keywords:

high school students, menstruation and self-management

References:

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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.

First Author

Junghye Min, MNEd
Goun High School
School health teacher
Sejong
Korea, Republic of (South)

Professional Experience: She is currently working as school health teacher for more than 10 years and

had Master degree in nursing education in 2017. She worked at hospital, too.

Author Summary: She finished her master degree in nursing education this year, and she had worked at hospital for several years, and changed her job to school health teacher. She is interested in health education for children and adolescents.

Second Primary Presenting Author

Primary Presenting Author

Sukhee Ahn, PhD, RN, WHNP
Chungnam National University
College of Nursing
Professor
Daejeon
Korea, Republic of (South)

Professional Experience: Teaching Maternity and Women's health nursing for BSN, MSN, and PhD students Area of interest for research is promotion of breastfeeding, nursing care for women with high-risk pregnancy, prevention of antepartum and postpartum depression, and health promotion for women.

Author Summary: Dr. Ahn is Nursing Professor teaching Women's Health Nursing for BSN, MSN, and PhD students at Chungnam National University in South Korea. Her major area of research interest is prevention of antepartum and postpartum depression, and health prevention/promotion for menopausal women.

Third Author

Min Seon Koh, MN, RN
PhD Student
Yongin-si, Gyeonggi-do
Korea, Republic of (South)

Professional Experience: Work experience in delivery room, in major hospital in Korea Master course major is women's health and thesis is about the pregnant women's discomfort & depression

Author Summary: College of Nursing, Seoul National University ,2000 Master, College of Nursing, Seoul National University, 2009 Ph. D course, College of Nursing, Chungnam National University, 2017~