



# EFFECTIVENESS OF VIDEO-ASSISTED TEACHING ON KNOWLEDGE AND PRACTICE REGARDING MENSTRUAL HYGIENE AMONG SCHOOL CHILDREN IN SELECTED SCHOOL AT PUDUCHERRY

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## ABSTRACT

Menstrual hygiene is a crucial aspect of reproductive health, especially among adolescent girls. A lack of knowledge and proper hygiene practices can lead to serious health issues. This study aimed to evaluate the effectiveness of a video-assisted teaching programme (VATP) on the knowledge and practice of menstrual hygiene among school children in Puducherry. A pre-experimental one-group pre-test post-test design was adopted. A total of 131 girls aged 11-16 years from Kannagi Government Girls Higher Secondary School were selected using simple random sampling. Data was collected using structured knowledge and practice questionnaires before and after administering the VATP. The results showed significant improvement in knowledge and practice scores post-intervention. The study concluded that video-assisted teaching is an effective method to enhance menstrual hygiene awareness among school children.

Keywords: Video-assisted teaching, Menstrual hygiene, Knowledge, Practice, School children, Puducherry

## INTRODUCTION

Menstruation is a natural physiological process in females that indicates reproductive maturity. In India, many adolescent girls lack awareness and understanding of proper menstrual hygiene due to taboos, social restrictions, and inadequate education. Poor hygiene practices can lead to infections and reproductive tract issues. Enhancing awareness through effective educational interventions is crucial to promoting menstrual health and hygiene among school girls.

## NEED FOR THE STUDY

In India, 88% of girls reportedly do not maintain proper menstrual hygiene, increasing the risk of reproductive health problems. Many adolescent girls face menarche without prior knowledge, leading to fear, confusion, and poor hygiene management. Video-assisted teaching can be an innovative approach to deliver accurate and engaging information. This study was conducted to assess the effectiveness of VATP in improving menstrual hygiene knowledge and practice among school girls.

## OBJECTIVES

1. To assess the pre-test level of knowledge and practice regarding menstrual hygiene among school children.
2. To evaluate the effectiveness of video-assisted teaching programme on menstrual hygiene.
3. To compare the pre-test and post-test knowledge and practice scores.
4. To find the association between pre-test knowledge scores and selected demographic variables.

## HYPOTHESES

- H1: There is a significant difference between the pre-test and post-test knowledge and practice scores regarding menstrual hygiene among school children.
- H2: There is a significant association between pre-test knowledge scores and selected demographic variables.

## MATERIALS AND METHODS

Research Design: Pre-experimental one-group pre-test post-test design

Setting: Kannagi Government Girls Higher Secondary School, Puducherry

Population: School girls aged 11-16 years

Sample Size: 131 students

Sampling Technique: Simple random sampling

Data Collection Tools:

- Section A: Demographic profile
- Section B: Structured knowledge questionnaire (MCQs)
- Section C: Structured practice questionnaire

Scoring:

- Knowledge: <10 = Poor, 10-12 = Average, 13-15 = Good
- Practice: <10 = Poor, 10-12 = Average, 13-15 = Good

Data Collection Procedure: Pre-test data was collected using a structured questionnaire. The VATP was then administered. Post-test data was collected using the same tools. The total duration of data collection was 1 week.

Validity and Reliability: The tools were validated by experts in obstetric and gynecological nursing and biostatistics. Pilot testing confirmed tool reliability.

## RESULTS

- In the pre-test, 52.7% had inadequate knowledge and 40.5% had moderate knowledge.
- In the post-test, 100% of students showed adequate knowledge.
- Pre-test mean knowledge score: 7.6 (SD = 2.4); Post-test mean: 14.1 (SD = 0.3);  $t = 30.112$ ,  $p < 0.001$
- Practice improvement was also observed with 72.5% showing good practices post-intervention.
- Significant associations were found between knowledge and variables such as family income ( $p < 0.001$ ), father's occupation ( $p = 0.0371$ ), previous knowledge ( $p < 0.001$ ), and source of information ( $p < 0.001$ ).

## DISCUSSION

The study highlights the effectiveness of video-assisted teaching in significantly improving the knowledge and practices of school children regarding menstrual hygiene. The pre-test results showed a lack of awareness among many students, while the post-test showed 100% of students attained adequate knowledge. Associations with socioeconomic and informational background suggest the need for targeted interventions.

## CONCLUSION

The study concluded that video-assisted teaching is a highly effective tool for improving knowledge and practices on menstrual hygiene among school girls. Educational programs using multimedia tools should be integrated into school health education to empower adolescents with the knowledge necessary to maintain good menstrual hygiene.

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