

# EFFECTIVENESS OF AUDIO DRAMA ON KNOWLEDGE AND PRACTICE REGARDING MENSTRUAL HYGIENE AMONG VISUALLY CHALLENGED ADOLESCENT GIRLS

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## ABSTRACT:

Menstruation is generally considered as unclean in the Indian society. Hygiene related practices of women during menstruation are of considerable importance one. Visually impaired girls needed a proper addressed. In India, accounts for 20% of the 39 million blind populations across the globe. Audio aids are being used to impart health education to the visually impaired. Pre- Experimental study design was adopted to this study. 45 visually challenged adolescent girls were the age group of 11-16years in selected schools by using convenient sampling technique by interview method with help of structured questionnaire and practice checklist. The study result shows that knowledge and practice of the adolescent girls, which was highly significant of p-value is <0.001. The study findings reveal that **Audio Drama regarding menstrual hygiene** was effective to bring out change in knowledge and practice of visually challenged adolescent girls.

**KEYWORDS:** Audio Drama, Menstrual hygiene, visually challenged adolescent girls

## INTRODUCTION:

Menstruation is a common phenomenon unique to the females<sup>1</sup>. The onset of menstruation is a certain physiological changes occur at the girls during their adolescent periods called menarche and it is the hallmark of female pubertal development<sup>2</sup>. Good hygienic practices such as the use of sanitary pads and adequate washing of the genital area are essential during their menstruation period<sup>3</sup>. The WHO (2015) estimates the number of visual impairment in the world is 285 million blind and 246 million having low vision; 65% of people visually impaired and 82% of all blind are 50 years and older. Prevalence of visual impairment of children from 0 to 14 years<sup>4</sup>.

Vision health is the most important care and many strategies had been undertaken to the researcher, to help them and guide these children with a visual impairment<sup>4</sup>. The visually challenged children are faces their daily activities of the everyday skills. The blind people need assistance to do their day to day living activities of such as reading, walking, socializing<sup>5</sup>. So they need improvement of their life taking care activities to using such aids.

Audio aids are being used to impart health education to the visually impaired. It is an effective of 80% are other than the mode of teaching, learning also called Audio Drama. Hence this drama is a recorded format, it is an auditory form in the physical dimension but equally powerful as a visual dimension<sup>6</sup>.

Douglas walker (2012) says that visually challenged students are very motivated to listen and easy learning of the persons in able to make them hear effectively<sup>7</sup>.

A cross sectional studies were conducted, they are randomly selected the two intercolleges students to find out their practices of menstrual hygiene among adolescent girls in a district of Uttarachand, which shows that 64.5% girls (71.1% rural and 57% urban) were not aware about the menstruation to the attainment of menarche. Awareness among rural girls was more significantly as compared to urban girls. Overall 38.4% of adolescent girls (48.1% rural and 27.6% urban) were using the sanitary napkin as absorbent of menstrual flow and 30% were using new cloth at every monthly time of menstruation. They found that there is a need and importance of education to the girls of knows about their menstrual hygienic practice during the period of menstruation. So has to improve them to lead a healthy reproductive life in future<sup>1</sup>.

R.Philomina, (2015) conducted a study on effectiveness of audio drama on knowledge and practice regarding menstrual hygiene among visually challenged adolescent girls in Bangalore. The study was conducted for 30 visually impaired adolescent girls. The study findings shows that audio drama was to improve the knowledge and practice of menstrual hygiene<sup>9</sup>. So the researcher has planned to accessed and improve the lack of knowledge and practice on menstrual hygiene through the help of Audio Drama among Visually Challenged girls.

### STATEMENT OF THE PROBLEM:

Effectiveness of audio drama on Knowledge and Practice regarding Menstrual Hygiene among Visually Challenged Girls in Ananda Rangapillai Government Special School for Differently abled Children Pillaichavady at Puducherry.

### OBJECTIVES:

- To assess the level of Knowledge and Practice regarding menstrual hygiene among visually challenged girls.
- To evaluate the effectiveness of Audio Drama on Knowledge and Practice regarding Menstrual hygiene among Visually Challenged girls.
- To associate the level of Knowledge and Practice regarding Menstrual Hygiene among Visually Challenged girls with selected demographic variable.

### HYPOTHESES:

**H<sub>1</sub>:** The level of knowledge and Practice differs before and after Audio Drama.

**H<sub>2</sub>:** Association between Knowledge and Practice of Menstrual Hygiene with their demographic variables.

### MATERIALS AND METHODS

Research approach is a Quantitative research was adopted for the study. The Research design was Pre-Experimental one group Pre and Post-test design has been used in this study.



**Figure 1: one group Pre and Post-test Pre-experimental design has been used in this study**

A Setting of the study was conducted in selected schools at Puducherry. The target population was visually challenged adolescent girls with age group of 11-19 years at Puducherry. The sample selected for the present study 45 visually challenged adolescent girls were in schools that fulfilled the inclusion criteria. Non-probability convenient sampling technique was adopted for the study. After suggestions of experts a structured questionnaire and practice checklist was developed. The tool comprised of Section A: consists of seeking information regarding Socio-demographic variables of age, religion, standard of education, monthly income of family, area of residence, age at menarche, regular menstruation, duration of menstrual cycle, menstrual flow, discomfort during menstruation, knowledge of menstruation, source of

information. Section B: consists of 25 Knowledge questionnaires regarding menstrual hygiene. Score interpretation: 1-8 - Inadequate knowledge, 9-16 moderately adequate knowledge, 17-25- Adequate knowledge. And also practice checklist items are 20 items. Score interpretation: 1-7 –poor practice, 8-11 average practice, 12-15 good practice. The proposed study was approved from the Institutional Human Ethical Committee Permission (IHEC) was obtained from the concerned authorities. An informed consent was obtained from the Subjects. Six week of data collection period. On 1<sup>st</sup> week of knowledge and practice regarding menstrual hygiene was assessed with the help of Structured Questionnaire and practice checklist by interview Method for visually challenged adolescent girls. After Pre-test the implementations of Audio Drama through sessions with a help of audio teaching & lecture method. The Audio Drama was played into 3 days for 20 mins interval at the time of the session.. Post test level of knowledge was conducted with the same questionnaire at the end of one week interval, Post- test level of practice was conducted with the help of practice checklist at the end of 45days. The data was analyzed by using SPSS 16 epidata version 2.2.2.186 for descriptive statistics like mean, median and Standard Deviation and inferential statistics like, Mann-Whitney test, Kruskal –Wallis Test.

## RESULTS

**Table 1: Level of Knowledge on menstrual hygiene among visually challenged adolescent girls during Pre test and Post test.**

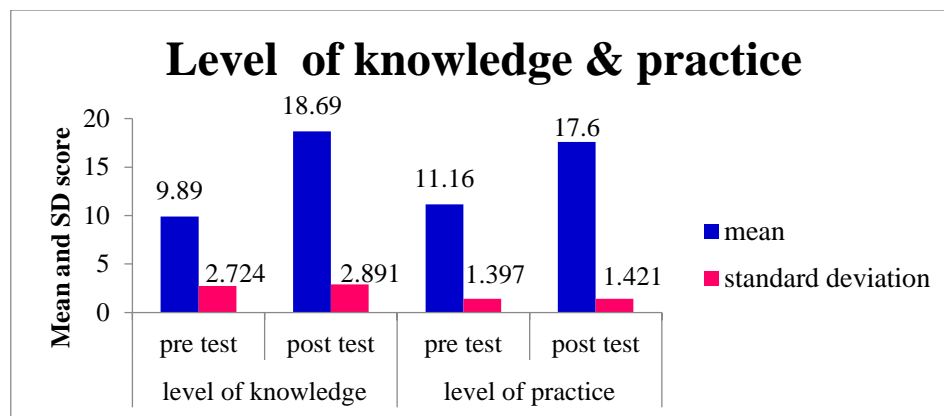
| Sl.no | Level of knowledge on menstrual hygiene | Pre test |      | (N=45)<br>Post test |      |
|-------|---|----------|------|---------------------|------|
|       |   | F        | %    | F                   | %    |
| 1     | Inadequate Knowledge                    | 13       | 28.9 | 0                   | 0    |
| 2     | Moderately adequate Knowledge           | 32       | 71.1 | 8                   | 17.8 |
| 3     | Adequate Knowledge                      | 0        | 0    | 37                  | 82.2 |

**Table1** Shows that distribution of level of knowledge on menstrual hygiene among visually challenged adolescent girls during Pre test and Post test. In pretest 13(28.9%) adolescent girls were inadequate knowledge and 32(72.1%) girls were moderately adequate knowledge on menstrual hygiene. During posttest 8(17.8%) girls have moderately adequate knowledge, 37(82.2%) girls have adequate knowledge on menstrual hygiene.

**TABLE 2 Level of Practice on menstrual hygiene among visually challenged adolescent girls during Pre test and Post test**

| SL. NO | Level of practice on menstrual hygiene | Pre test |      | Post test |     |
|--------|--|----------|------|-----------|-----|
|        |  | F        | %    | F         | %   |
| 1      | Poor Practice                          | 0        | 0    | 0         | 0   |
| 2      | Average Practice                       | 26       | 57.8 | 0         | 0   |
| 3      | Good Practice                          | 19       | 42.2 | 45        | 100 |

**Table 2** Shows that distribution of level of Practice on menstrual hygiene among visually challenged adolescent girls during Pre test and Post test. In pretest 26(57.8%) girls had average practice on menstrual hygiene; only 19(42.2%) girls had good practice regarding menstrual hygiene. During Posttest all visually challenged adolescent girls 45(100%) had good practice on menstrual hygiene.



**Figure 2 Effectiveness of pre and post-test mean score on knowledge and practice regarding menstrual hygiene among visually challenged adolescent girls**

**Figure 2:** Shows that Effectiveness of pre and post-test mean score on knowledge and practice regarding menstrual hygiene among visually challenged adolescent girls. In the Pre-test, the mean score of knowledge (9.89) and post test score were (18.69) respectively. In the pre test score of practice were (11.16) and post test score were (17.6) respectively. While assessing the Effectiveness among selected schools in pre and Post-test, the inferred 't' value was -14.481 and -22.051 and the 'p' value was <0.001

The finding revealed that there is a significant improvement level of knowledge and practice in selected schools, which shows Audio Drama regarding menstrual hygiene, is an effective for visually challenged adolescent girls.

## DISCUSSION

The present study result reveals to evaluate the knowledge and practice checklist regarding menstrual hygiene among visually challenged adolescent girls in selected schools at pudhucherry.

The first objective of the present study was to assess the level of Knowledge regarding Menstrual hygiene among Visually Challenged girl, shows that the level of knowledge regarding menstrual hygiene during pre test, 13 [28.9%] were girls had inadequate knowledge, and 32 (71%) of girls were moderately adequate knowledge. In post- test , 8 (17.8%) had moderately adequate knowledge and 37 (82.2%) girls had adequate knowledge on menstrual hygiene among visually challenged adolescent girls in special school. The above results were supported by **Reda Ibrahim El-Mowafy et.al (2018)** was conducted in orphanage home. This study result showed that 50% of girls had inadequate Knowledge and 50% had moderately adequate knowledge about Menstrual Hygiene among Adolescents Girls at Orphanage Home<sup>10</sup>.

The level of practice regarding menstrual hygiene among visually challenged adolescent girls in special school. During pre-test, 26 [57.8%] were had average practice, 19 (42.2%) were having good practice. The post- test level of practice of all the girls had 45 (100.0%) in good practice. In this study was supported by **Pundkar, et.al (2014)** was conducted study to assess the level of practice on menstrual hygiene in Ahmednagar. It was evident that only (62.14%) girls were in average practice and (57.8%) girls were in good practice. The level of practice regarding menstrual hygiene among visually challenged adolescent girls in special school<sup>11</sup>.

Another interesting finding from our study was the appropriate Knowledge and practice of menstrual hygiene among visually challenged adolescent girls. The second objective of the present was study to evaluate the effectiveness of Audio Drama on Knowledge and Practice regarding menstrual hygiene among Visually Challenged girls. The pre test and post test of knowledge mean value was 9.89 and 18.69 respectively by using wilcoxn test (-14.481) and the pre test and post test of practice mean value was 11.16 and 17.6 respectively by using wilcoxn test (22.051) and indicates that knowledge and practicing the Audio Drama regarding menstrual hygiene is significantly effective in good hygienic practices at  $P < 0.001$ . The result shows that audio drama was effective on menstrual hygiene among visually challenged girls. Hence the stated hypothesis H1 was accepted.



The above findings supported by **Beena (2016)** was conducted a study to explore the Instructional programme was assessed the knowledge of adolescent girls. A significant difference between mean pretest - post test score was found ( $p < 0.001$ ). The result of the study is showed that there was a significant increase of knowledge in adolescent girls regarding the menstrual health. Hence it is concluded that the Instructional programme was an effective to improve their hygienic practices of adolescent girls.

## CONCLUSION

The main aim of the present study was to evaluate the effectiveness of audio drama on knowledge and practice regarding menstrual hygiene among visually challenged adolescent girls in selected schools. Further studies may be helpful by using many interventions along with audio drama regarding menstrual hygiene will bring interest towards various teaching programmes and awareness in the field of their expanded role of nursing. The study results clearly indicated that the visually challenged adolescent girls had improved their knowledge and practice through audio drama regarding menstrual hygiene.

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