

Effectiveness of Audio Drama on Knowledge and Practice regarding Menstruation among Visually Challenged Girls

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Abstract: *The present study investigated the effectiveness of audio drama on knowledge and practice regarding menstruation among visually challenged girls at selected schools in Kerala. A quantitative research approach with pre experimental one group pretest posttest design was used for the study. The study was theoretically supported by Nola. J. Pender health promotion model. A total of 35 participants were selected for the study using purposive sampling technique. The data were collected using Socio personal data, Menstrual data, Questionnaire for assessing the knowledge of visually challenged girls regarding menstruation and Rating scale for assessing the practice of menstrual hygiene. Pretest was conducted on the first day of assessment and audio drama regarding menstruation was given for three consecutive days. Visually challenged girls listen to audio drama over the phone every week until they menstruate. Posttest for knowledge assessment was done in the same way on 15th day after intervention and practice was assessed 6 days after menstruation. The results of the study revealed that audio drama had significant effect on knowledge ($p < 0.01$) and practice ($p < 0.01$) of visually challenged girls regarding menstruation.*

Keywords: Knowledge; practice; menstruation; audio drama

1. Introduction

Imagine the life one has to live without seeing the beauty of the rising sun, beauty of the blooming flowers and even unable to see the face of his/her mother.¹ Eyes are the most precious organs in the human body. So a person has to face innumerable difficulties in the absence of vision. Most people rely on their eyes to see and make sense of the world around them. Since if we consider 7.8 million blind people in India, the country accounts for 20 per cent of the 39 million blind populations across the world (WHO, 2010).¹

According to World Health Organization (WHO) statistics 2023, 2.2 billion people have a near or distance vision impairment world wide and the causation includes presbyopia (826 million), cataract (94 million), unaddressed refractive error (88.4 million), age - related macular degeneration (8 million), glaucoma (7.7 million), diabetic retinopathy (3.9 million). Globally 1.5 million children are blind. It is estimated that 5, 00, 000 children become blind each year and the projected 2045 world population indicates two fold increase in the magnitude of visual impairment in the global population.²

The burden of disability in children represents a major social, emotional and economic burden for the children, their families, the communities and the nation, but in developing countries up to 60% are thought to die within a year of becoming blind. Blind children have a higher death rate than their sighted counterparts. Late childhood blindness has been identified as a priority in WHO's global initiative to eliminate avoidable blindness by the year 2020.³

Menstruation or weeping of uterus is naturally occurring physiological process, which is associated with the ability to reproduce. At schools, girls may face an unsupportive social

and physical environment, insufficient water, sanitation and hygiene facilities to properly manage menses or proper student codes for conduct to protect girls from bullying and teasing. Visually impaired girl's needs have been so widely and so deeply neglected or not being properly addressed. Hence, specific measures should be taken for maintain the better education on reproductive health among visually impaired.⁴

Audio drama is an effective tool not only to gain knowledge but also to boost their self - confidence and independence. Hence the researcher was motivated to plan with specialise service like audio drama to help the students to understand about menstruation, that will make a significant difference in the menstrual hygiene and improvements in quality of care among visually challenged girls.

2. Objectives

- 1) To evaluate the effectiveness of audio drama on knowledge regarding menstruation among visually challenged girls.
- 2) To evaluate the effectiveness of audio drama on practice regarding menstruation among visually challenged girls.

3. Materials and Methods

The quantitative approach was adopted for the study. Research design selected for the study was one group pretest posttest design. Non probability purposive sampling technique was used in this study. In this study sample considered of 35 subjects from selected special blind schools in Kerala.

Inclusion criteria of the present study was visually challenged girls in the age group of 10 to 18 years who attained menarche

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and understands Malayalam. Those who excluded from the study were visually challenged girls in the age group of 10 to 18 years with hearing impairments. Tools and techniques used to collect data in the present study were the following: Socio personal data, Menstrual data, Questionnaire for assessing the knowledge of visually challenged girls regarding menstruation and Rating scale for assessing the practice of menstrual hygiene. Data collection was done individually by using Socio personal data, Menstrual data, Questionnaire and Rating scale. After that the questionnaire to assess knowledge regarding menstruation were administered to the participants. It was taken around 30 minutes for one participant. On the next day a 10 minutes audio drama were provided followed by an interactive session of 10 minutes for clarifying the doubts of the girls for three consecutive days. Visually challenged girls listen to audio drama over the phone every week until they menstruate. Post test for knowledge assessment was done in the same way on 15th day after intervention and practice was assessed 6th after menstruation.

4. Results

Effectiveness of audio drama on knowledge and practice regarding menstruation among visually challenged girls

Wilcoxon signed rank test was used to find out the effectiveness of audio drama on knowledge and practice regarding menstruation among visually challenged girls.

- The median pretest knowledge score of visually challenged girls was increased from 8 to 16 in the post test after audio drama. The IQR of pretest and posttest knowledge score were 2 and 3 respectively.
- Regarding effectiveness of audio drama on knowledge among visually challenged girls, the obtained Z value of anatomy and physiology of menstrual cycle, minor ailments and menstrual hygiene was 5.11, 5.15 and 5.13 respectively and it was statistically significant. This shows that there was statistically significant difference in the knowledge of visually challenged girls regarding menstruation after audio drama. Hence the null hypothesis was rejected and it was inferred that audio drama was effective in improving the knowledge regarding menstruation among visually challenged girls.
- The median pretest practice score of visually challenged girls was increased from 10 to 18 in the post test after audio drama. The IQR of pretest and posttest practice score was 4.
- Regarding effectiveness of audio drama on knowledge among visually challenged girls, the obtained Z value of hygienic practice, healthy practices and use of sanitary pad was 5.19, 5.23 and 5.05 respectively. This shows that there was statistically significant difference in the practice of visually challenged girls regarding menstruation after audio drama. Hence the null hypothesis was rejected and it was inferred that audio drama was effective in improving the practice regarding menstruation among visually challenged girls.

4.1. Effectiveness of audio drama on knowledge regarding menstruation among visually challenged girls

Table 1: Median and IQR of pretest and post test knowledge regarding menstruation among visually challenged girls, (n=35)

| Group | Knowledge | |
|-----------|-----------|-----|
| | Median | IQR |
| Pre test | 8 | 2 |
| Post test | 16 | 3 |

Table 1 depicts that the median score of pre test and post test knowledge was 8 and 16 respectively and IQR of pretest and post test was 2 and 3 respectively.

Table 2: Mean rank, sum of ranks Z value of pretest and posttest knowledge regarding domains of menstruation among visually challenged girls

| Domains of knowledge | Knowledge | | Z | p |
|---|-----------|--------------|------|------|
| | Mean rank | Sum of ranks | | |
| Anatomy and physiology of menstrual cycle | 17.50 | 595 | 5.11 | 0.00 |
| Minor ailments | 17.50 | 595 | 5.15 | 0.00 |
| Menstrual hygiene | 17.50 | 595 | 5.13 | 0.00 |

Table 2 shows that obtained Z value of anatomy and physiology of menstrual cycle, minor ailments and menstrual hygiene was 5.11, 5.15 and 5.13 respectively and it was statistically significant. This shows that there was statistically significant difference in the knowledge of visually challenged girls regarding menstruation after audio drama. Hence the null hypothesis was rejected and it was inferred that audio drama was effective in improving the knowledge regarding menstruation among visually challenged girls.

4.2 Effectiveness of audio drama on practice regarding menstruation among visually challenged girls

This section deals with the effectiveness of audio drama on practice regarding menstruation among visually challenged girls, following null hypothesis was formulated.

H₀: There is no significant difference in the practice regarding menstruation among visually challenged girls before and after audio drama

Table 3: Median and IQR of pretest and post test practice regarding menstruation among visually challenged girls, (n=35)

| Group | Practice | |
|-----------|----------|-----|
| | Median | IQR |
| Pre test | 10 | 4 |
| Post test | 18 | 4 |

Table 3 depicts that the median score of pretest and post test practice were 10 and 18 respectively and IQR of pretest and post test were 4.

Table 4: Mean rank, sum of ranks and Z value of pretest and post test practice regarding domains of menstruation among visually challenged girls, (n=35)

| Domains of practice | Practice | | Z | p |
|----------------------|-----------|--------------|------|------|
| | Mean rank | Sum of ranks | | |
| Hygienic practice | 18 | 630 | 5.19 | 0.00 |
| Healthy practice | 18 | 630 | 5.23 | 0.00 |
| Use of sanitary pads | 17 | 561 | 5.05 | 0.00 |

Table 4 shows that, obtained Z value of hygienic practice, healthy practices and use of sanitary pad was 5.19, 5.23 and 5.05 respectively. This shows that there is statistically significant difference in the practice of visually challenged girls regarding menstruation after audio drama. Hence the null hypothesis was rejected and it was inferred that audio drama was effective in improving the practice regarding menstruation among visually challenged girls.

5. Conclusion

Based on the findings of the study, the following conclusion were drawn, the obtained Z value of anatomy and physiology of menstrual cycle, minor ailments and menstrual hygiene was 5.11, 5.15 and 5.13 respectively. The obtained Z value of hygienic practice, healthy practices and use of sanitary pad was 5.19, 5.23 and 5.05 respectively. This shows that there was statistically significant difference in the knowledge and practice of visually challenged girls regarding menstruation after audio drama. Hence the null hypothesis was rejected and it was inferred that audio drama was effective in improving the knowledge and practice regarding menstruation among visually challenged girls.

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