

**MENSTRUAL MANAGEMENT AND ITS EFFECTS ON GIRLS' EDUCATION, A
CASE STUDY OF SELECTED PRIMARY AND SECONDARY SCHOOLS IN
ROBONGI SUB-COUNTY- TORORO**

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**RESEARCH REPORT SUBMITTED TO THE COLLEGE OF EDUCATION
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DECLARATION

I hereby declare that this research report is my original work that has never been submitted to any institution of learning as a basis for the award of academic performance.


HATONO MONICA.

APPROVAL

This is to certify that the research report being presented by the student was done under my supervision as University supervisor.



.....

GEOFFREY OKIROR

SUPERVISOR

DEDICATION

This report is dedicated to all my children for accepting to share the scarce resources, particularly finance with me during the academic struggle.

May God bless them.

ACKNOWLEDGEMENT

I would like to express my sincere appreciation to Mr. Okiror Geoffrey who kindly accepted to be my supervisor and played an exceptional role to see me through this research.

Gratitude goes to Tororo District Educational Department for allowing me to carry out my studies alongside the responsibilities assigned to me.

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May God be with them throughout their lives.

LIST OF ABBREVIATIONS

MP-	Menstrual period
NGO-	Non-Governmental Organization

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ABSTRACT

This study was guided by the topic

Menstruation and its effects on girl child formal education in selected primary and secondary schools in Robongi sub-county. The objectives as well are

- (i) To determine the knowledge girls in Robongi primary and secondary have about menstruation management. (ii) To identify the menstrual management practices by school girls (iii) To identify the effects that are caused by menstruation cycle in relation to attending the classes and (iv) to determine the strategies that can be applied to mitigate the effects of menstruation to the girl.

The research design used is quantitative because the questionnaires was used characterized by description in chapter four. The population of the study is 100 respondents, sampled using Solven's formula giving 80 as sample size.

Findings the respondents totaling 100% were school girls who were single all the respondents knew what menstruation was as the information was got from the mothers, mainly, however, at schools senior women teachers provided information to girls, however, they were found to be getting information from books.

About menstruation management, mainly sanitary towels are used by girls as shown by 86% and it is the mothers other than the fathers who give support to the girls as far as management of MP is concerned.

As far as the effects of MP is concerned girls always kept off from school whenever they were in their MP. This therefore means that their performance was always negatively affected as shown by 85%. The girls since they are not supported by their fathers do go into love relationship with boys in order to get money for buying items to use during their MP which may lead to HIV spread. it is therefore called to be costly to manage by girls.

Conclusion: from the study, young girls look at menstruation as shocking and cause stigmatization. It is as well costly they therefore end up using unhygienic items such as clothes and even news papers while a way from school.

Recommendation, In a nutshell, strengthening of menstrual hygiene management programs at all levels, this right from HHs and at schools should be done. As well as enabling girls access hygienic absorbents and disposal of MHM items need to be addressed targeting both sexes by the people who are supposed to create awareness.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the background of the study statement of the problem, objectives of the study, research questions, the scope of the study, and significance of the study.

1.1 Background of the study

This presented the historical theoretical conceptual and contextual perspectives as detailed below.

1.1.1 Historical perspective

It is said that menstrual period is a process in which females discharge blood and other materials from the living of the uterus at an interval of a month from puberty to menopause, except during pregnancy, according to www.dictionary.com/browse/menstrual. This therefore makes a researcher conclude that the history of this kind of activity as process in female be stressed right from the time a woman is created and placed in the Garden of Eden. Menstruation period is as old as the women up to date. It is therefore concluded that its effects today is more felt than those days since girls find it difficult to manage due to lack of financial resources.

Whenever they are experiencing it, they may even keep out of school for a number of days, it may take due to stigma though sensitization has taken route. It is upon this that they study is planned for in-order to discover why girls have failed to manage this following the sensitization done by stakeholders.

1.1.2 Theoretical perspective

Sanitary infrastructure, according to Kirk and Sommer 2006, from a very practical perspective, girls who lack adequate sanitary materials may miss school each month during their period (see water sanitation and gender). If girls attend schools which lack adequate latrines and water supplies to comfortably change sanitary materials and wash themselves in privacy, they may be unable to remain comfortably in class during their menstrual cycle. The

absence of clean and private sanitation facilities that allow for menstrual hygiene may discourage girls from attending school when they menstruate. UNICEF (2005) estimates that about 1 in 10 school-age African girls do not attend school during menstruation or drop out at puberty because of the lack of clean and private sanitation facilities in schools.

Poor sanitary facilities in schools also affect women teachers' experiences. Given the unavailability of substitute teachers due to teacher shortages all over the developing world, this leads to reduced teachers' instruction time by 10-20% (WORLD BANK 2005).

Where girls are able or determined to attend school throughout menstruation, insufficient facilities and sanitary protection may nevertheless create discomfort in the classroom and an inability to participate. For example, menstruating girls may hesitate to go up to the front of the class to write on the board, or to stand up as is often required for answering teachers' questions, due to fear of having an 'accident' and staining their uniforms. To manage menstruation hygienically, it is essential that women and girls have access to water and sanitation (see also access to water and sanitation). They need a safe, private space to change sanitary materials; clean water for washing their hands and used cloths; and facilities for safely disposing used materials or a place to dry them if reusable.

1.1.3 Conceptual perspective

According to www.dictionrycom/browse/menstrual, menstrual period is the process in female of discharging blood and other materials from the lining of the uterus at the intervals of about one lunar month. This happens right from puberty until menopause, except during pregnancy.

According to the oxford Dictionary, performance is an art or science of doing an activity. This may be good or bad. in relation to academics therefore, it is an art of either being well or bad in class as result of the independent variable. Menstruation that occurs in females for this matter, school girls.

1.1.4 Contextual perspective

Menstruation is a normal function of the body that even female with normal health has to experience monthly. However due to lack of knowledge by girls and even boys, girls have

always been stigmatized by boys and even the fellow girls in schools. This therefore contributes to un desired academic performance.

In a nutshell therefore proper menstruation period management is important if the girl is to stay at school and concentrate resulting into better performance. There is therefore significant relationship between the management of menstrual periods and the performance of girls at school.

1.2 Statement of the problem

Menstruation is periodically under gone by female's human beings. It is a normal body function that has to be done in a monthly basis. Management of this is always a problem to the school girls. This is just because it involves the financial bit of it, that girl may not be able to afford. NGO like plan world vision among others have tried to create sensitization in to Robongi sub- county targeting school girls..This has not yielded fruits. Girls still find themselves in a situation of stigma and hence absenting themselves a period of even 3 days. This has therefore affected their performance negatively as result of absenteeism. Others have even with drowned from school. The study is therefore meant to identify the reasons why this is so, as done by girls.

1.3 Objectives of the study.

1.31 General objective

The general objective of this study is stated as; to determine the relationship between menstrual period as body function amongst the Girls and their performance in Education.

1.3 .2 Specific objectives

- i. To determine the knowledge Girls at school have about the menstruation
- ii. To identify the menstrual management practices that is applied by the Girls of school going age.
- iii. To identify the effects caused by Menstruation period to Girls in relation to their performance in school.

- iv. To determine the strategies that can be used in order to mitigate the effects of Menstruation period on the Girls' Educational Performance.

1.4 Research question.

1. Are Girls knowledgeable about menstrual management strategies?
2. What are the menstrual management practices applied by School Girls?
3. What effects are faced in an attempt to manage Menstruation Periods to school age going Girls in relationship to performance in Education?
4. What strategies can be put in place in order to effectively manage Menstruation period by school Girls hence improved performance at school

1.5 The scope of the study.

Here, geographical scope, theoretical scope, content scope and time scope was addressed.

1.5.1 Geographical scope

The study was carried out in the selected primary and secondary schools in Robongi sub-county. This area talked about to the west is boarded by Mulanda sub-county to the east by Tororo Municipality, to the North by Mukuju sub-county and to the South by Magola sub-county.

1.5.2 Content scope.

This study investigated the issues related to Menstruation period management and its effects on the Educational Performance of Girls picked from the sample Primary and Secondary schools in Robongi sub-county-Tororo District

1.5.3 Time scope

Realizing that good or bad academic performance is realized at either Primary seven (P.7) or senior four (S.4). The study covered a period of 10 years. This period by the researcher is considered as long enough for quality results to be archived.

1.6 Significance of the study.

To the NGOs, particularly Plan International Uganda will be able to know the extent to which the staff has contributed to the personal hygiene of school girl in Robongi sub-county schools in regards to Menstruation period management

To the parents, their contribution to buying the sanitary pads to their school Girls will be revealed by this study.

To the class mates of those Girls, their knowledge in regards to Menstruation period that Girls go through will be up graded to the extent of they considering this as a normal body function that Girls periodically go through to the extent of not stigmatizing them when time for menstruation comes.

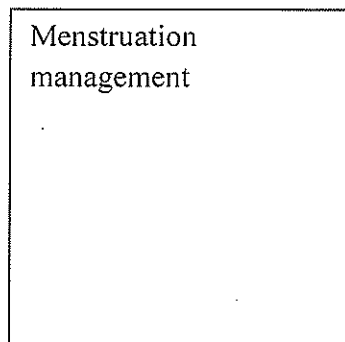
To the ministry of Education, technology and sports, the study will enable them come up with plans of helping school Girls in schools to work out personal hygiene well, especially better ways of Menstruation Period management

To the Teachers, especially senior woman teachers the finding will enable them know the extent to which they have supported the Girls as far as Menstruation period management is concerned. as well this may enable them come up with other ways of managing it

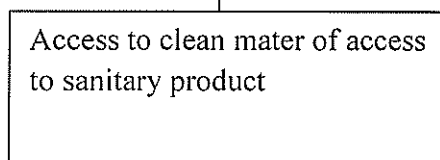
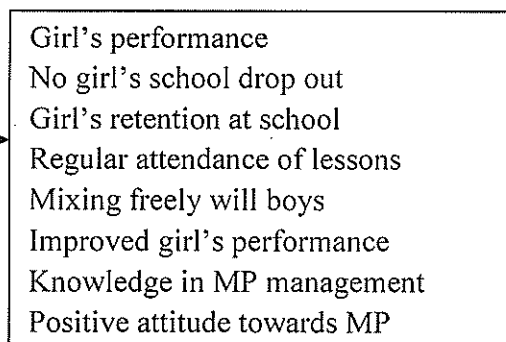
To the Girls, this study will make them know the extent to which Menstruation period management can either affect their performance at school negatively or positively.

1.6 Conceptual frameworks

Independent variables



Dependent variable



Sources: researchers information 2018

As seen above the topic that includes clearly defined variables putting into consideration independent and dependent variables into consideration as major relationship is shown miles (1994) states that for the IV and DV to create positive change in DV effective and efficient supply of MV should be done. This therefore means that MVs are the determinants of positive or negative responses in order for DV to be realized as illustrated above.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The chapter provided the details of the literature that has been reviewed in regards to the menstrual effects to the educational performance of girls in schools. The aim of literature review was to examine the ideas of other scholars in relation to the topic of the study in Robongi sub-county. The literature will be reviewed while guided by the objectives stated in chapter one of the study.

2.1 The knowledge girls have about menstruation

According to www.dictionary.com/browse/menstruation is defined as the process in female of discharging blood and other materials from the lining of Uterus of the intervals of about one lunar months. It happens right from puberty to menopause, except during pregnancy.

Drakshayani DK Venkata RP. (1994) carried out study on childhood to adulthood transition takes place during adolescence period which is characterized by major biological changes like physical growth, sexual maturation, and psycho-socio development. As according to world health organization (WHO) adolescence is the age group of 10-19 years. It is also stated that adolescent girls constitute 1/5th of the total Indian population. It is marked by enhanced food requirement, increased basal metabolic and biochemical activities, endogenous processes like hormonal secretion with their influence on the various organ systems of which menarche is the most important event in case of adolescent girls that requires specific and special attention it makes the beginning of women's menstrual and reproductive life which occurs between 11 and 15 years with a mean of 13 years. It is qualitative event of major significance in women's life, denoting the achievement of major functional state.

Singh mm. Devo R. Gupta SS (1999) states that during the menstruation period thus growth, the girls first experience MP and related problems marked by feelings of anxiety and eagerness to know about this natural phenomenon Adolescent girls according to them constitute a vulnerable group, particularly in Indian where female child neglected on they do

not get the proper knowledge due to lack of appropriate health education programme in schools

Moreover, the traditional Indian society considers talks on such topic as prohibited and discharges open discussion on these issues. This leads to intense mental stress and they seek health advice from quacks and persons who do not have adequate knowledge on the subject.

Shanbhag D. Shilpa R. (2012) state that menstruation is still regarded as something unclean or dirty in Indian society. The reaction to menstruation depends upon awareness and knowledge about the subject. The manner in which a girl learns about menstruation and its associated changes may have an impact on the girl's response to the event of menarche. Moreover, the routine health services do not have provisions for adequate care of adolescent health problems which in turn exaggerates the problems related to menstruation the health seeking behaviour of adolescent girls, their awareness about pregnancy and reproductive health will help us in planning programmes for this vulnerable girls.

Goud BR. (2012) puts it clearly that Hygiene related practices of menstruation are of considerable importance as it has health impact in terms of increased vulnerability to reproductive tract infections (RTI). The interplay of socio-economic status menstrual hygiene practices, and RTIs are noticeable. Today, millions of women are suffers of RTI and its complications and often the infection is transmitted to offspring of the pregnant mothers. Women having better knowledge regarding menstrual hygiene and safe practices are less vulnerable to RTI and its consequences. Therefore, increased knowledge about menstruation right from childhood may escalate practices and may help in mitigating the suffering of millions of women. With this in mind, this study was carried in order to get the data in relation to the level of girls' awareness about the menstruation, hygiene related practices of it, and its related problems among adolescent girls along with to review perception, belief and expectation regarding menstruation among adolescent girls.

Shanbhang S et al (2012), write that the level of awareness by the school girls about menstruation is poor as revealed by their study; however, the mother to the girls is always the main source of information about this to the girls.

This therefore means that girls with illiterate mothers or who have never gotten knowledge about menstruation are totaling in blackout. This is because they mothers are always the main source of menstruated information as revealed by the study carried out and reported in the Panacea Journal of medical science, January – April 2015 (i); 29-32)

This objective is therefore meant to establish the level of girl's knowledge in regards to menstruation.

2.2 To identify the menstrual management practices applied by school girls

According to WHO, about 52% of the female population is of reproductive age and most of them are menstruating every month. The majority of them have no access to clean and safe sanitary products, or to a clean and private space in which to change menstrual cloths or pads and to wash. Menstruation is supposed to be invisible and silent, and sometimes, menstruating women and girls are supposed to be invisible and silent, too. Millions of girls and women are subject to restrictions in their daily lives simply because they are menstruating. Besides the health problems due to poor hygiene during menstruation, the lack or un-affordability of facilities and appropriate sanitary products may push menstruating girls temporarily or sometimes permanently out of school, having a negative impact on their right to education. The best place to make an impact on improving the lives of girls and women is in water and sanitation. The time has come to promote loudly and unashamedly - the role of good Menstrual Hygiene Management (MHM) as a "trigger for better, stronger development of women and girls: personal, educational and professional. There is also clear evidence to show that ignoring good menstrual hygiene is damaging not just women and girls directly but also for schools, businesses and economies.

House et al (2012) states that Menstruation is a natural process; however, in most parts of the world, it remains a taboo and is rarely talked about

They emphasize that many cultures have beliefs, myths and taboos relating to menstruation. Almost always, there are social norms or un-written rules and practices about managing menstruation and interacting with menstruating women. Some of these are helpful but others have potentially harmful implications. For example, in some cultures, women and girls are told that during their menstrual cycle they should not bathe (or they will become infertile),

touch a cow (or it will become infertile); look in a mirror (or it will lose its brightness), or touch a plant (or it will die).

The state that cultural norms and religious taboos on menstruation are often compounded by traditional associations with evil spirits, shame and embarrassment surrounding sexual reproduction. For example, in Tanzania, some believe that if a menstrual cloth is seen by others, the owner of the cloth may be cursed.

TEN, 2007 states that Most striking is the restricted control which many women and girls have over their mobility and behavior due to their 'impurity' during menstruation, including the myths, misconceptions, superstitions and (cultural and/or religious) taboos concerning menstrual blood and menstrual hygiene.

Kirk and Sommer, 2006 concluded that it is important to recognize the potential for intra-cultural variations in the interpretation of meanings of menstruation, and how 'taboos' may in fact serve the interests of women and girls even if at first glance they appear to be negative. For example women and girls may appreciate the 'banishment' to menstrual huts as they are given a rest period from the normal intensity of daily chores for the school girls therefore these negatively affect their academic performance as they stay out of school.

TEEN 2009 Remarks that the education by parents concerning reproductive health, sexuality and all related issues is considered almost everywhere as a "no-go" area Kirk and Semmer 2006 states in much of Asia and Sub-Saharan Africa, girls' level of knowledge and understanding of puberty, menstruation and reproductive health are very low

According to Menstrual Hygiene, the Human Rights and the Millennium Development Goals put it that the taboo of menstruation helps to inflict indignity upon millions of women and girls, but it also does worse: The grave lack of facilities and appropriate sanitary products can push menstruating girls out of school, temporarily and sometimes permanently

WSSCC 2013 puts that Stigma around menstruation and menstrual hygiene is a violation of several human rights, most importantly of the right to human dignity. but also the right to non-discrimination, equality, bodily integrity, health, privacy and the right to freedom from inhumane and degrading treatment from abuse and violence.

UNICEF (2008) WSSCC (2013) state that Cloths or cloth pads may be a sustainable sanitary option, but it must be hygienically washed and dried in the sunlight. Sunlight is a natural steriliser and drying the cloth pads on sunlight sterilizes them for future use. They also need to be stored in a clean dry place for reuse. Girls who do not know what menstruation is can have little hope of managing it safely or hygienically, as a workshop participant demonstrated when she shared her own experience of growing up in Sierra Leone: "Me and my sisters all hid our sanitary cloths under the bed to dry, out of shame." Her experience is common worldwide: many participants shared anecdotes from field studies and interviews of girls and women who attempt to dry their cloths out of sight. In practice, this means hiding them in a damp and unhygienic place.

APHRC (2010), states that, the menstrual cup may be an appropriate, new technology for poor women and girls. It is a cup made of medical silicone rubber that is inserted into the vagina to collect menstrual blood. It needs to be removed and emptied less frequently than sanitary pads. That reduces the problems young women face in lacking privacy and facilities to change and dispose of sanitary products in schools and other contexts. This technology may offer a sustainable, practical and cost-effective alternative. It is recommended that when using the menstrual cup one needs to maintain a high standard of hygiene especially during insertion, removal and general cleaning. Although water shortages could present challenges for its use, the amount of water required when using the menstrual cup is minimal compared to other methods (APHRC 2010) Ruby Cup 2013 concludes that offering menstrual cups can be a social business opportunity for the private sector, as shown by experiences from Kenya.

Disposal, WSSCC, 2013 states that last but not least, good management of menstrual hygiene should obviously include safe and sanitary disposal. This is widely lacking. Where do girls and women dispose of their sanitary products and cloths? Wherever they can do so secretly and easily. In practice, this means the nearest open defecation field, river or garbage dump. This applies to both commercial and homemade sanitary materials. TEN (2007) concludes that in developing countries which frequently have poor waste management infrastructure, this type of waste will certainly produce larger problems (see also health risk management). For this reason, encouraging menstrual hygiene in developing countries must be accompanied with calculated waste management strategies.

House et al (2012) puts it that neglecting menstrual hygiene in WASH programmes could also have a negative effect on sustainability. Failing to provide disposal facilities for used sanitary materials can result in blocked latrines becoming blocked and quickly tilling pits.

Menstrual Hygiene Management: Software

Yet, adequate facilities and sanitary protection materials are only part of the solution. In addition, it is necessary to go beyond the practical issues of menstrual management in schools and workplaces, and to use the vehicle of education. Education and information (in combination with hygiene and sex education) empowers women and girls with factual information about their bodies and how to look after them (KIRK & SOMMER 2006) (for example through school campaigns or part of school curriculums). Presently, teachers are rarely trained in teaching menstrual hygiene and consequently rarely teach it. Male teachers may feel cultural norms forbid them from discussing such topics with young girls. As a result, MHM is either taught late or not at all (WSSCC 2013).

2.3 To identify the effects caused by Menstruation period to Girls in relation to their performance in school.

TEEN 2007, writes that actually, there is a relation between menstrual hygiene and school drop-out of girls from the higher forms (grade four and five) of primary and secondary education (see also water sanitation and gender). Research confirms that the onset of puberty leads to significant changes in school participation among girls. In spite of the fact that Millennium Development Goal (MDG) 2 (achieve universal primary education) has been accomplished in the lower forms of primary education in many developing countries, the participation of girls, in particular in Africa and Asia, lags far behind the participation of boys in the higher forms of primary and secondary education. Besides the fact that girls are married off at an early age in some cultures, many girls are kept at home when they start menstruating, either permanently (drop-out) or temporarily during the days they menstruate. When girls get left behind this can eventually also lead to school drop-out.

He further states that, the monthly menstruation period also creates obstacles for female teachers. They either report themselves sick or go home after lessons as fast as possible and do not have enough time to give extra attention to children who need it. The gender-

unfriendly school culture and infrastructure and the lack of adequate menstrual protection alternatives and/or clean, safe and private sanitation facilities for female teachers and girls undermine the right of privacy, resulting in a fundamental infringement of the human rights of female teachers and girls. Consequently, girls and women get left behind and there is no equal opportunity. Due to this obstacle, MDG 3 (promote gender equality and empower women) cannot be achieved either.

House et al (2012) and Kirk & Sommer (2006) concluded that there are health risks of poor menstrual hygiene management

Kirk & Sommer. 2006, states that There are also health issues to consider apart from the above-mentioned social issues. Poor protection and inadequate washing facilities may increase susceptibility to infection, with the dour of menstrual blood putting girls at risk of being stigmatized (see also water sanitation and health. In communities where female genital cutting is practiced, multiple health risks exist. Where the vaginal aperture is inadequate for menstrual flow, a blockage and build-up of blood clots is created behind the infibulated area. This can be a cause for protracted and painful period, increased odour, discomfort and the potential for additional infections

According to WSSCC (2013), it is assumed that the risk of infection (including sexually transmitted infection) is higher than normal during menstruation because the blood coming out of the body creates a pathway for bacteria to travel back into the uterus. Certain practices are more likely to increase the risk of infection. Using unclean rags for example, especially if they are inserted into the vagina, can introduce or support the growth of unwanted bacteria that could lead to infection.

Menstrual Hygiene management Hardware, according to WSSCC, 2013 the choice of sanitary protection is very much a personal decision based on cultural acceptability. It is often influenced by women or girl's environment and access to funds, water supply and affordable options. It is critical that any programme aiming to support women or girls with sanitary protection materials involves them in the planning discussion and decisions about the options to be supported. Disposable sanitary towels are the most frequently used methods of managing menstruation. In resource-poor settings they are often prohibitively expensive,

bulky to transport and difficult to dispose of. Many women and adolescent girls from poor families cannot afford to buy these hygienic towels (APHRC 2010). Some girls may even be led to trade sex for small amounts of money in order to purchase sanitary protection materials (KIRK & SOMMER 2006). But sanitary pads reduce the barriers for girls to stay in school, which are multiple: fear of soiling, fear of odour, and even if there are WASH facilities at school, fear of leaving visible blood in the latrine or toilet.

2.4 To determine the strategies that can be used in order to mitigate the effects of Menstruation period on the Girls' Educational Performance.

KIRK and Sommer, (2006) states that Empowering women and girls is necessary so that their voices are heard and their menstrual hygiene needs are taken into account (see also awareness rising). Because lack of factual information compounded by the prevalence of myths means that girls' practical needs related to managing menstruation are often not appreciated or appropriately addressed.

Mywage, (2013) writes that another software tool to improve women's dignity are days off work whilst having their monthly periods. In Zambia, for example, every working woman is entitled by law to one day off work each month to ensure that women function at their best. This day is referred to as „Mother's day". Although there are no specifics, it is a silent belief that it was set up to accord a woman a day's relief whilst having her monthly periods-(MY-WA-GE 2013). A day off work must not mean less economic performance for a business as women may regenerate more energy to outweigh the day off. However, objective 2.2 stipulates menstrual management ways that can be applied as strategies in objective 2.4.

CHEPTER THREE

METHODOLOGY

3.1 Research design

It is a plan or approach for data collection aimed at ensuring questions of research.

Considering this study, quantitative design was used. This design was considered because the questionnaire was used since mostly students/ pupils who can read and write were the respondents, the outcome was then described completely.

3.2 Research population

The population of this study was the respondents with similar characteristics of interest into the research. For this matter therefore, the population was mainly school girls of primary school and secondary schools, both levels found in Robongi sub-county. The total number therefore was 100 girls.

3.3 Sample size and sampling procedures

3.3.1 Sample size

Considering the size of the population, thus being too big to be managed by the researcher, sample size was considered in this research to get the sample size a statistical formula put in place by Sloven was used as detailed below

$$n = \frac{N}{1+Na^2}$$

Where n = The sample size

N= the total population of interest

a² = 0.05 level of significance

The sample size for this research therefore is as tabled below

Table 3.1 showing the research population and sample size

Population of the study		
Category	Number	Category
Primary girls	70	53
Secondary	30	27
Total	100	80

Source: researcher's own formulation 2018

3.3.2 Sampling procedure

It is a method applied by the researcher to select both population and sample size to be involved in the study. Here therefore purposive sampling procedure was used. This enabled the researcher directly to get the right elements to participate in the study in order not to waste resources such as time and money.

Simple random sampling was also used, especially after deciding on the elements to be used in the study. Here bias was eliminated, meaning that every character had equal opportunity to be involved in the study.

3.4 Research instrument to be used

There are many types of instruments that can be used while collecting data. For the matter of this study therefore questionnaire was used as a tool. This was so because all the characters which were involved in the study were able to read and write.

The scoring system of this tool was as follows (5) strongly agree, (4) Agree, (3) disagree (2) strongly disagree and (1) not sure. The respondent was therefore requested to give his or her option by ticking in the space provided by the researcher.

3.5 Quality control methods

Reliability and validity were considered as areas of concern in this research and are detailed below;

3.5.1 Validity

It is the effectiveness of the research instrument to measure what it is supposed to do so. To achieve this, the researcher will ask for the right questions

Ambiguous words were avoided. It was assumed that the researcher got the same quantity and quality of the required data in relation to the study.

3.5.2 Reliability

This means the ability of the research instrument to give consistent data when ever applied or used to different respondents.

To overcome inconsistency pre testing of the questionnaire as a tool was done at slightly different environment to ascertain the consistency. By so doing, the researcher was able to get the required data from all the respondents of good quality.

3.6 Procedure for data collection

Before data collection, the introduction letter was got from Kampala International University-Tororo Study Centre. This letter was used by the researcher as back up while requesting to carry out research with schools in Robongi sub-county.

During data collection the respondents were requested to answer all the questions. On collection, all the questions were checked to confirm that they were all answered. After administration of the questionnaire, categories of all questions were done in preparation for analysis.

3.7 Data analysis

Data that was collected was edited and categorized. The information that was got in all the objectives was summarized using frequency and percentage, particularly if the table was used. However other means such as pie-charts, bar graphs, line graphs, among other ways of data presentation were used in chapter four.

3.8 Ethical consider

The issue of ethics in research was considered vital. In regards to this therefore the consent of the respondents was sought. The respondents were not allowed to write the names on the questionnaire. This meant that confidentiality was maintained.

When presenting the information in chapter four, generalization of the findings was done. This led to confidentiality as well as nobody was tagged to the particular finding.

3.9 Limitation of the study

Biasness and dishonesty of the respondents may be realized. This on the side of the researcher may not be controlled. Here the researcher made it clear to the respondents the merits of being honest while responding to the questionnaire, emphasizing that wrong data will lead to wrong recommendation. By so doing, this limitation was mitigated.

CHAPTER FOUR

DATA ANALYSIS PRESENTATION AND INTERPRETATION

4.0 Introduction

This chapter presents the analyzed and the interpreted information in relation to the topic of the study. This has been done following objectives after objective including the demographic profile of the respondents as detailed below.

4.1 Demographic profile of the respondents here gender, age, level of education among others were considered vital.

A table was used to present the demographic problem of the respondent as shown below

Table 4.1 shows the demographic profile of the respondents

Category of the respondents		Frequency	Percentage
Sex	Male	0	0
	Female	80	100
	Total	80	100
Age	10-15	19	24
	16-20	61	76
	21-25	0	0
	Total	80	100
Marital status	Single	80	100
	Married	0	0
	Total	80	100
Level of education	S 1	9	11
	S 2	11	14
	S 3	20	25
	S 4	40	50
	Total	80	100

Source: Primary information 2018

As presented above in relation to sex the male students were not involved in this research, meaning that they constituted to zero percentage where as the female constituted to 100%.

This was because the topic is so much bent on the females than males since it was majorly related to the menstruation and its effect on the girl's academic performance.

The age grouping here the researcher was increased in knowing the age of the respondents in the study. The findings showed that 19(24) were involved and 61(76) were as were considered to be the respondents in the study. The outcome therefore showed that the girls aged between 16-20 were the majorly represented by 61(76) and 19(24) were like were stated. Considering the age group, the girls were old enough to the extent of giving the information that can be based on to conclude on the might information about the topic

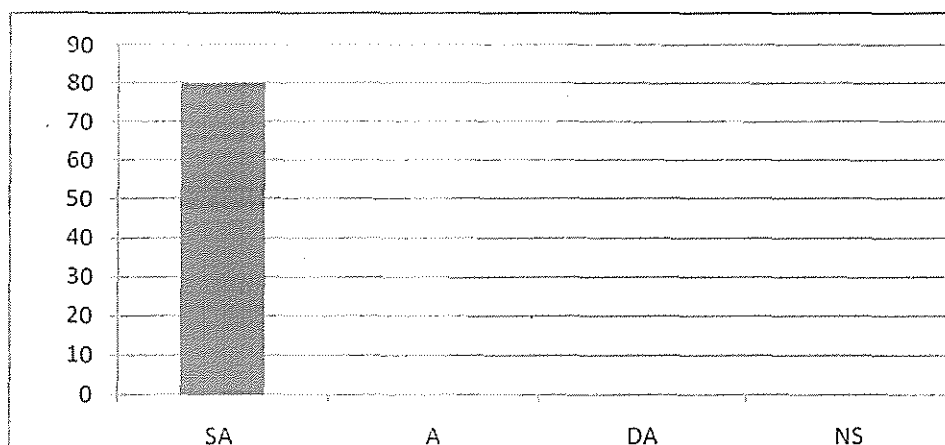
About the married status of the respondents, the outcome indicated that only girls who were not yet married were included in this study, represented by 80(100%). This therefore conformed that the outcome here portrays the exact problems faced by the school girls and not women hence based on while making recommendation.

Level of education all the girls talked to as respondents, were in secondary level characterized by S1 was represented by 9(11), S.2 11(14), S.3 is represented by 20 and S4 in the study were represented by 40(50). What is important here is that all the girls talked to were experiencing challenges as far as menstruation was concerned, more so, senior four students were the majority. What they gave as analyzed data was considered to be the right data hence coming up with the right recommendation in regards to the topic.

Objective 4.2.1 to determine the knowledge girls have in relation to menstruation.

The above was guided by the statements which were drawn by the researcher as below

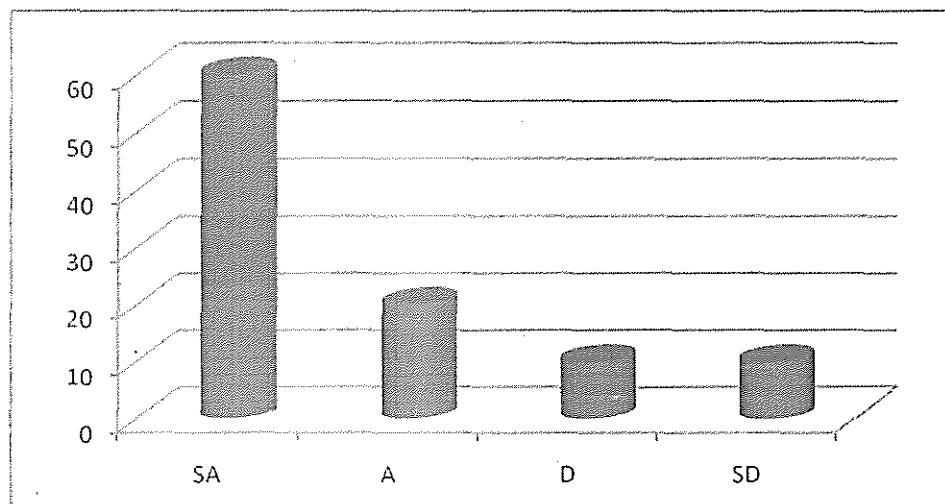
Bar graph 4.1.1 menstruation is known to the Girls.



Source: primary data 2018

The word menstruation is known to the girls, the outcome is as follows, 80(100%) strongly agreed that menstruation as a concept is known to them, meaning that despite of the problems faced during the period, they know that it takes place monthly.

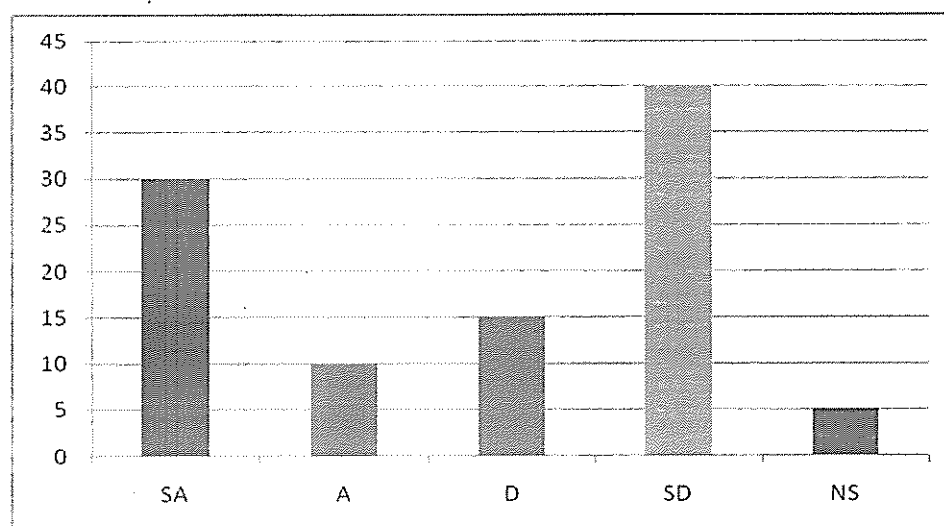
Bar graph 4.1.2 mothers are the source of menstruation information to the Girls.



Source: primary data 2018

About the mother being the source of menstruation information 48(60%) strongly agreed that they got it from their mothers 16(20%) agreed that the mothers give menstrual information 8(10%) disagreed with the statement and like were to the 8(10%) who as well strongly disagreed with the statement. This therefore implies that mothers were found to be the source of information to the girls in regards to menstruation.

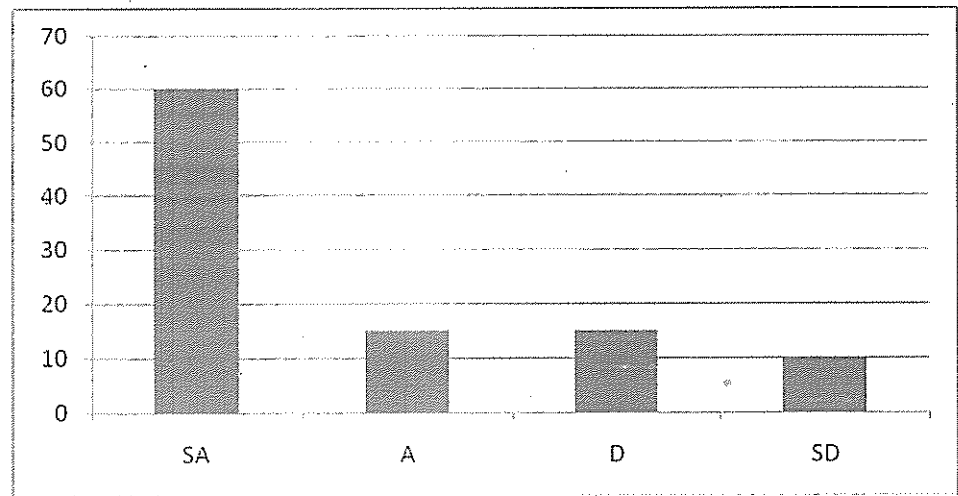
Bar graph 4.1.3 mothers give girls information about menstruation.



Source: primary data 2018

About all mothers giving girls information about the statement 24(30%) strongly agreed with the statement, 8(10%) agreed, 12(15%) disagreed 32(40%) strongly disagreed with the statement and 4(5%) were found to be not sure. Considering the outcome of the respondents who strongly disagree with the statement not all mothers do give their daughters information about the menstrual periods, yet they as mother who as well experience the same are supposed to do so. It is therefore important that they should do so.

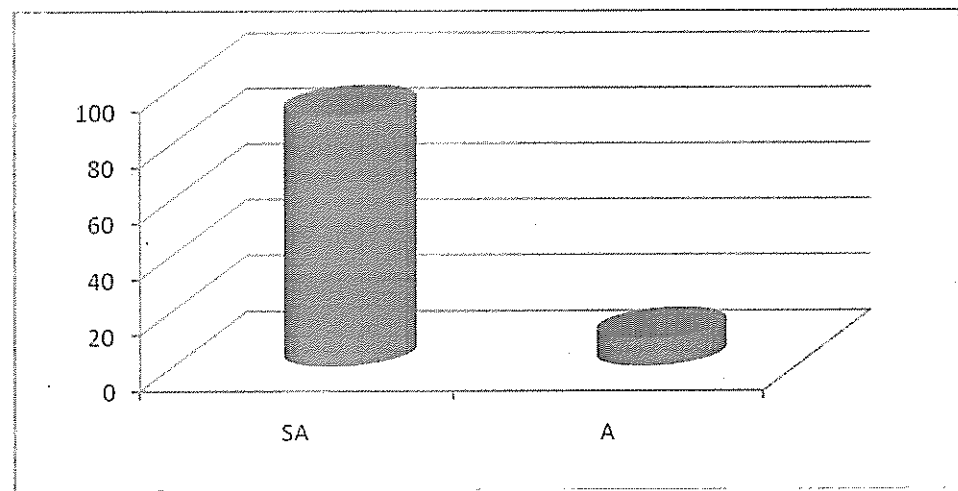
Bar graph 4.1.4 senior women teachers are in schools and they give girls information.



Source: primary data 2018

Senior women teachers are in schools and so give information to girls about menstrual periods. The outcome is as follows 48(60%) strongly agreed with the statement 12(15%) agreed, 12(15%) disagreed and 8(10%) strongly disagreed with it. Basing on those girls who strongly agreed, most schools have senior women teachers who provide them with the information about menstrual periods.

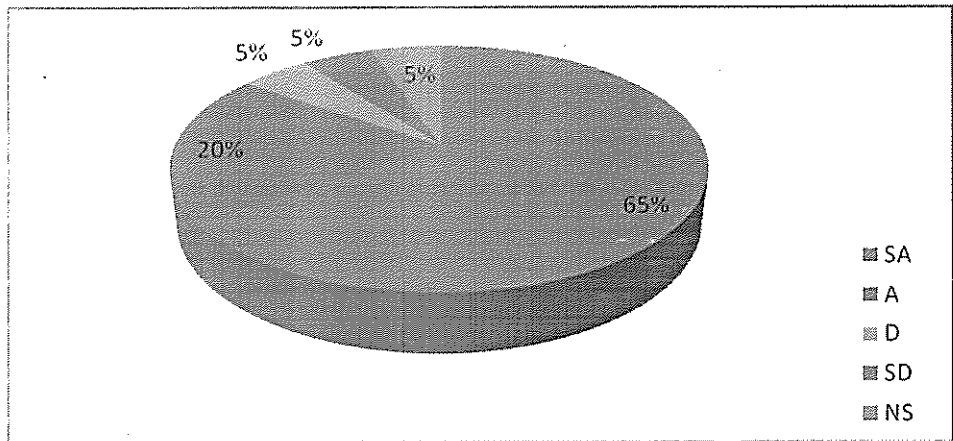
Bar graph 4.1.5 menstruation is a normal activity in girls.



Source: primary data 2018

Menstruation is a normal activity that girls have to experience monthly the outcome indicates that 72(90%) strongly agreed with the statement and 8(10%) agreed. This implies that girls consider it as a normal exercise that does not wary them whenever it occurs.

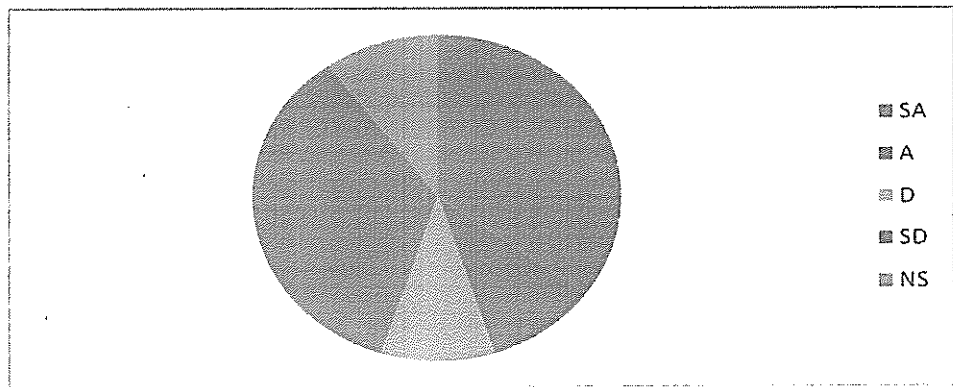
A pie chart 4.1.6 menstruation in girls come with signs.



Source: primary data 2018

There are signs felt before the period begins as far as this statement is concerned, 52(65%) strongly agreed with it, 16(20%) agreed, 4 (5%) disagreed, 4(5%) strongly disagreed and 4(5%) were found to be not sure of the signs. Considering the percentage that strongly agreed with the statement girls always experience menstrual signs hence they always get ready for the periods

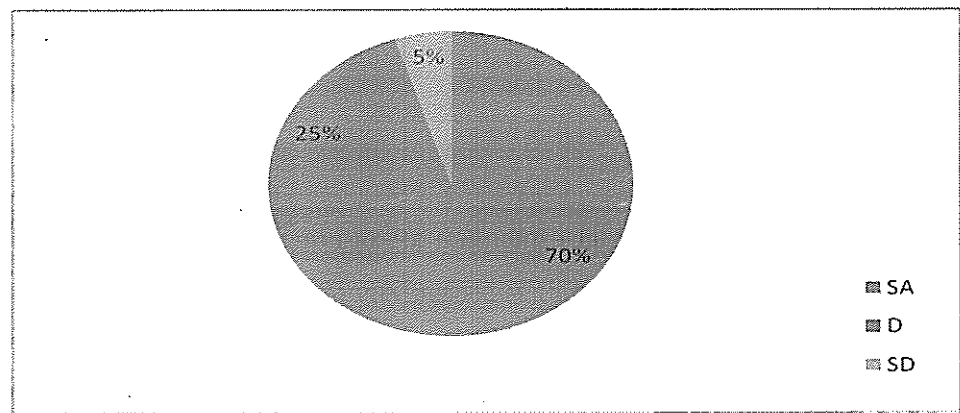
A pie chart 4.1.7 relatives give menstrual information to the girls.



Source: primary data 2018

Relatives give information about the menstrual periods, other than the mothers, the findings indicate that 28 (35%) strongly agreed with the statement 8(10%) agreed, 8(10%) disagreed, 28(35%) strongly disagreed and 8(10%) were found not to be sure of the answer. Considering the total number that disagreed, strongly disagreed and not sure totaling to 44(55%) relatives find it hard to offer menstrual information to the girls who are not biological relatives.

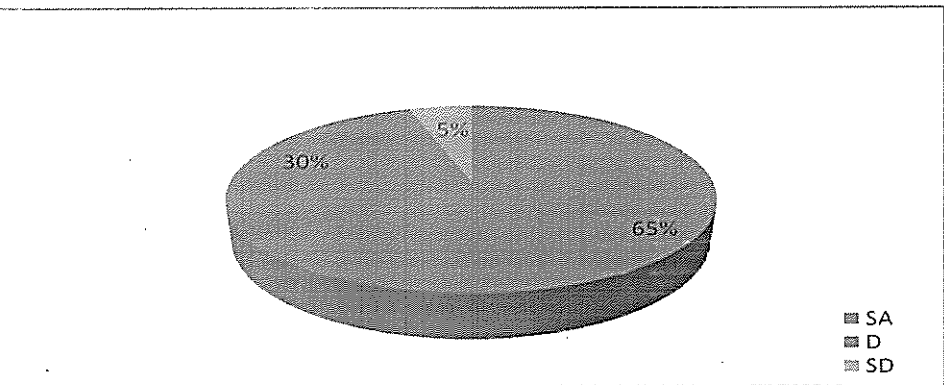
A pie chart 4.1.7 menstruation is good for health.



Source: primary data 2018

Menstruation is good for health in regards to this statement, 56(70%) strongly agreed with it, 20(25%) agreed and 4(5%) strongly disagreed with the statement. Considering the girls who strongly agreed with the statement a normal girl should experience the period.

4.1.8, books are the sources of menstrual information.



Source: primary data 2018

Books as source of information for girls in regards to menstruation 52(65%) strongly agreed with the statement 24(30%) agreed, 4(5%) disagreed with the statement looking at the girls who strongly agreed and agreed with the statement totaling to 76(95%) books do provide girls with information about menstrual periods.

Objective 4.2. To identify the menstrual management practices applied by school girls

Statements for response	SA	A	D	SD	NS	Total
Sanitary towels are used by girls in order to manage menstrual periods	68 (86%)	4 (5%)	4 (5%)	4 (5%)	0 (0%)	80 (100%)
Cotton wool is used by girls during menstrual periods	16 (20%)	24 (30%)	36 (45%)	4 (5%)	8 (10%)	80 (100%)
Girls use disposable menstrual cups	8 (10%)	20 (25%)	32 (40%)	20 (25%)	-	80 (100%)
Sponges are used by the girls during periods	-	36 (45%)	32 (40%)	12 (15%)	-	80 (100%)
Clothe pads are used by girls during periods	20 (25%)	32 (40%)	16 (20%)	12 (15%)	-	80 (100%)
Padded panties are used by girls during periods	40 (50%)	-	16 (20%)	24 (30%)	-	80 (100%)
Blankets towels are used by girls during periods	8 (10%)	28 (35%)	32 (40%)	8 (10%)	4 (5%)	80 (100%)
At times girls do not use any thing during periods	24 (30%)	12 (15%)	16 (20%)	24 (30%)	4 (5%)	80 (100%)
Mothers buy sanitary pad for their daughters	60 (75%)	4 (5%)	8 (10%)	8 (10%)	-	80 (100%)
Fathers buy sanitary pads for the daughters	12 (15%)	18 (23%)	21 (26%)	39 (49%)	-	80 (100%)

Source: primary data 2018

Basing on the response of the girls in regards to the statement that sanitary to wells are used by the girls in order to manage menstruation, the outcome one as below: 68(85%) strongly

agreed with the statement, 4 (5%) agreed, 4(5%) disagreed 4(5%) strongly disagreed. Basing on the number of the girls who strongly agreed, sanitary towels are greatly used by the majority of the girls.

About the use of cotton wool to manage the period 16(20%) strongly agreed that it is used by girls, 24(30%) agreed with the statement, 36(45%) disagreed, 4(5%) strongly disagreed and 8(10%) were found not to be sure about cotton wool usage by girls. Considering the number above 50% responded that it is used whereas 50% disagreed with the statement.

Girls and the use of disposable menstrual cups 8(10%) strongly agreed with the statement, 20(25%) agreed, 32(40%) disagreed and 20(25%) strongly disagreed with the statement. Looking at disagreed and strongly disagreed, girls do not know much about the disposable menstrual cups, confirmed by 52 (65%) of the girls who responded to the statement.

Sponges are used by girls during menstrual periods, the outcome indicates that 36(45%) agreed with the statement, 32(40%) disagreed and 12(15%) strongly disagreed. Considering disagreed and strongly disagreed totaling to 44(55%) sponges are not used as a mechanism of managing menstrual periods.

Cloth pads are used by girls during the MP, the outcome indicates that 20(25%) strongly agreed with the statement, 32 (40%) agreed, 32(40%) disagreed and 12(15%) strongly disagreed. The girls who strongly agreed and agreed totaling to 52 (65%), girls use clothes as pads to manage the MP.

Padded panties and the management of MP 40(50%) strongly agreed, 16(20%) disagreed and 24(30%) strongly disagreed. Girls use padded panties to manage the menstrual periods. Whereas a good number of them do not use.

Blanket towels are used by girls to manage menstrual periods, the response is that 8(10%) strongly agreed, 28(35%) agreed, 32 (40%) disagreed 8(10%) strongly disagreed and 4(5%) were found as not being sure of the blanket towels use in management of menstrual periods. Considering disagreed, strongly disagreed and not sure totaling to 44(55%) girls do not use blanket towels as far as menstrual management is concerned.

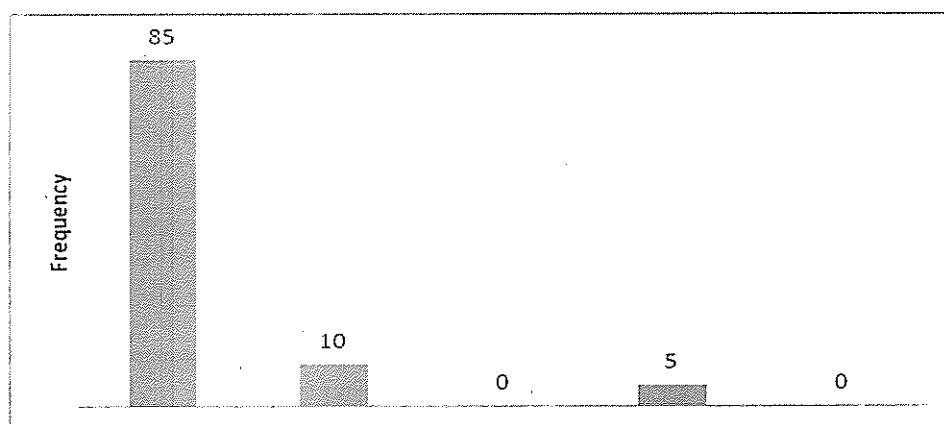
About the girls lacking what to use during menstrual period 4(5%) strongly agreed with the statement 32(40%) agreed, 16(20%) disagreed 24(30%) strongly disagreed and 4(5%) were not sure. Considering the number that disagreed and strongly disagreed, most girls do day at least have some material to use during the menstrual period.

Mothers buy sanitary pads for their daughters the outcome shows that 60(75%) strongly agreed with the statement, 4(5%) agreed 8(10%) disagreed and 8(10%) strongly disagreed. Basing on the number that strongly agreed, mothers play a greater role in making sure that the girls have the best way of managing menstrual periods.

Father buy sanitary pads for their daughters, the outcome showing that 12(15%) strongly agreed with the statement above 18(23%) agreed with it, 21(26%) disagreed and 39(49%) strongly disagreed. Considering the girls who disagreed and strongly disagreed totaling to 60(75%) fathers have no hand in buying sanitary pads for their daughters other than the mothers.

Objective 4.3: To identify the effects of the menstrual periods to school girls in Rubongi sub-county- Tororo district.

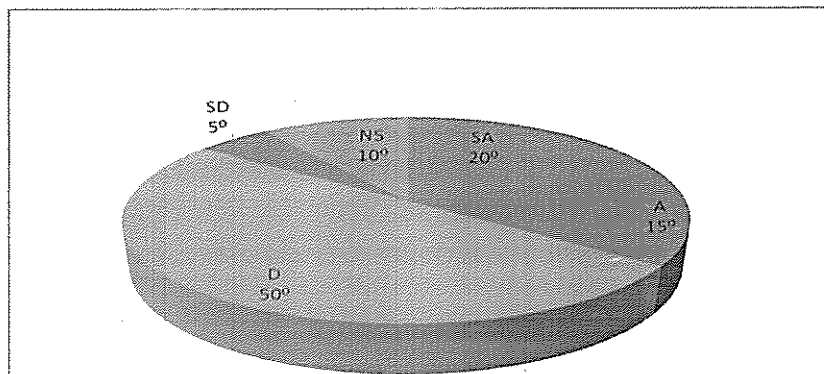
Bar graph 4.3 showing school attendance while experiencing the periods



Source: primary data 2018

Response reveal that 68(85) strongly agreed some girls at times do not go to school when are experiencing the periods 8(10%) agreed and 4(5%) strongly disagreed. Basing on the girls who strongly agreed, some girls do not go to school when in their periods.

Menstruation makes girls drop out of school pie-chart 4.3 showing the contribution of menstruation on education

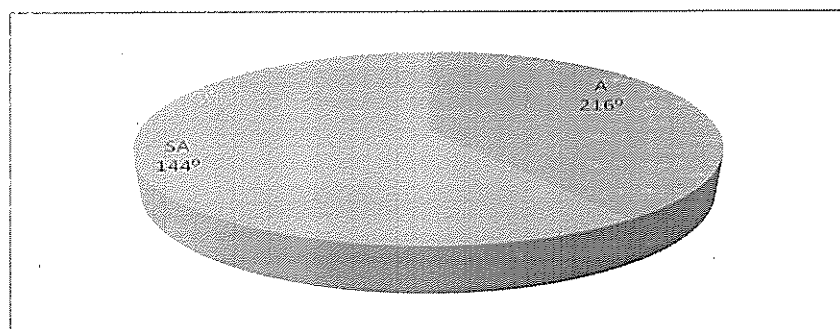


Source: primary data 2018

The response by girls indicates that 4(18⁰) strongly agreed that menstruation leads to school dropout 12(54⁰) agreed with the statement, 40(180⁰) disagreed, 16(72⁰) strongly disagreed and 8 (36⁰) were found as not sure of the statement. Considering the girls who disagreed and strongly disagreed, menstrual can lead to schools' drop out.

Girls do not participate freely in school activities while in periods

Pie-chart4.3 shows the outcome as result of MP.

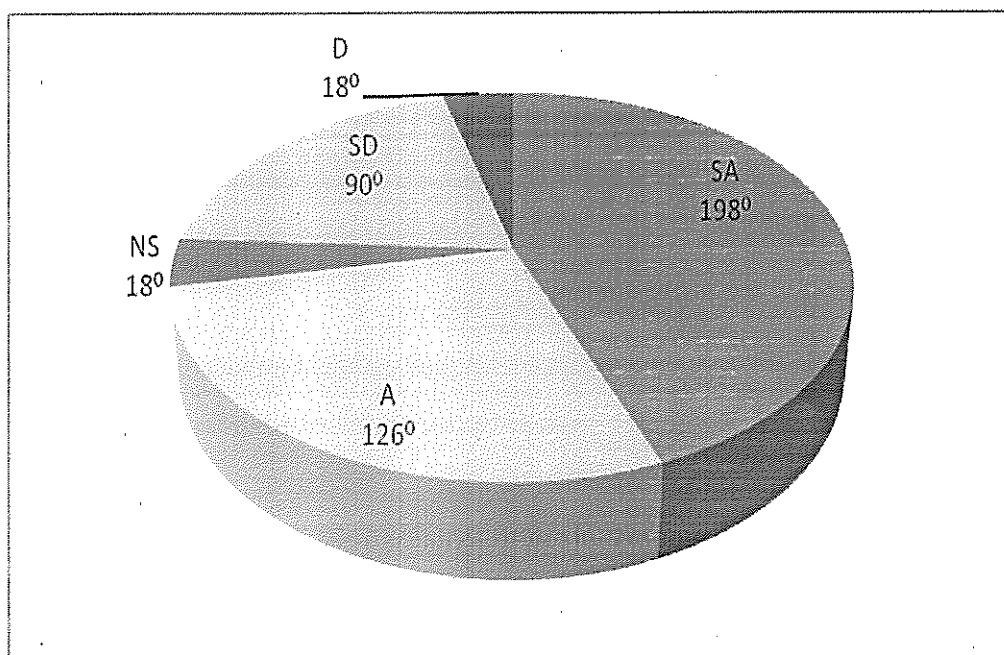


Source: primary data 2018

The outcome shows that 48(216⁰) shows that girls were found as not being able to participate in school activities and 32 (144⁰) agreed with the statement. The response as shows by both SA and A menstruation- negatively affect the girls' performance in school activities including education hence performing poorly.

Some girls do go into love affairs with boys in order to get money for buying sanitary pads

Pie-ch art 4.3 shows the above as result of the response by the respondents

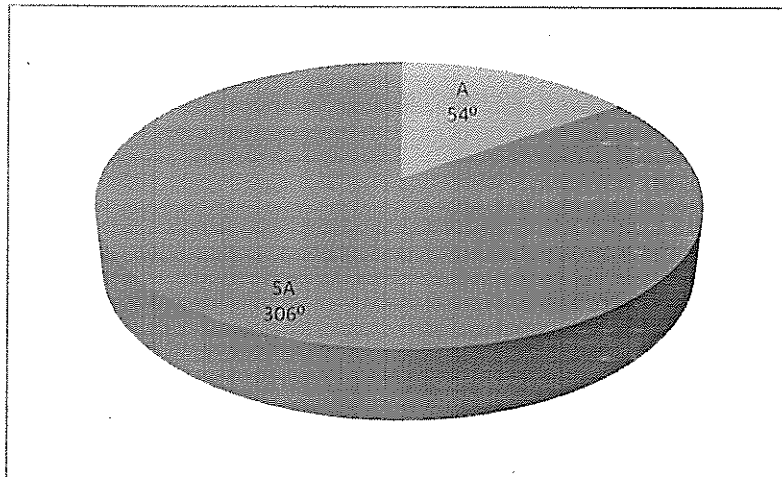


Source: primary data 2018

The response indicate that 44(198°) strongly agreed that girls do go into have affairs with boys in order to get money for buying basic needs of life including sanitary pads. 28(126°) agreed, 4(18°) disagreed, 20(90°) strongly disagreed and 4(18°) were found not to be sure. Considering strongly agreed and agreed respondents totaling to 72 (324°), the statement was found to be true, implying that the risk of getting pregnant and may be even sexually transmitted infections (STIs) is higher.

Menstruation leads to body pain.

The pie-chart 4.3 illustrates the outcome as result of the responses

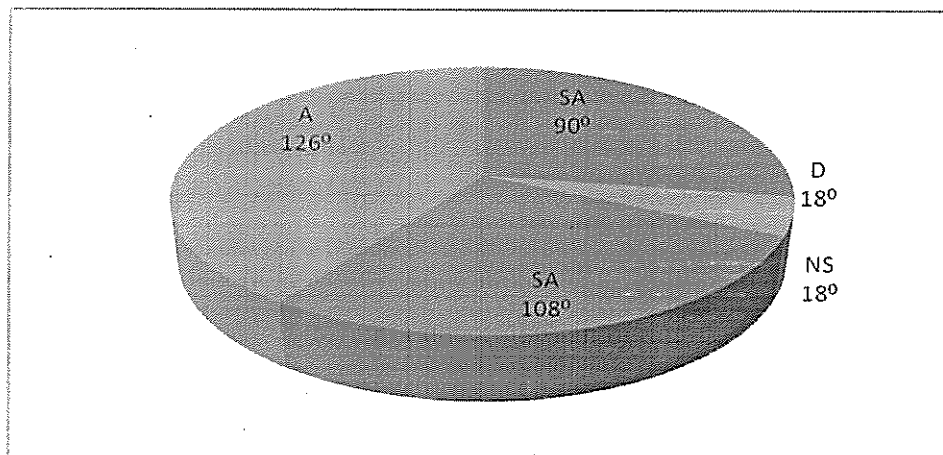


Source: primary data 2018

The responses got show that 68(306⁰) strongly agreed with the statement that during the periods, girls experience body pain, and only 12 (540) agreed with it. Considering SA and A above totaling to 80(3600) girls under go pain during the periods, leading to the absenteeism from school hence peer poor performance.

Girls are stigmatized by boys if they get to know that they are experiencing periods.

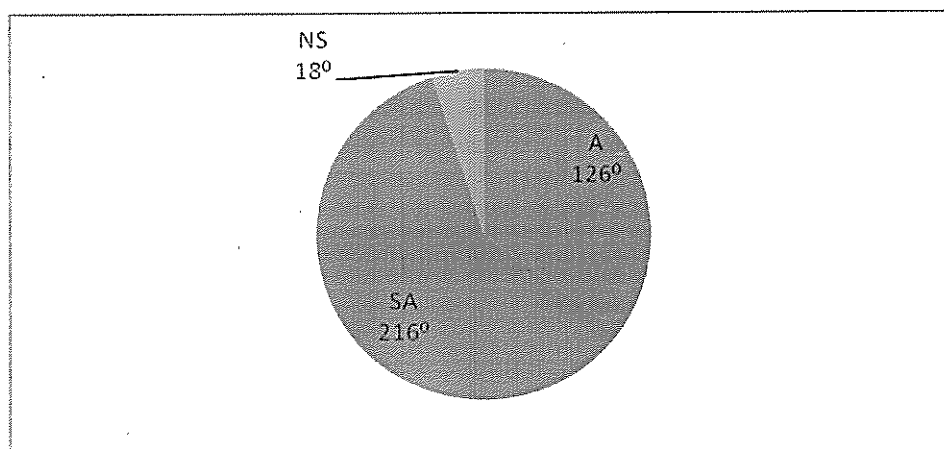
The above is illustrated in the pie-chart 4.3



Source: primary data 2018

The outcomes are 24(1080) strongly agreed with the statement, 28 (126⁰) agreed, 4 (18⁰) disagreed 20(90⁰) strongly disagreed and 4(18⁰) were discovered to be not sure. Basing on SA and A totaling to 52 (234⁰) girls are stigma used by Boys whenever they get to know that they are experiencing periods.

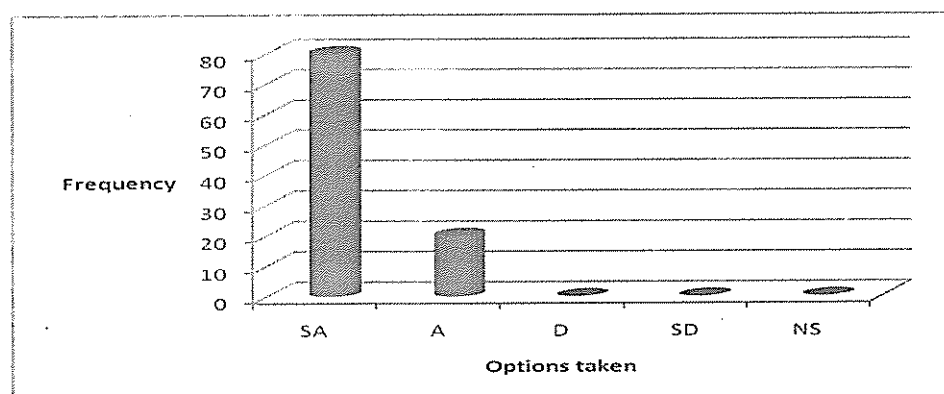
Menstrual management is costly for girls. The outcome is illustrated in pie-chart 4.3 as detailed below.



Source: primary data 2018

The view got from so respondents indicated that 48 (216⁰) concluded that menstrual management is expensive for the girls as well as inconveniencing, 28(1260) agreed with the statement and 4 (180) were not certain on not sure. Basing on the management of menstrual periods is expensive and inconveniencing.

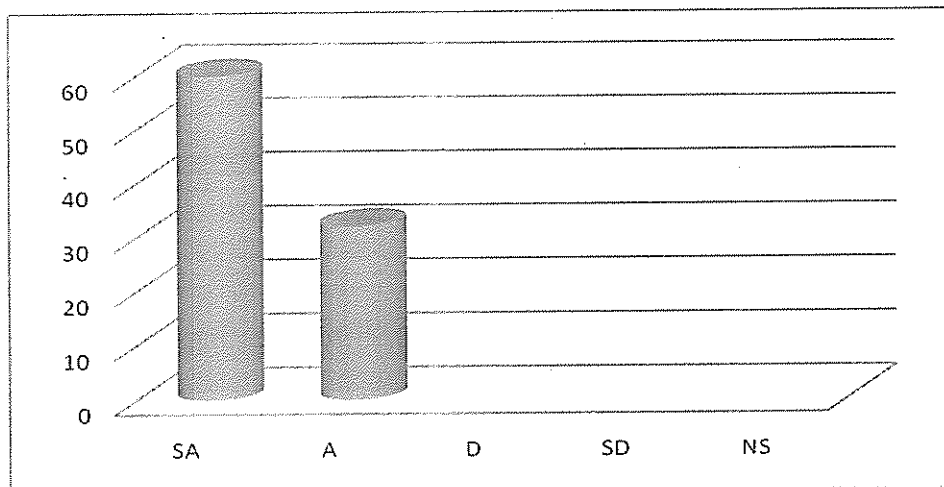
Objective 4.4 To determine the strategies that can be used in order to mitigate the challenges school girls face while experiencing menstrual periods



Source: primary data 2018

The girls' responses show that 64(80⁰) strongly agreed that girls should be given education on menstrual periods and 16 (20%) agreed with the statement. The outcome confirm that health Education is important to the girls if they are to manage the periods well.

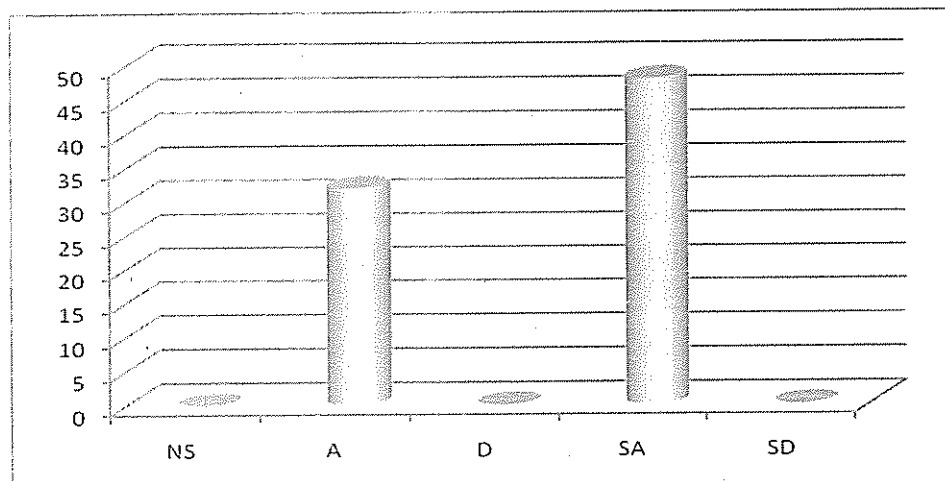
Bar graph 4 shows the responses about mothers who handle girls from home be trained



Source: primary data 2018

The girls responses show that 64(80%) strongly agreed that girls should be given education on menstrual periods and 16 (20%) agreed with the statement. The outcome confirm that health education is important to the girls if they are to manage the periods well.

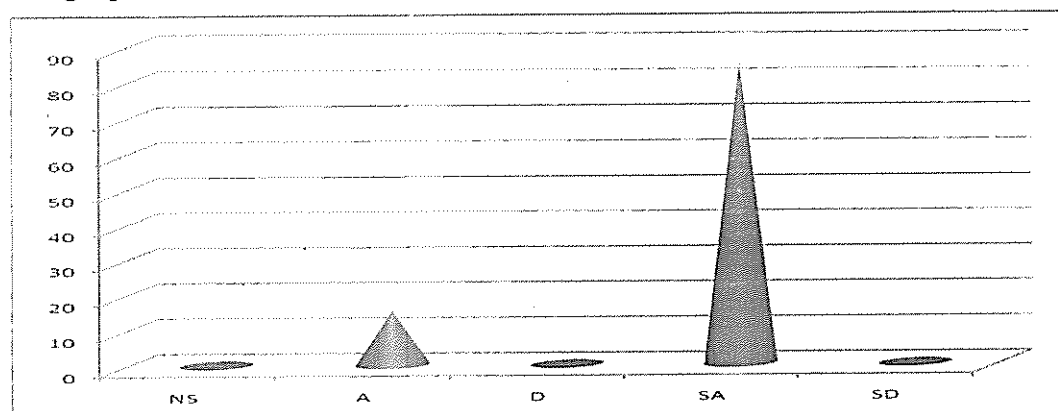
Bar graph 4: show the responses about mothers who handle girls from home be trained



Source: primary data 2018

Girls responded to the statement as follows, 48(60%) strongly agreed that mothers by NGO should be trained in such that they get knowledge in the management of periods in order to be able to give girl quality information about menstrual management and 32(40%) agreed with the statement. Basing on the outcome, institutions should train mothers in menstrual management such that they can be able to give their daughters quality information.

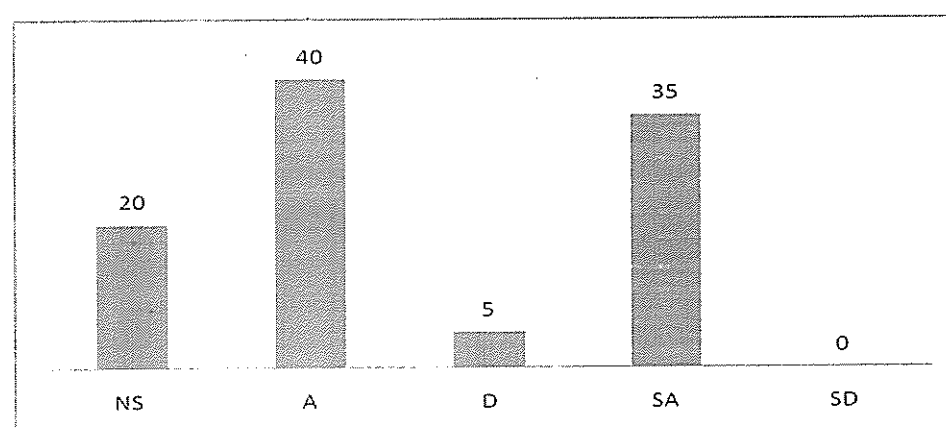
Bar-graph 4 shows the need for compulsory sex education be included in the curriculum



Source: primary data 2018

The outcome shows that 68(85) strongly agreed that MP education be included in the school curriculum and 12 (15%) agreed with the statement. The above findings indicate that girls do advocate for inclusion of menstrual periods and its management in the school curriculum.

Bar-graph 4 shows the statement that boys likewise be brought on band such that they get menstrual knowledge



Source: primary data 2018

The responses were as below: 28(35%) strongly agreed with the statement that boys be involves in menstrual education 32(40%) agreed 4(5%) disagreed and 16(20%) were found as not being sure of the need to involve boys in menstrual education. Considering strongly agreed and agreed totaling to 60(75%) boys should be involved in menstrual education. This if above, they may never stigmatize girls while in periods.

Table 4: shows the outcome as result of the statement shown below

Statements for response	Options to be taken					
	SA	A	D	SD	NS	Total
Fathers be involved in girls menstrual management at home by having them trained	68 (86%)	12 (15%)				80 (100%)
Senior women teachers at school should be well facilitated with menstrual management items	80 (100%)					80 (100%)
Department concerned with menstrual situation of girls at school be well supported by the ministry of education	64 (80%)	16 (20%)				80 (100%)

Source: primary data 2018

Looking at the table above in relation to the statement that fathers be involved in their daughters' menstrual management 68(85%) strongly agreed with the statement and 12(15%) agreed with it. The outcome as shown by 68(85%) show that fathers be involved in the menstrual management.

Senior women teachers in schools be well facilitated with menstrual management items, the outcome as shown in the table above reflect that 80(100%) of the girls talked to strongly agreed with the statement. This implies that girls were found to be ready to co-operate with senior women teachers in under to manage menstrual periods.

The department concerned with menstrual periods be well facilitated by the ministry of education. The response by the girls show that 64 (80%) strongly agreed with the statement and 16(20%) agreed with it. The outcome therefore shows that ministry of Education should come out and support girls in order to effectively and efficiently manage the periods to the extent of enabling them stay at school all the time they are required to do so.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

Chapter five presents the findings, of the study, conclusions and the recommendations in regard to this research as presented in chapter four

5.1 Findings

Here, the findings will be presented objective after objective, including the demographic profile of the respondents in relation to this research. These are therefore detailed as below.

5.1.1 As far as demographic profile is concerned, the study indicates that girls get into menstrual period at an entity age, thus starting from 10 years and above. About formal education, girls these days go to school at an early stages. By 11 years a girl is already in senior one and able to perform very well.

Objective 4.2.1 aimed at guiding the researcher in order to determine the girls knowledge about MP it was found out that the girls as shown by 80(100%), were they were not scared whenever they were to face it. It was also discovered that mothers play a significant role in providing MP information to their daughters other than the fathers at home as shown by 48(60%). However, it was also found out that not all mothers do give information to girls about MP, as revealed by 32(40%), meaning that they totaling do not know that they have a role to play in regard to this.

About getting MP information from the radio, about 48(60%) they do get information from the radio, however, other respondents made a statement that it is not affective enough since most households (HHs) are heat by poverty into the extent of not being able to acquire a radio.

Objective 5.2 was aimed at finding out the knowledge level of girls in MP management. The findings are therefore as detailed below:-

5.2.1 It was found out that girls try their level best to manage MP using the resource available such as sanitary towels as shown by 68(85%) who strongly agreed with the statement that it is used, and padded parties as shown by 40(50%) and clothe pads as shown by 52(65%).

It was also found out there is lack of knowledge by some girls especially in the villages who have no knowledge in regards to MP management. Some end up using old pieces of done blankets during MP as well as sponges that they pick among which are dangerous to the private part.

5.3.2.2 It was also discovered that mothers take part in their daughter's MP management than fathers. This therefore means that they do buy sanitary pads for their girls as shown by 60 (75%) response. The fathers play less role in this as shown by 60 (75%) of the respondents who strongly disagreed and disagreed with the statement that fathers buy sanitary pads for their girls.

5.3.3 In regards to the identification of the effects of MP to the girls performance at schools, the findings are detailed as below

5.3.3.1 It was found out that MP negatively affects girls' attendance at school. They eillen do not go to school at all or they are at time on and off from school. This is shown by 68(85%) respondents who strongly agreed with the statement. This happens because of tear to be laughter at by boys and even some other girls while in class. This can even make the girls drop out of school.

5.3.3.2 It was also discovered that menstruation is costly to the girls. This is shown by the responses such as 48(2160) who strongly agreed with the statement.

5.2. Conclusion.

From the study, young girls described the onset of menstruation as shocking, fearful event, that, they in lower income settings face significant menstruation management challenges, particularly in rural, low socio-economic settings. Girls have ended up using Unhygienic inconvenient and undignified methods such as unhygienic cloths, banana leaves and newspapers. A body of research has therefore documented menstruating girls' experiences of shame fear and confusion across, being faced in an attempt to manage their menstruation as result of insufficient information, lack of social support, ongoing social embarrassment, lack of water at the schools, lack of sanitation and waste disposal facilities in school environment.

Globally women and girls have developed their own personnel strategies to cope with menstruation. These vary from area to area, depending on an individual's personal preferences, economic status, local traditions and cultural beliefs and knowledge in education, much as this is so, as above a lot is still needed to put girls in a better position to manage menstruation

5.3 Recommendations.

The government should build parents; teachers and health workers capacity such they may be able to sensitize their daughters about menstruation management at home, as well as at schools. This can be done through televisions, radios and news papers.

The government of Uganda should consider menstruation as a national issue that has made the girls fail to achieve their dreams. The study discovered that the girls are economically disadvantaged to the extent of failure to afford menstruation management items, such as sanitary pads. These items therefore should be provided by the state other than having it provided by the private sectors. these institution, due to the need for profit over charge the consumers.

The findings indicate that the mothers do give menstruation information to their daughters, however, it fathers do not have a role to play in the management of this.. It is therefore recommended that the government should have males, including boys on the board. Both sexes should be meant to know that their roles are equally important if the girls are to achieve their dreams in regards to education.

Girls at school often lack water, soap, privacy and space for managing menstruation conformability. These should be provided in schools by the MOE and parents particularly, rooms for changing, water and soap which can enable girls privately manage menstruation.

In a nut shell therefore, strengthening of menstrual hygiene management programs in Uganda including Robangi schools, is needed, education awareness, access to hygienic absorbents and disposal of MHM items need to be addressed, targeting both sexes by the people who are supposed to do sensitization

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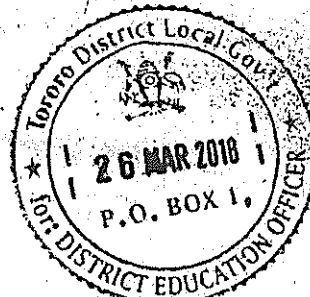
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5th January 2018



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TO WHOM IT MAY CONCERN:

HATONO MONICA

REG. NO. 1153-07174-03622

Dear Sir/Madam,

Re: Research/Project:

The above named is our student in the College of Open Education and Distance Learning (COEDL), pursuing a Bachelor of **EDUCATION (PRIMARY)**

He wishes to carry out research in your Organisation on:

**"MENSTRATION AND ITS EFFECTS ON PRIMARY
AND SECONDARY GIRLS' EDUCATION
CASE STUDY OF RUBONGI SUB-COUNTY
TORORO DISTRICT"**

The research is a requirement for the Award of a Bachelors degree in **EDUCATION
PRIMARY**

Any assistance accorded to him/her regarding research will be highly appreciated.

Yours Faithfully

Womuzumbi Moses
BRANCH DIRECTOR 0782572505
KIU- TORORO STUDY CENTRE

