The Effects of a Menstrual Distress Coping Education Program for Young Adult Females

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Abstract. This research aimed to apply a coping education program of menstrual distress to observe the effects such an education program would have on menstrual distress, coping knowledge and attitude towards menstruation. The experiment was performed on fifty five female university students at a certain university in Province K and the data was collected between November 11th of 2013 and December 6th of the same year. The statistics program SPSS 21.0 and the t-test was used to measure and analyze the subjects’ menstrual distress, coping knowledge and attitude toward menstruation immediately preceding and following menstrual distress coping education program. The test results exhibited statistical significance in menstrual distress (t=-3.27, p=.018), menstrual distress coping knowledge (t=4.61, p=.005) and attitude towards menstruation (t=-2.53, p=.034). Therefore, this study demonstrates that menstrual distress coping education program can be effective for menstrual distress, coping knowledge and attitude towards menstruation of nursing students in a university.

Keyword: Education, Coping, Menstrual distress, Young, Females

1 Introduction

1.1 Necessity of Study

Menstruation is a physiological phenomenon experienced by normally developing girls and women and is associated with various physical, psychological, and behavioral symptoms including pain before and after menstruation[1]. Even though being a positive process which is an ongoing process throughout half of a woman’s life, menstruation is related with problems of menstrual distress, irregular menstruation, excessive bleeding etc[2]. Menstrual distress is one of the usual gynecological problems and research in this area of interest to health[3]. The common symptoms associated with menstrual distress are irritability, migraine attack, anxiety, fatigue, depression, difficulty in concentrating, weight gain, breast tenderness, back ache, social isolation, child abuse and suicide[3]. Menstrual discomfort can include physical issues such as pain in the back, breasts, or abdominal area and swelling[4];
psychological issues such as light irritation and more serious symptoms of anxiety or depression; social issues such as social isolation; or even family issues such as marriage failure and child abuse as well as criminal activities such as suicide, theft, and even homicide[5].

Before this research on menstruation discomfort was mostly conducted with female elementary, middle, and high school students regarding their attitudes toward and knowledge of menstruation, their first menstruation, gender role acceptance, and coping and relief methods[6]. Currently, there is insufficient research examining the development and verifying the effects of educational programs on handling menstrual discomfort, which is a health issue experienced by 86% or more of Korean nursing undergraduates[7].

This study looks to develop an educational program for female undergraduates on handling menstrual discomfort and to verify its effects.

1.2 Purpose of Study

This study is to see if developing coping education of menstrual distress can be effective for menstrual distress, knowledge of menstrual distress and attitude of menstruation after coping education in a university.

2 Research Method

2.1 Sampling of Research subject

The study subjects are the university women in a university K-do from November 11, 2013 to December 6, 2013. Total 55 subjects from a university were randomly assigned to two groups (26 to experimental group, 29 to control group).

2.2 Research Procedure

In the development stages, a program consisting of eight 40-minute sessions was developed consisting of these stages: defining menstrual discomfort, menstrual discomfort inspection method, understanding methods to handle menstrual discomfort, watching videos on handling methods, demonstration and implementation of relaxation therapy, and group discussion. Scores on menstrual discomfort, handling, knowledge, and attitude toward menstruation were measured at the implementation stage of the educational program on handling menstrual discomfort and after the eight sessions of education.
3 Result

3.1 Test of Hypothesis 1

‘There will be a significant difference in the degrees of menstrual distress of experimental group treated with coping education program and them of control group treated with none in the post-test.’

Since there was a significant difference in the degrees of menstrual distress of experimental group and control group in the post-test ($t=4.13$, $p=.002$), hypothesis 1 was adopted.

3.2 Test of Hypothesis 2

‘There will be a significant difference in the degrees of coping knowledge of experimental group treated with coping education program and them of control group treated with none in the post-test.’

Since there was a significant difference in the degrees of coping knowledge of experimental group and control group in the post-test ($t=-3.14$, $p=.006$), hypothesis 2 was adopted.

3.3 Test of Hypothesis 3

‘There will be a significant difference in the degrees of attitude of experimental group treated with coping education program and them of control group treated with none in the post-test.’

Since there was a significant difference in the degrees of attitude of experimental group and control group in the post-test ($t=1.14$, $p=.025$), hypothesis 3 was adopted.

3.4 Test of Hypothesis 4

‘There will be a significant difference in the degrees of pre-test and post-test menstrual distress of experimental group treated with coping education program.’

Since there was a significant difference in the degrees of pre-test and post-test menstrual distress of experimental group treated with coping education program. ($t=-3.27$, $p=.018$), hypothesis 4 was adopted.

3.5 Test of Hypothesis 5

‘There will be a significant difference in the degrees of pre-test and post-test coping knowledge of experimental group treated with coping education program.’

Since there was a significant difference in the degrees of pre-test and post-test coping knowledge of experimental group treated with coping education program($t=4.61$, $p=.005$), hypothesis 5 was adopted.
3.6 Test of Hypothesis 6

'There will be a significant difference in the degrees of pre-test and post-test attitude of menstruation of experimental group treated with coping education program.'

Since there was a significant difference in the degrees of pre-test and post-test attitude of menstruation of experimental group treated with coping education program ($t=-2.53$, $p=.034$), hypothesis 6 was adopted.

4 Discussion

This research developed an educational program for young adult females who share general characteristics of menstrual distress to help them handle such discomfort well and observe the effect of this education on these students. Menstrual distress, knowledge on handling menstrual discomfort, and attitude toward menstruation were measured in the experimental group before and after the education. Results showed a significant decrease in menstrual distress ($t=-3.27$, $p=.018$) and knowledge in menstrual distress ($t=4.61$, $p=.005$) and attitude ($t=-2.53$, $p=.034$). Therefore, this study demonstrates that menstrual distress coping education program can be effective for menstrual distress, coping knowledge and attitude towards menstruation of nursing students in a university.

References

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