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Original Article

The Effect of Menstrual Hygiene Management on Girl Child School Attendance at St Marys Girls Vocational School in Kamukuzi Division, Mbarara City

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Menstrual Hygiene, Menstrual Knowledge, Menstrual Management, Sanitary Pads, Adolescent School Girls, School Attendance, School Dropout.

ABSTRACT

This study assessed the effects of menstrual hygiene management on school attendance among female adolescent students at St. Mary's Girls Vocational School in Kamukuzi Division, Mbarara City. The researchers employed systematic random sampling to select 45 respondents from Form One and Form Two, as these students were expected to have experienced their menstrual periods. The majority of the respondents were aged 13-14 years. While some girls used handkerchief cloths or hand towels as menstrual management materials, most of them used sanitary pads and disposed of them in the toilets. The researchers conducted a Pearson correlation coefficient analysis in SPSS to examine the relationship between menstrual hygiene management and school attendance. The analysis revealed a weak positive correlation coefficient of 0.210, indicating a weak relationship between menstrual hygiene management and school attendance. However, the p-value of 0.167 suggested that the results were not statistically significant. The study concluded that there is an impact of menstrual hygiene management on school absenteeism, as girls who experienced longer periods tended to miss more school days. However, the weak relationship and lack of statistical significance indicate that other factors may also contribute to school attendance among adolescent girls, and menstrual hygiene management alone may not be the sole determinant. This study provides valuable insights into the challenges faced by adolescent girls in managing menstruation and its potential impact on their school attendance. It highlights the need for comprehensive menstrual hygiene management education and support programs in schools to ensure that girls have access to appropriate materials and facilities. By addressing these challenges, schools can create a supportive environment that promotes regular attendance and educational opportunities for all female students, even during menstruation.

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INTRODUCTION

According to (Tegegne, 2014) adolescence in girls has been recognized as a special period in their life that requires due attention. This is marked by the onset of menarche. Menstruation; is unique to females and is part of the female reproductive cycle that starts at puberty. Even though menstruation is a natural process, it is associated with misconceptions, malpractices and challenges among girls in developing countries which may result in adverse health outcomes. Poor hygiene during menstruation has been associated with serious ill health, including reproductive tract and urinary tract infections.

However, school absenteeism and dropout are a common problem among girls. Focusing among school girls, this study will examine knowledge about menstruation, determinants of menstrual management and its influence on school attendance. During menarche, girls experience different feelings including fear, shame and guilt because of lack of prior information about menstruation (Tegegne, 2014).

According to estimates of the United Nations Children's Fund (UNICEF), about one in ten school-age African girl didn't attend school during menstruation or dropped out at puberty due to lack of cleanliness and separate toilet facilities for female students at schools. A study done in Kenya showed that the girls had faced difficulty in managing their menstrual periods at school due to lack of adequate privacy and sanitary facilities. In some schools that did not have waste disposal facilities, girls were obliged to carry soiled absorbents back home. As a result, girls preferred to stay at home during their menstruation period (Tegegne, 2014).

According to (George Miiro, 2018), poor management of menstruation affects many girls globally, and especially in low- and middle-income countries (LMIC). Challenges associated with effective menstrual hygiene management (MHM) include lack of access to clean, effective absorbents, inadequate facilities to change, clean and dispose of absorbents, lack of access to soap and water; and lack of privacy. In addition, inadequate social support and the presence of taboos can lead to psychosocial consequences of menstruation including shame, fear, anxiety and distraction. These can potentially affect girls' ability to thrive and succeed within the school environment.

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In Uganda, the Government is prioritizing the improvement of MHM among girls and women, for example by the launch of the Menstrual Hygiene Management National Guidelines (Sports, 2015), in which the government and civil society organizations committed they would work together to promote MHM.

Systematic reviews show a lack of rigorous evidence for the effect of poor MHM on health and social outcomes and for the effectiveness of MHM interventions to improve education and psychosocial outcomes. The reviews found some evidence that poor MHM has been found to be associated with an increased risk of reproductive tract infections.

Study questions: What is the state of menstrual hygiene management among secondary girl students? What is the rate of school attendance among female adolescents in menstruating age. What is the relationship between menstrual hygiene management and school attendance?

Statement of the Problem

In females, this period of adolescence is marked with onset of menstruation. In adolescents who experience menstruation for the first time, menstrual hygiene management (MHM) is constrained by practical, social, economic and cultural factors such as the expense of commercial sanitary pads, lack of water and latrine facilities, lack of private rooms for changing sanitary pads, and limited education about facts of menstrual hygiene.

Adolescents enter puberty unprepared and the information they receive is often selective and surrounded by taboo. In many curricula, there is emphasis on the reproductive process but not on the practical issues. Ugandan government is prioritizing improvement female students awareness about Menstrual Hygiene Management (MHM) and prevention of early pregnancies through sex education among girls and women, for example by the launch of the Menstrual Hygiene Management National Guidelines (Sports, 2015) in which the government and civil society organizations committed they would work together to promote MHM

However, during menstruation, adolescent girls are faced with challenges related to the management of menstrual hygiene in public places. UNICEF estimates that 1 in 10 school-age African girls do not attend school during menstruation. Similarly, World Bank statistics indicated that students have been absent from school 4days every 4weeks because of menstruation.

Purpose of the study

The purpose of the study is to assess the impact of menstrual hygiene management on school absenteeism at St marry girls in Kamukuzi Division, Mbarara North, Mbarara City.

Objectives of the Study

- To identify the state of menstrual hygiene management among secondary girl students at St Mary's girls' vocational school in Kamukuzi Division Mbarara City
- To explore the rate of school attendance among female adolescent in menstruating age at St Mary's girls' vocational school in Kamukuzi Division Mbarara City
- To examine the relationship between menstrual hygiene management and school attendance at St Mary's girls' vocational school in Kamukuzi Division Mbarara City

LITERATURE REVIEW

The rate of School Attendance Among Female Adolescent Students.

Absenteeism may be described as the student's absence from school, which may be authorized or unauthorized. Students attending primary and secondary schools are all in scope for this exercise (Matthew, 2014). Many girls are kept home when they start menstruating, either permanently or

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temporarily during days they menstruate. When girls are left behind this can eventually also lead to school drop-out (TEN, 2007).

Adolescence in girls has been recognized as a special period in their life cycle that requires due attention. This period is marked by the onset of menarche (Keerti and Pravin, 2011). Menstruation; is unique to females and is part of the female reproductive cycle that starts at puberty. Even though menstruation is a natural process, it is linked with several misconceptions and malpractices which may result in adverse health outcomes. Poor hygiene during menstruation has been associated with serious ill health, including reproductive tract and urinary tract infections (Adhikari et al., 2007).

During menarche, girls experience different feelings including fear, shame and guilt because of lack of prior information about menstruation (Oche M. et al., 2012). A study done among Nigerian secondary school girls revealed that adolescent girls gave different meanings to menstruation and perceived it as physiological process, as an assurance of fecundity, and as a release of 'bad blood' (Adinma and Echendu, 2008). In another study it was viewed as an event that happens to girls during puberty occurring monthly where the body gets rid of spoiled blood. However, girls who had information about menstruation before menarche had a positive attitude (Abeer, et al., 2012). According to estimates of the United Nations Children's Fund (UNICEF), about one in ten school-age African girl didn't attend school during menstruation or dropped out at puberty due to lack of cleanliness and separate toilet facilities for female students at schools [8]. A study done in Kenya showed that the girls had faced difficulty to manage their menstrual periods at school due to lack of adequate privacy and sanitary facilities. In some schools which did not have waste disposal facilities, girls were obliged to carry soiled absorbents back home. As a result, girls preferred to stay at home during their menstruation period (McMahon et al., 2014).

Several studies documented that menstruation-related problems, had affected more than a third of student's class concentration, participation, socializing with friends, test-taking skills and homework task performance. Dysmenorrhea was significantly associated with school absenteeism and decreased academic performance, sports participation, and socialization with peers (Neamat Maher, 2011). A study conducted in Ethiopia showed that, though, most (92%) students were aware of menstruation before menarche, their utilization of sanitary napkins was low at 37.6% and a significant proportion, 62.4% were using rags and pieces of cloth (Desalegn and Berihun, 2009). Urban-rural disparity in access to sanitary napkins indicated that, 37.1% of urban girls used sanitary napkins while only 1.6% of rural girls used this product. Sanitary napkins use was limited due to access and financial constraints (Mohamed M, 2012).

Due to menstruation-related problems, 43% - 50.7% of students were absent from school, ranging from one day to four days. About 90% of students reported that their school did not have a separate sanitary facility for females and about 43% of informants were obliged to have missed school during their menstruation days (Annabel S, Abebaw F et al., 2010).

Lacks of separate facilities were also related with a high rate of female school dropouts in regional states of Ethiopia (Nekatibeb T, 2007). Moreover, students had a difficulty of attending class attentively due to menstrual related problems such as pain and fear of sudden menstrual blood leakage, as they did not use proper sanitary napkins (Abera Y, 2004). About 39% of respondents perceived that menstruation had affected their academic performance or rank negatively when compared to their rank before menarche. They also had discomfort and shame sitting beside male students in the class (Abera Y, 2004). Apart from proper school attendance, most girls in rural Ethiopia are at risk of getting genitourinary tract infections due to

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their unhygienic practices mentioned above during their menstruation period which will lead to further complication if left untreated (Annabel S, Abebaw F et al, 2010).

Ethiopia is a poor country where more than 80% of the population is residing in rural areas. Problems encountered by girl students in Ethiopia with regard to menstruation management, especially poor school attendance and academic performance as well as school dropout may seriously hamper the realization of the Millennium Development Goals (MDG-2) on universal education and MDG-3 on gender equality and women empowerment (Lawan U, et al., 2010).

However, much attention is not given to this problem and studies on menstruation and its hygienic management as well as its influence on girls' education are limited and scarce in Ethiopia. This study is therefore conducted with the aim of assessing the prevailing knowledge about menstruation and its hygienic management, identifying factors that affect hygienic management of menstruation and assessing the associated consequences of menstruation related problems on school attendance and dropout among adolescent school girls (Abhay B, Naveeta K, 2010).

State of Menstrual Hygiene Among Secondary Girl Students

Adolescent girls constitute a vulnerable group not only with respect to their social status but also in relation to their health. In this regard, menstruation is regarded unclean or dirty in society (Dasgupta and Sarkar, 2008). The issue of menstrual hygiene is inadequately acknowledged and has not received proper attention (Water Aid, 2009). Good hygienic practices, such as use of sanitary pads and adequate washing of the genital areas, are essential during menstruation period. Women and girls of reproductive age need access to clean and soft absorbent sanitary products which in the long run protect their health from various infections (Narayan K., et al., 2001,). To this effect, the practice of good menstrual hygiene reduces the incidence of reproductive tract infection (RTI). Thus, the consequences of RTIs are severe and may result in significant negative impact to a woman's health including chronic pelvic pain, dysmenorrhea (painful periods) and in severe cases infertility. Reproductive tract infections, which have become a silent epidemic that devastates women's lives is closely related to poor menstrual hygiene (Dasgupta and, Sarkar, 2008).

Every year approximately 10 % of women worldwide are exposed to genital infections including urinary tract infections and bacterial vaginosis, and 75 % of women have a history of a genital infection. Specifically, the common risk factors for vaginal infections include pregnancy and poor hygiene (both perineal and menstrual hygiene) (Reid and Bruce, 2003).

Studies in Africa have found out the use of sanitary pads as low as 18 % amongst Tanzanian women with the remainder using cloth or toilet paper (Baisley K, et al., 2009). Studies of Nigerian schoolgirls have found between 31 and 56 % using toilet tissue or cloth to absorb their menstrual blood as opposed to menstrual pads (Adinma and Adinma, 2008).

The Relationship Between Menstrual Hygiene Management and Girl Child School Attendance.

Management of menstruation is challenging among secondary students in peri-urban Uganda, for both newly menstruating and experienced girls, and involves psychosocial and physical challenges. To date, most studies have focused on MHM among rural primary school students, and this study adds to the literature in focusing on secondary students, and those in a peri-urban rather than rural setting.

According to a study conducted by (George Miiro, 2018), The qualitative data and prospectively collected diary data showed clear evidence that menstruation was associated with girl school attendance. For example, in the diary study, girls reported missing school four times more frequently

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during their period than when not menstruating. The qualitative findings support previous studies in LMIC showing that menstruation is a cause of distress to many girls, and a barrier to school attendance including a recent qualitative study among school girls in rural Uganda.

There were also reports of an association of menstruation and school absenteeism in the cross-sectional survey with 10% of girls saying that in general they didn't attend school during menstruation, and about 20% reporting missing at least 1 day of school during their last period. However, there were inconsistent reports of school absenteeism due to menstruation in the quantitative cross-sectional survey.

In her study discussion, most quantitative studies have not found an association between menstruation and school attendance and a recent systematic review identified only 3 intervention trials (in Nepal, Ghana and Kenya) that assessed school attendance and outcome. The two African studies found a moderate non-significant effect (standardized mean difference = 0.49,95%CI -0.13,0.11), but no association was seen in Nepal where the overall school attendance was very high (Hennegan et al., 2016).

Gaps. Chapter two gave a review on literature of the impact of menstrual hygiene management on girl child school attendance in detail. Menstrual hygiene management is limited due to a number of problems faced by the adolescent girls like lack of sanitary pads, lack of clean water, and lack of enough toilets to change and dispose of the used menstrual material which affects girl child school attendance.

METHODOLOGY

Research Design

The researcher used descriptive design and correlation by Pearson was used to describe quantitative design which involved collecting of data using special prepared questionnaires which were directed to target population. The data was tabulated; grouped and analysed using statistical method to arrive at valid and sound information. The target population in this study was the female adolescent students from St. Mary's Vocational Secondary school in form one and form two. The population category comprises 47 targeted participants categorised into s.1 29 students and s.2 19 students and sample size 45 from s.1, 27 students and s.2, 18 students. The researcher chose form one and form two because all female students are in their adolescence stage and are expected to have experienced their menstrual periods.

Sample Size

A sample of 45 respondents was selected from the female adolescent students at St. Marys girl's vocational school from both form one and form two. As determined by use of Cochran's correlation formula as edited by Bartlett et al., 2015 **Sample size $n = N/(1+Ne^2)$** Where; e=0.05, n=sample size, N=population size.

Sampling Technique

Respondents were selected using simple random sampling which gave equal chances of participation to girl children into class by writing pieces of paper putting the box and allowing them topic without replacement until the sample size is obtained and this technical was used because it gave an equal chance or probability to girl child to participate in the study thus avoiding bases respondents (Robson, 2006). Due to the sensitivity of the study, additional information will be obtained from respondents that will be selected using the snow ball method of non-random sampling.

Data Collection Tools or Instruments

The main data collection tool that was used in the research study was self-administered questionnaires. The respondents were gathered in one classroom and questionnaires were handed to respondents as prepared for the study. To minimize confusion and response errors, respondents were guided in answering the questions where it was

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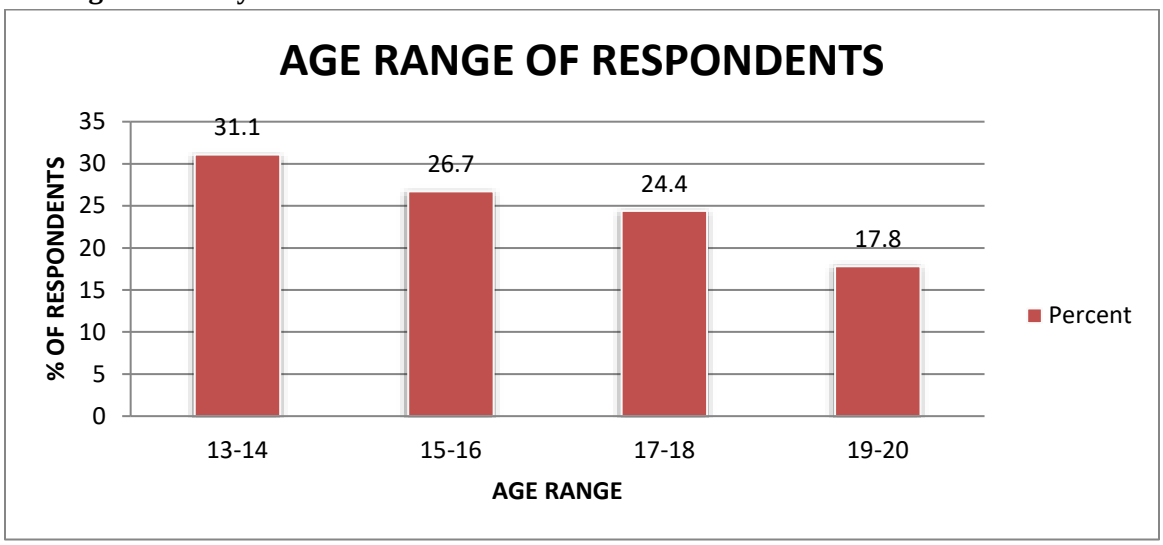
necessary. The questionnaire was open-ended and also close-ended whereby Likert scale was used on close-ended question.

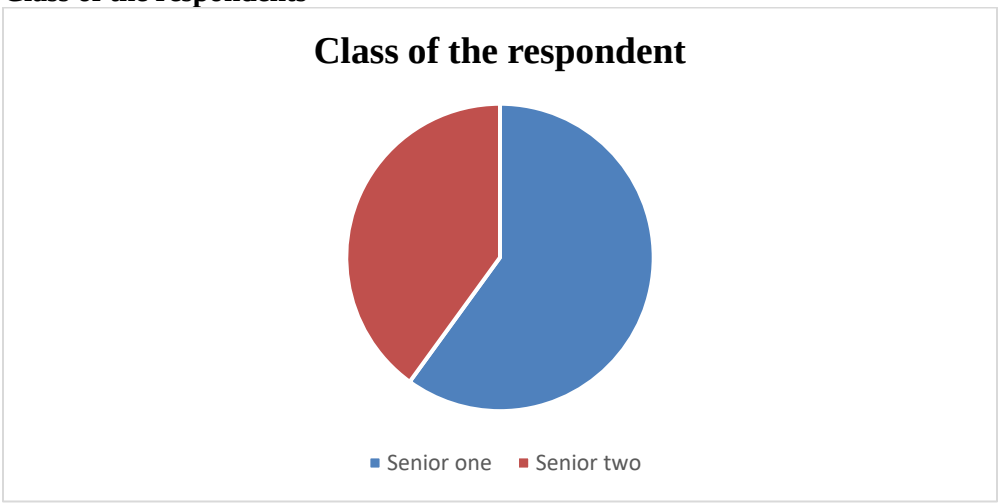
Findings and Analysis



Data source: 2024

The figure above indicates that the largest portion of the respondents were aged between 13-15 years with 31.1%. This adolescent group is considered as early adolescent or teenage. Followed by age between 15-16 years with 26.7% this adolescent group is considered as an adolescent. 24.4% of the respondents were 17-18 years. Those that were aged between 19-20 years registered the least percentage of responses as evidenced by 17.8%. This means that largest portion of the respondents were aged between 13-15 years with 31.1%. This means that majority of the respondents were in the adolescent group are considered as early adolescents or teenage.

Class of the respondents



Data source: 2024

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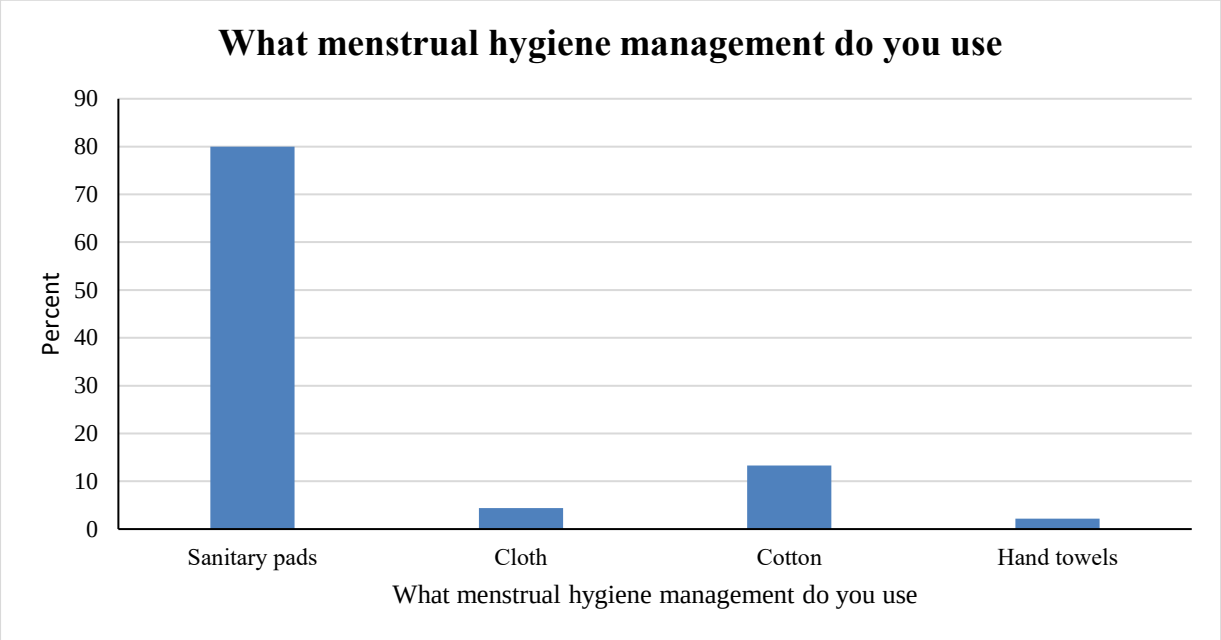
In the figure above, 60% of respondents were senior one while 40% were senior two. The majority of the adolescent female respondents were from senior one.

Menstrual Hygiene Management



Data source: 2024

The result in the figure above indicates that the largest portion of the respondents 80% use sanitary pads, followed by 13.3% Respondents use cotton, followed by 4.4% respondents use cloth and least portion of respondents with 2.2% use hand towels

The Impact of Menstrual Hygiene Management on School Attendance

Respondent were asked to reveal what they thought about the impact of menstrual hygiene management on school attendance. Respondent were asked to indicate whether they strongly agree (SA), agree (A), undecided (UD), disagree (D), and strongly disagree (SD), using a five Likert scale.

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Table 1

The state of menstrual hygiene management among secondary girl student	Response Rate						
	SD	D	UD	A	SA	Mean	Std
The middle income is my social economic background	1 (2.2%)	2 (4.4%)	3 (6.7%)	29(64.4%)	10(22.2%)	4.00	0.826
The knowledge about menstruation management and menstrual hygiene is very high	1(2.2%)	6(13.3%)	4(8.9%)	14(31.1%)	20(44.4%)	4.02	1.138
We received any formal education or information about menstrual hygiene at school	0(0.0%)	4(8.9%)	3(6.7%)	26(57.8%)	12(26.7%)	4.02	0.839
Parents or family members are reliable on for information about menstrual hygiene	1(2.2%)	3(6.7%)	24(53.3%)	11(24.4%)	6(13.3%)	3.40	0.889
I change once menstrual hygiene product during a school day	3(6.7%)	5(11.1%)	1(2.2%)	22(48.9%)	14(31.1%)	3.87	1.179
I feel uncomfortable when discussing menstrual hygiene-related issues with your peers or teachers	8(17.8%)	24(53.3%)	0(0.0%)	11(24.4%)	2(4.4%)	2.44	1.179
There is adequate and clean sanitation facilities in your school for managing menstruation	3(6.7%)	10(22.2%)	3(6.7%)	16(35.6%)	13(28.9%)	3.58	1.305
My school provide enough support for menstrual hygiene management	11(24.4%)	5(11.1%)	1(2.2%)	15(33.3%)	13(28.9%)	3.31	1.593
I have ever missed school due to challenges related to menstrual hygiene	1(2.2%)	1(2.2%)	1(2.2%)	29(64.4%)	13(28.9%)	4.16	0.767

The Results from Table 1 are in line with objective one which aimed at understanding middle income of adolescent girls. The result of the study shows that majority of the respondents agreed with the statements put on them with 64.4%.and with high mean of 4.00and high standard deviation of 0.826 which indicates high variability and normal distribution. 22.2% respondent strongly agrees with the statement, 6.7% respondents undecided and 4.4%. Disagree with that were put before them and the least respondent strongly disagree with the statement with 2.2%.

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The Results from the table 1 are in line with objective one which aimed the knowledge about menstruation and menstruation management. The result of the study shows that majority of the respondents strongly agreed with the statements put on them with 44.4%.and with high mean of 4.02 and high standard deviation of 1.138 which indicates high variability and normally distribution. 31.1% respondent agree with the statement, 13.3% respondents disagree with the statement and 8.9% undecided with the statement that were put before them and the least respondent strongly disagree with the statement with 2.2%.

The Results from the table 1 are in line with objective one we received any formal education or information about menstrual hygiene at school. The result of the study shows that majority of the respondents agree with the statements put on them with 57.8%.and with high mean of 4.02and high standard deviation of 0.0.839 which indicates high variability and normally distribution. 26.7% respondent strongly agree with the statement, 8.9% respondents disagree with the statement and 6.7%undecided with the statement put on them. The Results from the table 1 are in line with objective one parent or family members are reliable on for information about menstrual hygiene. The result of the study shows that majority of the respondents undecided with the statements put on them with 53.3%.and with mean of 3.40 and high standard deviation of 0.889 which indicates high variability and normally distribution. 24.4 % respondent agree with the statement, 13.3% respondents strongly agree with the statement and 6.7% disagree with the statement that were put before them and the least respondent strongly disagree with the statement with 2.2%.

The Results from the table 1 are in line with objective one I change once menstrual hygiene product during a school day. The result of the study shows that majority of the respondents s agreed with the statements put on them with 48.9%.and with high mean of 3.87and high standard deviation of 1.179 which indicates high variability and normally distribution. 31.1% respondent strongly agree with the statement, 11.1% respondents disagree with the statement and 6.7% strongly disagree with the statement that were put before them and the least respondent undecided with the statement with 2.2%.

The Results from the table above are in line with objective one I feel uncomfortable when discussing menstrual hygiene-related issues with your peers or teachers. The result of the study shows that majority of the respondents s disagreed with the statements put on them with 53.3%.and with high mean of 2.44and high standard deviation of 1.179 which indicates high variability and normally distribution. 24.4% respondent agree with the statement, 17.8% respondents strongly disagree with the statement and the least respondent strongly agree with the statement with 4.4%.

The Results s from the table 1 are in line with objective one there is adequate and clean sanitation facilities in your school for managing menstruation. The result of the study shows that majority of the respondents s agree with the statements put on them with 35.6%.and with high mean of 3.58and high standard deviation of 1.305 which indicates high variability and normally distribution. 28.4% respondent strongly agree with the statement, 22.2% respondents disagree with the statement and the least respondent strongly disagree with the statement with 6.7%and 6.7%respondent undecided.

The Rate of School Attendance Among Female Adolescent in Menstruating Age.

This section sought to explore the rate of school attendance among female adolescent in menstruating age and results are presented in Table below.

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Table 2

Explore the rate of school attendance among female adolescent in menstruating age	Response rate						
	SD	D	UD	A	SA	Mean	Std
On average, 0-1days I miss school in a month	2(4.4%)	8(17.8%)	2(4.4%)	16(35.6%)	17(37.8%)	3.84	1.242
I experience challenges in attending school during your menstrual period	2(4.4%)	10(22.2%)	1(2.2%)	24 (53.3%)	8(17.8%)	2.64	1.282
The limited access to menstrual hygiene products during your menstrual period which affect your school attendance	13(28.9%)	8(17.8%)	6(13.3%)	18(40.0%)	0(0.0%)	3.58	1.158
I always have painful Menstrual cramps during menstrual period which affect your school attendance	18(40.0%)	14(31.1%)	1(2.2%)	11(24.4%)	1(2.2%)	2.18	1.267
I always have Headaches and chest pain during menstrual period which affects your school attendance	15(33.3%)	26(57.8%)	1(2.2%)	2(4.4%)	1(2.2%)	1.84	0.852
I usually spend 3days in menstrual periods which affect your school attendance	4(8.9%)	16(35.6%)	3(6.7%)	12(26.7%)	10(22.2%)	3.18	1.370
Girls reported missing school four times during menstrual periods which affect your school attendance	15(33.3%)	17(37.8%)	3(6.7%)	5(11.1%)	5(11.1%)	2.29	1.342
Girls don’t miss school during their menstrual periods which affect your school attendance	12(26.7%)	26(57.8%)	2(4.4%)	4(8.9%)	1(2.2%)	2.02	0.941
Girls reported missing school seven times menstrual periods which affect your school attendance	2(4.4%)	10(22.2%)	9(20.0%)	21(46.7%)	3(6.7%)	3.29	1.036

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The Results from the table 2 are in line with objective two 0-1days I miss school in a month. The result of the study shows that majority of the respondents s strongly agree with the statements put on them with 37.8%.and with high mean of 3.84and high standard deviation of 1.242 which indicates high variability and normally distribution. 37.8% respondent strongly agree with the statement, 17.8% respondents disagree with the statement. The least respondent strongly disagreed with the statement with 4.4% and 4.4% respondent undecided.

The Results from the table 2 are in line with objective two I experience challenges in attending school during your menstrual period. The result of the study shows that majority of the respondents agree with the statements put on them with 53.3%.and with high mean of 2.64 and high standard deviation of 1.282 which indicates high variability and normally distribution. 22.2% respondent disagree with the statement, 17.8% respondents 4.4% respondent strongly disagree with the statement. The least respondent undecided with the statement with 2.2%.

The Results from the table 2 are in line with objective two, the limited access to menstrual hygiene products during your menstrual period which affect your school attendance. The result of the study shows that majority of the respondents s agree with the statements put on them with 40.0%.and with high mean of 3.58and high standard deviation of 1.158 which indicates high variability and normally distribution. 28.9% respondent strongly disagree with the statement, 17.8% respondents disagree with the statement. The least respondent undecided with the statement with 13.3%.

The Results from the table 2 are in line with objective two I always have painful menstrual cramps during menstrual period which affect your school attendance. The result of the study shows that majority of the respondents strongly disagree with the statements put on them with 40.0%.and with high mean of 2.18and high standard deviation of 1.267which indicates high variability and normally distribution. 31.1% respondent disagree with the statement, 24.4% respondents agree with the statement. The least respondent strongly agreed with the statement with 2.2% and 2.2% respondent undecided.

The Results from the table 2 are in line with objective two always have Headaches and chest pain during menstrual period which affects your school attendance. The result of the study shows that majority of the respondents disagree with the statements put on them with 57.8%.and with high mean of 1.84and high standard deviation of 0.852which indicates high variability and normally distribution. 33.3% respondents strongly disagree with the statement, 4.4% respondents agree with the statement. The least respondent strongly agreed with the statement with 2.2% and 2.2% respondent undecided.

The Relationship Between Menstrual Hygiene Management and School Attendance

This section sought to establish the relationship between menstrual hygiene management and school attendance and the results are presented in Table Below.

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Table 3

The relationship between menstrual hygiene management and school attendance	Response rate						
	SD	D	UD	A	SA	Mean	Std
There is a relationship between the menstrual hygiene management and school attendance	1(2.2%)	0(0.0%)	0(0.0%)	19(42.2%)	25(55.6%)	4.49	0.727
Is it true that adolescent girls from middle income during their menstrual period their school attendance is low	0(0.0%)	0(0.0%)	5(11.1%)	29(64.4%)	11(24.4%)	4.13	0.588
There is a relationship between improper menstrual hygiene management and school attendance	0(0.0%)	1(2.2%)	1(2.2%)	21(46.7%)	22(48.9%)	4.42	0.657
Inadequate information about menstrual hygiene at school can affect school attendance of a girl who is menstrual period	2(4.4%)	3(6.7%)	6(13.3%)	24(53.3%)	10(22.2%)	3.82	1.007
The girls who spend 3days in menstrual periods tend to miss school attendance	22(48.9%)	17(37.8%)	2(4.4%)	1(2.2%)	3(6.7%)	1.80	1.100
There is a relationship between girls who spend more time in menstrual and school attendance	0(0.0%)	3(6.7%)	0(0.0%)	32(71.1%)	10(22.2%)	4.09	0.701
There is a relationship between income and menstrual hygiene management	0(0.0%)	2(4.4%)	1(2.2%)	34(75.6%)	8(17.8%)	4.07	0.618
The student who use sanitary pads as a way of menstrual hygiene management attended school daily	1(2.2%)	1(2.2%)	2(4.4%)	12(26.7%)	29(64.4%)	4.49	0.869
The student who use cloths, handkerchief and hand towels sometimes tend to miss school attendance	0(0.0%)	0(0.0%)	0(0.0%)	13(28.9%)	32(71.1%)	4.71	0.458

The Results from Table 3 are in line with objective three there is a relationship between menstrual hygiene management and school attendance. The result of the study shows that majority of the respondents strongly agree with the statements put on them with 55.6%.and with high mean of 4.49 and high standard deviation of 0.727which indicates high variability and normally distribution. 42.2% respondent agree with the statement, 2.2% respondents strongly disagree with the statement.

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The Results from the table 3 are in line with objective three Is it true that adolescent girls from middle income during their menstrual period their school attendance is low. The result of the study shows that majority of the respondents s agree with the statements put on them with 64.4%.and with high mean of 4.13and high standard deviation of 0.588which indicates high variability and normally distribution. 2442% respondent strongly agree with the statement, 11.1% respondents undecided with the statement. The least respondent strongly disagreed with the statement with 4.4%.

The Results from the table 3 are in line with objective three there is a relationship between improper menstrual hygiene management and school attendance. The result of the study shows that majority of the respondents s agree with the statements put on them with 48.9%.and with high mean of 4.42and high standard deviation of 0.657which indicates high variability and normally distribution. 46.7% respondent agree with the statement, 2.2% respondents undecided with the statement. The least respondent strongly disagreed with the statement with 2.2%.

The Results from the table 3 are in line with objective three inadequate information about menstrual hygiene at school can affect school attendance of a girl who is menstrual period. The result of the study shows that majority of the respondents s agree with the statements put on them with 53.3%.and with high mean of 3.82and high standard deviation of 1.007which indicates high variability and normally distribution. 22.2% respondent strongly agree with the statement, 13.3% respondents undecided with the statement. 6.7% respondent disagree with statement put on them. The least respondent strongly disagreed with the statement with 4.4%.

The Results from the table 3 are in line with objective three the girls who spend 3days in menstrual periods tend to miss school attendance. The result of the study shows that majority of the respondents s strongly disagree with the statements put on them with 48.9%.and with high mean of 1.80and high standard deviation of 1.100which indicates high variability and normally distribution. 37.8% respondents disagree with the statement, 6.7% respondents strongly agree with the statement4.4% respondent undecided with the statement put to them. The least respondent agreed with the statement with 4.4%.

The Results from the table 3 are in line with objective three there is a relationship between girls who spend more time in menstrual and school attendance. The result of the study shows that majority of the respondents s agree with the statements put on them with 71.1%.and with high mean of 4.09and high standard deviation of 0.701which indicates high variability and normally distribution. 22.2% respondent strongly agree with the statement, 6.7% respondents disagree with the statement.

The Results from the table 3 are in line with objective three. There is a relationship between income and menstrual hygiene management. The result of the study shows that majority of the respondents s agree with the statements put on them with 75.6%.and with high mean of 4.07 and high standard deviation of 0.618 which indicates high variability and normally distribution. 17.8% strongly agree with the statement, 4.4% respondents disagree with the statement. The least respondent undecided with the statement with 2.2%.

The Relationship Between Menstrual Hygiene Management and School Attendance.

Correlations output on hypothesis testing relationship between menstrual hygiene management and school attendance

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		The state of menstrual hygiene management among secondary girl student	The rate of school attendance among female adolescent in menstruating age
The state of menstrual hygiene management among secondary girl student	Pearson Correlation	1	.210
	Sig. (2-tailed)		.167
	N	45	45
The rate of school attendance among female adolescent in menstruating age	Pearson Correlation	.210	1
	Sig. (2-tailed)	.167	
	N	45	45

The Pearson correlation co-efferent was run in SPSS to find out the relationship between menstrual hygiene management and school attendance. The result shows that Pearson correlation coefficient is 0.210 which is very low positive correlated value. This means that menstrual hygiene management and school attendance have a weak relationship. The sig-value 0.167 which is greater than 0.05 which means that results are statistically significant.

DISCUSSION OF FINDINGS

The discussions of findings were summarized according to the objectives of the study at St Marys girls vocational school in Kamukuzi Division, Mbarara City. All the 45 questionnaires distributed were consented and returned. All respondents were female. Of the 45 respondents, majority were aged 13-14years making 31%, majority of the respondents were in form one

Findings indicates that the respondents took 3 days in their menstrual periods and used sanitary pads during their menstrual periods, majority of the respondents didn't use cloths, newspapers or hand towels during their menstrual periods. These findings indicate that respondents practiced good sanitary practices during menstrual periods and this is in line with Narayan K., et al., (2001) who noted that good hygienic practices, such as use of sanitary pads and adequate washing of the genital areas, are essential during menstruation period. Women and girls of reproductive age need access to clean and soft absorbent sanitary products which in the long run protect their health from various infections.

Findings indicates that the respondents their middle income of adolescent girls is high which can make them be able to afford menstrual management. The result of the study shows that majority of the respondents agreed with the statements put on them majority of the respondents the knowledge about menstruation management and menstrual hygiene is very high. The finding shows that student received formal education or information about menstrual hygiene at school which include their menstrual material once per day and bathed once per day, majority of the respondents bathed and discarded used menstrual material during their menstrual periods. Menstrual materials in the pit toilet, washed and exposed their under wears to the sun, also cleaned and covered their under wears

Findings indicates that the respondents didn't neither miss school during menstrual periods hence zero days of missing school during menstrual periods or due to lack of menstrual material thus majority of the respondents never missed school due to lack of menstrual material. This is contrary to the findings by George Miiro, (2018). According to a study conducted by (George Miiro, 2018), the qualitative data and prospectively collected diary data showed clear evidence that menstruation was associated with school attendance.

Findings indicates that the respondents were bothered by problems or being uncomfortable during their menstrual periods, though majority were not bothered by stomach pain, back pain, pain in the arms, legs or joints, menstrual cramps, headaches, chest pain, dizziness, fainting spells,

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heart pounds, shortness of breath during their menstrual periods.

Findings indicates that the respondents had adequate and clean sanitation facilities in your school for managing menstruation at school and also majority of respondents agree school provide enough support for menstrual hygiene management.

Of the 22 respondents who missed school due to periods 5 missed due to lack of menstrual material and 17 missed due to other unknown reasons, 15 used sanitary pads and 7 never used sanitary pads, 8 used cloths and 14 never used cloths, 4 used newspapers and 18 never used newspapers, 1 used hand towel and 21 never used hand towel.

Of the 22 respondents who missed school due to periods 2 took one day during their periods,8 took two days during their periods and 12 took three days during their periods.

Conclusions

It was concluded that while there is a weak positive correlation between menstrual hygiene management and school attendance, the relationship is not statistically significant. However, challenges related to menstrual hygiene, such as limited access to products and discomfort during menstruation, do contribute to absenteeism among adolescent girls. The findings underscore the need for improved menstrual hygiene education and resources in schools to mitigate the impact on girls' education and attendance.

Recommendations

It is recommended that who use sanitary pads to continue disposing them off in the right place and those who use cloths and hand towels to wash them and dispose them off in the sun

It is recommended that schools should create a menstrual-friendly school environment through creating private and clean changing facilities and providing adequate disposal facilities for sanitary waste.

It is recommended that the Ministry of education needs to integrate menstrual hygiene education through incorporating menstrual hygiene education into school's curriculum and also involving teachers, parents, and community members in menstrual hygiene awareness

It's recommended that the use of supportive policies and programs through developing policies and programs to support menstruating girls and providing flexible attendance policies and excused absences for menstruation-related issues

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