



A Study to Explore the Psychosocial Impact of Menstruation on Visually Impaired School Girls with Special Reference to Lucknow City

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Menstruation is a normal and natural bodily function that typically begins between the ages of 11 and 14. However, millions of menstruators are denied the opportunity to manage their menstrual cycles in a healthy manner. This physiological process involves the shedding of the uterine lining each month by females of reproductive age. Individuals with disabilities may face various forms of discrimination during menstruation, as there is often a stigma associated with disability. Despite being a natural part of life, menstruation can significantly affect the psychosocial well-being of schoolgirls, particularly those who are visually impaired. These girls encounter a dual stigma stemming from societal norms surrounding menstruation and their disabilities. This study aims to investigate the unique psychosocial challenges that visually impaired schoolgirls face during their menstrual cycles. Utilizing a quantitative research method, the study examines how cultural beliefs, practices, and support systems influence the menstrual experiences of visually impaired girls. By gaining insight into these challenges, the research seeks to identify strategies and interventions that can enhance the menstrual health and overall well-being of visually impaired schoolgirls. A quantitative study was carried out with visually impaired schoolgirls aged 12 to 17 in the Lucknow district of Uttar Pradesh. The findings revealed that these girls encounter a variety of psychosocial challenges related to menstruation. The recommendations from this study will aid in the creation of inclusive and accessible support systems tailored to the specific needs of this marginalized group.

Keywords: *Adolescent, Health, Psychosocial, Menstrual Hygiene, Visually Impaired, Menarche.*



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1. INTRODUCTION

Globally, approximately 3.85 billion people lack access to basic hygiene services at their healthcare facilities, with 688 million receiving care in places that offer no hygiene services whatsoever (UNICEF, 2019). Menstruation begins for girls during adolescence, occurring 11 to 12 times a year, which totals around 3,000 days of

menstruation over their lifetime (Kocaöz S et al., 2022). Disabilities can lead to significant behavioral and lifestyle changes in teenage girls, resulting in various physical, psychological, and social challenges. For those who are visually impaired, recognizing the start or end of their period can be particularly difficult (White S et al., 2016). It is essential for all teenage girls to

understand and practice good hygiene, including the proper use of sanitary pads and thorough hand and genital cleaning during menstruation, but this can be especially challenging for those with visual impairments. Social norms surrounding gender, menstruation, and disability create a double stigma for girls and women. In our society, visually impaired girls often belong to a socially disadvantaged group. A significant number of disabled girls tend to drop out of school. Menstrual-related physiological and psychological symptoms can adversely affect mental health outcomes (Proctor M, 2006). Furthermore, menstruation is associated with various psychological symptoms, including feelings of persecution, increased anxiety, dysphoria, and low self-esteem (Brock R et al., 2015).

About 52% of women worldwide, which accounts for 26% of the total population, are reproductively active. For two to seven days each month, many of these women and girls experience menstruation. This natural part of the reproductive cycle involves the expulsion of blood from the vagina. Despite its normalcy, menstruation remains a taboo subject and is seldom discussed in many regions. One in two visually impaired women has reported difficulties related to their periods, often experiencing low back and stomach pain. The findings of this study align with research conducted among sighted women, highlighting that some visually impaired individuals struggle with their overall well-being (Pokhrel B, et al. 2020).

Menstruation has always been perceived differently across cultures, but there is a growing movement among government and non-government organizations to normalize and destigmatize it. Nevertheless, it can still be a challenging time for girls who are just beginning to understand their bodies and how to manage their periods. According to UNICEF's Guidance Note on menstrual health and hygiene for girls and women with disabilities, menstruation is a natural aspect of life and occurs monthly for 1.8 billion girls and women of reproductive age. Yet, millions of menstruators around the globe are denied the right to manage their menstrual cycles in a dignified and healthy manner. Girls and women with disabilities face even more significant obstacles in maintaining hygienic and dignified menstrual practices. Menstrual health is defined as a state of complete physical, mental, and social

well-being, not merely the absence of menstrual issues. It is crucial for enhancing global public health and achieving sustainable development goals.

Approximately 75% of individuals experience Premenstrual Syndrome (PMS) during their menstrual cycles. Among adolescent females who are blind or visually impaired, around 40% report experiencing dysmenorrhea during their periods. These girls encounter numerous challenges related to menstruation, as menstrual products are seldom designed with their needs in mind. Managing menstruation can be particularly difficult for visually impaired adolescent girls due to misinformation and inadequate methods. Dysmenorrhea, characterized by physical pain and discomfort, impacts 45 to 95 percent of women surveyed. Inadequate menstrual hygiene practices can lead to reproductive and genitourinary tract infections, cervical cancer, and a diminished quality of life (Tegegne TK, et al. 2014). A 2014 report by the NGO Dasra, titled 'Spot On!', revealed that nearly 23 million girls drop out of school each year due to a lack of proper menstrual hygiene management facilities, which include access to sanitary napkins and a clear understanding of menstruation.

Additionally, a 2014 UNICEF report highlighted that 66 percent of girls and women in Uttar Pradesh were unaware of proper menstrual hygiene practices. Menstrual disorders can manifest as delayed, irregular, painful, or heavy menstrual bleeding, all of which can negatively impact students' academic performance, school attendance, and social lives. Psychosocial problems are those that affect an individual's mental, emotional, or social well-being. Adolescent girls face considerable psychosocial challenges during menstruation, such as access to clean menstrual supplies, where they may lack clean pads or other products. They also struggle with privacy and disposal facilities, as they may not have a private space to change their menstrual products or dispose of them safely. Furthermore, socio-cultural restrictions can limit their participation in certain activities during menstruation, exposing them to stigma and discrimination.

Limited knowledge and support: Many girls may not fully understand menstruation and how to manage it, and they might lack access to psychological and social support. Additionally,

girls may experience: Menstrual distress: Physical and emotional discomfort during menstruation, such as cramps, mood swings, and fatigue, can be common. Burden and stigma: Some girls may feel overwhelmed by their menstruation and face stigma from others. For visually impaired girls, menstruation can be especially difficult, as they encounter extra challenges in obtaining information and support. According to the National Programme for Control of Blindness (NPCB), India has about a third of the world's visually impaired population, with around 12 million individuals affected compared to a global total of 39 million. More than 40% of the total blind population lives in Uttar Pradesh. Visual impairment is generally categorized into two main types: 1. Definition of blindness (**Act 1995**): This refers to a condition where a person has any of the following: a. Total absence of sight, b. Visual acuity not exceeding 6/60 or 20/200 (Snellen) in the better eye even with corrective lenses, or c. A field of vision limited to an angle of 20 degrees or worse. 2. Definition of low vision (**WHO 1992**): A person with low vision has impaired visual functioning even after treatment or standard refractive correction, with visual acuity ranging from less than 6/18 to light perception, or a visual field of less than 100 degrees from the point of fixation, but who can use, or is potentially able to use, vision for planning and/or executing tasks. Studies indicate that girls and women with disabilities face a dual stigma due to societal norms surrounding gender and menstruation, as well as their disabilities.

A systematic review from 2019 examined the requirements for menstrual hygiene management, the barriers faced, and strategies for individuals with disabilities. It revealed that menstruation can be a source of shame for many girls and women. For instance, visually impaired girls might struggle to determine if they have cleaned themselves properly, while those with intellectual and developmental disabilities may require accessible, easy-to-understand materials to help them express their pain and needs, as well as to learn about menstrual health and hygiene (MHH). Research on the psychosocial effects of menstruation on adolescent girls is limited, and there are no studies in India that specifically address the psychosocial challenges faced by visually impaired school girls during their periods. This highlights the need for the current study,

which aims to investigate the psychosocial impact of menstruation on visually impaired girls in school settings.

2. STATEMENT OF THE PROBLEM

Menstruation is an important physiological process that can significantly affect the psychosocial well-being of adolescent girls. For visually impaired school girls, the challenges related to menstruation are often intensified by their disability, resulting in unique psychosocial experiences that are not well recognized. These girls may struggle with managing menstrual hygiene, finding appropriate information, and receiving sufficient support from those around them. The absence of customized menstrual education and resources can heighten feelings of anxiety, embarrassment, and social isolation. Furthermore, societal stigma and misunderstandings about menstruation can further alienate these girls, impacting their self-esteem, school attendance, and overall health. Despite the critical need to address these issues, there is a lack of research focusing on the psychosocial effects of menstruation on visually impaired school girls. This study seeks to bridge this gap by examining the specific challenges and experiences of these girls, aiming to inform interventions that can enhance their menstrual health and psychosocial well-being.

3. NEED OF THE STUDY

Recognizing the unique challenges that visually impaired school girls face during menstruation is essential, as there is limited research on the menstrual experiences of visually impaired individuals, especially among school-aged girls. This gap in understanding makes it difficult to create effective support systems and interventions. Menstruation can significantly affect the psychosocial well-being of adolescent girls, and for those who are visually impaired, these challenges may be intensified due to a lack of access to information, feelings of social isolation, and the stigma that can accompany menstruation. Menstrual discomfort and related issues can impact school attendance, academic performance, and involvement in extracurricular activities. Gaining insight into these effects can help shape strategies that support the educational success of visually impaired girls. Additionally, cultural beliefs and practices can shape attitudes toward

menstruation, which may lead to negative experiences for these girls. It is crucial to address these obstacles to promote menstrual health and well-being. By pinpointing the specific needs and challenges faced by visually impaired school girls during menstruation, this study aims to aid in the creation of targeted support systems, educational programs, and interventions that enhance their overall quality of life.

4. OBJECTIVES

- To identify the psychosocial challenges that visually impaired school girls encounter during menstruation.
- To explore how cultural beliefs and practices affect the menstrual experiences of visually impaired school girls.
- To understand the support systems those are available to visually impaired school girls during menstruation and assess their effectiveness.
- To examine the educational implications of menstruation for visually impaired school girls.
- To develop recommendations aimed at enhancing the menstrual experiences and overall well-being of visually impaired school girls.

5. RESEARCH QUESTIONS

- What specific psychosocial challenges do visually impaired school girls face during menstruation, including their feelings, emotions, and behaviors?
- In what ways do cultural beliefs and practices shape the attitudes, experiences, and behaviors of visually impaired school girls regarding menstruation?
- What support systems currently exist for visually impaired school girls during menstruation, and how effective are they in meeting their needs?
- What educational implications arise from menstruation for visually impaired school girls, including issues related to absenteeism, academic performance, and participation in school activities?
- What strategies and interventions could be implemented to enhance the menstrual experiences and well-being of visually impaired school girls?

6. DEFINITION OF TERMS

- **An adolescent:** is a young individual transitioning into adulthood. This stage of life, known as adolescence, serves as a bridge between childhood and adulthood.
- **Menarche:** marks the first menstrual period for a female adolescent. It usually happens between the ages of 10 and 16, with the average age of onset around 12.4 years.
- **Health: refers** to a state of complete physical, mental, and social well-being, rather than just the absence of disease or infirmity. This definition, established by the World Health Organization (WHO) in 1948, highlights that health encompasses a positive state of well-being that enables individuals to function effectively across all areas of their lives.
- **Psychosocial:** is an adjective that describes the relationship between psychological and social factors. It underscores the interaction of mental, emotional, and social influences on human behavior and development. Menstrual hygiene pertains to the practices and behaviors associated with managing menstruation in a clean and healthy manner. This includes having access to affordable and suitable menstrual products such as pads, tampons, or menstrual cups.
- **Visually Impaired:** refers to individuals who experience partial or complete loss of vision. This can range from mild vision impairment, where corrective lenses may be needed, to complete blindness. Low vision describes a condition where vision is impaired but not to the extent of legal blindness. Those with low vision may struggle with tasks like reading small print or seeing in dim light. Legal blindness is a legal classification that varies by country but generally indicates a visual acuity of 20/200 or worse in the better eye with the best possible correction, or a visual field of 20 degrees or less.

7. LITERATURE REVIEW

In the area of adolescent health, it is commonly believed that menstrual health and hygiene management (MHM), along with access to period products, boosts girls' confidence,

particularly in lower and middle-income countries (LMICs) and marginalized communities that have limited or no access to MHM education or menstrual products. However, research examining the impact of MHM on girls' psychosocial development shows that the evidence is limited, not statistically significant, and largely inconclusive, often due to small sample sizes and a heavy reliance on self-reported and anecdotal data (Hennegan et al., 2016; Mahon et al., 2015; UNICEF, 2019). Tellier and Hyttel (2017) note that psychosocial measures are frequently missing from program evaluations, with the prevailing assumption that these programs inherently enhance girls' confidence.

While the term "confidence" is widely used, it is vague and refers to the strength of belief without clarifying what that belief pertains to. This ambiguity, along with the challenges in measuring confidence, has resulted in a scarcity of empirical studies that effectively assess psychosocial changes. There is a well-established need for validated and rigorous measures to evaluate the potential effects of menstruation and MHM on psychological and social well-being (Sommer et al., 2019). Menstrual hygiene practices represent a crucial aspect for visually impaired adolescent girls. They require support in identifying, using menstrual materials, washing menstrual clothing, and disposing of used products. Several studies have explored menstrual hygiene practices and associated challenges. The issues of itching, burning, redness, rash, staining of clothing, and pad slippage were significantly less prevalent with the study pads compared to the reference pads.

Menarche marks a significant milestone in a female's life, representing the onset of reproductive capability. Research indicates that adolescent girls living in slum areas often receive limited information about menstruation, leading to distressing experiences. A systematic review and meta-analysis have been conducted to assess menstrual hygiene management among adolescent girls in India, highlighting their overlooked needs. Key factors identified in the study include awareness of menarche, types of absorbents used, disposal methods, hygiene practices, restrictions, and school absenteeism. According to findings from the National Longitudinal Transition Study, 57% of youth with visual impairments have attended post-secondary institutions, compared to 68% of the general population. Many girls

reported that menstruation affects their school attendance and that they struggle to maintain proper menstrual hygiene due to insufficient guidance and resources.

Adolescent girls encounter numerous psychosocial challenges during menstruation, such as difficulty accessing clean materials, lack of privacy for changing pads, inadequate disposal facilities for sanitary products, socio-cultural restrictions, limited psychological and social support, poor knowledge about pain management during menses, absence of counseling services, and insufficient information on menstruation and its management. Additionally, many girls are unprepared for menarche, leading to menstrual distress, burdens, and stigma. Menstruation poses a significant challenge for many adolescent girls in this region, resulting in anxiety, stress, shame, and confusion, often causing them to miss school during their monthly cycle. The onset of a girl's period can bring about feelings of excitement or fear, depending on her perspective regarding the changes that signal her transition into womanhood.

Unfortunately, for many girls, this natural milestone often disrupts their education. Research by Brock, Rowse, and Slade indicates that periods are associated with various psychological factors, such as lower self-esteem, increased anxiety, feelings of dysphoria, and a sense of persecution. Additionally, van Iersel, Kiesner, Pastore, and Scholte found that behavioral changes, like reduced social interaction during the menstrual cycle, can contribute to depression and loneliness. While most non-disabled adolescent girls may take the ability to change a tampon for granted, visually impaired girls often experience shame and stigma during their periods. Studies show that adolescent girls who are well-informed about period management tend to have higher self-esteem (Belayneh Z et al. 2019).

A lack of access to sanitary products and essential items like water can exacerbate discrimination against girls and women with disabilities. Due to the high cost of menstrual products, many individuals who cannot afford them resort to using materials such as bark, paper, or cloth to manage their monthly flow (Eljo JJ. 2020). Menstrual hygiene management is a significant global public health concern that requires both local and individual support to eliminate barriers and enable safe, independent

practices. Despite its critical role in advancing women's social, economic, and educational opportunities, menstrual management is often overlooked. According to **WHO and UNICEF (2012)**, menstrual hygiene encompasses the ability to manage menstruation with dignity and without discomfort or fear, using clean materials to absorb blood, maintaining personal hygiene with soap and water, and having access to proper disposal methods for used menstrual products.

The attention on MHM has developed over a decade. A socio-environmental system for MHM was made for students and their families (**Emory College, UNICEF, 2013**) for instance. Adolescent females with visual impairments must practice basic period hygiene, including using sanitary pads and cleaning their hands and genitalia thoroughly^{4,10,11}. Studies have shown that visually impaired women are more aware of menstruation management and cleanliness, with 73.33% of participants regularly cleaning their genital area and 76.67% taking daily showers. However, blind women do not regularly clean their genitalia or shower, and 66.67% of participants dispose of used menstrual absorbent products properly. Menstrual hygiene management is crucial during menarche and menopause, and tracking one's cycle can help visually impaired adolescent girls determine their period¹². New menstrual products are being developed for disabled women and girls, and education for adolescent girls with vision impairment can transform communities¹³. The braille method is a useful method for providing information about menstrual hygiene and maintaining it. Mental health outcomes may be influenced by menstruation-related physiological and psychological symptoms.

8. METHODOLOGY

- **Research Design:** A descriptive study design was employed to systematically outline the characteristics of a specific population, situation, or phenomenon. The focus was on addressing the "what," "where," "when," and "how" questions related to the research topic.
- **Universe:** The study took place in two schools: Jayati Bhartam, a private organization dedicated to the education of all types of differently-abled students, and Rashtriya Balika Inter College (Sparsh), a

government school for visually challenged girls in Lucknow District, Uttar Pradesh, targeting students in the 8th to 11th grades.

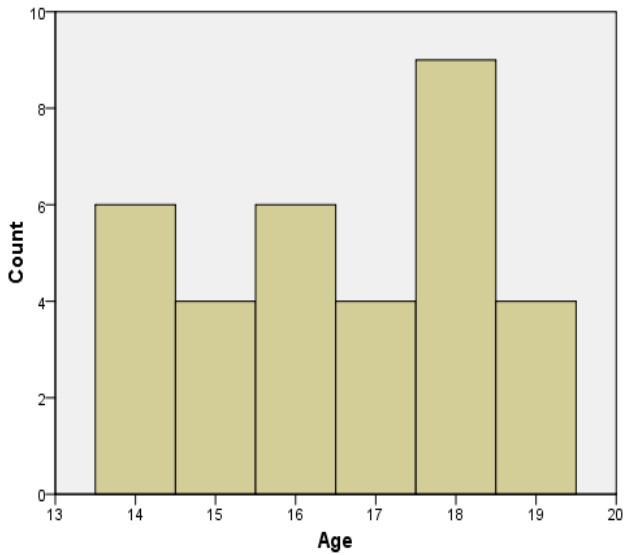
- **Sampling:** Convenience sampling was utilized, with a sample size of 29 students.
- **Tools for data collection:** An Interview Schedule was implemented. A semi-structured interview schedule was designed to explore socio-demographic factors, physical issues, psychological challenges, and psychosocial problems faced by visually challenged adolescent girls during menstruation. Interviews were conducted in a private setting, as the students were reluctant to discuss menstruation openly. Two female colleagues were asked to conduct the interviews, as the students were uncomfortable speaking with a male researcher about menstruation. All interviews were recorded and transcribed for analysis. The data gathered from the interviews offered valuable insights into the psychosocial effects of menstruation.
- **Ethical Considerations:** All the ethical issues concerning this study were borne in mind throughout the study to arrive at accurate information.
- **Limitations:** Not all students at the selected institutes participated in the study because they were unavailable during the scheduled times. All the students lived in hostels. Additionally, many students were reluctant to share their opinions on menstruation. Furthermore, the research did not include any private schools in Lucknow.

9. DATA ANALYSIS:

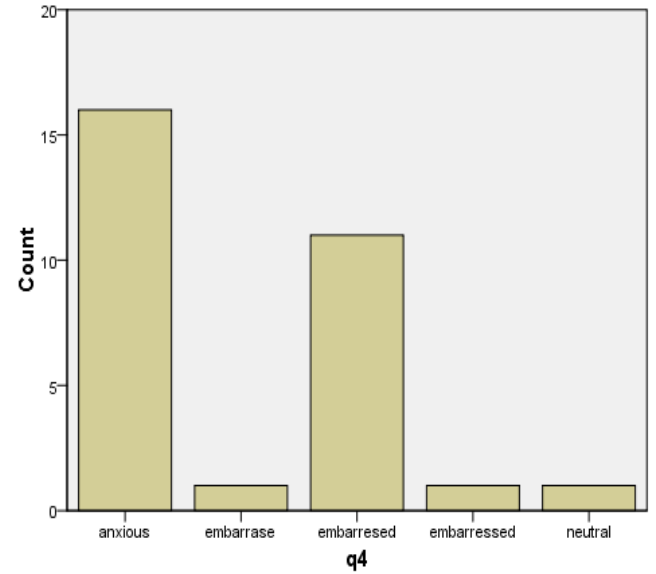
SPSS version 20 was utilized to analyze the data, employing a bar chart for visualization.

Graph -1. Age of the respondents

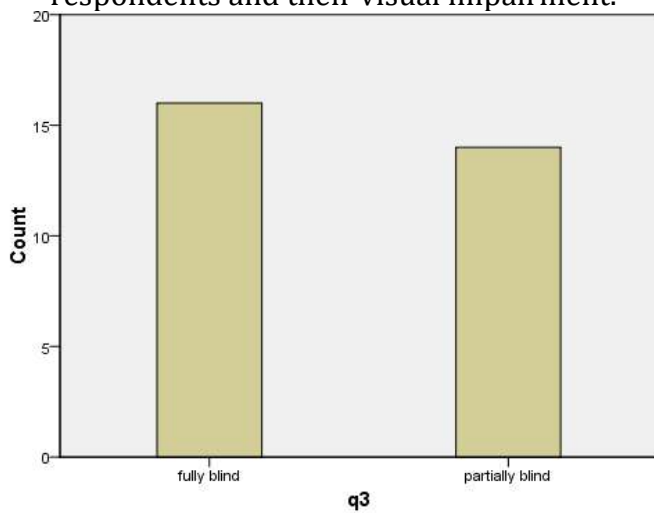
All the students were over 14 years old, providing them with considerable experience regarding menstrual issues and their effects.



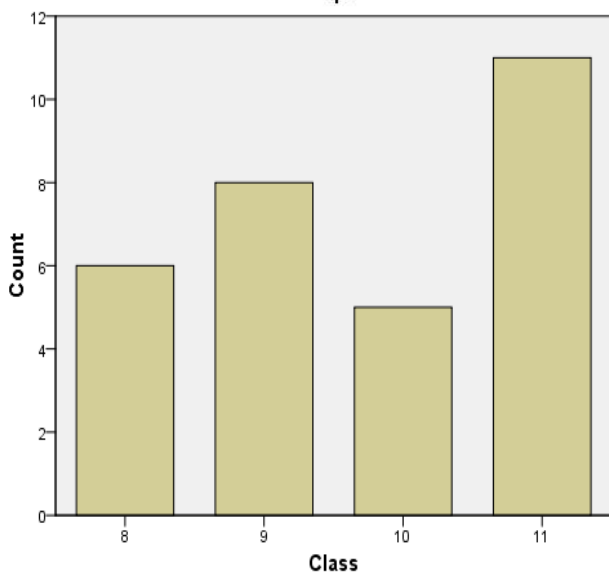
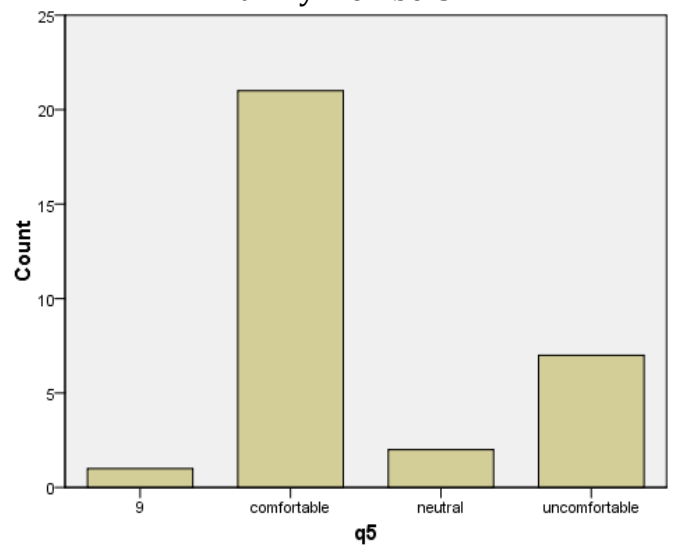
Graph 4: Most of the respondents were anxious about it and its effect.



Graphs-2: Following graphs depicts class of the respondents and their visual impairment.

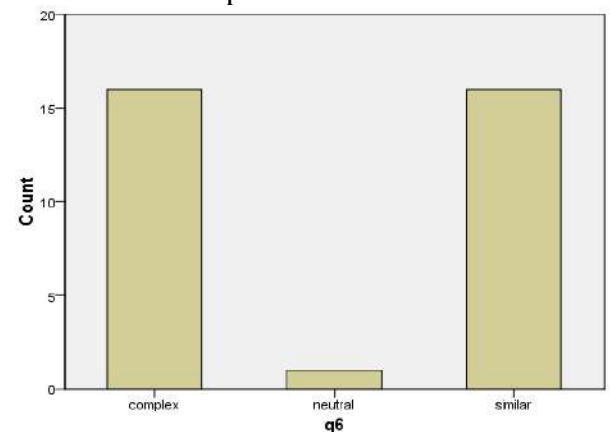


Graph 5: Most of the students were comfortable in sharing their menstrual needs with their family members.



Graph 6

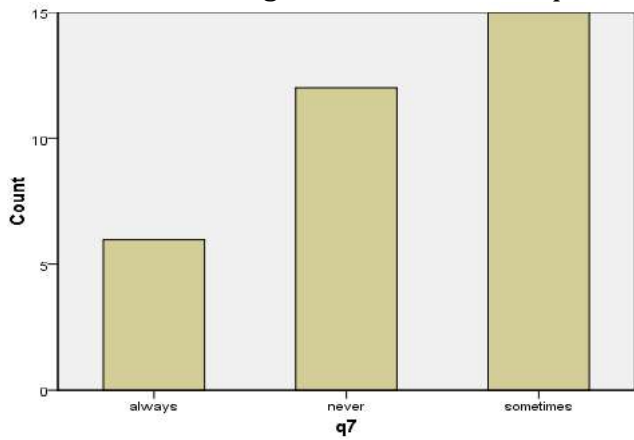
Most of the respondents found that menstruation is a complex issue to handle in comparison to others.



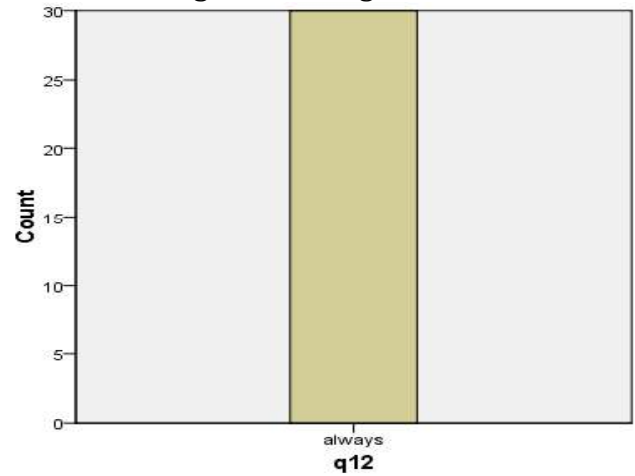
Following graph show the sources of support and their level.

Following graphs show their social interaction and stigma

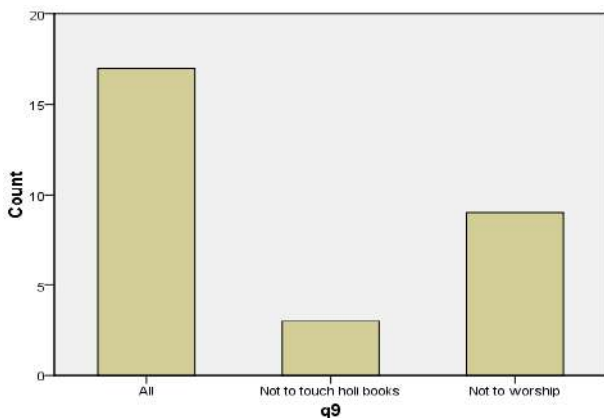
Graph 7: Most of the respondents have felt embarrassed during their menstruation period.



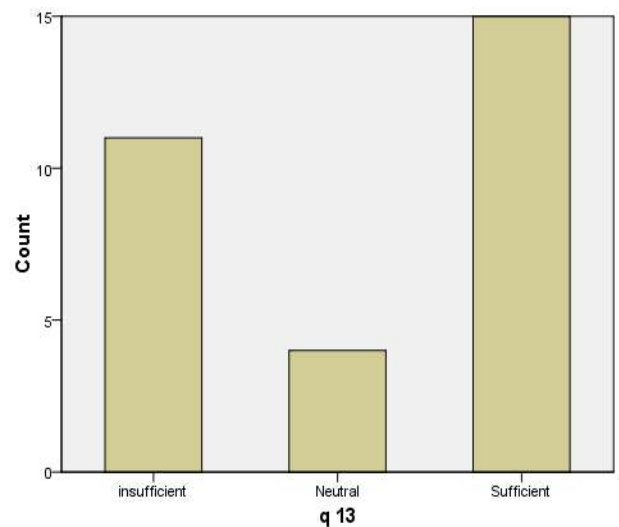
Graph 12: Respondents admitted that they have always got support from their family members and caregivers during menstruation.



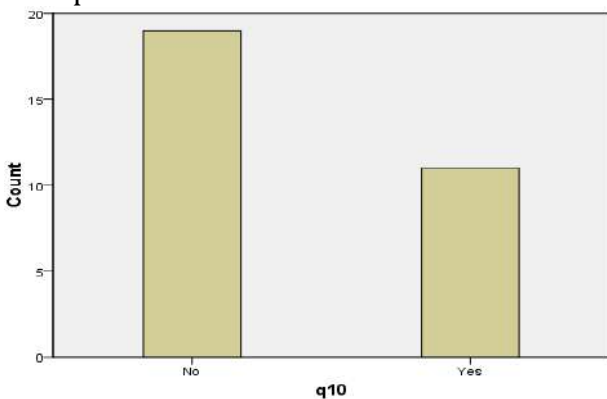
Graph 8: Respondents admitted that many restrictions are imposed on them during menstruation such as not to worship, not to touch Holi books, not to touch pickles etc on them.



Graph 13: Respondents admitted that their schools provided sufficient resources during menstruation especially sanitary pads before the start of their period.

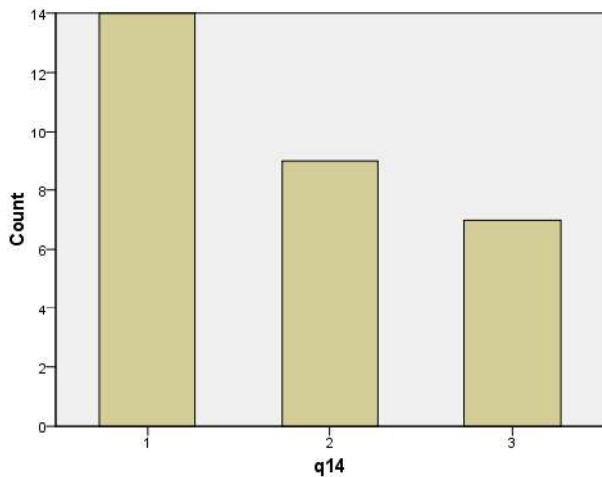


Graph 9: Respondents gave a mixed response on the impact of menstruation on their confidence.

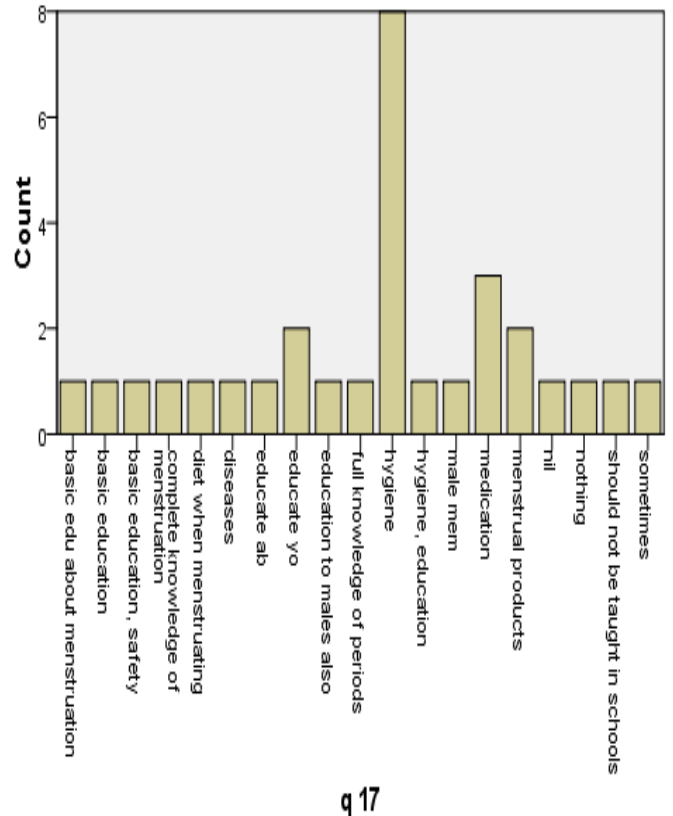


Following graphs depict overall experience of menstruation on respondents.

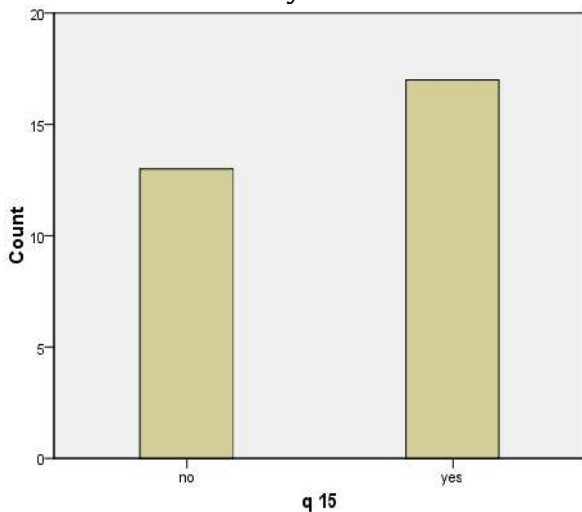
Graph 14: Respondents rated their experience as the bad one of the menstruations.



Graph 17: Respondents shared the topics on which there is a need of discussion in class such as hygiene, disease, medicines etc. during menstruation.

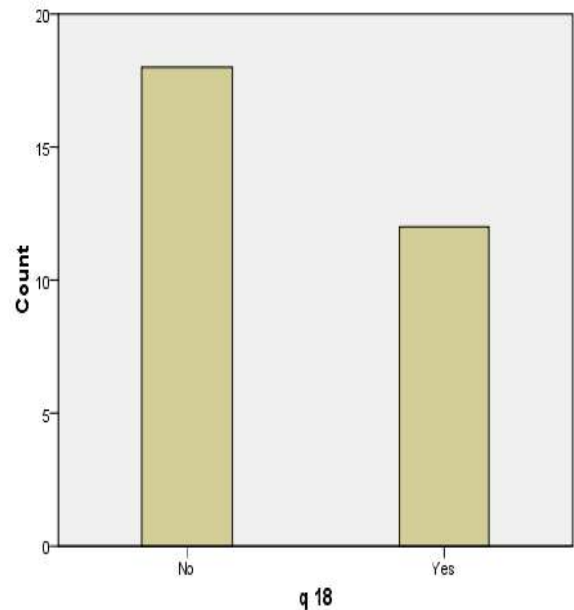


Graph 15: Respondents admitted that they have been told about menstruation in their schools and the ways to handle.

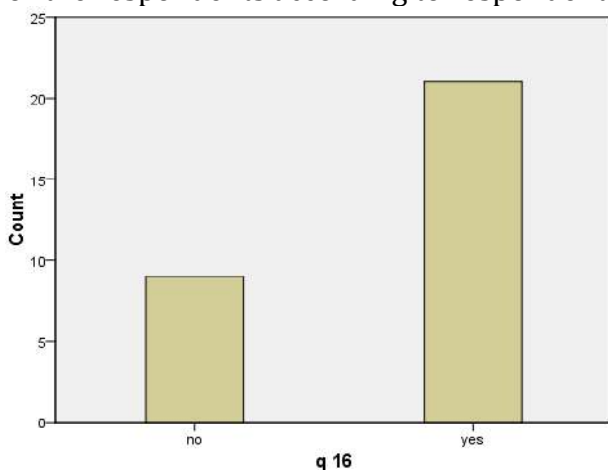


Following graph show psycho logical impact on respondents.

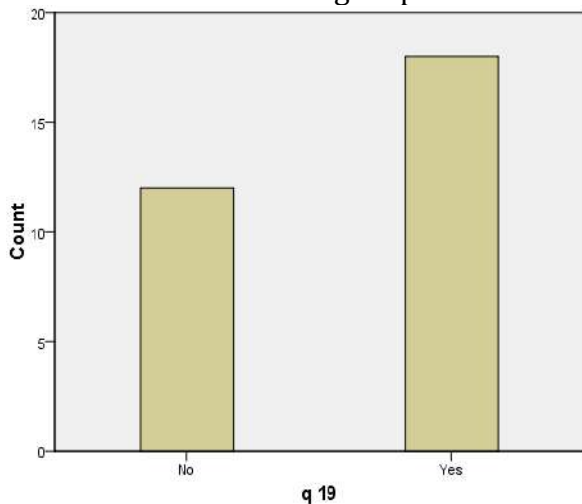
Graph 18: Respondents shared that effect of menstruation is less on their sleeping patterns.



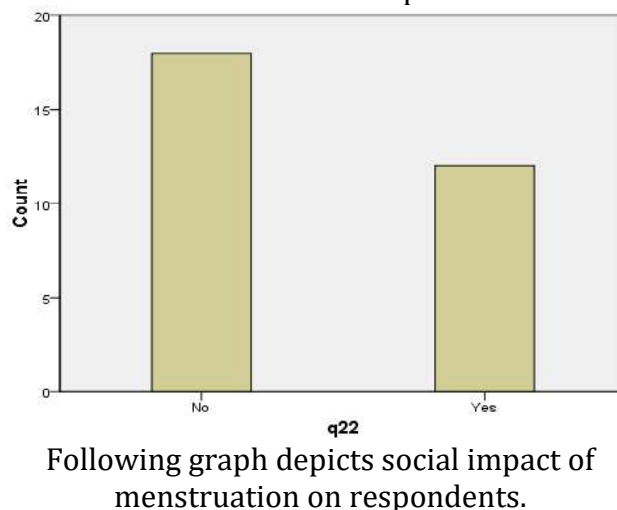
Graph 16: The education imparted was helpful for the respondents according to respondents.



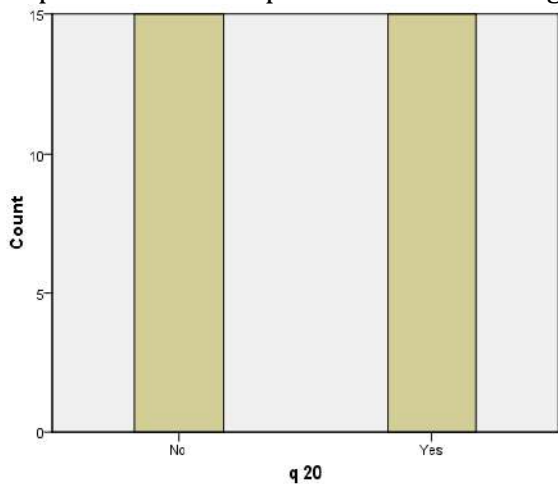
Graph 19: Headache was a common issue during menstruation among respondents.



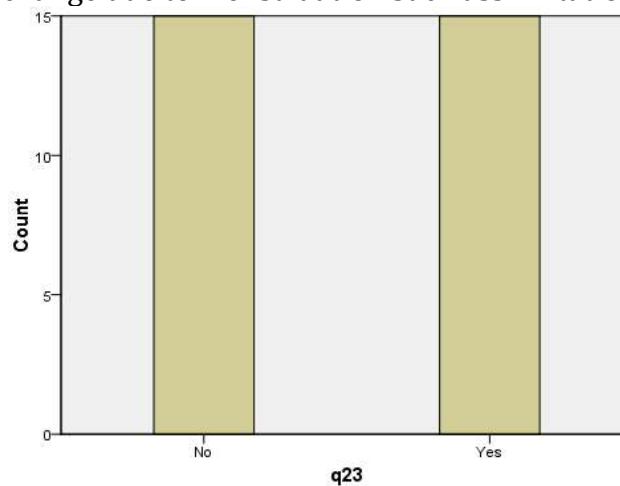
Graph 22: Some respondents miss their meals also due to menstrual problems.



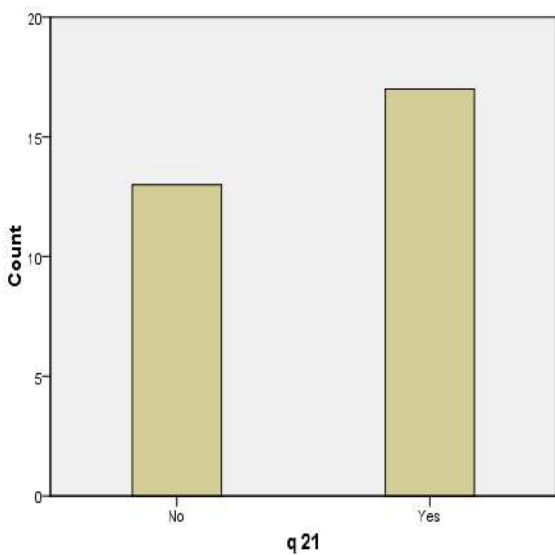
Graph 20: Mixed response on mood swings.



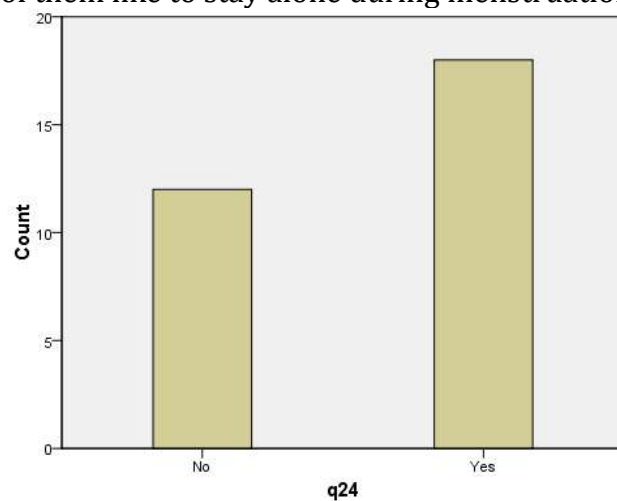
Graph 23: Respondents gave a mixed response on the impact of menstruation on their behavior change due to menstruation such as irritation.



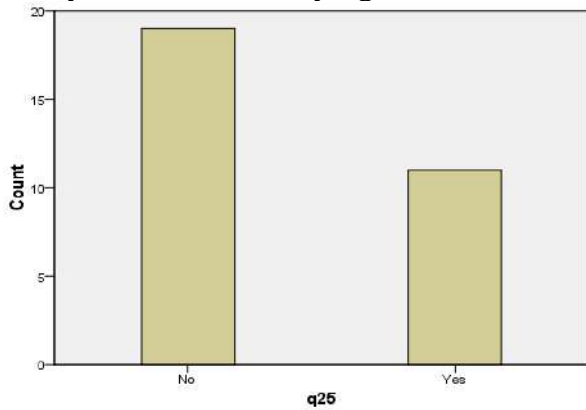
Graph 21: Stress is common during menstruation.



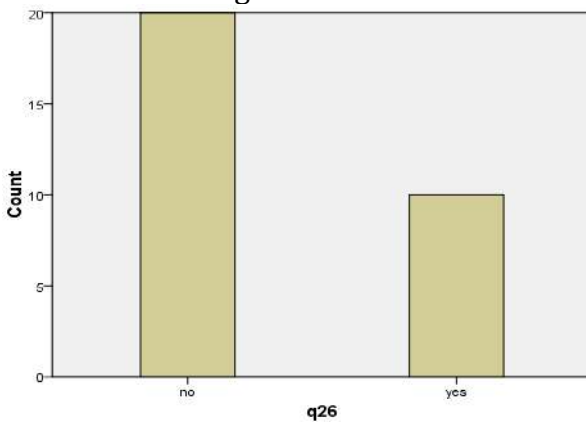
Graph 24: Respondents admitted that menstruation affect their social life too as most of them like to stay alone during menstruation.



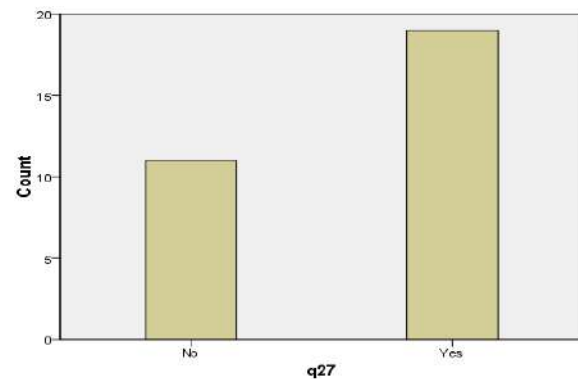
Graph 25: As the respondents were hostellers so only few cases of bullying were claimed .



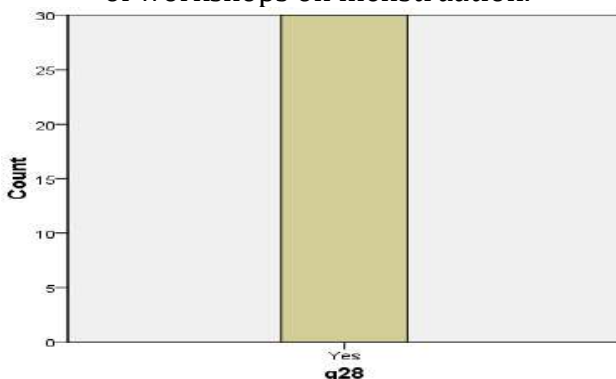
Graph 26: Only few respondents missed schools during menstruation



Graph 27: Physical pain was common during menstruation.



Graph 28: All the respondents admitted the need of workshops on menstruation.



10. DISCUSSION/ RESULTS

Respondents acknowledged that they face more challenges than typical girls during their menstrual periods. This is a complex issue that they must navigate for much of their lives, which is why they emphasized the importance of educating males about menstruation and its related issues. Many respondents felt hesitant to discuss menstruation with males, suggesting that educating them could help alleviate this discomfort. Embarrassment was the most common sentiment expressed, with respondents noting a preference for wearing dark clothing during their periods to avoid any visible spots that could lead to embarrassment. Most students indicated that their families impose restrictions during menstruation, limiting certain physical activities such as household chores, attending social events, participating in religious practices, and even entering the kitchen or taking baths.

All students agreed on the necessity of an awareness campaign at their institution to address menstruation and its associated issues. They expressed a desire for education on topics such as menstrual hygiene, related health concerns, appropriate diets during menstruation, and dispelling myths surrounding the topic. Menstrual hygiene emerged as a critical area that needs attention. Additionally, students requested that the researcher arrange a meeting with a female doctor, allowing them to discuss their concerns without hesitation. They also advocated for educating males about menstruation to facilitate open discussions about their menstrual issues. This initiative would not only create a safer environment for girls but also help eliminate societal taboos surrounding menstruation. Students also emphasized the importance of educating boys about menstruation, so they feel comfortable discussing menstrual issues with them. This initiative will not only create a safer environment for girls but also help eliminate the societal taboos surrounding menstruation.

11. RECOMMENDATION

Utilize a mixed-methods approach: Combine qualitative and quantitative research methods to gain a well-rounded understanding of the psychosocial experiences of visually impaired school girls. Involve visually impaired school girls in the research process: Make sure that these girls are actively engaged in designing, conducting, and

analyzing the research to accurately reflect their perspectives and experiences.

Conduct research in multiple settings: Investigate the experiences of visually impaired school girls in various environments, including schools, homes, and communities, to identify differences in challenges and support systems. Collaborate with experts in visual impairment, menstrual health, and adolescent psychology: Seek insights and expertise from professionals in these areas to ensure the research is valid and relevant. Consider cultural and socio-economic factors: Explore how cultural beliefs, practices, and socio-economic status impact the menstrual experiences of visually impaired school girls. Share the research findings and recommendations with key stakeholders such as educators, healthcare providers, policymakers, and community organizations to increase awareness and encourage positive change. By implementing these recommendations, the study can offer important insights into the psychosocial effects of menstruation on visually impaired school girls and aid in creating effective support systems and interventions.

12. CONCLUSION

Visually impaired school girls face distinct psychosocial challenges related to menstruation. These challenges often include feelings of embarrassment, shame, anxiety, and isolation, stemming from limited access to information, social support, and suitable hygiene products. Cultural beliefs and practices significantly influence how these girls perceive and experience menstruation. Negative cultural attitudes and stigma can exacerbate feelings of shame and embarrassment, making it difficult for them to manage menstrual hygiene and seek help. The existing support systems for visually impaired school girls during menstruation frequently fall short. These systems often lack an understanding of the specific needs of visually impaired girls, resulting in limited accessibility, availability, and effectiveness of the support services provided. Menstruation can adversely affect the educational experiences of visually impaired school girls. Discomfort, pain, and other related issues can lead to absenteeism, lower academic performance, and decreased participation in school activities. To address the psychosocial impact of menstruation on visually impaired school girls, a multi-faceted

approach is essential. This approach may include: - Education and awareness programs: Offering comprehensive information about menstruation and menstrual hygiene to visually impaired girls and their caregivers. Support systems: Creating accessible and inclusive support systems that cater to the specific needs of visually impaired girls, such as menstrual hygiene kits, counseling services, and peer support groups. Advocacy and policy change: It's essential to promote policies and practices that enhance the menstrual health and well-being of visually impaired school girls, such as ensuring that schools have accessible menstrual hygiene facilities.

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