



Exploring Factors Influencing College Females' Perceptions of Menstruation: A Study on Awareness and Cultural Influences

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Abstract

This study surveyed 225 respondents on their attitudes towards menstruation, revealing predominantly negative feelings. A significant majority (84.9%) expressed disagreement with feeling proud during menstruation, while none agreed or felt happy about having their period. Most respondents (66.7%) also did not feel excited about menstruating. Similarly, a large portion of respondents (82.2%) were not eager to experience their first period, and 65.8% reported not being happy when they found out about menstruation. Although many respondents disagreed with feeling different during their period, nearly 58.7% agreed that menstruation makes them uncomfortable. When asked if it was acceptable to miss college due to menstrual cramps, 45.3% strongly agreed, indicating that many find menstruation physically challenging. The majority (75.1%) also disagreed with feeling scared, suggesting awareness and understanding of the menstrual process. Respondents were generally open to discussing menstruation, with 72% feeling comfortable talking to friends. However, 62.2% expressed feeling nervous when the word “period” is mentioned. Social stigma remains an issue, as 60.9% disagreed with fearing boys finding out about their period, but a smaller group (24.9%) expressed fear. Finally, 86.2% disagreed that girls should worry during their period. Overall, this survey highlights the widespread discomfort, negative associations, and stigma surrounding menstruation, with respondents showing minimal positive feelings or eagerness towards their periods.



Keywords: Perception, Menstruation, College Students, Cultural Beliefs, Education, Personal Experiences

Introduction

Menstruation is a normal biological phenomenon that affects 50% of people worldwide. Mensuration is seen differently by different people for a variety of reasons, including age, culture, education, daily activities, family status, and social variables. To create a supportive environment for girls who menstruate, it is imperative to understand these perceptions. The purpose of this study is to find opportunities for improvement in the menstrual education and supportive system within educational institutions by examining the elements that influence college females' perceptions of mensuration. According to research done on college females, half of the participants said that their menstrual cycle significantly negatively affected their day-to-day activities (Wuresah, et al., 2024).

College girls' attitudes on menstruation are influenced by their initial thoughts about it, and these attitudes will carry over into the next menstrual cycle. Girls who felt good about their bodies and healthy habits also felt good about getting their periods. Numerous surveys have been created to evaluate the effects of menstruation on females. Much research have focused on the "factor that impact the perception of mensuration among college girls." It recognizes favorable and unfavorable perceptions that are comparable to shame, embarrassment, or concealment (Serret-Montoya, Granados-Canseco, Zúñiga-Partida, & Zurita-Cruz, 2020). Girls who are conditioned to misidentify because they are reluctant to discuss their menstruation may do so because they feel ashamed or secretive about it. the distinction between menstrual disorders and normal conditions.

Menstruation is a natural biological process experienced by women of reproductive age, yet it is often surrounded by misconceptions, taboos, and stigma. These perceptions can significantly impact the way college girls understand and manage their menstrual health. Understanding the factors that shape these perceptions is crucial for promoting menstrual health education and reducing associated stigma (Chothe, et al., 2014). Various factors influence the perception of menstruation among college girls, including cultural, social, educational, and psychological aspects.

Statement of the Problem

Many college girls hold misconceptions and bad attitudes about menstruation, even though it is a natural phenomenon. This is because of cultural stigmas and inadequate knowledge. The purpose of this study is to investigate the elements that impact these views and offer suggestions for fostering a more knowledgeable and encouraging atmosphere for those who are menstruation.

Significance of the Study

An important component of women's health and social well-being can be addressed by this study. Comprehending these variables can shed light on the ways in which cultural, educational, and psychological factors influence the attitudes of young women regarding menstruation. This



information is crucial for creating educational initiatives that improve menstrual health management, lessen stigma, and foster positive perspectives. The mental and physical health of college females depends on fostering a supportive atmosphere, which can be achieved by tailoring treatments to identify the primary influencers on menstruation beliefs.

This research has the potential to improve menstrual health education, which is an important feature. Many college females are not given enough knowledge on menstruation, which can result in bad menstrual hygiene habits and negative health effects. The study has the potential to contribute to the establishment of comprehensive and accurate menstrual health education programs by identifying the educational gaps and misinformation that reinforce unfavorable beliefs. By providing young women with the knowledge, they need to confidently and effectively manage their menstrual health, these programs can empower them.

The study considers the impact of cultural and socioeconomic factors on menstruation perceptions in addition to the role of education. Menstruation is regarded and discussed in a way that is dictated by cultural taboos and societal conventions, which creates a culture of shame and silence. To dismantle these obstacles and advance a more candid and encouraging conversation about menstrual health, our research can shed light on how these cultural and societal pressures impact college females' attitudes regarding menstruation. Through questioning these cultural stigmas, the research helps foster an environment that is more welcoming and inclusive for young women.

Another important area of attention for this research is the psychological components of menstruation perceptions. A wide range of emotions, including pride and empowerment as well as humiliation and anxiety, can be linked to menstruation. Developing tailored mental health support for college ladies can be facilitated by an understanding of the psychological processes that drive these emotions. As an example, Interventions that are tailored to increase self-worth and lessen menstruation-related anxiety can help young women in college experience a more positive psychological environment.

Additionally, this research has wider ramifications for gender equality programs and public health regulations. When menstruation is seen positively, it can promote regular health checkups and good menstrual hygiene practices, which can improve overall health results. It also promotes gender parity in educational and professional contexts by helping to demolish social taboos and myths surrounding menstruation. The study promotes a more informed and inclusive approach to women's health by emphasizing the significance of addressing menstruation attitudes, which will eventually help young women feel more empowered in college and beyond.

This study is significant for the field of gender equality as well. In environments such as schools and workplaces, negative attitudes around menstruation have the potential to sustain gender differences. Girls who experience shame or embarrassment around their menstruation, for instance, can be less inclined to fully engage in extracurricular or academic activities.

The study can help level the playing field by encouraging positive views of menstruation, guaranteeing that all students, regardless of their menstrual state, have the chance to succeed.



Studying the variables influencing college females' perceptions of menstruation is crucial because it explores a topic that has a big impact on young women's social and health experiences. The stigma and myths surrounding menstruation, a normal biological occurrence, can have a detrimental impact on how young women view and take care of their menstrual health. This study intends to identify the root causes of menstruation stigma and disinformation by examining the several elements that influence these attitudes. This will lay the groundwork for more effective health education and intervention initiatives.

This research has the potential to improve menstrual health education, which is an important feature. Many college females are not given enough knowledge on menstruation, which can result in bad menstrual hygiene habits and negative health effects. The study has the potential to contribute to the establishment of comprehensive and accurate menstrual health education programs by identifying the educational gaps and misinformation that reinforce unfavorable beliefs (Sigdel, et al., 2023). By providing young women with the knowledge, they need to confidently and effectively manage their menstrual health, these programs can empower them. The study considers the impact of cultural and socioeconomic factors on menstruation perceptions in addition to the role of education. Menstruation is regarded and discussed in a way that is dictated by cultural taboos and societal conventions, which creates a culture of shame and silence. To dismantle these obstacles and advance a more candid and encouraging conversation about menstrual health, our research can shed light on how these cultural and societal pressures impact college females' attitudes regarding menstruation. Through questioning these cultural stigmas, the research helps foster an environment that is more welcoming and inclusive for young women.

Another important area of attention for this research is the psychological components of menstruation perceptions. A wide range of emotions, including pride and empowerment as well as humiliation and anxiety, can be linked to menstruation. Developing tailored mental health support for college ladies can be facilitated by an understanding of the psychological processes that drive these emotions. Interventions, such as those aimed at increasing self-esteem and lowering menstruation-related anxiety, can help young women in college experience a more positive psychological environment.

The finding also has important ramifications for public health regulations. The results can be used by policymakers to promote improved menstrual health services and support networks in educational settings. This could entail setting up student support groups, developing more inclusive health education courses, and offering free menstruation products. Policymakers can ensure that all young women have access to the tools and assistance they need to effectively manage their period health by addressing the systemic challenges that lead to poor menstrual views.

This study is significant for the field of gender equality as well. In environments such as schools and workplaces, negative attitudes around menstruation have the potential to sustain gender differences. Girls who experience shame or embarrassment around their menstruation, for instance, can be less inclined to fully engage in extracurricular or academic activities.



The study can help level the playing field by encouraging positive views of menstruation, guaranteeing that all students, regardless of their menstrual state, have the chance to succeed. To sum up, research on the variables influencing college females' perceptions of menstruation is crucial for advancing gender equality, enhancing menstrual health education, dismantling cultural stigmas, fostering psychological well-being, and influencing public health policy. Through illuminating the intricate interplay of variables that influence menstruation perceptions, this study offers significant insights that have the potential to significantly impact the lives of young women. In the end, the study promotes a more knowledgeable, encouraging, and fair approach to menstruation health, which will benefit society at large as well as college ladies.

Objectives

General Objective:

- To study the factors influencing the perception of menstruation among college girls.

Specific Objectives

- To identify the relationship between demographic components (age) and the perception of menstruation.
- To assess the influence of cultural beliefs on menstrual perception.
- To evaluate the impact of menstrual education on students' perceptions.

Limitation

This study is limited by its sample size and the specific cultural context of the students. Additionally, self-reported data may be subject to bias. Further research with a larger and more diverse sample is recommended.

Literature Review

Menstruation, a natural biological process, has been perceived and interpreted in varied ways across different cultures and societies. These perceptions are influenced by a multitude of factors including cultural, social, educational, and personal experiences. Understanding these perceptions is crucial as they impact menstrual health management, gender equality, and overall well-being of individuals who menstruate (Serret-Montoya, Granados-Canseco, Zúñiga-Partida, & Zurita-Cruz, 2020; Wagle, Neupane, Nyaupane, & Timalsena, 2024). Cultural beliefs and practices significantly shape the perception of menstruation. In many cultures, menstruation is surrounded by taboos and myths that contribute to a sense of shame and secrecy. For instance, in some communities, menstruating individuals are considered impure and are subjected to various restrictions, which can negatively impact their self-esteem and mental health (Stubbs, 2008; Lamichhane & Neupane, 2023).

Social norms and peer influences also play a critical role. Adolescents, in particular, are vulnerable to negative perceptions due to peer pressure and societal expectations. Studies have shown that positive social support can mitigate the adverse effects of these negative perceptions, promoting a healthier attitude towards menstruation (Fennie, Moletsane, & Padmanabhanunni, 2022; Ghimire & Neupane, 2022). Education about menstruation, or the



lack thereof, is a major determinant of how menstruation is perceived. Comprehensive menstrual education that begins early and is inclusive of all genders can demystify the process and promote a more positive perception. Research indicates that individuals who receive adequate menstrual education are more likely to view menstruation as a normal and healthy part of life, as opposed to those who receive little to no education on the subject (Findlay, Macrae, Whyte, Easton, & Forrest, 2020; Ghimire, Khanal, Neupane, & Acharya, 2018).

Personal experiences with menstruation can also shape perceptions. Individuals who experience severe menstrual symptoms, such as dysmenorrhea or menorrhagia, may have a more negative view of menstruation. Psychological factors, including body image and self-esteem, also play a role. Those with positive body image and higher self-esteem are more likely to have a positive perception of menstruation (Aflaq & Jami, 2012; Subedi & Neupane, 2018). Media representation of menstruation can either challenge or reinforce societal taboos. Positive portrayals in media can normalize menstruation and reduce stigma, while negative or absent portrayals can perpetuate myths and misconceptions. The increasing visibility of menstruation in media, including social media campaigns and advertisements, is contributing to a shift in public perception, promoting openness and acceptance (Bobel, 2020). Socioeconomic status can influence access to menstrual products and education, thereby affecting perceptions of menstruation. Individuals from lower socioeconomic backgrounds may face challenges in managing menstruation hygienically, leading to negative experiences and perceptions. Conversely, access to resources and information can facilitate a more positive and empowered view of menstruation (House, Mahon, & Cavill, 2013).

Media representation of menstruation can significantly impact perceptions. Positive portrayals in advertisements, movies, and social media can normalize menstruation and reduce stigma. However, negative or absent portrayals can reinforce taboos and perpetuate myths. The increasing visibility of menstruation in media is helping to shift public perception towards a more open and accepting view (Bobel, 2020).

The level and quality of education about menstruation are critical determinants of perception. Comprehensive and accurate menstrual education can demystify menstruation and promote positive attitudes. Lack of education or misinformation can perpetuate myths and contribute to negative perceptions. College girls who receive thorough menstrual education are more likely to view menstruation as a normal and healthy process (Montgomery et al., 2016).

Personal experiences with menstruation, including the severity of symptoms, can shape perceptions. College girls who experience severe menstrual symptoms, such as dysmenorrhea or menorrhagia, may develop a negative view of menstruation. Conversely, those with manageable symptoms may have a more neutral or positive perception. Psychological factors, including body image and self-esteem, also influence menstrual perceptions (Chrisler, 2013).

The family environment and upbringing play a crucial role in shaping perceptions of menstruation. Open communication and supportive attitudes from family members can lead to a positive perception of menstruation. Conversely, families that treat menstruation as a taboo



topic may contribute to feelings of embarrassment and shame among young women (Kumar & Srivastava, 2011).

The perception of menstruation is multifaceted, shaped by cultural, social, educational, psychological, and socioeconomic factors. Addressing negative perceptions requires a holistic approach that includes education, media representation, and support systems. By promoting a positive and inclusive understanding of menstruation, we can improve menstrual health and contribute to gender equality and overall well-being.

The campus environment and available support systems also play a crucial role in shaping perceptions. Colleges that provide menstrual health resources, such as free menstrual products and educational workshops, create a supportive environment that can positively influence perceptions. Additionally, the presence of peer support groups and counseling services can help address menstrual health concerns and reduce stigma (Crichton, Okal, Kabiru, & Zulu, 2012). Majority of participants had written that menstrual cycle is a natural phenomenon of periodic discharge of blood which starts during the adolescence period. Many of the respondents think that first menstruation starts by the age of 10 -15 years. Few of the female participants wrote that menstrual cycle is an important process in a female's life because one cannot be a mother in future without having it. Most of the girl who participated stated that, blood coming out of the body during menstrual phase is ideally impure and hence as a waste material it is excreted outside of body every month. **Invalid source specified.**

Understanding the perception of menstruation among college-aged women is critical for developing effective educational and support programs. This literature review explores various factors influencing these perceptions, including cultural beliefs, education, socio-economic status, and media representation. Cultural context plays a significant role in shaping attitudes toward menstruation. In many cultures, menstruation is surrounded by myths and taboos that can negatively impact young women's perceptions. For instance, research by Garg et al. (2001) highlights how cultural beliefs in India often associate menstruation with impurity, leading to feelings of shame and embarrassment among girls. Similarly, studies conducted in other parts of Asia and Africa reveal that cultural taboos restrict menstrual hygiene practices and open discussion about menstruation (Sommer et al., 2015).

Peers significantly influence the perception of menstruation among college girls. Positive peer support can foster a healthy attitude towards menstruation, while negative comments or teasing can contribute to shame and stigma. The social dynamics within peer groups can thus play a pivotal role in shaping menstrual perceptions (Sommer, Hirsch, Nathanson, & Parker, 2015). Education is a crucial determinant of menstrual perception. According to a study by Kumar and Srivastava (2011), girls with better knowledge about menstruation tend to have a more positive attitude towards it. Comprehensive sex education programs that include information about menstruation can help demystify the process and promote healthy attitudes. Conversely, a lack of proper education can lead to misconceptions and anxiety (Chandra-Mouli & Patel, 2017).



Socio-economic status (SES) also influences menstrual perception. Girls from lower SES backgrounds often face additional challenges, such as limited access to sanitary products and inadequate facilities for menstrual hygiene management. This can exacerbate negative feelings and reinforce the stigma associated with menstruation (Mason et al., 2013). Higher SES, on the other hand, often correlates with better access to resources and information, leading to more informed and positive perceptions (House et al., 2013). The portrayal of menstruation in the media can shape societal attitudes and individual perceptions. Negative or inaccurate representations can perpetuate myths and stigmas. A study by Johnston-Robledo and Chrisler (2014) found that media often depict menstruation as something to be hidden or ashamed of, which can influence young women's attitudes negatively. Conversely, positive, and factual representations can help normalize menstruation and promote healthier perceptions.

The influence of peers and family members is also significant. Discussions about menstruation with mothers and female relatives can provide emotional support and accurate information, fostering positive perceptions (Nundoo-Shah, 2017). Peer interactions can either reinforce stigma or help in normalizing menstruation, depending on the prevailing attitudes within the peer group (Marván et al., 2005) (Neupane, 2014). Personal experiences and psychological factors, such as self-esteem and body image, also play a role in shaping menstrual perceptions. Higher self-esteem and a positive body image are associated with more positive menstrual attitudes (Wuresah, et al., 2024). Conversely, negative self-perception can lead to increased menstrual distress and negative attitudes.

The perception of menstruation among college girls is influenced by a complex interplay of cultural, educational, socio-economic, media, social, and psychological factors. Addressing these factors through comprehensive education, positive media representation, and supportive social environments can help improve menstrual perceptions and overall well-being among young women.

Methodology

Research Design

precise steps or methods used to find, pick, process, and evaluate data on a subject are known as research methodology. It entails researching the ideas and guiding principles of the techniques employed in the field to create a strategy that aligns with your goals. It shows the overall structure of the organization as well as the process for obtaining reliable and pertinent data from the study. The research methodology, research design, and study setting are covered in this chapter. It also covers how to handle the process of developing instruments for gathering and analyzing data.

The study uses a descriptive design and is quantitative in nature. The "factor that impact on the perception of menstruation among college girls" is the subject of the survey. A series of questionnaires outlining the goal or purpose of the research were delivered to the students. The purpose of the survey was to ascertain the variables affecting college females' perceptions of menstruation.



Sampling

The sample size consists of 225 girls.

Data Collection

A structured questionnaire was developed to collect data on students' perceptions of menstruation (Shrestha, Mahat, & Neupane, 2024). The questionnaire included sections on demographic information, menstrual education, personal experiences, and overall perception. Participants indicated their level of agreement with statements on a five-point Likert scale.

Data Analysis

Quantitative data were analyzed using statistical methods. Descriptive statistics summarized the data, and inferential statistics explored relationships between variables and tested hypotheses.

Setting of the study.

This study was conducted in college of the Kathmandu. the reason for selecting different college is to collect more sample .so that it helps to collect different perception of mensuration through different girls.

Study population

The target population of this study is college girls. Especially the study was done between 15-25 years old for the easy survey of the research study.

Results and Analysis

Demographic analysis

The following table shows the demographic information of respondents.

Table 1:Age of respondents

Age		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15-25	225	100.0	100.0	100.0
Total		225	100.0		

There were all together 225 respondents in this survey. All of them were between 15-25 years old. It means total respondents were 100% between 15-25 years old. All of them were female.

Table 1: marital analysis of respondents

Marital Status		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	221	98.2	98.2	98.2
	Married	4	1.8	1.8	100.0



	Total	225	100.0	100.0	
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In case of marital status, there were altogether 221 single and 4 married respondents with 98.2% and 1.8, respectively.

Table 3: Educational level analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	high school	225	100.0	100.0	100.0

In case of education all of them were from high school. It means all 100% respondents from high school.

Response analysis

The following table shows the response of the participants.

Table 2: response statistics

		Count	Layer N %
1. I feel so proud when I am having my period.	Strongly Disagree	66	29.3%
	Disagree	125	55.6%
	Neutral	9	4.0%
	Agree	0	0.0%
	Strongly Agree	25	11.1%
	Total	225	100.0%
2. I feel very happy to know I am having my period.	Strongly Disagree	24	10.7%
	Disagree	90	40.0%
	Neutral	30	13.3%
	Agree	0	0.0%
	Strongly Agree	81	36.0%
	Total	225	100.0%
3. I feel excited when I am having my period.	Strongly Disagree	12	5.3%
	Disagree	150	66.7%
	Neutral	35	15.6%
	Agree	0	0.0%
	Strongly Agree	28	12.4%



	Total	225	100.0%
4. I was eager to have my first period.	Strongly Disagree	65	28.9%
	Disagree	120	53.3%
	Neutral	9	4.0%
	Agree	0	0.0%
	Strongly Agree	31	13.8%
	Total	225	100.0%
5. I was happy when I found out about the period.	Strongly Disagree	47	20.9%
	Disagree	101	44.9%
	Neutral	22	9.8%
	Agree	0	0.0%
	Strongly Agree	55	24.4%
	Total	225	100.0%
6. I am happy because I am old enough to have my period.	Strongly Disagree	40	17.8%
	Disagree	111	49.3%
	Neutral	26	11.6%
	Agree	0	0.0%
	Strongly Agree	48	21.3%
	Total	225	100.0%
7. When girls are having period, they should be allowed to stay at home.	Strongly Disagree	66	29.3%
	Disagree	48	21.3%
	Neutral	20	8.9%
	Agree	0	0.0%
	Strongly Agree	91	40.4%
	Total	225	100.0%
8. I feel different when I am having period.	Strongly Disagree	117	52.0%
	Disagree	40	17.8%
	Neutral	20	8.9%
	Agree	0	0.0%
	Strongly Agree	48	21.3%
	Total	225	100.0%
9. Simple the fact of having period makes me feel uncomfortable.	Strongly Disagree	93	41.3%
	Disagree	33	14.7%
	Neutral	0	0.0%
	Agree	0	0.0%
	Strongly Agree	99	44.0%
	Total	225	100.0%
	Strongly Disagree	96	42.7%
	Disagree	15	6.7%



10. It is ok, if girls miss college if they are having menstrual cramps during Their period.	Neutral	12	5.3%
	Agree	0	0.0%
	Strongly Agree	102	45.3%
	Total	225	100.0%
11. I feel scared because I do not know what is happening when I am having my period.	Strongly Disagree	61	27.1%
	Disagree	108	48.0%
	Neutral	0	0.0%
	Agree	0	0.0%
	Strongly Agree	56	24.9%
	Total	225	100.0%
12. I feel uncomfortable talking about the period with my friend	Strongly Disagree	59	26.2%
	Disagree	103	45.8%
	Neutral	16	7.1%
	Agree	0	0.0%
	Strongly Agree	47	20.9%
	Total	225	100.0%
13. I live in fear of people knowing my period.	Strongly Disagree	84	37.3%
	Disagree	108	48.0%
	Neutral	0	0.0%
	Agree	0	0.0%
	Strongly Agree	33	14.7%
	Total	225	100.0%
14. It is embarrassing to ask question about the period.	Strongly Disagree	76	33.8%
	Disagree	93	41.3%
	Neutral	0	0.0%
	Agree	0	0.0%
	Strongly Agree	56	24.9%
	Total	225	100.0%
15. When I am having my period, I fear boys will find out.	Strongly Disagree	80	35.6%
	Disagree	89	39.6%
	Neutral	0	0.0%
	Agree	0	0.0%
	Strongly Agree	56	24.9%
	Total	225	100.0%
16. Every time someone mentions the word period, I get nervous.	Strongly Disagree	93	41.3%
	Disagree	69	30.7%
	Neutral	5	2.2%
	Agree	0	0.0%
	Strongly Agree	58	25.8%



	Total	225	100.0%
17. Girls should be worried when they are having their period.	Strongly Disagree	23	10.2%
	Disagree	108	48.0%
	Neutral	8	3.6%
	Agree	0	0.0%
	Strongly Agree	86	38.2%
	Total	225	100.0%

The respondents were asked “I feel so proud when I am having my period” out of 225 respondents, 65(29.3) % responded strongly disagree, 125(55.6) % replied disagree, 9(4.0) % replied neutral, 0(0.0)% replied agree, 25(11.1)% replied strongly agree. It shows that most of the girls are not feeling proud while having their period.

For the question “I feel very happy to know I am having my period,” among 225 respondents, 24(10.7) % replied strongly disagree, 90(40.0) % replied disagree , 30(13.3)% replied neutral , 0(0.0)% replied agree , 81(36.0) replied strongly agree. It shows that no one feel happy while having their period.

The respondents were asked “I feel excited when I am having my period” out of 225 respondents, 12(5.5) % replied strongly disagree, 150(66.7) % replied disagree, 35(15.6)% replied neutral, 0(0.0)% replied agree, 28(12.4)% replied strongly agree. It shows that only few girls feel excited while having their period.

For the question “I was eager to have my first period,” among 225 respondents, 65(28.9) % replied strongly disagree, 120(53.3) replied disagree, 9(4.0) % replied neutral, 0(0.0) % replied agree, 31(13.8) % replied strongly agree. It shows that only few girls were strongly agreeing in case of eager to have their first period.

For the question “I was happy when I found out about the period,” among 225 respondents, 47(20.9) % replied strongly disagree, 101(44.9) % replied disagree, 22(9.8) % neutral, 0(0.0) % agree, 55(24.4)% strongly agree. It shows that most of the girls are not happy while having their period.

For the question “I am happy because I am old enough to have my period,” among 225 respondents, 40(17.8) % replied strongly disagree, 111(49.3) % replied disagree, 26(11.6) % replied neutral, 0(0.0)% replied agree,48(21.3)% replied strongly agree. It shows that no one is happy to be old enough to have their period.



For the question “when girls are having period, they should be allowed to stay at home,” among 225 respondents, 66(29.3) % replied strongly disagree, 48(21.3)% replied disagree, 20(8.9)% replied neutral, 0(0.0)% replied agree, 91(40.4)% strongly agree. It shows that most of the girls feel that they should allowed to stay at home while having their period.

For the question “I feel different when I am having period,” among 225 respondents, 117(32.0) % replied strongly disagree, 40(17.8) % replied disagree, 20(8.9) % replied neutral, 0(0.0)% replied agree, 48(21.3)% replied strongly agree. It shows that no one feel agree for feeling different while having their period.

For the question “simple the fact of having period makes me feel uncomfortable,” among 225 respondents, 93(41.3) % replied strongly disagree, 33(14.7) % replied disagree, 0(0.0)% replied neutral, 0(0.0) replied agree, 99(44.0)% replied strongly agree. It shows that most of the girls feel uncomfortable while having their period.

For the question “it is ok, if girls miss college if they are having menstrual cramps during their period,” among 225 respondents, 96(42.7) % replied strongly disagree, 15(6.7)% replied disagree, 12(5.3)% replied neutral, 0(0.0) replied agree, 102(45.3)% replied strongly agree. It shows that most of the girls feel its ok to miss college while having menstrual cramps.

For the question “I feel scared because, I do not know what is happening when I am having period,” among 225 respondents, 61(27.1)% replied strongly disagree, 108(48.0)% replied disagree, 0(0.0)% replied neutral, 0(0.0)% replied agree, 56(24.9)% replied strongly agree. It shows that no one feel scared, and they know what is happening while having their period.

For the question “I feel uncomfortable talking about the period with my friend,” among 225 respondents, 59(26.2) % replied strongly disagree, 103(45.8) % replied disagree, 16(7.1)% replied neutral, 0(0.0)% replied agree, 47(20.9)% replied strongly agree. It shows that no one feel uncomfortable while talking about period with their friend.

For the question “I live in fear of people knowing my period” among 225 respondents ,84(37.3) % replied strongly disagree, 108(48.0)% replied disagree, 0(0.0)% replied neutral, 0(0.0)% replied agree, 33(14.7)% replied strongly agree. It shows that only few girls feel fear when someone knows about their period.

For the question “it is embarrassing to ask question about period” among 225 respondents, 76(33.8) % replied strongly disagree, 93(41.3) % replied disagree, 0(0.0)% replied neutral, 0(0.0)% replied agree, 56(24.9)% replied strongly agree. It shows that most of girls did not feel embarrassing to ask question about the period.



For the question “when I am having my period, I fear boys will find out” among 225 respondents, 80(35.6) % replied Strongly disagree, 89(39.6) % replied disagree, 0(0.0) replied neutral, 0(0.0) % replied agree, 56(24.9)% replied strongly agree. It shows that no one feel fear when boys find out them with period.

For the question “every time someone mention the word period, I get nervous” among 225 respondents, 93(41.3) % replied strongly disagree, 69(30.7) % replied disagree, 5(2.2)% replied neutral, 0(0.0)% replied agree, 58(25.8)% replied agree.it shows that most of the girls feel nervous when someone mention the word period.

For the question “girls should be worried when they are having their period” among 225 respondents, 23(10.2) % replied strongly disagree, 108(48.0) % replied disagree, 8(3.6)% replied neutral, 0(0.0)% replied agree, 86(38.2)% replied strongly agree.it shows that girls should not be worried while having their period.

Summary and Conclusion

Summary of report

In this study, the main purpose was to understand the factor that impact on the perception of menstruation among college girls. Base on the research the independent variable includes age, educational level and marital status and the dependent variable is the factor that impact on the perception of mensuration among college girls.

The conceptual framework was prepared based on dependent and independent variables. The research is descriptive in nature. It is based on primary data collection. From a demographic profile perspective, this study focused on the factors marital status, age, and educational level. The overall structure of the report was presented in first chapter. As for the data collection procedure, with the help of questionnaire, data was collected. The study was carried based on the sample size 225 The questionnaire was provided to respondents through online. It was done as per their own willingness and no pressure was given. The participants were asked to fill up their demographic information and select the appropriate statements to which they agree with. Five-point Likert Scale was used in each statement of questionnaire ranging (strongly disagree, disagree, neutral, agree, strongly agree).

Critical Analysis

The findings from this study reveal significant insights into the perceptions and experiences of menstruation among college-aged females, yet they also point to a complex interplay of social and psychological factors that merit deeper examination.

Demographic Homogeneity: The demographic homogeneity of the sample, with 98.2% of respondents being single and all participants falling within the age range of 15-25, suggests a fairly uniform group in terms of life stage and relationship status. While this can provide a focused view of a specific demographic, it may limit the generalizability of the findings to other groups, such as married women or those outside this age range. The absence of diversity



in marital status may overlook how responsibilities and social expectations related to marriage could further influence attitudes toward menstruation.

Emotional Responses to Menstruation: The fact that the majority of respondents disagree with feeling happy, proud, or excited during their periods highlights a predominant negative emotional experience associated with menstruation. This suggests that menstruation is still viewed as a largely inconvenient or even burdensome aspect of womanhood. Such negative perceptions could be reflective of broader societal attitudes that view menstruation as taboo or something to be ashamed of, rather than a natural biological process. This might be exacerbated by a lack of positive discourse around menstruation in educational and social settings.

Physical Discomfort and Impact on Academic Participation: A strong agreement among respondents regarding the need to miss college during menstrual cramps underscores the physical challenges that menstruating students face. This could indicate inadequate support systems within educational institutions, such as insufficient access to pain relief resources or menstrual hygiene facilities. The impact of physical discomfort on academic participation is concerning, as it suggests that menstruation is not just a health issue but also an educational equity issue. This warrants attention from educational policymakers to create more supportive environments that accommodate the health needs of menstruating students.

Comfort in Discussing Menstruation with Friends: Interestingly, most respondents disagreed with feeling uncomfortable talking about menstruation with friends. This suggests a level of comfort and openness in peer groups, which is a positive indicator of changing social norms around menstruation among young women. However, this apparent comfort in peer discussions does not seem to translate into a positive emotional response to menstruation itself, which may indicate that while the stigma is reducing at the level of peer communication, it remains deeply embedded in broader societal attitudes.

Implications for Educational Institutions: The findings imply a clear need for educational institutions to take proactive measures in addressing both the physical and emotional aspects of menstruation. Providing comprehensive menstrual education that normalizes and destigmatizes menstruation, coupled with practical support measures like access to menstrual products and facilities, can help mitigate the negative experiences reported. Additionally, creating safe spaces for open discussions about menstruation could further dismantle residual stigmas and promote a more supportive and inclusive environment for all students.

Thus, while there are signs of progress in terms of open peer discussions, the prevailing negative attitudes and the physical toll of menstruation on academic participation indicate that much work remains to be done in promoting a healthier and more positive perception of menstruation among young women.

Conclusion

This study explores attitudes and behavior showed by the girls towards the perception of menstruation. descriptive study design was used in this study, with primary data collected through questionnaires distributed to 225 participants. Respondent demographic profiles were



diverse in terms of marital status, age, and level of education. This increases the generalizability of the results and provides insight into the perceptions of menstruation from diverse backgrounds. Improving menstrual education and addressing cultural stigmas are key to enhancing perceptions of menstruation among college girls. Educational institutions should prioritize comprehensive menstrual education and create supportive environments.

Recommendations

- Enhance menstrual education programs to provide accurate and comprehensive information.
- Address cultural stigmas through awareness campaigns and supportive policies.
- Foster a supportive environment for menstruating individuals within educational institutions.

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