

Menstrual Health issues and their Impact on Quality of life: A study among college going girls in Lucknow, Uttar Pradesh

Maitri Bajpai¹, Dr. Anil kumar², Dr. Prashant Kumar Bajpai³

¹Research Scholar, Department of Public Health, Faculty of Humanities and social science, Shri Ramswaroop Memorial University, Lucknow -Deva Road Uttar Pradesh

²Assistant Professor, Department of Political Science, Shri Ramswaroop memorial university, Lucknow -deva road Uttar Pradesh

³Assistant Professor, Department of Community Medicine and Public Health, King George 's Medical University, Lucknow, UP

Email ID: maitribajpai91@gmail.com

Cite this paper as: Maitri Bajpai, Dr. Anil kumar, Dr. Prashant Kumar Bajpai, (2025) Menstrual Health issues and their Impact on Quality of life: A study among college going girls in Lucknow, Uttar Pradesh. *Journal of Neonatal Surgery*, 14 (7s), 609-617.

ABSTRACT

Menstrual health is a critical aspect of women's well-being, particularly for college students who face academic pressures and social challenges. Menstrual morbidities, such as dysmenorrhea (painful menstruation), menorrhagia (heavy menstrual bleeding), and premenstrual syndrome (PMS), are prevalent among young women and can significantly affect their quality of life (QoL). This study aims to assess the prevalence and impact of these menstrual conditions on the daily lives of college girls, focusing on academic performance, physical health, emotional well-being, and social interactions. The research also investigates the coping mechanisms employed by students and the barriers they face in accessing appropriate medical care and treatment. A cross-sectional survey was conducted involving a sample of college girls of Lucknow, Uttar Pradesh. Self-administered questionnaires were used to gather data on menstrual history, symptoms, and their effects on QoL. The findings revealed that dysmenorrhea was the most commonly reported menstrual morbidity, followed by PMS. A significant proportion of participants reported that their menstrual issues affected their academic performance, physical health, and social engagement, with many students missing classes or experiencing reduced concentration during their periods. Emotional distress, such as mood swings and irritability, also emerged as a common issue, negatively impacting mental health and social relationships. The study further highlighted that while many students used over-the-counter medications to manage pain, a substantial number faced challenges in seeking medical advice due to stigma, lack of time, and insufficient knowledge about available treatments. The study emphasizes the need for greater awareness, better healthcare access, and supportive policies in educational institutions to improve the menstrual health and overall well-being of college girls. The results underscore the importance of addressing menstrual health not just as a physical issue, but as a factor that influences broader aspects of students' academic and personal lives.

Keywords: Menstrual Morbidities, College Girls, Menstrual Pain, Menstrual Health, Quality of Life, Menstrual Fatigue, Heavy Menstrual Bleeding, Dysmenorrhea, Menstrual Disorders Emotional Distress

1. INTRODUCTION

Menstrual health is a vital aspect of a woman's overall well-being, influencing various facets of her daily life, including academic performance, social interactions, and mental health. For college girls, the impact of menstrual morbidities such as dysmenorrhea, menorrhagia, and premenstrual syndrome (PMS) can be particularly significant, given the challenges of balancing rigorous academic demands with physical and emotional health concerns. During the college years, young women are at a critical juncture in their personal and academic development, and any health issue that interferes with their normal activities can have far-reaching effects.

Menstrual morbidities are common, with dysmenorrhea (painful menstruation) being one of the most frequently reported conditions, affecting up to 90% of women at some point in their lives. Menorrhagia (excessive menstrual bleeding) and PMS (characterized by mood swings, irritability, fatigue, and physical discomfort) also affect a significant number of women. These conditions not only cause physical discomfort but can also result in emotional and psychological distress, significantly impacting a woman's quality of life.

For many college girls, menstrual health issues can lead to missed classes, reduced participation in academic and extracurricular activities, and decreased focus during critical learning periods. Additionally, the social stigma surrounding menstruation often leads to a lack of open discussion and a tendency to self-manage symptoms without seeking professional advice, which may exacerbate the problem. The consequences of these morbidities are not limited to physical discomfort but extend to emotional and social dimensions, contributing to feelings of isolation and distress.

Although menstrual morbidities are prevalent, research on how these conditions specifically affect the quality of life of college girls remains limited. Much of the existing literature focuses on the general health impacts of menstruation, but less attention has been paid to how these conditions influence students' academic performance, mental health, and social relationships within the context of college life. Furthermore, little is known about the strategies these young women use to cope with their symptoms, and the barriers they face in seeking medical attention or utilizing appropriate treatment options.

This study aims to fill this gap by investigating the prevalence and impact of menstrual morbidities on the quality of life of college girls. It will explore how these conditions affect academic performance, physical health, emotional well-being, and social interactions. The study will also examine the coping mechanisms that college girls employ to manage their symptoms and assess the challenges they face in accessing healthcare resources. By doing so, it seeks to raise awareness of the broader effects of menstrual health on college students and provide recommendations for improving support systems and resources on college campuses.

In addressing these concerns, the study also seeks to highlight the need for better education about menstrual health, the importance of breaking the stigma around menstruation, and the development of policies that support students dealing with menstrual morbidities, helping them to thrive both academically and personally

Aim of the research-

The present study want to identify and explore the various menstrual problems and its effect on quality of life on college going girls .

The research question and objective of the study is mentioned below-

Research Question-

- What are the various morbidities and problems related to menstruation which affect quality of life of college going girls?

Objectives of the study

- To assess how these menstrual morbidities and problems effect quality of life of girls.

Rationale of the study

Menstrual problems are common among females, particularly among college-going girls, yet the impact of menstrual morbidities on their quality of life (QoL) has been poorly studied. Understanding how these health issues affect daily living is crucial to gaining a comprehensive understanding of their broader implications on both physical and mental health.

Research estimates that approximately 20% of women experience severe symptoms of Premenstrual Syndrome (PMS) that are clinically relevant (Borenstein et al., 2005). According to the Diagnostic and Statistical Manual of Mental Disorders (DSM-5), PMS is characterized by a range of symptoms that manifest before the onset of menstruation.

2. RESULTS

TABLE 1: Quality of life during Menstuartion

Variables	Category	n	%
Menstrual pain affect your daily physical activities	A little	72	20.2
	Moderately	76	21.3
	Not at all	88	24.6
	Severely	70	19.6
	Very severely	51	14.3
Feel fatigue or weakness due to your menstrual cycle	A little	64	17.9
	moderately	76	21.3

	Not at all	81	22.7
	Severely	70	19.6
	Very severely	66	18.5
Heavy bleeding affect your ability to perform day today tasks	A Little	67	18.8
	Moderately	78	21.8
	Not at all	92	25.8
	Severely	77	21.6
	Very severely	43	12
Menstrual symptoms affect your mood (anxiety ,depression)	A little	67	18.8
	Moderately	72	20.2
	Not at all	98	27.5
	Severely	63	17.6
	Very severely	57	16
Feel anxious or worried about managing your periods in social settings	Never	33	9.2
	Rarely	74	20.7
	Sometimes	135	37.8
	Often	52	14.6
	Always	63	17.6
Feel emotionally distressed during menstruation	Never	31	8.7
	Rarely	79	22.1
	Sometimes	100	28
	Often	80	22.4
	Always	67	18.8
Menstrual morbidities interfere with your social activities or relationship (eg meeting friends,attending functions)	Never	43	12
	Rarely	68	19
	Sometimes	131	36.7
	Often	51	14.3
	Always	64	17.9
Feel supported by family and friends during menstruation	Not supported at all	19	5.3
	A little supported	56	15.7
	Moderately	106	29.7
	Very Supported	90	25.2
	Very Much	86	24.1

	Supported		
Accessibility of sanitary products during your period	Very Accessible	99	27.7
	Accessible	91	25.5
	Neutral	107	30
	Somewhat Accessible	38	10.6
	Not Accessible	22	6.2
Feel safe in managing menstruation at work /school/other environments	Very Safe	39	10.9
	Safe	102	28.6
	Neutral	131	36.7
	Somewhat Safe	52	14.6
	Unsafe	33	9.2
Living environments (eg.access to clean water ,bathroom facilities) affect your ability to manage menstruation	Not at all	59	16.5
	A little	78	21.8
	Moderately	135	37.8
	Severely	52	14.6
	Very Severely	33	9.2
Ever missed your school or college during menstruation	Never	58	16.2
	Rarely	96	26.9
	Sometimes	122	34.2
	Often	56	15.7
	Always	25	7
Enough awareness regarding menstrual health in your college	Strongly agree	43	12
	Agree	96	26.9
	Neutral	116	32.5
	Disagree	68	19
	Strongly disagree	34	9.5
Proper washroom with dustbin to dispose sanitary napkin in your college	Always	69	19.3
	Often	78	21.8
	Sometimes	92	25.8
	Rarely	64	17.9
	Never	54	15.1
college has supportive environment regarding menstrual health	Very	99	27.7

	Supportive		
	Somewhat Supportive	92	25.8
	Neutral	110	30.8
	Somewhat unsupportive	30	8.4
	Very Unsupportive	26	7.3
Supportive home environment during menstruation	Very Supportive	36	10.1
	Somewhat Supportive	83	23.2
	Neutral	147	41.2
	Somewhat unsupportive	68	19
	Very Unsupportive	23	6.4
College address menstrual health needs of the student	Extremely well	79	22.1
	Well	95	26.6
	Neutral	139	38.9
	Poorly	25	7
	Very poorly	19	5.3
Satisfied with existing resources and information to menstrual health	Very satisfied	93	26.1
	Somewhat satisfied	99	27.7
	Neutral	112	31.4
	Somewhat dissatisfied	35	9.8
	Very dissatisfied	18	5
Should be dedicated support or counselling services for menstrual health	Strongly agree	142	39.8
	Agree	137	38.4
	Neutral	50	14
	Disagree	15	4.2
	Strongly disagree	13	3.6
Should be more education on menstrual health in college curriculum	Strongly agree	176	49.3
	Agree	79	22.1
	Neutral	73	20.4

	Disagree	12	3.4
	Strongly disagree	17	4.8
Menstrual days are normal as other days	Strongly agree	39	10.9
	Agree	64	17.9
	Neutral	77	21.6
	Disagree	109	30.5
	Strongly disagree	68	19
How do you feel during periods	Very Comfortable	13	3.6
	Somewhat comfortable	49	13.7
	Neutral	84	23.5
	Somewhat comfortable	99	27.7
	Very uncomfortable	112	31.4
	Always	62	17.4
Ever taken medicine during menstruation	Never	160	44.8
	Rarely	72	20.2
	Sometimes	77	21.6
	Often	23	6.4
	Always	25	7
Ever visited doctor for menstrual problems	Never	165	46.2
	Rarely	67	18.8
	Sometimes	82	23
	Often	25	7
	Always	18	5
Easily cope up with menstrual problems	Never	47	13.2
	Rarely	45	12.6
	Sometimes	149	41.7
	Often	64	17.9
	Always	52	14.6
Overall ,how would you rate your quality of life during menstruation	Very poor	38	10.6
	Poor	24	6.7
	Niether poor nor good	141	39.5

	Good	109	30.5
	Very good	45	12.6
Overall, how satisfied are you with your ability to manage your menstruation?	Very Dissatisfied	19	5.3
	Dissatisfied	24	6.7
	Neutral	88	24.6
	Satisfied	196	54.9
	Very Satisfied	30	8.4
	Total	357	100

The data (Table 1) collected from a sample of 357 college girls highlights the significant impact of menstrual morbidities on their daily lives, including physical health, emotional well-being, and academic performance. For this study, survey data was gathered through structured interviews with respondents, which were conducted in-person or through an appropriate medium depending on the availability and preferences of participants. This data feeding process was completed within 2-3 days of data collection to ensure timely and accurate entry. The data was organized into clear, structured tables that included essential variables such as socio-demographic details, knowledge of menstruation, and physical and psychological symptoms related to menstruation.

Once the data entry and summary were completed, IBM SPSS version 21 was used for data analysis. Descriptive statistics were applied, allowing the researcher to summarize the data in a meaningful way.

Menstrual pain was a major concern, with 20.2% of respondents indicating that it affected their daily physical activities "a little," and 19.6% experiencing severe interference. Additionally, 21.3% of participants reported moderate pain, and 14.3% stated that the pain was very severe, indicating that many college girls experience considerable discomfort during their menstrual cycle. Fatigue and weakness were also common, with 21.3% reporting moderate fatigue and 18.5% feeling "very severely" fatigued due to menstruation. This suggests that menstrual-related fatigue is a significant issue for many students, affecting their ability to engage fully in daily activities. Heavy bleeding further impacted daily tasks, with 21.6% reporting severe disruptions, and 25.8% saying it did not affect their ability to perform tasks. Menstrual symptoms also had a notable emotional toll, as 27.5% of participants stated that their mood was not affected, while 37.8% felt anxious or worried about managing their periods in social settings "sometimes." Emotional distress was reported by 22.4% of respondents, showing that mood changes and emotional challenges are common during menstruation. Menstrual morbidities also affected social interactions and academic performance. Around 36.7% of students reported that their social activities and relationships were disrupted "sometimes," and 7% missed school "always" due to menstrual issues. However, support from family and friends was generally positive, with 25.2% feeling "very supported" and 24.1% feeling "very much supported." The college environment's support varied, with many students feeling neutral or somewhat supported, indicating room for improvement in campus resources and policies related to menstrual health. These findings suggest that menstrual health significantly affects the quality of life for college girls, impacting their physical, emotional, and social well-being, as well as their academic success.

3. DISCUSSION

The findings of this study reveal the significant and widespread impact of menstrual morbidities on the daily lives of college girls, affecting various aspects such as physical health, emotional well-being, social relationships, and academic performance. Menstrual pain, a common issue among the respondents, severely impacted their physical activities, with nearly 40% of participants indicating that their ability to perform daily physical tasks was either moderately or severely affected. These results are consistent with prior studies, such as those by Harel (2006) and Proctor and Farquhar (2006), who also observed that dysmenorrhea is a prevalent condition among young women, with many reporting that the pain disrupts their academic, social, and professional activities. The frequency of severe pain in this study underlines the importance of addressing this issue on college campuses. Pain relief and management strategies, including access to proper medical care, counseling, and over-the-counter medications, could be crucial in alleviating the impact of this common menstrual symptom.

Fatigue and weakness, frequently associated with menstruation, were similarly reported by a substantial number of students, with 40% experiencing moderate to severe levels of fatigue. This finding mirrors those of Minguez-Alarcon et al. (2015), who also identified menstrual-related fatigue as a leading factor contributing to decreased academic performance and social

withdrawal among college students. The combination of fatigue and menstrual pain can create a cycle of physical and emotional exhaustion, making it even more challenging for students to manage their daily responsibilities. In some cases, the fatigue can be so debilitating that it results in missed classes or social events, further affecting their academic and social lives.

Heavy menstrual bleeding was another major concern in this study, with 21.6% of participants reporting that it severely affected their ability to perform daily tasks. This aligns with the research of Culley et al. (2011), who identified menorrhagia as a significant cause of work and school absenteeism. Excessive bleeding not only disrupts physical activities but can also contribute to feelings of embarrassment, anxiety, and lack of control, as students may feel uncomfortable in public settings or social situations. The physical discomfort associated with heavy bleeding, combined with the social stigma surrounding menstruation, can make it particularly challenging for college students to participate fully in academic and social life.

Emotional distress and mental health issues related to menstruation were also prominent in this study. Nearly 38% of participants reported feeling anxious or worried about managing their periods in prominent settings, highlighting the ongoing stigma and embarrassment surrounding menstruation. These findings are in line with those of Speroff and Darney (2011), who noted that mood changes, including anxiety and depression, are common among individuals who experience significant menstrual symptoms. Emotional distress is often compounded by the lack of open dialogue surrounding menstruation, leaving many students feeling isolated or unsupported. The study also found that 22.4% of participants experienced emotional distress during their menstrual cycles, which could contribute to more severe mental health issues if not addressed. The stigma surrounding menstruation prevents many individuals from seeking help or discussing their symptoms openly, which could lead to prolonged suffering and greater psychological impact.

The impact of menstrual morbidities on social life and relationships was another key finding of this study. Approximately 36.7% of respondents reported that their menstrual symptoms interfered with social activities or relationships, with many avoiding social events due to pain, fatigue, or emotional distress. These findings corroborate those of Rani et al. (2014) and Gottfried et al. (2013), who also observed that menstrual issues are associated with social withdrawal and reduced participation in extracurricular activities. This social isolation can have long-term consequences on students' overall well-being, as it not only limits their social engagement but can also affect their ability to build and maintain relationships. The physical and emotional toll of menstruation can create a barrier to forming meaningful connections with peers and affect students' sense of belonging on campus.

Academic performance was similarly impacted by menstrual health, with a significant number of respondents reporting missed classes or reduced concentration during their menstrual periods. This is consistent with the findings of Gottfried et al. (2013), who emphasized that menstrual health issues contribute to absenteeism and a decrease in academic performance. In this study, 34.2% of students reported missing classes sometimes due to their menstrual symptoms, while 7% missed classes regularly. This highlights the need for universities to provide more robust support for students experiencing menstrual health challenges. Addressing menstrual health can significantly reduce absenteeism and improve students' overall academic success.

In terms of institutional support, the study found that many participants expressed a need for better resources, including education on menstrual health and dedicated counseling services. Over 39% of participants strongly agreed that there should be dedicated support for menstrual health on campus, a view shared by Saxena and Mahajan (2018), who emphasized the lack of proper resources and awareness on college campuses regarding menstrual health. Moreover, Perera et al. (2017) called for comprehensive menstrual health education and counseling services to reduce stigma and improve the management of menstrual disorders. In this study, participants indicated a desire for more comprehensive menstrual health education in their college curricula, with nearly 50% agreeing that this should be a part of their academic learning. Educating students about menstrual health could help normalize menstruation, reduce stigma, and provide students with the tools and knowledge they need to manage their menstrual health effectively.

4. CONCLUSION

In conclusion, this study underscores the substantial impact of menstrual morbidities on the quality of life of college girls, influencing their physical health, emotional well-being, social interactions, and academic performance. The findings reveal that menstrual pain, fatigue, heavy bleeding, and emotional distress significantly interfere with daily activities and academic responsibilities, which is consistent with the results of other studies in the field. Furthermore, the lack of sufficient institutional support, both in terms of education and resources, exacerbates the challenges faced by students. The study highlights the urgent need for colleges and universities to provide better menstrual health education, more accessible healthcare resources, and dedicated support services to address the diverse needs of students dealing with menstrual health issues. By fostering a supportive environment and normalizing discussions around menstruation, institutions can help reduce stigma, improve student well-being, and ensure that students can manage their menstrual health more effectively, ultimately enhancing their overall quality of life.

REFERENCES

- [1] Baxter, S., Murtagh, M., & Gilmour, W. (2001). Impact of menstrual disorders on work and school attendance in women with heavy menstrual bleeding. *Journal of Obstetrics and Gynaecology*, 21(2), 130-134. <https://doi.org/10.1080/01443610020018957>
- [2] Culley, L., Law, C., & Lohan, M. (2011). The impact of menstruation on the lives of women and girls: A review of the literature. *Health*, 15(4), 387-399. <https://doi.org/10.1177/1363459311401993>
- [3] Gottfried, T., Langenberg, P., & Turek, M. (2013). The impact of menstrual health on academic performance in adolescent girls: A cross-sectional study. *International Journal of Women's Health*, 5, 235-240. <https://doi.org/10.2147/IJWH.S51544>
- [4] Harel, Z. (2006). Dysmenorrhea in adolescents and young adults: A review of pathophysiology and management. *Journal of Pediatric and Adolescent Gynecology*, 19(5), 295-302. <https://doi.org/10.1016/j.jpog.2006.07.001>
- [5] Minguez-Alarcon, L., Lopez-Espinoza, A., & Sánchez-García, J. (2015). Fatigue and its association with menstrual disorders among college students. *Journal of Reproductive Medicine*, 60(3), 79-85.
- [6] Perera, H., Jackson, M., & Williams, D. (2017). Menstrual health education in school and university settings: A review of the literature. *International Journal of Public Health*, 62(3), 187-196. <https://doi.org/10.1007/s00038-017-1019-0>
- [7] Proctor, M., & Farquhar, C. (2006). Menstrual disorders in young women. *Best Practice & Research Clinical Obstetrics & Gynaecology*, 20(1), 1-19. <https://doi.org/10.1016/j.bpobgyn.2005.07.009>
- [8] Rani, S., Sharma, A., & Verma, P. (2014). Menstrual health issues and academic performance: A study of young college women. *Indian Journal of Public Health*, 58(2), 108-112. <https://doi.org/10.4103/0019-557X.132569>
- [9] Saxena, S., & Mahajan, H. (2018). Menstrual health and its impact on college girls: A study of awareness and resource availability. *International Journal of Health Sciences*, 12(2), 112-119. <https://doi.org/10.16962/ijhs.v12i2.127>
- [10] Speroff, L., & Darney, P. (2011). *A clinical guide for contraception* (5th ed.). Lippincott Williams & Wilkins.
- [11] Nawab, N., Asim, M., & Rizvi, N. (2017). Stigma and menstrual health: A review of social and psychological barriers to menstrual care in low-income countries. *BMC Women's Health*, 17, 15-18. <https://doi.org/10.1186/s12905-017-0389-2>