

Mother-Daughter Communication and Sanitary Pad Adoption among Junior Secondary School Girls in Peri-Urban Lagos, Nigeria

Journal of Management and
Social Sciences

© The Author 2026

Reprints and permission
jmseditorial@gmail.com

Aiyegusi, Monsurat Olasumbo
Lagos State University, Lagos, Nigeria

Fuhad, Alade Saheed
Lagos State University, Lagos, Nigeria

Adeniran, Raheemat
Fountain University, Osogbo, Nigeria

Alawode, Sunday Olayinka
Lagos State University, Lagos, Nigeria

Abstract

Mother-daughter relationship is expected to commence from conception as the first companion that a child recognizes. Some mothers however tend to shield menstruation related information because it is considered “shameful”. Studies abound on menstruation, menstrual care practices and menstrual hygiene management in schools, but rare on mother-daughter communication on sanitary pad adoption among Junior Secondary School Girls in Peri-Urban settlements in Lagos State. This study sought to investigate the forms of mother-daughter communication on menstruation before, during, and after the commencement of menstruation; the level of influence of mother-daughter communication on Junior Secondary School Girls’ attitude on sanitary pad adoption; and the barriers to effective mother-daughter communication on sanitary pad adoption in Peri-Urban Lagos. Premised on the Social Learning Theory this study adopts the qualitative design combining Focus Group Discussion (FGD) with In-depth Interview (IDI). Three FGD sessions were held with 27 purposively sampled pubertal girls in three Peri-Urban schools while three Peri-Urban mothers with pubertal daughters in Junior Secondary Schools participated in the IDI. Findings reveal that Peri-urban mothers tend to influence their daughters’ adoption of sanitary pad, transmit the culture of secrecy about menstruation to their daughters through face-to-face communication, while urging their daughters to stay away from men to avoid pregnancy. Findings also suggest that Peri-urban mothers are culturally and religiously restricted from transmitting relevant menstrual related information while pubertal girls living with peri-urban foster parents are often neglected on menstrual related issues.

Corresponding author:

Monsurat Olasumbo Aiyegusi, Department of Broadcasting, Faculty of Communication and Media Studies, Lagos State University, Lagos, Nigeria

E-mail: monsurat.aiyegusi@lasu.edu.ng; <https://orcid.org/0009-0004-8356-1475>

Peri-urban schools are major sources of sanitary pad information through sensitization programmes, classroom teaching and counselling. The study recommend that Peri-Urban mothers should intensify efforts to educate their daughters on menstrual related issues to prevent menstrual related illness and diseases.

Keywords

Menstruation, Mother-Daughter Communication, Sanitary Pad Adoption, Junior Secondary School Girls, Peri-Urban Settlement

Introduction

Good communication is an important parenting skill whether one is nurturing a toddler, a teenager, or a young adult. Communication is vital to building relationships between parents and their children. More so, being a parent goes beyond giving birth to a new life: it involves taking responsibilities not only for oneself but for a child (nurturing) till he/she grows up and then forms a personality for himself/herself (Zolten & Long, 2009).

Deshpande et al., posits that “Menstruation is an inevitable part of most girls’ lives because it is a major stage where a woman undergoes certain reproductive changes from onset of menstruation (menarche) till menopause (Deshpande *et al.*, 2018). Girls of reproductive age experience menstruation through the uterus shed blood and tissue through the vagina naturally. This is often called “the period” and typically lasts 2 to 5 days depending on the individual (UNFPA, 2022).

One of the major functions of a mother is the provision of enlightenment to her children such as the knowledge about the menstrual cycle for her girl-child but mothers try to shield from sharing menstrual related knowledge with their daughters because it is considered to be shameful by hiding or ignoring the subject till their daughters experience it or until they find it necessary (Olukanni in UNICEF, 2015; Mirzaee *et al.*, 2021)). Even when such information is provided, it is usually inadequate and late yet mothers are supposed to be a girl-child’s major source of information regarding issues that concerns their reproductive health like menstruation.

A study conducted in South Eastern Nigeria by Adinma and Adinma (2020) revealed that 44% of adolescent girls had no pre menarche (first menstruation) enlightenment which made them to meet menstrual flow unprepared for the experience and then ultimately lead to poor menstrual hygiene habits. Similarly, a preliminary result from the performance, monitoring and accountability (PMA, 2020), survey conducted in Kaduna, Northwestern Nigeria showed that only 37% of women aged 15-49 have all they need such as menstrual care materials, facilities, pain tablet and places to dispose used products for proper menstrual hygiene.

In addition, menstrual cycles are tied to reproductive health and other aspects of the health of a girl-child. Poor menstrual communication such as

sanitary pad adoption between a mother and daughter may consequently have an effect on the well-being of their daughters in Junior secondary. This is because a mother holds special place in a child's life and is expected to play key roles in their development, inculcate values such as the adoption of sanitary pad as their menstrual care absorbent (Abbas, 2020).

Unfortunately, issues surrounding menstruation does not receive much attention the way it should (Osemota, 2021). As such, the issue of menstrual hygiene practice is inadequately acknowledged and more efforts need to be concentrated in order to address this gap. This study, therefore, attempts to the forms of mother-daughter communication before, during and after the commencement of menstruation, the extent to which mother-daughter communication influences junior secondary school girls' attitude towards sanitary pad adoption and the barriers to effective mother daughter communication on sanitary pad adoption in Peri-Urban settlement, Lagos State

Literature Review

Mother-Daughter Communication Regarding Menstruation

Menstruation indicates the journey of a girl-child into maturity, reproduction and adolescence in junior secondary school. In fact, the period of adolescence is a critical phase for the girls to learn about their physique and development (Tamang *et al.*, 2018). The onset of menstruation means a new phase and new vulnerabilities in the lives of adolescents yet many adolescents face inadequate information around menstruation, lack of provision of hygienic menstrual care products at home and out of home consequently influencing their school attendance (UNICEF, 2018).

During the transition into adulthood, the girl-child tends to develop her personality and charisma. As such, she is solely reliant on the important people such as her mother through whom she models her conduct, through observation, replication and imitation. Her bodily, psychological, communal, religious and emotional advances develop till she gets to the stage of adulthood.

Mothers have been proven overtime to provide solutions to their adolescent daughters' questions surrounding menstruation and other reproductive topics which can promote the relationship between mother-daughter thereby preventing them from bodily, psychological, social and unwholesome practices associated with puberty (Mirzaee *et al.*, 2021). Mothers are therefore in the best position to provide basic knowledge about reproductive health to their girls before they commence menstruation and

afterwards (Adinma & Adinma, 2020; UNICEF, 2018; Bulto, 2021; PMA & Lahme *et al.*, 2018).

Mother-daughter communication is a form of dyadic or interpersonal communication which plays a crucial role in shaping a girl-child's dispositions, morals, attitudes and beliefs. Various studies such as (Onia *et al.*, 2022; Thakur, 2022; Ogundipe, 2021; Gorem *et al.*, 2018) confirm that interpersonal communication between mothers and their adolescent daughters on sexual and reproductive health like menstruation is a successful means of transmitting reproductive information and promoting healthy behaviours among adolescent girls.

During a public event on the topic, *Assessment of Menstrual Hygiene Management in Lagos State Secondary Schools*, organised by the Lagos State Ministry of Health in collaboration with UNFPA, the Director, Family Planning & Nutrition, Lagos State Ministry of Health, Dr. Folasade Oludara called on mothers to always discuss the right information with their pubescent girls about menstrual health at the right time.

She added:

Mothers should be cordial with their daughters and to extend such discussion to menstrual hygiene in order to prevent other people from giving them wrong information that may cause them harm. Mothers should also update their pubescent girls on time by not waiting till they get to secondary school. A mother should endeavour to start speaking to her daughter about menstruation as soon as she reaches the age of seven. If a girl is well-informed on time, she will be confident and will be strategically able to challenge opposing opinions. (Ogundipe, 2021)

Mother-daughter communication is an effective means to convey procreative information thereby encouraging hygienic practices among adolescent girls in junior secondary school. Mothers are therefore expected to be the primary source of period-related knowledge to their daughters for different topics regarding menstruation such as sanitary pad adoption. Mothers are indeed the first educator and guardian that a child recognises. From the foregoing, mother-adolescent daughter communication is unique especially when it has to do with reproductive health issues such as menstruation and sanitary pad adoption.

Menstrual Hygiene and Sanitary Pad as a Menstrual Care Absorbent

Menstruation is the terminal shedding of the lining of a woman's uterus which then breaks down into a bloody substance through the vagina (Idoko *et al.*,

2022). Menstruation or menstrual cycle can be referred to as a regular vaginal hemorrhage that happens partly to a female monthly in order to prepare her body for possible gestation or shedding in the womb or uterus through the vagina (Medlineplus, 2017).

Menstrual hygiene is essential to females throughout their menstruating years. It involves the use of sanitary pad to absorb blood from the vagina for a period or cycle in order to maintain cleanliness. Good menstrual hygiene therefore involves taking actions that will lead to mental, physical, bodily and emotional well-being of a girl-child during menstruation in order to prevent reproductive health related diseases. Such actions depend on what she learnt before, during and after the commencement of menstruation, traditional, religious and societal norms, beliefs and values (Rasheed & Afolabi, 2021).

Globally, women have developed their own personal approaches with regards to the type of menstrual care absorbent they adopt during menstruation as a result of availability of resources, economic status, cultural traditions and beliefs and their understanding about menstruation. Practices related to menstruation hygiene are therefore of major concern as it has a health impact which should not be neglected as it often leads to deadly shock syndrome, reproductive tract infections (RTI), and other vaginal diseases (Kaur *et al.*, 2018).

According to Jihyun *et al.* (2018), “disposable permeable sanitary materials such as diapers and female pads have developed with accessibility of innovative components and their greater purposes over fabric diapers”. It has also enhanced the value for women’s health and their well-being. Similarly, Das *et al.* (2015) assert:

Menstrual hygiene is a significant concern that touches the health of pubescent females and pre-menopausal matured females periodically. Women’s approaches to menstruation vary from country to country depending on their monetary status, individual choices, norms/traditional beliefs and educational qualification. In India, between 43% and 88% of girls wash and reuse cotton cloths rather than use disposable pads. Such reusable material may not be well sanitized because cleaning is often done without soap and with unclean water and social taboos and restrictions force drying indoors, away from sunlight and open air.

Dasgupta and Sarkar (2008) posit “poor menstrual hygiene as a very significant threat to procreative tract infections”. It is therefore an important

part of reproductive training for pubertal females. Well-informed parents can take an active role in communicating accurate menstrual hygiene messages to pubescent females. The way in which an adolescent acquires information about menstrual period and its related concepts usually has an impact on how reactive she deals with her menstrual period.

Cardoso *et al.* (2021) in a study on “*Period Poverty and Mental Health Implications among College-Aged Women in the United State*” similarly asserts,

Unmet menstrual hygiene needs of women and girls’ globally is vast and includes the inability to access safe, clean facilities and affordable menstrual products and may impact menstrual health. For example, over 80% of menstruating women and girls in Bangladesh use inadequate materials like old cloth instead of hygienic products such as pads and tampons. These unmet needs have important educational consequences for lives of women and girls.

It is therefore evident that improper personal hygiene and unsafe hygienic conditions like the use of unclean napkins, inadequately dried cloth napkins before reuse during menstruation results in reproductive difficulties, infections and harboring of micro-organisms in the physiological part of the females causing vaginal infections (Omidvar & Begum, 2009). Menstrual communication between a mother and a daughter is therefore a significant part of health communication because attitudes to menstruation and menstrual practices developed at menarche may persist throughout life (Aniebue *et al.*, 2009). This study, therefore, borders on the influence of mother-daughter communication in the adoption of sanitary pad among junior secondary school girls in Peri-Urban settlement in Lagos State.

Theoretical Framework (Social Learning Theory)

Social learning theory supports how people learn through observation or direct experiences. Social learning theory is therefore an efficient form of stimulus-response learning through which a model provide information that helps an observer make the correct response to be reinforced (Baran & Davis, 2006).

This theory is of relevance to this study because people learn new information and behaviours by watching other people known as observational learning. Pubertal girls can therefore easily adopt sanitary pad as their menstrual care absorbent through communication with their mothers because a mother is undoubtedly essential to human life whose role extends beyond merely beyond giving birth to her. A mother teaches her daughter how to take her first walk, her first words then watches her mother during menstruation

Several studies have shown that pubertal daughters' choice of menstrual care absorbent and their attitude towards menstrual hygiene is usually based on their level of menstrual information from a source such as their mother. Consequently, pubertal girls are very likely to adopt menstrual hygiene practices such as the usage of sanitary pad she learns from her mother either by watching or through their communication.

Methodology

A qualitative approach adopting a mixed method was adopted for this study in order to interrogate the perceived influence of mother-daughter communication on sanitary pad adoption among Junior Secondary School (J.S.S.) Girls in Peri-Urban Settlement, Lagos State. It is believed that this method would help in finding the gaps and possible interventions that could improve menstrual communication between mothers and their daughters in J.S.S.

Lagos state was purposively selected because it is the most populated centre of Nigeria attracting virtually all Nigerians (Lagos State Government, 2022). Lagos State was then categorised into urban and peri-urban. Peri-urban settlement was purposively selected again and characterised by high level of informal development and other multidimensional challenges and can be linked to many factors such as socio-demography, linkages to the metropolises, availability of basic services, low cost housing schemes for low income earners and state government policy on land use (Adedire, 2020).

Three sessions of Focus Group Discussion (FGD) were held with 27 purposively sampled pubertal girls in three Peri-Urban schools and Three In-depth Interviews (IDI) with three purposively sampled mothers in the three senatorial in Lagos State. Focus Group Discussion (FGD) was held with pubertal girls in selected junior secondary school in order to provide comprehensive information from the girls and to provide more insights apart from the survey method regarding their mother's perceived influence on their adoption of sanitary pad.

Mothers of pubertal girls in selected junior secondary schools also were analyzed using in-depth interview in order to provide a detailed background about the reasons why interviewees react the way they do, for lengthy observation of their non-verbal responses and exclusive individual responses on mother-daughter communication and adoption of sanitary pad. Focus Group Discussion and In-depth interview guides were the instruments used to gather the data enabling participants to elaborate on their experiences regarding sanitary pad as their menstrual care absorbent.

Researchers in health communication scrutinized the instruments for clarity, usefulness, and completeness to ensure that the instruments were valid

in terms of both content and face validity. The instruments were then pilot tested on the junior secondary school girls of a school not included in the sample. Their feedback and that of the researchers were used to improve the instruments.

The qualitative data from the FGDs and IDIs were examined using thematic analysis. Recorded conversations were typed up word-for-word, coded, and grouped into themes to obtain important information about how mothers communicate with their daughters about the adoption of sanitary pad as a menstrual care absorbent. This combination of tools ensured that the study goals were fully understood and their identity were replaced with letters in order to preserve anonymity (Each FGD Session represented a letter (A, B, C) while each discussant in each FGD session were represented with a letter (for example, F.G.D A with letter (a) e.t.c.). Each mother was also represented with a letter in the order in which they were assessed.

Results

The qualitative data from the Focus Group Discussion and In-depth Interview sessions were recorded, transcribed and grouped into themes in order to interrogate important information about the perceived influence of mother-daughter communication on sanitary pad adoption among junior secondary school girls in peri-urban settlement, Lagos State.

Thematic Analysis

(1) Forms of Mother-Daughter Communication on Menstruation before, during and after Menstruation

Mothers similarly talk “one-on-one” with their pubertal daughters. Hence, they do not adopt any other medium of communication in talking with their junior secondary school girls about menstruation. They also talk to their pubertal daughters majorly on the day of their first menstruation and after their menarche. The topics of discussion usually centre on avoiding boys, teenage pregnancy, care of the body, disposal, and period (cycle) calculation. Also, issues around menstruation are seen as a thing of secrecy (something that is supposed to be between a mother and daughter).

Discussants assert their mothers were their main source of menstruation information. Although, their mother did not initiate the discussion deliberately but they see her whenever she changes during her own menstrual cycle, this then prompted them to ask questions inquisitively. Discussants also affirmed their mother spoke to them about sanitary pad through face-to-face communication.

Discussant B (d) posits:

She told me face to face because I am her favourite. We do talk very well, so she told me the story of menstruating. She told me that menstruation, some people have breast pain, while some experience tummy pain.

However, discussant A (g) who stays with a foster mother however reveals:

My mum never told me anything about menstruation at all. Even when I saw my first menstruation, she told me to go and use garlic and that I should put it in my private part. That I should do some sort of things, because it is only women who use to sleep with men that use to see that kind of thing. So, I was confused because for me when I saw it, I never wanted to tell my mummy. It was my cousin's sister that I told when she came for a visit. She was the one who told my mum. We were in the bathroom bathing together. She was the one that saw it before I did when I removed my 'this thing'. I then told her not to tell my mummy. She was like why, I now said nothing, she then went in and told my mummy. She wasn't my mummy; I was living with my aunty. She's not my mum; I call my aunty, my mum. She is my foster parent.

However, mother B opines that the school her pubertal daughter attends has already initiated conversation about menstruation before she did. In other words, schools are major sources of sanitary pad information through sensitization programmes, classroom teaching and counseling. She further reveals:

Olajutiwo aye ode oni, obi oniti so fun awonomo, won ti n kowon niile iwe. Awon mi gan won a ko awon pad yen losi school, won ati train won. Ati school gan won tinko n kowon komo to gbonnisinsugbontiabatiri wipe, omo yen ti n se nkan osu, awa no obi atun ma pe won joko wipe bayiinio, soraooo. Igbati o bere ni mo bere si ni ba soro ni pa e.

(We are now in a civilised world, before parents starts talking to their children, they would have taught them

menstruation in school. Schools nowadays do a lot of menstrual teachings ahead but when we see that they have started teaching menstruation, we parents will now begin to talk to them. It was when she started menstruation that I began to talk to her about it. (50 years, mother, IDI, June, 2025)

(2) Extent of Mother-Daughter Communication on Sanitary Pad Adoption

Mothers regularly talk to their daughters in junior secondary school. Majority of the mothers, find the time to enlighten their daughters about menstruation regardless of their busy schedule. They are of the opinion that menstruation is a core part of a woman's life, as such; pubertal girls should be guided from the home especially from the mothers.

Mother A posits:

Even before their first menses, it is like I take them as my close friend for me to know more about them. Immediately I saw that, I told her, you are now a girl, this is how you will pack yourself. I taught her how to make use of the pad, how to pack herself. I brought out a pant and I said, oya come, this is the pad, oya carry the pad, remove the paper at the back, oya gum it. I taught her how to calculate, but you know this menses, they come two days to the next one after the previous one. (35 years mother, IDI, June, 2025)

When mother B was asked the extent to which she communicates with her daughter regarding menstruation, she said:

Motun ma nbaso wipe, "ogbodo ma se imototo lore kore, kin se wipe odigbati nkan tolo salara to ma ti stain totiri wipe o wet, ko change e", nitori infection abi nkankan beyen.

(I also talk to her that she should be neat all the time. She should not wait till the pad she uses gets too soiled with blood before she changes it in order to avoid infection and other related diseases. (50 years mother, IDI, June, 2025)

(3) Junior Secondary School Girls attitude Towards Sanitary Pad as a Menstrual Care Absorbent

Discussants however confirm using sanitary pad because their mother chose it for them. Some of the girls also said they grew watching their mum use sanitary pad. When they started menstruation, they found sanitary pad the only choice they have because their mother uses it. Also, their mothers discouraged them from using piece of clothes because nowadays, it is no longer encouraged. In order words, piece of clothes was the “reigning thing” then but now pad is in vogue. When they eventually started and tried it, they liked it. Therefore, their mother majorly influenced their decision of adopting sanitary pad as their preferred menstrual care absorbent.

Discussant B (e) however reveals:

My mother told me about different kinds (options). She said I can use pad, clothes or anything but I said ma, I choose pad because it is more comfortable.

Discussant B’s (g) position negates the above, she then maintains:

The first day I started, she said sometimes clothes feel more comfortable than sanitary pad because they have to mix some chemicals before they did it but clothes, it is natural. So, I just have to use iron to press it before I put it on incase of germs. I find it better and cheaper. I don’t bother about buying pads.

(4) Barriers to Effective Mother-Daughter Communication on Sanitary Pad Adoption

Mothers are culturally and religiously restricted from transmitting relevant menstrual related information. They were told about so many myths and inaccurate information about a woman not going near a particular place during menstruation and husbands avoiding their wives during menstruation so that the potency of the charms they bodily possess are not affected. There are also religious injunctions regarding menstruation and worship.

Mother A further stresses:

In my own church, a woman doesn’t climb altar just because they don’t know when they can see their menses. A woman can preach but she will not mount the

altar. There's a place a woman can stand. (35 years, mother, IDI, June, 2025)

Discussant B (I) opines:

If you are menstruating, you cannot sit down on top of mortar. My mum is from Anambra, Igbo, and you cannot go to church. That is white garment church. She says that if you pray, God will not answer your prayers.

Discussant B (g) confirms:

In our church, you can do anything but the book of Deuteronomy says that if you are menstruating, you have to pray and fast for seven days to be clean. That was what I read. I ask my daddy about clean and unclean story. He said I should go to the book of Deuteronomy but I can't remember the exact chapter. So I read it, and it says that if you are a woman in a moving blood, the woman has to bathe two times a day and pray for her to be clean after seven days.

Discussant B (a) asserts:

When you are on your menstruation, you will not pray. I am from Borno State, I am a Muslim.

Discussion of Findings

Forms of Mother-Daughter Communication on Menstruation before, during and after Menstruation

Finding of this study confirms that mothers communicate about menstruation the day they experience it and afterwards while some mothers shield menstrual related knowledge from them and some mothers do not initiate menstruation conversation at all. In addition girl's menstrual health and hygiene needs are regularly unfulfilled because of biased societal norms, cultural taboos or poverty which forbids pubertal daughters to discuss menstruation in their families, communities or schools whereas mothers are supposed to be their daughters' major source of menstruation information and adoption of sanitary pad.

The implication of the findings indicates that mothers of peri-urban girls initiate menstruation conversation after the experience (menstruation) while significant number of the junior secondary school girls had no menstrual knowledge from their mothers before their first menstruation, yet, Adinma and Adinma (2008) opines that the first day of menstruation (menarche) signifies a

momentous experience in the development of the girl-child and can create emotional distress especially to the inadequately cognizant adolescent.

The findings of this study negates that of Lawan *et al.* (2010) study on *Menstruation and Menstrual Hygiene amongst adolescent school girls in Kano, Northwestern Nigeria*, which revealed majority of the school girls had moderate information about menstruation.

The findings of this study is also in line with that of Zakaria and Jarin (2020) on *Dyadic Communication between Mother and Adolescent Daughter Regarding Menstruation*, which found that 71% of respondents' experienced dyadic communication with their mothers after the commencement of their menstruation whereas 32% of daughters introduced menstruation-related discussion by themselves.

Extent of Mother-Daughter Communication on Sanitary Pad Adoption

Findings of the in-depth interview reveal that mothers take the issue of menstruation very serious. They dwell on menstruation issues to a very large extent on the first day of their daughters' menstruation. They therefore regularly talk about menstruation with their junior secondary school girls and the reasons why they should adopt sanitary pad as their menstrual care absorbent.

While reviewing empirical studies by Aniebue *et al.* (2009) and Rasheed and Afolabi (2021), the relationship between adolescents and their mothers was not significantly related to pre-menstrual preparedness. Many mothers however lack the right information and skills to communicate menstrual hygiene to their girl child leading to erroneous beliefs and probably poor practices and in some cases, the information provided may not be adequate to prepare pubertal girls for menstruation.

The above finding is against the findings of Muhammad and Mamdouh (2012) on the topic "*Mother-Daughter Communication about Sexual and Reproductive Health in Egypt*" which revealed many girls faced puberty without any information or formal education on puberty or SRH. The content and quality of their communication with their mothers about these topics was found to be poor, contributing to the girls' lack of understanding. Furthermore, misinformation about SRH themes was high among all participants.

Junior Secondary School Girls attitude towards Sanitary Pad as a Menstrual Care Absorbent

Discussions confirm using sanitary pad because their mothers chose it for them. Some of the girls also said they grew watching their mum use sanitary

pad. When they started menstruation, they found sanitary pad the only choice they have because their mother uses it. Also, their mothers discouraged them from using piece of clothes because nowadays, it is no longer encouraged. In other words, piece of clothes was the “reigning thing” then but now pad is in vogue. When they eventually started and tried it, they liked it. In other words, their mother majorly influenced their decision of adopting sanitary pad as their preferred menstrual care absorbent.

This above findings supports Lawan *et al.* (2010)’s findings on the topic “*Menstruation and Menstrual Hygiene amongst adolescent school girls in Kano, Northwestern Nigeria*” which upholds that majority of the school girls used pads as their menstrual care material during their last menses. In fact, they changed their menstrual care absorbents about one to five times per day and three-quarter increased their frequency of bathing.

This above findings is also against that of Zakaria *et al.* (2019) in a study titled ‘*Reproductive Health Communication between Mother and Adolescent Daughter in Bangladesh: A Cross-Sectional Study*’ which established that the major source of knowledge on procreative health was from their mother (62%). This means that their mothers were the first person who communicated RH with the examined adolescent girls.

The findings negate Thakur *et al.* (2014)’s study conducted on *Knowledge, Practices and Restrictions Related to Menstruation Among Young Women from Low Socio-Economic Community in Mumbai, India*, which affirmed that less than half of the respondents got information about menstruation from their mothers and 413(77.1%) conversed menstrual hygiene matters with their friends. The findings of this study can also be linked to that of Malhotra *et al.* (2016) which revealed less than one-quarter of pubertal school girls adhered strictly to hygiene practices by using ‘sanitary napkin’ as menstrual care material.

Barriers to Effective Mother-Daughter Communication on Sanitary Pad Adoption

Findings of this study confirm that mothers’ major barrier towards effective communication with their pubertal daughters is religious restrictions even though they are aware about some cultural beliefs. Some churches prohibit them from partaking in religious activities while Islam totally prevents a menstruating woman from religious activities till she completes her cycle for that month.

Discussants also reveal they have no challenge towards effective mother-daughter communication on sanitary pad adoption except for fixing of the pad. Some of them confirmed having the freedom to worship God in their churches and that menstruation does not stop anything. As such, they have no religious belief about menstruation.

This findings is in line with Gbadegesin *et al.* (2021) in their study on the *Perception and Misconceptions about Menstruation in Lagos South-West*

Nigeria, which found that almost 40% of the women assessed enjoyed their period in every way, 7.3% felt embarrassed whenever they talk about menstruation or purchase of menstrual products while 22.5% observe various restrictions during menstruation for religious reasons. Therefore, a significant proportion of women perceived menstruation to be a normal physiologic process and an index of fertility but still exhibit socio-cultural and religious based restrictions during menstruation.

Theoretical Implications of Findings

The social learning theory was used to address the research objectives and questions of this study because it is believed that people can learn new information by watching or communicating with other people. Pubertal girls can therefore adopt sanitary pad through communication with their mothers.

The social learning theory is therefore consistent with the major findings of this study. The social learning theory postulates people can learn new information and behaviours by watching other people, known as observational learning. It is therefore evident that pubertal girls communication before, during and after the commencement of their menstruation influences their behaviour towards menstruation.

Conclusion

This study concludes that mothers transmit the culture of secrecy about menstruation to their daughters through face-to-face form of communication. Mothers also talk to their daughters about staying away from men in order to avoid pregnancy. Junior secondary school girls living with their foster parents are often neglected on menstrual related issues. Junior secondary confirm using sanitary pad because their mother chose it for them and because their mother uses it. In other words, their mothers largely influenced their decision of adopting sanitary pad as their preferred menstrual care absorbent.

Schools are also major sources of sanitary pad information through sensitization programmes, classroom teaching and counselling. Mothers are culturally and religiously restricted from transmitting relevant menstrual related information. Hence, mother-daughter communication largely influences the adoption of sanitary pad among junior secondary school girls in peri-urban settlement, Lagos State.

Recommendations

Findings of this study uphold mothers do not tell their daughters the truth about menstruation and sex and pregnancy. Mothers should stop telling their pubertal daughters that they can be pregnant through physical touch, external contact or handshake. Mothers should therefore intensify the efforts to educate their daughters on menstrual related issues in order to prevent menstrual related illness and diseases.

Junior secondary school girls should see their mother as their friend. They should not also hesitate in asking their mother menstruation related question. They should also perceive menstruation as a normal occurrence in life of every girl that has attained the age of puberty as they have been reportedly victims of humiliation from their classmates especially the boys as a result of smell and awkward menstrual spillage in the classroom.

References

- Abbas F. (2020). Why mothers need to build a strong relationship with their children. Psychologists <https://www.psychologists.com/article/why-mothers-need-to-build-a-strong-relationship-with-their-children>.
- Adedire, F. M. (2020). Disparity in peri-urbanisation process in Lagos, Nigeria. chapter metrics Overview. <https://www.intechopen.com/chapters/73183>.
- Adinma, E. D., & Adinma, J. I. (2008). Perceptions and practices on menstruation amongst Nigerian secondary school girls. *Afr J Reproductive Health*, 12(1), 74-83. (pub med) Google Scholar.
- Aniebue, U., Aniebue, P., & Nwankwo, T. (2009). The impact of pre-menarcheal Training on Menstrual Practices and Hygiene of Nigerian School Girls. *Pan African Medical Journal* <https://www.panafrican-med-journal.com/content/article/2/9/full>.
- Baran, S., & Davis, D. (2006). Mass communication theory: foundation, ferment and future. (4th ed.). Boston, MA: Wadworth Cengage Learning.
- Bulto, G. A. (2021). *Knowledge on menstruation and practice of menstrual hygiene management among school adolescent girls in Central Ethiopia: A cross-sectional study*. 14, 911-923. <https://doi.org/10.2147/RMHP.S296670> on June 1, 2022.
- Das, P., Baker, K. K., Dutta, A., Swain, T., Sahoo, S., & Das, B. S. (2015). Menstrual hygiene practices, WASH access and the risk of urogenital infection in women from Odisha, India. *PLoS ONE*. 10, 1–16. doi: 10.1371/journal.pone.0130777.
- Dasgupta, A., & Sarkar, M. (2008). Menstrual hygiene: how hygienic is the adolescent girl? *Indian Journal of Community Medicine*, 33(2), 77-80.

- Desphande, T., Patil, S., Gharai, S., & Durgawale, S. (2018). Menstrual Hygiene among Adolescent Girls-A Study from Slum Area. <https://pubmed.ncbi.nlm.nih.gov/30613539/>.
- Cardoso, F., Scolese, M., & Gupta, J. (2021). *Period poverty and mental health implications among college-aged women in the United States*. *BME Women's Health*, 14. <https://bmcwomen'shealth.biomedcentral.com/articles/10.1186/S12905-020-01149-5>.
- Gbadegeshin, A., Olumodejo, A. M., Oshodi, Y .O., Makinde, O., Olalere, H., & Akinola, O. I. (2021). Perception and misconceptions about menstruation in Lagos South-West, Nigeria. *African Journals Online*, <https://www.ajol.info/index.php/nmp/article/view/208582>.
- Gorem, J., Fredrick, H., & Ramkissoon (2018). *Mother-daughter communication and health: A cross-cultural comparison*. *Health care for women international*, 39, 994-1007, <https://doi.org/10.1080/07399332.2018.1488852>.
- Idoko, L., Okafor, K., Ayegba, V., Bala, S., & Evuka, V. (2022). *Knowledge and practice of menstrual health and hygiene among young people in Jos, Plateau State, Nigeria*.
- Jihyun, B., Kwon, A., & Kim, J. (2018). *Safety evaluation of absorbent hygiene pads: A review on assessment framework and test methods*. doi:10.3390/Su10114146.
- Kaur, Kaur, & Kaur (2018). Menstrual hygiene, management and waste disposal practices and challenges faced by girls/women of development countries. *Journal of Environmental*.
- Lagos State Government Official Website. (2022). About Lagos. <https://lagosstate.gov.ng/about-Lagos>. Lagos State Government Official Website.
- Lahme, A., Stern, R., & Cooper, D. (2018). Factors impacting on menstruating hygiene and their implications for health promotion. *National Library of Medicine*, 25(1), 54-57. <https://pubmed.ncbi.nlm.nih.gov/27380769/>.
- Lawan, U., Yusuf, N. W., & Musa, A. (2010). Menstruation and menstrual hygiene management among adolescent school girls in Kano Northwestern Nigeria. *African Journal of Reproductive Health*. <https://www.semanticscholar.org/paper/Menstruation-and-menstrual-hygiene-amongst-school-Lawan-Yusuf/9d9e6c536eae6a5f5e615701aff5ed67de27780b>.
- Malhotra, A., Goli, S., Coates, S., & Msquera-Vasquez, M. (2016). Factors associated with knowledge, attitudes and during menstruation among adolescent girls In Uttar Pradesh. *Practical Action Publishing*, 35(3). 10.3362/1756-3488.2016.021.

- Medlineplus. (2017). *Menstruation*. National Library of Medicine. <https://medlineplus.gov/menstruation.html>.
- Mirzee, F., Pouderali, M., Ahmadi, A., & Ghezanfapour, M. (2021). Barriers to puberty talk between mothers and daughters: A qualitative study. *Rev. Bras Ginecol Obstet.* 43(5): 362-367.
- Muhammed, Y., & Mamdouh (2012). *Mother-daughter communication about sexual and reproductive health in rural areas of Egypt*. <[https://www.prb.org/resources/mother-daughter-communication-about sexualandproductivehealth-in-rural areas-of-alexandria-egypt/](https://www.prb.org/resources/mother-daughter-communication-about-sexualandproductivehealth-in-rural-areas-of-alexandria-egypt/) on May 22, 2022.
- Omidvar, S., & Begum, K. (2009). Factors influencing hygienic practices during Menses among Girls from South India- A Cross Sectional Study. *International Journal of Collaborative Research on Internal Medicine & Public Health*. <<https://internalmedicine.imedpub.com/factors-influencing-hygienic-practices-during-menses-among-girlsfrom-southindia-a-cross-sectional-study.php?aid=6100>>.
- Ogundipe. (2021). Protecting, harnessing future of girl-child in Nigeria. October 18, 2021, <<https://www.google.com/amp/S/www.vanguardngr.com/2021/10/Protecting-harnessing-future-of-girl-child-in-nigeria/amp/>>.
- Onia, M., Zakaria, Jahan, N., Aktar, Zhou, Y., Cheng, F. & Xu, J. (2022). Teenage girls interpersonal communication. https://www.researchgate.net/publication/360732689_Teenage_Girls_Interpersonal_Communication_with_Mothers_after_Experiencing_Menarche_in_Bangladesh.
- Osemota, E. (2021), Sanitary Pads, a health and social justice issue: How the Emmanuel Osemota Foundation is making a Difference. https://emmanuelosemotafoundation-org/sanitary-pads/?gclid=Cj0KCQjw80-VBhCpARIsAcMvVLMMFvyFKKdWdxlylkgRIGKBFYPrj_SLRepse5g5yYmcDqch8bvJEaAIAVEALW_WCB.
- PMA. (2020). Capturing menstrual health and hygiene in national surveys: Insights from performance, monitoring and accountability. <https://ghdx.healthdata.org/record/nigeria-performance-monitoring-and-accountability-2020-survey-round-4-2017>.
- Rasheed, & Afolabi. (2021). Maternal and adolescent factors associated with menstrual hygiene of girls in secondary schools in Lagos, Nigeria. *Journal of Maternal and Child Health*, 06(01), 35-45. <https://doi.org/10.26911/thejmch.2021.06.01.04>>.
- Tamang, S. (2018). Menstrual hygiene in Nepal-key-influencer study. <https://www.academia.edu/36685815/PSI_Menstrual_Hygiene_In_Nepal_Key_Influencer_Study_Upissue_2_pdf?email_work_card=abstract-read-more>.
- Thakur, S. (2022). Mother-daughter relationship: importance and ways to improve. September 22, 2022.

- <https://www.momjunction.com/articles/mother-daughter-relationship_00516514/.
- UNFPA. (2022). What is menstruation? What is menstrual cycle? <https://www.unfpa.org/menstruation/faq>.
- UNICEF. (2015). An Assessment of menstrual hygiene management in secondary schools: Anambra, Katsina and Osun. <https://www.unicef.org>.
- UNICEF. (2018). Water, sanitation and hygiene. <<https://www.unicef.org/wash/menstrual-hygiene>.
- Zakaria, M., & Jarin, K. (2020). Dyadic communication between mother and adolescent daughter regarding menstruation. *communication and media in Asia Pacific*. 3(1). <https://so01.tci-thaijo.org/index.php/CMAP/article/view/201269> on June 2nd, 2022.
- Zolten, K., & Long, N. (2009). Parent child communication analysis. 568 words (3 pages). <https://www.pl.org/essay/Parent-Child-Communication-Analysis-F3FTVRWBU5fv>.