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ATTITUDEPREPARATIONANDPHYSICALSELF-CONCEPT ASFACTORSINFLUENCINGEMOTIONALEXPECTATIONOFMENARCHEAMONGPREMENARCHEALSCHOOLGIRLSINYEWKETFANAPRIMARYSCHOOL

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Attitude, Preparation, and Physical Self-Concept as Factors Influencing Emotional Expectation of Menarche among Premenarcheal School Girls in Yewketfana Primary school

Yekoyealem Desie[α] & Kidist Tesfaye[σ]

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I. Introduction

During the whole period of adolescence, menarche is the most important event in the life of an adolescent girl. Menarche signifies the beginning of reproductive capabilities and the time when secondary sexual characteristics develop. According to Aimol and Nagar (2010), menarche is the first menstrual period generally occurring between the ages of 12 to 15 years and is an important milestone of puberty for most women. Due to increasing Socioeconomic status and better nutritional intake among a population, the average age of menarche has decreased in industrialized countries by 3 to 4 months per decade in the 20th century (Chung, Straatman, Córdova & Reynag, 2001).

Pre-menarcheal girls hold certain beliefs and expectations about how women feel in para-menstruum. These expectations appear to alter in some way the menstrual cycle experiences reported by the same adolescents when they become post-menarcheal. Literatures, particularly from the late 1970s and early 1980s, suggested that as menarche and menstruation perceived mainly in negative way by girls (Marvan, Vacio, Espinosa-Hernandez, 2001). Koff and Rierdan (1996) also explored both negative and positive pre-menarcheal expectations and found that as girls tend to focus on negative changes, signs, or symptoms, though they also expect some positive changes. According to Yeung, Tang, and Lee (2005), women's expectations of their first menstruation is influenced by various factors such as menstrual attitudes, religion, physical self-concept and preparedness for menarche.

II. Purpose of this Study

Adolescence in girls has been recognized as a special period which signifies the transition from girlhood to womanhood. This transitional period is marked with the onset of menarche, and it is therefore a milestone in the lives of young girls, with great effect on their feelings about their bodies and their sexuality (Aimol& Nagar, 2010; Zalcberg, 2009). According to Golub*et al*, cited in (Yeung, *et al*, 2005) unlike other gradual pubertal changes, such as breast development and pubic hair growth, menarche usually occurs suddenly and without precise predictability.

In Ethiopia, there are few studies generally on menstruation. Tilaye (2005) conducted a research which assessed girl's emotional reactions towards menarche, but, the study was retrospective and did not assessed the association between various factors (e.g., menstrual attitude, religion. preparation, physical self concept) and emotional expectation of girl's menarche. Yared (2004) also conducted a research on menstruation focusing on the health aspect of it rather than the psychological one. Thus, recognizing the gap, this study examined how menstrual attitudes, religion, physical self-concept, and preparedness for menarche influence premenarcheal school girls expectations of their first menstruation.

III. Objetives

The general objective of this study is to examine the emotional expectations of menarche and their influencing factors among premenarcheal school girls in YewketFana Primary School. Specifically, the study has the following objectives

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- To determine the dominant emotional expectations of premenarcheal school girls towards their menarche.
- To assess the extent and ways of preparation among premenarcheal school girls for their menarche
- To examine the influence of menstrual attitude of premenarcheal school girls on the emotional expectations of their menarche.
- To examine the influence of pre-menarcheal preparations on the emotional expectations of school girls towards their menarche
- To assess the influence of physical self-concept of premenarcheal school girls on the emotional expectation of their menarche.

IV. Method

a) Population and Sampling

The target population of the study was those premenarcheal school girls who were in the age range of 9 to 13. These girls are assumed to be found in grade level staring from three to seven. However, with in this grade levels, those school girls who were above 13 and did not experienced their menarche, were included as well. Thus, the target populations of this study were 3rd, 4th, 5th, 6th and 7th grade premenarcheal school girls in YewketFana Primary School which is located in Kirkos Sub city. Though there are 730 Primary schools in Addis Ababa city, YewketFana was selected because it was convenience to the researcher.

In order to select premenarcheal school girls for this study, local and international average age of menarche was first considered. According to Population Council (2010), the national average age of menarche in Ethiopia is 14.5 and 14.8 for urban and rural areas respectively. However, the average age of menarche for Addis Ababa in 2004 was 13.72 (Yared, 2004). Furthermore Mexican-American girls, who have one of the fastest rates of decline in age at menarche, have an average age of menarche 11.54 (Jean, Wilkinson, Spitz, Prokhorov, Bondy, and Forman, 2011). Recognizing the above ages of menarche, '13', which is found in between, is taken as the maximum age that could be inculcated. On the other hand, Ulmer & Marthers (2000) found that nine was the minimal age of menarche. Considering this, the study, used the above maximum average age minimum age of menarche and selected premenarcheal school girls for the purpose of the study. However, those girls with in this age range 9-13 and experienced menarche are excluded since they are not the target population of the study.

After determining the required number of premenarcheal school girls in each section, simple random sampling technique specifically lottery system was used to select them from each section, and in general, using the above procedures, 132 premenarcheal school girls were selected. But 24 of the participants were discarded later due to their experience of menstruation, and another 11 were also discarded for they were inappropriately filled. Generally 35 participants were discarded from further analysis.

b) Instruments

i. *Measure of Menarcheal Preparation*

In order to rate the degree to which premenarcheal school girls felt that they are knowledgeable about menstruation, a 4-point scale ranging from 1 (*very adequate*) to 4 (*very inadequate)* and whether they thought they had enough information about menstruation on a 4-point scale ranging from 1 (*very inadequate*) to 4 (*very adequate*) were adapted from the study of Yeung et al (2005). Two items which are used in the study of Yared (2004) were also included. In addition self constructed items which asses the ways and extent of preparation to menarche were included as well. Over all eight items were used to assess premenarcheal preparation among premenarcheal school girls.

ii. *Measure of Physical self-Concept*

A 9-item scale which was developed by Leung & Lau (1989) was adapted and used for this study. This scale was developed in China and has shown satisfactory reliability of alpha=.87 (Leung & Lau, 1989). The scale included items on perceptions of the physical attractiveness of facial features and body figure, and it was also used by other researchers in china. For example Yeung et al, (2005) used the scale for their study and the reliability for that study was (alpha = .91). This study also used the scale, but in addition to the 9-item scale, 5 self-constructed items were included considering the culture of Ethiopia on the concept of beauties, and over all 14 items were used to assess physical self-concept of premenarcheal school girls. The reliability of the total 14 items which was done on Dill Chora Primary School was found to be Cronbach alpha value of 0.741. Participants were asked to rate these items on a 4-point scale ranging from 1 = *strongly disagree* to 4 = *strongly agree*. Higher scores represented more positive physical self –concept.

c) Procedures

After the instruments were screened and the samples identified, the following steps were followed to collect the data. Firstly, after taking permission from the school authorities, a rapport was built up with the girl students and their verbal consents were obtained from their parent and guardians. The purpose of the study was explained to them. Then on the first day, the girls who are found in grade of 5 to 7 were gathered together in the library and the Amharic version of the questionnaire was distributed for them. On the next day girls of grade 3 and 4 were also gathered together in the same place and filled the questionnaire. In order to

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avoid response biases because of poor reading and to avoid misunderstandings, all instructions and items were read aloud to the students by the trained Data collectors

d) Method of Data Analysis

For the purpose of analyzing the collected data from premenarcheal school girls, the following methods were used.

The analysis mainly involved multiple regression. The independent variables were preparation (menstrual information) and physical self-concept. The dependent variable was emotional expectations of menarche. Beta coefficient is also used to identify the order of independent variables in terms of their importance in accounting variance in emotional expectations of menarche. Independent Sample t test is also used to compare differences in emotional expectations of menarche between premenarcheal school girls based on their menstrual knowledge. In addition, ideal mean score of emotional expectation is used to determine the number of premenarcheal school girls' status in relation to their emotional expectation. Finally Percentage was also used in order to know the way and extent of preparation of premenarcheal school girls. The mean and standard deviations and correlation coefficients of all predictor variables and criterion variable were also determined.

V. Result

a) Emotional Expectation of Menarche

Before exploring the influence of various factors on the emotional expectations of menarche, Firstly, Emotional expectations of premenarcheal school girls was examined. Participants who scored below the ideal mean for positive emotional expectations and above the ideal mean for negative emotional expectations are considered as those who have negative emotional expectations, on the contrary, those premenarcheal school girls who scored above the ideal mean for positive emotional expectations and below mean for negative emotional expectations are considered as they have positive emotional expectations. Finally those premenarcheal school girls who scored the mean for both the positive and negative emotional expectations are considered as they have vague emotional expectations. The summary of premenarcheal school girls with their emotional expectation is summarized in Table1.

Table 1: Emotional expectations of menarche

	F	%
Negative emotional expectations	42	43.30
Positive emotional expectations	31	31.96
Excluded (vague expectations)	24	24.74
Total	97	100

As Table 1, depicted, majority (43.30%) of premenarcheal school girls have negative emotional expectations for the onset of their first menstruation. On the other hand while slightly less than half (31.96%) of premenarcheal school girls had positive emotional expectations toward their menarche, (24.74) % of them had a vague emotional expectation.

b) Menarcheal Preparation

In this section, result of menarcheal preparation i, e, how premenarcheal school girls prepare themselves (source of information, discussion with parents about menstruation, to whom to tell if menstruation occur), and the extent of their menarcheal preparation (whether they thought they had enough information about menstruation, and using the information whether they had knowledge about menstruation or not, and finally adequacy of knowledge about menstruation) are presented in the following Table.

Table 2: Ways of Menarcheal Preparation

Items	Responses	F	%
Do you have information about menstruation?	Yes	97	100
	No	0	0
	Total	97	100
Who told you about menstruation?	Mother	22	22.68
	Sister	10	10.31
	Friends	9	9.28

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	School	7	7.23
	Media	8	8.25
	Father	1	1.03
	Brother	0	0
	More than one sources	40	41.24
	Total	**97**	**100**
Do you openly discuss about menstruation with your family?	Yes	46	47.42
	No	51	52.58
	Total	**97**	**100**
For whom are you going to tell if your menstruation occurs?	mother	61	62.89
	sister	13	13.40
	friend	5	5.15
	father	2	2.1
	aunt	1	1.03
	more than one answer	12	12.37
	not tell anybody	3	3.09
	Total	**97**	**100**

As it is seen in Table 2, all premenarcheal school girls said that they had menstrual information in which many of them mentioned their mother as major source of information (22.68%). Sisters, Friends, School, Media and Fathers were also mentioned as source of information having a percentage of (10.31%), (9.28%), (7.23%), (8.25%) and (1.03%) respectively. On the other hand while 41.24% of them mentioned more than one source, all participants did not mentioned brothers as source of menstrual information. Regarding to the question whether school girls openly discuss about menstruation with their parents or not, majority of the participants (52.58%) responded as they do not have the trend of discussing on issues related to menstruation. The rest, slightly less than half of the participants (47.42%) have been openly discussed about menstruation. Furthermore, while most participants (62.89%) would like to tell the onset of menarche to their mother, (3.09 %) of the participants reported that they would not tell to anybody, and very few participants (2.1%) would like to tell the onset of menarche to their father.

Table 3 : Extent of Menarcheal Preparation

Items	Responses	F	%
How adequate do you think that you had enough information about menstruation?	Very adequate	22	22.7
	Adequate	21	21.6
	Inadequate	31	32.00
	Very inadequate	23	23.7
	Total	**97**	**100**
Do you think that you had knowledge about menstruation	Yes	37	38.14
	No	60	61.86
	Total	**97**	**100**
If you think that you had knowledge about menstruation, then how adequate is that?	Very adequate	19	51.4
	Adequate	9	24.3
	Inadequate	5	13.5
	Very inadequate	4	10.8
	Total	**37**	**100**

Table 3 shows the responses to the question, "how adequate they thought they had enough information about menstruation, a majority of the premenarcheal girls said that the information was inadequate (32.00 %), followed by very inadequate (23.7%), very adequate (22.7%) and adequate (21.6%).

Regarding to menstrual knowledge, as it seen in the Table, majority of the participants 60(61.86%) of them thought that they did not have knowledge about menstruation, but the rest 37(38.14%) said that they had knowledge about menstruation in which more than half of them (51.4%) thought that the knowledge they

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had is very adequate. But from those 37 premenarcheal school girls (those who have knowledge about menstruation), 13.5% and 10.8% of them thought that they had inadequate and very inadequate knowledge respectively.

c) The Strength of the overall relationship between Independent variables and Dependent variable

Emotional expectations of premenarcheal school girls that could be accounted for by the independent variables (menstrual attitudes, religion, preparation and PSC) considered together were explored using multiple regression analysis. In this regard the F value, beta coefficients and the test of significance for each regression coefficients have been summarized. The corresponding beta coefficients may be used to provide comparison among regression coefficients. Using F test, the significance of the value of each regression coefficients has been determined.

Table 4: Model summary on predictor variables and emotional expectations

Source	R	R^2	Adjusted R^2	Std, error of the estimate
1	.532	.283	.252	6.07822

Predictors: (Constant), preparation, r physical self-concept, attitude

As it is seen in Table 4, the four predictor variables (attitude, religion, preparation and PSC) accounted for 28.3 % variability of the emotional expectations of premenarcheal school girls (adjusted R^2 =0.283). This is to mean that 71.7 % of the variability in current emotional expectations of the participants is unaccounted for, which means that there are other variables which influenced the emotional expectations of the girls other than the above listed domain of factors.

Table 5: Coefficients on predictor variables and emotional expectation

Source	td.error		Beta	t	sig.
Menstrual attitude	.257	.083	.288	3.089	.003
Physical self concept	.160	.052	.279	3.071	.003
Religion	. 309	.718	.039	.430	.668
Preparation (MI)	1.391	.548	.231	2.537	.013

Dependent Variable: emotional expectation

Note:

* MI- menstrual information

This section of the result of multiple regression which is shown in the above table, details the analysis of each predictor variable individually. Accordingly, attitude, PSC and preparation are significant predictors since they have p value of 0.003, 0.003, and 0.013 respectively. For all the above four listed sets of variables, p< 0.05. But religion is not a significant predictor since it has a p value of 0 .668 which is, P>0.05

The rank order of influence is known by the beta-values. Attitude with β=0.288 has by far the greatest influenceon the emotional expectations of premenarcheal school girls, followed by Physical self concept (PSC) with β=0.279, and finally menarcheal preparation with β=0.231. However, beta coefficient did not show the contribution of each of the predictor variables in percent, it only show the order of influence. Accordingly, stepwise multiple regression is further utilized to investigate the variation of each of the predictor variables in percent.

d) Predictor Variables more Important in Explaining Differences in Emotional Expectation of Menarche

The result of stepwise multiple regression analysis in which the predictor variables were identified in terms of the order of their importance in percent, explaining the variation in emotional expectation are presented in Table11

Table 6: Stepwise multiple regression in analysis of the predictor variables more important in explaining variation in emotional expectation

Variables entered	R	adjusted R squared	R^2	ΔR^2	F change	Sig f change
Attitude	.395	.156	.147	.156	17.603	.000
Physical self concept	.481	.232	.215	.075	9.209	.003
Preparation(MI)	.531	.281	.258	.050	6.448	.013

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The result in Table 6 reveals that, attitude of premenarcheal school girls was found to be the first important variable in explaining the highest variation in emotional expectations of menarche which explains (15.6 %) of the total variation in emotional expectation of menarche .The second important variable that explains the highest variation in the emotional expectations of menarche is physical self concept (7.5%), followed by preparation (menstrual information) which holds a percentage of 5.

On the whole, the result of stepwise multiple regression analysis revealed that the predictor variables (attitude, physical self concept and preparation which is menstrual information) jointly accounted for by 28.1% of the total variation in emotional expectation of menarche. The remaining 71.9 % is explained by other predictor variables which were not explored in this study.

In general as the result of multiple and step wise multiple regression confirmed, all the variables, except religion were found to a significant predictors on the emotional expectations of menarche. Furthermore, the positive sign of beta coefficients indicate that as there is increment in score of menstrual attitude, preparation and PSC, there is also increment in score of emotional expectations. On the other hand, whenever there is decrement in score of menstrual attitude, preparation and PSC, there is also decrement in score of emotional expectations.

e) Diferentes in Emotional Expectations of Menarche due to Differences in Menstrual Knowledge

As it is already stated before, from the total 97 premenarcheal school girls, 37(38.14%) of them had knowledge about menstruation, and the rest 60 (61.86 %) of them said that they did not have knowledge about menstruation. In order to compare the mean differences in scores of emotional expectations between those premenarcheal school girls with and without knowledge, independent sample t test is utilized.

Table 7: Group Statistics on emotional expectations of menarche based on menstrual knowledge

	Group	N mean	SD	Std.error mean
EE*	Possession of knowledge	37 30.68	6.28	1.03182
	Absence of knowledge	60 27.57	7.44	.96033

Note

***** EE- emotional expectations

As Table7 shows, there is mean difference in score of emotional expectations among premenarcheal school girls, mean score for those who have menstrual knowledge is 30.68, and for that of premenarcheal school that do not have menstrual knowledge is 27.57. This shows that premenarcheal school girls with menstrual knowledge have more positive emotional expectations than those who do not have menstrual knowledge. But in order to see this difference is significant or not the following independent t test Table will show.

Table 8: Independent Samples Test on emotional expectations

	Levine's test for equality of variance		t test for equality of means						
	F	sig	t	Df	Sig (2 tailed)	Mean differences	Std.error differencs	Lower	upper
Equal variance	2.612	.109	2.118	95		2.37	3.10	.19549	6.0225
Equal variance not assumed			2.206	86.005	.030	2.37	3.40	.30688	5.9111

As Table 8 revealed there is significant difference in emotional expectations of menarche between premenarcheal schools girls who have menstrual knowledge and those who do not have menstrual knowledge, so according to the result , premenarcheal school girls who had menstrual knowledge have more positive emotional expectations (t=-2.118, p value 0.037 , which is p<.05).

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In general, an independent-samples t-test was conducted to compare the emotional expectation scores in premenarcheal school girls for those with menstrual knowledge and those who are without menstrual knowledge. There was significant difference in scores for those premenarcheal school girls with menstrual knowledge (M=30.68, SD=6.28) and those premenarcheal school girls without menstrual knowledge [M= 27.57, SD=7.44; t=2.118, p= 0.037].

VI. Discussion

a) Emotional expectations of Premenarcheal School girls

Most premenarcheal girls anticipated experiencing a diversity of paramenstrual changes, with negative expectations being more frequently reported than the positive ones. In line with other studies who found in general that premenarcheal girls expect their menarche more in a negative way than the positive one (Brooks-Gunn & Ruble, 1982; Koff & Rierdan, 1996; Yeung*et al*, 2005), in this study most premenarcheal school girls also have negative emotional expectations than the positive one.

According to Brooks- Gunn & Ruble (1982) premenarcheal Girls enter menarche with mostly negative expectations. In addition during the 1970's and 1980's more premenarcheal American girls expect enter to menarche with negative emotional expectations. Koff and Rierdan (1996) also found that American girls explored both negative and positive emotional expectations, but according to the finding of the researchers, negative emotional expectations were the dominant one comparing to the positive emotional expectations. Similarly, in China, though premenarcheal girls expect both negative and positive emotional expectations, they were largely negative in their expectations (Yeung*et al*, 2005)

b) Menarcheal preparation and its Influence on the Emotional expectations of Menarche

Research was done on how premenarcheal school girls prepare themselves for their menarche and most of the research findings revealed that mothers were the major sources of information about menstruation for premenarcheal girls (Aniebue1 et al, 2009; Koff and Rierdan's, 1996). Similarly, in this study, majority (62.89 % of premenarcheal school girls mentioned their mothers as the major source of information for their preparation. According to (Aniebue1 et al, 2009), in Nigeria, 74.7% of girls mentioned their mothers as their major source of menstrual information. Koff and Rierdan's (1996) found that as mothers were the major source of information for premenarcheal girls ahead of menarche; but the researchers also identified that friends and female teacher's were another source of information in addition to mothers.

However, other researchers found that there are other major sources of menstrual information other than mothers For instance according to the study of Population Council on the nine regions of Ethiopia , the most common source of information on menstruation were teachers (42%), grandmothers (26%), friends (24%). Only (8 %) percents of mothers gave their daughters information on menstruation. In Egypt also 92.2% of the girls accessed menstrual information primarily from the mass media (Aniebue1 et al, 2009). In addition, in India girl's major sources of information about menstruation were friends, while the source of information for others was T.V, magazines, movies, and relatives (Dhingra.R, Kumar.A. & Kour.M, 2009). Mothers were not only major source of menstruation for premenarcheal school girls, but they are also preferred by premenarcheal school girls while they mentioned persons for whom they would to tell the onset of their first menstruation. This finding is consistent with that of the study which was done in China (Yeung et al, 2005), in which majority of the study participants would like to tell their menarche to their mother.

In relation of extent of premenarcheal preparation, researchers mentioned as premenarcheal girls did not prepared adequately for their menarche (Chang, Y .T., Hayter, M. & Wu, S.-C., 2010; Yared, 2004; Yeung, 2005). According to Chang et al (2010), many of premenarcheal girls felt unprepared since, they did not receive much or accurate or positive education about menstruation. Yeung et al (2005) also found that only5.4% of the participants were completely prepared, 39% felt somewhat prepared, 30.6% were not prepared enough, and 25% reported being completely unprepared. In addition, according to Yared (2004), 67% of girls in the study felt unprepared for their menarche. Similarly in this study, majority (32.0%) of the premenarcheal school girls said that they do not have adequate menstrual information which implies their inadequate menstrual preparation. In addition majority (61.86%) of them also said that they did not have menstrual knowledge. furthermore, majority (52.58%) of them did not discuss about menstruation with their family, which implies again their inadequate menarcheal preparation.

Significant relationships have repeatedly been found between preparation for menarche and emotional expectations of menarche. In cross-sectional and prospective studies of early adolescents (Brooks-Gunn Ruble, 1982), as well as in retrospective studies of late adolescents Koff*etaL,* 1982; better prepared individuals have reported more positive menarcheal experiences than less well-prepared individuals. Rierdan, & Koff(1996) also found more positive emotional

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expectations in girls who felt better prepared for menarche than in those who felt less well prepared or unprepared. Furthermore Chang et al, (2010), suggested that adequate preparation, knowledge about menstrual physiology and hygiene, and information about both the positive and negative aspects of menstruation allow girls to feel more in control of their bodies and thus make the experience of menarche more positive. Much of the uncertainty, fear, and even trauma that have been associated with menarche can be traced to the lack of adequate informational and emotional preparation found that those who were unprepared for menarche appraised the event negatively, described it as appalling or horrifying, and reported experiencing menstrual pain more frequently than those who were prepared. The women who were prepared for menarche appraised the event more positively. Similarly in this study, the result of multiple regression and independent sample t test shows that as menstrual information and knowledge about menstruation influence the emotional expectations of menarche. To conclude in consistent to previous findings, this study shows the influence of menarcheal preparation (menstrual information and knowledge) on the emotional expectations of menarche such as more grown up, feeling of more feminine, happiness , proud of oneself, confusion, worried, angry, feeling of embarrassment etc.

c) Influence of Menstrual attitude on the Emotional expectations of Menarche

Attitude is one of an influencing factor of premenarcheal girl's expectations of menarche. Similar to previous studies in this area (Rierdan & Koff, 1990; Yeung et al, 2005), the present results indicated that, menstrual attitude predicts emotional expectations of menarche among premenarcheal school girls.

Rierdan & Koff (1990) conduct a research related to the relationship between menstrual attitude and emotional expectations of menarche. When premenarcheal menstrual attitudes and personality attributes were examined independently, results revealed that affirmation, a menstrual attitude, and depression significantly predicted emotional response to menarche.

According to Yeung et al, (2005), Chinese premenarcheal girls with positive menstrual attitude expect their menstruation positively, and those premenarcheal girls with menstruation as a debilitating and bothersome event tend to expect more negative emotional expectations; furthermore, according to Yeung et al, (2005) found that as attitude was the most influencial variable in predicting emotional expectations of menarche. To add, Anson et al, (cited Yeung et al, 2005), also found the associations between menstrual attitudes and menarcheal related expectations and experiences in western girls. These studies confirmed that American girls with positive attitude towards menstruation expect more positive emotional expectations such as feeling of more grown up and more feminine.

In general research findings confirmed as menstrual attitude is the most salient predictor of premenarcheal girls emotional expectations of menarche.i.e. Positive attitude toward menstruation predicts positive emotional expectation of menarche and negative attitude toward menstruation predicts negative emotional expectation of menarche (Rierdan & Koff, 1990;Yeung et al, 2005). In this study also menstrual attitude is the most salient predictor accounting (15.6%) of total variation in emotional expectations of menarche.

This study is inconsistent with previous studies. In this study religion did not predict emotional expectations of menarche. This could be the reason that girls may not give too much attention to their religion, though premenarcheal girls have a religious affiliation which their parents follow, they may not know the rules, beliefs and the taboos of their religion.

d) Physical self-concept as Factor Influencing Emotional expectations of Menarche

Other salient predictor of emotional expectations of menarche included in the study was premenarcheal school girls' physical self-concept. Researchers have suggested that body image concerns often arise around the time of menarche, when girls try to cope with menstruation and other pubertal changes, such as weight gain and changes in body shape. They also added that due to criticisms from their peer groups, physical self-concept become to decline during adolescences period (Chrisler & Johnston-Robledo cited in Yeung et al, 2005). Consistent with previous findings (Teitelman, 2004; (Yeung*et al*, 2005), the present study shows that premenarcheal school girls' emotional expectations of menarche is also predicted by physical self-concept. According to (Teitelman, 2004), there is association between physical self-concept and emotional expectation of menarche. Yeung*et al*, (2005) also confirmed the relationship between emotional expectations of menarche and physical self-concept on Chinese premenarcheal teenage girls. According to the result of the study, Chinese premenarcheal teenage girls' menarche was predicted by physical self-concept.

VII. Conclusion

The purpose of this study was to assess the influence of attitude, religion, preparation and physical self-concept on the emotional expectations of menarche among premenarcheal school girls in YewketFana Primary school. Depending on the obtained result, it is possible to reach on the following conclusions.

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- The finding of the study confirmed that as premenarcheal school girls prepare themselves by obtaining menstrual information mainly from their mother, but their preparation was in adequte as long as majority of the paritipants did not have adequte menstrual information and knowledge.
- The result of this study also signifies that majority of premenarcheal school girls have negative emotional expectations of menarche.
- The present finding further illustrates that variables (attitude, menarcheal preparation, and physical self concept were significant predictors for premenarcheal school girls' emotional expectation of menarche. In terms of their importance in influencing the emotional expectations of menarche among premenarcheal school girls, menstrual attitude was found to be the most salient predictor factor, followed by physical self concept and menarcheal preparation.

Therefore, it is possible to conclude as premenarcheal school girl's emotional expectation of menarche is influenced by factors such as menstrual attitude, physical self-concept and menarcheal preparation; which implies the need to focus on the above variables in order to help girls to expect their menarche positively.

VIII. Recommendations

Based on the findings of the study, the following recommendations are put forwarded.

- The majority of the respondents said that they did not have a trend of discussing on issues related menstruation with their parents, do not have menstrual knowledge, and are not adequately prepared for menarche. The majority of premenarcheal school girls' emotional response to menarche was also predominantly negative. So, parents and the school environment are expected to work hand in hand in preparing the girls ahead of menarche.
- The finding of this research also revealed that menstrual attitude, preparation and physical self-concept were influencing factors for the emotional expectations of menarche. So, an effort has to be done in promoting premenarcheal school girls to have the positive aspect of the above variables, which inurn would lead them to expect their menarche positively.
- This study is limited on only one school in Addis Ababa city. So, conducting additional research using the same predictors is recommended which includes more schools, and can be generalized to larger population.
- This study is limited on few variables to investigate the influencing factors for the emotional expectations of menarche among premenarcheal school girls, so, further research is recommended which could be inclusive of more variables.

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