



A study to evaluate the effectiveness of an educational intervention program on knowledge regarding physiological and psychological problems of menopause and its management among school teachers in selected schools, Hubballi

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Abstract

Background of the study: Menopause is an unspoken, unattended, reality of life, the cause of which is still undeciphered completely by man. The average life expectancy of women is more but they face health issues due to the physiological and psychological condition of menopause. Long term complications of menopause is a major public health problem which will disrupt the quality of life.

Objectives

1. To assess the level of knowledge regarding physiological and psychological problems of menopause and its management among school teachers.
2. To evaluate the effectiveness of educational intervention program regarding physiological and psychological problems of menopause and its management among school teachers in terms of gain in knowledge scores.
3. To find out an association between pretest knowledge scores regarding physiological and psychological problems of menopause and its management among school teachers with their selected socio demographic variables.

Methodology: An evaluative study was conducted among 40 School teachers of selected schools, Hubballi. The research design used for the present study was pre-experimental: one group pre-test, post-test design. Non- Probability, purposive sampling technique was used to select the sample. The data was collected by using structured knowledge questionnaire.

Results: In the pre-test, majority of subjects 28 (70%) had average knowledge, 08 (20%) had good knowledge and 04 (10%) had poor knowledge. Where as in post-test all 40 (100%) had good knowledge and none of them had average and poor knowledge regarding Physiological and Psychological Problems of Menopause and its management. There was a significant gain in knowledge of school teachers who were exposed to the educational intervention program i.e. 45.97%. The paired 't' value ($t_{cal} = 26.516^*$) at $p < 0.05$ level of significance for knowledge proved that the stated hypothesis i.e. the mean post-test knowledge scores of school teachers in Selected schools who were exposed to the educational intervention program will be significantly higher than the pre-test knowledge scores at 0.05 level of significance.

Conclusion: The study concludes that Educational Intervention Program was more effective for school teachers to increase and update their knowledge regarding Physiological and Psychological Problems of Menopause and its management.

Keywords: Menopause, female school teachers, knowledge, effectiveness, educational intervention program

Introduction

"The function of education is to teach one to think intensively and to think critically. Intelligence plus character- that is the goal of true education"

-Martin Luther

India is a country of great diversity. It is difficult to apply "one size fits all" to the Indian consensus recommendations due to varied lifestyles in the country, the rural-urban divide, the economic imbalance between poor middle class and affluent people, multicultural, multi-ethnic and multi religious population. The same thing is true for the

menopausal symptoms. Distribution of menopausal symptoms is extremely assorted. Individual variations exist as they do worldwide.

Menopause is natural and should not affect a woman's enjoyment of life. Menopause fills many people with unease. But the best way to deal with it is to understand it. Many women have difficulties in coping with the emotional and physical strain of menopause, while others are relatively symptom-free. The study will help to identify menopausal symptoms and plan the future research for educational program.

The number of women approaching menopause is

increasing now a days and a majority of women may spend a greater part of their life in postmenopausal years. About 75% of the women at menopause undergo various changes physically and psychologically, 25% need medical advice and only 5-10% of the women need reassurance.

Need for the Study

Women quoted as “Kshamaya Dharithri” in literature, plays versatile role in the entire life span. She undergoes significant changes in life, when her reproductive years end and her body and psyche experience a host of physical and emotional changes starting from about the age of 45 years.

The word menopause is most often used in regard to human females, where menopause happens more or less in midlife, signaling the end of the fertile phase of a woman’s life and ushering in the third, traditionally wiser, part of a woman’s life. India has a large population, which has already crossed the one billion mark with 71 million people over 60 years of age and the number of menopausal women about 43 million. Projected figures in 2026 have estimated the population in India will be 1.4 billion, people over 60 years 173 million and menopausal population 103 million. Average age of menopause is 47.5 years in Indian women with an average life expectancy of 71 years (Indian Menopause Society). In Indian scenario, menopausal health demands high priority due to increasing life expectancy and growing population of menopausal women

Statement of the problem

“A Study to evaluate the effectiveness of an Educational Intervention Program on Knowledge regarding Physiological and Psychological Problems of Menopause and its management among School teachers in selected schools, Hubballi”.

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Hypotheses

H₁: The mean post- test knowledge scores of school teachers receiving educational intervention program on knowledge regarding physiological and psychological problems of menopause and its management will be significantly higher than the mean pre-test knowledge scores at 0.05 level of significance.

H₂: There will be statistical association between the pre-test knowledge scores regarding physiological and psychological problems of menopause and its management among school teachers and their selected socio demographic variables at 0.05 level of significance.

Assumptions

1. School teachers have some knowledge about physiological and psychological problems of menopause and its management.
2. Educational intervention program is effective strategy to improve the knowledge regarding physiological and psychological problems of menopause and its management among school teachers.

Delimitations

The study is delimited to school teachers of age group 35-50 years among selected schools of Hubballi, Karnataka.

Materials and Methods

Research Approach: Evaluative Research Approach

Research Design: Pre-experimental: one group pre-test, post-test design.

Research setting

The present study was conducted in two settings:

1. M.R. Sakhare, CBSE English Medium School, Hubballi
2. Chinmaya Vidyalaya CBSE English Medium School, Hubballi.

Sample Size and Sample: 40 School Teachers were selected for the study.

Sampling Technique: Non-Probability; Purposive sampling technique was used.

Variables

Independent variable: Educational Intervention Program

Dependent variable: Knowledge regarding Physiological and Psychological Problems of Menopause and its management

Criteria for Selection of Samples

Inclusion Criteria

School teachers who were

- present during the time of data collection,
- willing to participate in the study,
- in the age group of 35-50 years.

Exclusion Criteria

- School teachers who were sick during the time of data collection.

Results

Demographic data was analysed using frequency and percentage. Frequencies, percentage, Mean, Median, Mode, Standard Deviation and Range was used to determine the knowledge scores. The ‘t’ value was computed to show the effectiveness of an Educational Intervention Program and chi-square test was done to determine the association between the pre-test knowledge scores of subjects and selected socio demographic variables.

Section 1: Distribution of sample characteristics according to socio demographic variables.

- Majority of the subjects i.e 16 (40%) belonged to the age group of 35-40 years, 14 (35%) were in the age group of 41-45 years and 10 (25%) were in the age

- group of 46-50 years.
- Majority of the subjects i.e 22 (55%) belonged to Hindu religion, 14 (35%) belonged Christian religion and 04 (10%) belonged to Muslim religion.
- Majority of the subjects i.e 20 (50%) had 1-2 children, whereas 14 (35%) had 3-4 children and 06 (15%) had not conceived
- Regarding the type of family, Majority of subjects i.e 28 (70%) belonged to nuclear family and 12 (30%) belonged to joint family.
- As regards to the Age at the time of menarche, Majority of subjects i.e 30 (75%) attained menarche at 12-13 years, 06 (15%) were 10-11 years and 04 (10%) were 14-15 years.

- Majority of the subjects i.e 32 (80%) were married, 06 (15%) were unmarried and 02 (5%) were widow.
- In respect to the educational status of subjects i.e 22 (55%) had Bachelor’s degree with B.Ed, 14 (35%) had Master’s degree with B.Ed and 04 (10%) had Diploma in Education.
- As regards to habitat, Majority of the subjects i.e 32 (80%) were from urban area and 08 (20%) were from rural area.
- For Maximum number of subjects the source of information i.e 34 (85%) received through electronic media, 04 (10%) received through peer group and social circle and 02 (5%) received through health professional.

Section 2: Analysis and Interpretation of knowledge scores of subjects.

Table 1: Mean, Median, Mode, Standard Deviation and Range of knowledge scores of subjects regarding Physiological and Psychological Problems of Menopause and its management. n=40

Area of Analysis	Mean	Median	Mode	Standard Deviation	Range
Pre-test	18.27	18	18	4.132	17
Post test	37.1	37	36	1.771	6
Difference	18.83	19	18	2.361	11

Table No 1: reveals that the pre-test mean knowledge score was 18.27, median 18, mode 18, standard deviation 4.132, and range 17. Whereas in the post-test the mean knowledge score was 37.1, median 37, mode 36, standard deviation

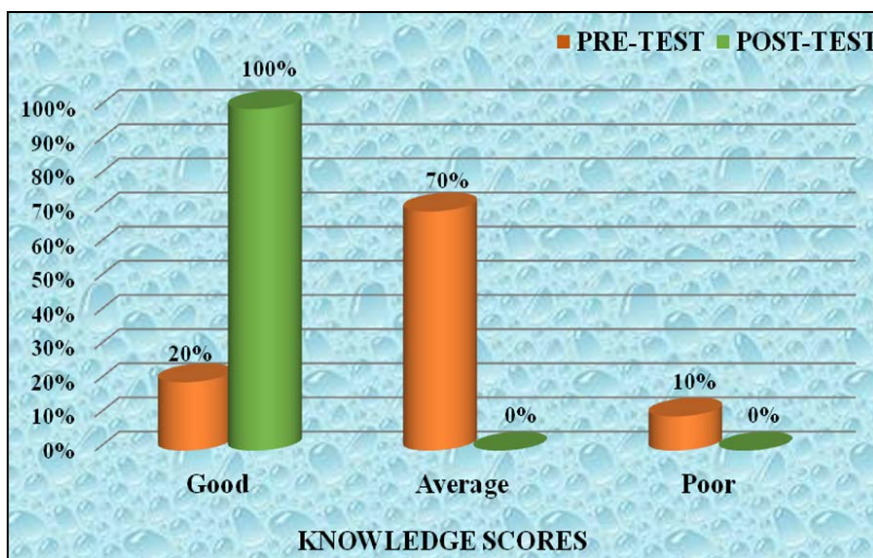
1.771 and range 6. The overall difference in mean knowledge score was 18.83, median 19, mode 18, standard deviation 2.361 and range 11.

Table 2: Frequency and percentage distribution of knowledge scores of subjects regarding Physiological and Psychological Problems of Menopause and its management n=40

Level of Knowledge	Pre-test		Post-test	
	Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)
Good (22 and above)	08	20%	40	100%
Average (14 -21)	28	70%	00	00%
Poor (13 and below)	04	10%	00	00%

Table No 2: shows that distribution of level of knowledge regarding Physiological and Psychological Problems of Menopause and its management in pre-test and post-test. Most of subjects in the pre-test 28 (70%) had average

knowledge, 8 (20%) had good knowledge and 4 (10%) had poor knowledge. Where as in post-test all 40 (100%) had good knowledge and none of them had average and poor knowledge scores.

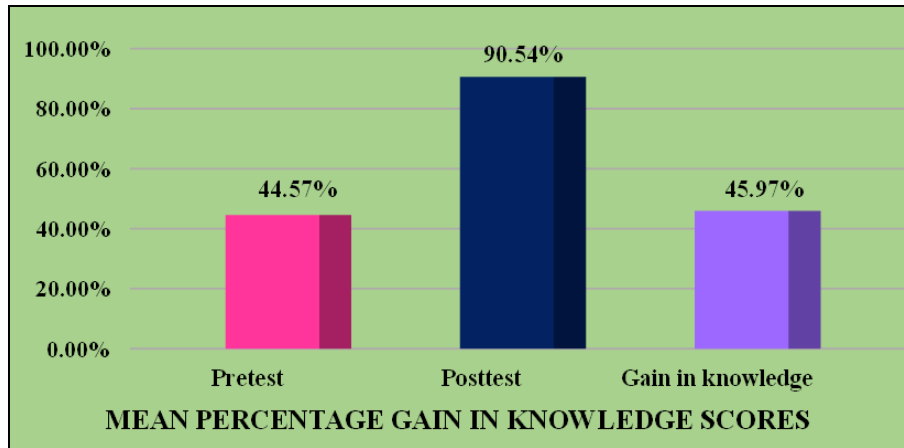


Graph 1: The Cylindrical graph represents percentage distribution of subjects according to their level of knowledge scores in pre-test and post-test.

Table 3: Pre-test and Post-test mean percentage of knowledge scores of subjects regarding Physiological and Psychological Problems of Menopause and its management n=40

Items	Total Score	Mean % of knowledge scores of subjects		
		Pre-test	Post-test	Gain in knowledge
Structured Knowledge Questionnaire	1640	44.57%	90.54%	45.97%

Table 3: reveals that there was 45.97% gain in knowledge after administration of Educational Intervention Program.



Graph 2: The Column graph represents the mean percentage gain in knowledge scores of subjects according to their knowledge scores.

Section 3: Testing Hypotheses

Table 4: Mean difference (\bar{d}), Standard Error of difference and Paired ‘t’ values of knowledge scores of subjects regarding physiological and psychological problems of menopause and its management. n= 40

Mean Difference (\bar{d})	Standard Error of difference (SED)	Paired ‘t’ values	
		Calculated	Tabulated
18.9	0.709	26.516*	2.0211

Table No 4: Reveals that the calculated paired ‘t’ value ($t_{cal} = 26.516^*$) was greater than the tabulated value ($t_{tab} = 2.0211$). Hence, H_1 was accepted. This indicates that the gain in knowledge score was statistically significant at 0.05 level of significance. Therefore, the Educational intervention program was effective in terms of gain in knowledge scores of the subjects.

Discussion

The Findings of the present study have revealed that the gain in level of knowledge scores of the school teachers regarding Physiological and Psychological Problems of Menopause and its management in pre-test reveals that majority of subjects 28 (70%) had average knowledge, 08 (20%) had good knowledge and 04 (10%) had poor knowledge. Where as in post-test all 40 (100%) had good knowledge and none of them had average and poor knowledge scores. There was a significant gain in knowledge i.e. 45.97% among the school teachers who were exposed to the educational intervention program. The calculated paired ‘t’ value ($t_{cal} = 26.516^*$) was greater than the tabulated value ($t_{tab} = 2.0211$). Hence, H_1 was accepted. This indicates that the gain in knowledge scores was statistically significant at 0.05 level of significance.

Conclusion

Based on finding of the study, the following conclusions were drawn.

1. The overall pre-test knowledge scores of the subjects were average.
2. The post-test knowledge scores of the subjects after administration of the Educational intervention program were significantly higher than the pre- test knowledge scores.
3. Post-test knowledge results showed that gain in knowledge score of subject was statistically significant at 0.05 levels.
4. Thus it is concluded that Educational intervention program was effective in terms of grain in knowledge score of the subjects.

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