Effectiveness of Structured Teaching Program on Prevention of Post Menopausal Health Problems

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Abstract:
The effectiveness of structured teaching program on prevention of menopausal health problems among 30 women was done in selected rural villages of Vellore district, Tamil Nadu. The research design was a quasi experimental design. Data were collected using structured knowledge questionnaire. The data were tabulated, analysed and interpreted by using descriptive and inferential statistics. The findings revealed that there was a significant improvement in the post test knowledge among post menopausal women.

Keywords: Effectiveness, structured teaching program, menopausal problem, menopausal women, background factor.

I. INTRODUCTION

Menopause is not a disease that needs to be cures, but a natural life stage transition. A significant number of postmenopausal women link the physical change of old age with menopause.

Menopause is a universal female experience, but ways of reacting to it varies from individual to individual. Women often refer the period as a ‘change of life’, accumulation of physical and emotional experience extending over the life span.

The study which was based on Indian menopause society (2017) information collected from a sample a more than 90,000 married women aged between 15 and 49 covering 99% of India’s population.

4.1% of Indian women were already in menopause by the age of 40 to 60 years and faces with one or more menopausal problems.

II. THE PROBLEM:

A study to evaluate the effectiveness of structure teaching program an prevention of post menopausal women in selected rural areas, Vellore.

III. OBJECTIVES

1. To assess the existing level of knowledge among post menopausal women regarding post menopausal health problems.

2. To evaluate the effectiveness of structured teaching program on prevention of post menopausal health problems among post menopausal women.

3. To associate the post test knowledge score on post menopausal health problems with their selected demographic variable.

IV. HYPOTHESIS

H1. There is a significant level of knowledge on post menopausal health problems before and after structured teaching program among post menopausal women.

H2. There is a significant level of effectiveness regarding structured teaching program on post menopausal health problems.

H3. There is a significant association between post test knowledge score on post menopausal health problem among post menopausal women with selected demographic variables.

V. METHODOLOGY

The research design was a quai experimental design with one group pre test and post test with post menopausal women residing in rural areas of Vellore. Purposive sampling was used to select the study samples.

The independent variable was structured teaching program and the dependant variable was knowledge. The tool was validated by 6 experts. Split half method was used to find the reliability of the interview schedule.

The reliability of the structured teaching program by inter-rater method and reliability coefficient was r=0.95. Confidentiality of the data was maintained. Percentage mean and standard deviation were employed and under inferential statistics’t’ test and chi-square were used.

The pre-test was conducted by using structured interview schedule to assess the knowledge immediately after the pre-test, structured teaching program was given to post menopausal women about 25-30minutes.

After the 7 days post test was conducted by using the same structured interview schedule.

VI. FINDINGS

In relation to the socio demographic variables more than 50% of post menopausal women were in the age group of 50 to 54 years, 53% had secondary education, 90% were house wife, 62% had no information about post menopausal health problems.
Table 1. Pre and post test mean knowledge score of post menopausal women

<table>
<thead>
<tr>
<th>Group</th>
<th>Structured Teaching Program STP</th>
<th>Mean Difference</th>
<th>'t' Value</th>
<th>95% Confidence interval</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Maximum Score</td>
<td>Range</td>
<td>SD</td>
<td>Lower</td>
</tr>
<tr>
<td>Pre test</td>
<td>7.37</td>
<td>11</td>
<td>1.956</td>
<td>30.56</td>
</tr>
<tr>
<td>Post test</td>
<td>52.01</td>
<td>57</td>
<td>4.370</td>
<td>p&lt;0.05(s)</td>
</tr>
</tbody>
</table>

In relation to the analysis, the mean post test knowledge score of structured teaching program regarding menopausal health problems. The data revealed that 56.67% of post menopausal women has poor knowledge, 43.33% had average knowledge. In the post test 70% of post menopausal women had good knowledge and 30% had average knowledge.

The paired ‘t’ test value was (29)=20.86, p<0.05 level when compare to table value (2.15) showed highly significant. Background variables such as age t=1.34(p=0.895), education t=1.53(p=0.142) age at menopause t=1.40(p.177), duration of menopause t=-1.789(p=0.089) associated with knowledge of post menopausal women regarding post menopausal health problems.

VI. CONCLUSION

The post menopausal women had gain knowledge score from 10.2% to 21.87% after implementation of structured teaching program. The study conducted by Yanichin 2016 shows that women who underwent teaching program had highly significant knowledge on self care (p<0.01). Thus highly significant association was found between pre-test and post test knowledge scores.

VII. IMPLICATIONS

1. Structured teaching program is a cost effective method to minimise the menopausal problems among post menopausal women.
2. An education about the preventive aspect of the menopausal problem aid in developing self care module

VIII. REFERENCES