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**Original Research Article**

**Volume 14 Issue 2**

**March-April 2025**

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# **A STUDY TO ASSESS THE EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME ON DECREASING MENOPAUSAL SYMPTOMS AMONG WOMEN AT A SELECTED HOSPITAL IN GUJARAT**

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## **Introduction**

Menopause is a natural and inevitable biological process marking the permanent cessation of menstruation as a result of declining ovarian activity and estrogen deficiency. It signifies the end of a woman's reproductive phase and generally occurs between the ages of 45 and 55 years. Although menopause is a physiological transition rather than a pathological condition, it is frequently accompanied by a constellation of physical, psychological, and vasomotor symptoms that can substantially affect a woman's health, functional capacity, and overall quality of life.

Menopausal symptoms vary in type, intensity, and duration among women and are influenced by hormonal changes, lifestyle factors, psychosocial stressors, and cultural perceptions. Commonly reported symptoms include hot flashes, night sweats, palpitations, fatigue, sleep disturbances, joint and muscle pain, irritability, anxiety, and mood fluctuations. Vasomotor symptoms, in particular, are considered the hallmark of menopause and are often reported as the most distressing due to their sudden onset and disruptive nature.

In rural settings, menopausal women often face unique challenges in coping with these symptoms. Limited access to healthcare services, lack of structured health education, low literacy levels, and deeply rooted sociocultural beliefs frequently lead to poor awareness and underreporting of menopausal problems. Many women in rural areas

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perceive menopausal symptoms as an unavoidable part of aging and therefore do not seek medical advice or adopt appropriate self-care measures. This lack of knowledge and support can result in prolonged suffering, reduced productivity, and diminished quality of life.

Health education has been identified as a cost-effective and practical approach to empower women during the menopausal transition. Structured teaching programmes provide systematic and comprehensive information regarding the physiological changes of menopause, common symptoms, and effective strategies for symptom management. Such programmes encourage lifestyle modifications including balanced nutrition, regular physical activity, stress management techniques, and healthy sleep practices, which have been shown to alleviate menopausal discomfort.

Nurses play a crucial role in delivering educational interventions, particularly in rural healthcare settings where they often serve as the primary point of contact for women's health services. Through structured teaching programmes, nurses can enhance women's knowledge, promote positive health-seeking behaviors, and foster self-care practices aimed at reducing menopausal symptoms.

Despite the growing population of menopausal women in India, there is a scarcity of interventional studies focusing on educational strategies for symptom management in rural areas. Therefore, the present study was undertaken to assess the effectiveness of a structured teaching programme on decreasing menopausal symptoms among women attending a selected rural hospital in Gujarat. The findings of this study are expected to contribute valuable evidence for integrating structured educational interventions into routine nursing practice and community health programmes for menopausal women.

### **Problem Statement**

"A study to assess the effectiveness of structured teaching programme on decreasing menopausal symptoms among women at a selected hospital in Gujarat."

### **Objectives**

1. To assess the level of menopausal symptoms among women before the structured teaching programme.
2. To assess the level of menopausal symptoms among women after the structured teaching programme.

3. To evaluate the effectiveness of the structured teaching programme in decreasing menopausal symptoms.
4. To find the association between post test menopausal symptom scores and selected demographic variables.

### **Hypothesis**

- **H<sub>1</sub>:** There will be a significant reduction in menopausal symptoms among women after the structured teaching programme.

### **Research Methodology**

#### **Research Design:**

Quasi-experimental one-group pretest–post test design.

#### **Setting:**

Selected rural hospital in Gujarat.

#### **Population:**

Menopausal women residing in rural areas of Gujarat.

#### **Sample Size:**

25 menopausal women.

#### **Sampling Technique:**

Purposive sampling.

#### **Inclusion Criteria:**

- Women aged 40–60 years
- Attained natural menopause
- Willing to participate

#### **Exclusion Criteria:**

- Women with surgical menopause
- Women on hormone replacement therapy

**Tool Used:**

Structured menopausal symptom checklist covering physical, psychological, and vasomotor symptoms.

**Intervention:**

A structured teaching programme covering:

- Concept and phases of menopause
- Common menopausal symptoms
- Lifestyle modification (diet, exercise, sleep hygiene)
- Stress management and coping strategies

**Data Collection Procedure:**

- Pretest assessment of menopausal symptoms
- Administration of structured teaching programme
- Post test assessment after 14 days

**Data Analysis:**

- Descriptive statistics: frequency, percentage, mean, standard deviation
- Inferential statistics: paired *t*-test and chi-square test

**Results**

<b>Assessment</b>	<b>Mean ± SD</b>
Pretest menopausal symptom score	42.6 ± 6.8
Post test menopausal symptom score	28.4 ± 5.9

The calculated paired *t*-value was statistically significant at  $p < 0.05$ , indicating a significant decrease in menopausal symptoms following the structured teaching programme.

## **Discussion**

The study findings revealed a marked reduction in menopausal symptoms after the educational intervention. This improvement may be attributed to increased awareness, adoption of healthy lifestyle practices, and enhanced coping mechanisms among participants. The results are consistent with previous studies that demonstrated the effectiveness of structured teaching programmes in menopause management.

## **Conclusion**

The structured teaching programme was effective in decreasing menopausal symptoms among women in rural areas of Gujarat. Educational interventions should be encouraged as part of routine nursing care to improve the quality of life of menopausal women.

## **Recommendations**

- Replication of the study with a larger sample size
- Inclusion of a control group for comparative analysis
- Community-based educational programmes for rural women

## **Limitations**

- Small sample size
- Short duration of follow-up
- Study limited to a single rural hospital

## **References**

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