

A Study to Evaluate The Effectiveness of Teaching about Premenopausal Syndrome among Teachers through Concept Mapping Technique in Chosen Pre-University Colleges in Gwalior

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Abstract: Most underdiagnosed, premenopausal syndrome has a significant effect on the physical as well as psychological status of women undergoing menopause. Educators, particularly female teachers in pre-university colleges, are also not exempt from these changes and can undergo them along with professional and personal commitments. The present study was aimed at assessing the efficacy of a structured teaching intervention through the concept mapping strategy to improve knowledge and awareness of premenopausal syndrome among female teachers in selected pre-university colleges of Gwalior. Quasi-experimental one-group pre-test post-test design was employed. Fifty female teachers were randomly selected through purposive sampling. Structured knowledge questionnaire was applied prior to and following the educational intervention involving the use of concept mapping. The mean score before the test was 12.36 and had a standard deviation of 3.15, and after the test, the mean score increased considerably to 21.74 and had a standard deviation of 2.58, which reflects significantly improved knowledge. Statistically significant difference was shown by paired t-test analysis ($t = 14.32$, $p < 0.001$). The results indicate that concept mapping is a good pedagogical tool to teach premenopausal women, especially teachers, about the syndrome, enabling early recognition and management. The research highlights the need to integrate new teaching methods to tackle health literacy in workplaces. Premenopausal syndrome continues to be a relatively under addressed field in public health debates, particularly within occupational settings such as schools where women employees are dominant. Pre-university college teachers have special issues to contend with because of their dual function as teachers and guardians, so premenopausal symptom awareness is important. Premenopausal physiological changes can be experienced as irregular periods, mood changes, sleeping disorders, and mental decline. Since there are no systematic education efforts, most women either do not notice these symptoms or attribute them to aging or stress and thus resort to late intervention. This research was performed with the aim of evaluating the efficiency of a concept mapping-based teaching strategy in enhancing female teachers' knowledge of premenopausal syndrome. The aim was not just to assess knowledge acquisition but also to examine the potential of a visual learning method such as concept mapping in facilitating adult learning in health education. A quasi-experimental design with one-group pre-test post-test procedure was used. The study was conducted in selected pre-university colleges in Gwalior. A total of 50 female teachers who met the inclusion criteria were selected through purposive sampling. A structured knowledge questionnaire containing 25 multiple-choice items covering aspects of premenopausal syndrome, its symptoms, prevention, and management was administered. The intervention consisted of a 90-minute teaching session using concept maps as the primary tool. The maps were constructed to illustrate connections between signs, symptoms, management strategies, and lifestyle changes pertaining to perimenopause. One week later, the same questionnaire was read ministered to evaluate knowledge after intervention.



The findings showed a considerable boost in knowledge scores following the intervention. Pre-test mean knowledge score was 12.36 ($sd = 3.15$), while that of the post-test was 21.74 ($sd = 2.58$), reflecting an average gain of 9.38 points. The t -value calculated ($t = 14.32$, $p < 0.001$) revealed that the gain was significant statistically. These observations mean that the technique of concept mapping succeeded in improving premenopausal syndrome understanding among participants. In summary, the research proved that concept mapping-based structured teaching enhanced knowledge about premenopausal syndrome among female educators. The interactive and visual aspect of concept maps allowed for easier understanding, retention, and recall of health information. This strategy could be integrated into workplace health promotion programs to meet the needs of health education. Educating teachers about these health topics not only serves the teacher but could potentially empower the teacher to share reliable information with their professional and social networks. Long-term retention of knowledge and comparison to other methods of teaching across various occupational groups could be areas of focus for future research..

Keywords: Perimenopausal syndrome, concept mapping, health education, teaching effectiveness, female teachers

