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Title 論文題目	知的障害のある女子をもつ母親への初経教育プログラムの効果に関する研究 —ダウン症候群のある女子をもつ母親の自己効力感に焦点をあてて—
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Degree number 学位記番号 ※	甲第10号
Degree name 学位の種別	博士(看護学)
Issue Date 学位取得年月日	2019-09-30
Original Article 原著論文	
Doc URL ※	
DOI ※	
Resource Version ※	

## 博士論文の要約

報 告 番 号	甲第 1449 号	氏 名	伊織 光恵
論文題名 (日本語)			
知的障害のある女子をもつ母親への初経教育プログラムの効果に関する研究 —ダウン症候群のある女子をもつ母親の自己効力感に焦点をあてて—			
論文題名 (英語)			
Research on the Effects of a Menarche Education Program on Mothers Who Have Intellectually Impaired Daughters – Focusing on the Feeling of Self efficacy in Mothers Who Have Daughters with Down Syndrome –			
研究目的			
ダウン症候群のある女子をもつ 母親に対する 初経教育プログラムを考案・実施し、自己効力感への効果を明らかにすることを目的とした。			
研究方法			
第一段階から第三段階で研究を行い、対象者はダウン症候群のある女子の母親であった。研究デザインは、第一・第二段階が質的記述的研究、第三段階は質的記述的研究と補足的に質問紙でデータを収集した。第一段階では母親がこれから行おうと考える初経教育、第二段階では母親がすでに行った初経教育を半構造化面接で明らかにした。第三段階では、3 か月間隔で集団セッション 2 回、及び個別セッション 1 回で構成した初経教育プログラムを考案し、教授内容に第一・第二段階で抽出された知見を含め実施した。この対象は、これから初経教育を行おうと考えている母親で、初経教育プログラムの参加前後に、一般自己効力感尺度 (坂野らが開発、高得点程、高い自己効力感) で母親の自己効力感などの変化を捉えた。母親が行った初経教育及び自己効力感に関わる自身の変化を半構造化面接より抽出した。面接の録音データを逐語録にし、内容をコード化し抽象度を上げ、【カテゴリー】、『大カテゴリー』を抽出した。			
結果			
第一・第二段階には、共に母親 10 名の参加があった。第一段階は 13 カテゴリー、第二段階は 13 カテゴリー <b>【斜体】</b> が抽出された。母親の行動に着目すると、これから行おうと考える母親は <b>【母親が自分の月経を見せて教える初経教育】</b> を行い、すでに行った母親は <b>【娘の理解度により決める初経の情報提供の量と内容】</b> で <b>【繰り返し娘に行</b>			

う機会を捉えたナプキン交換の体験学習】を行っていた。【娘が性暴力被害にあう可能性への不安と対応】は、娘に繰り返し注意喚起を行い、【娘が経血で汚れないために母親が行うナプキンや衣類の選択】を行っていた。娘には【娘の初経発来時に教える経血への対応と相談相手】を伝え、教諭には【娘の理解を案じる初経教育】の相談、初経発来後は【娘の月経のたびに行う情報提供と依頼】を行っていた。

第三段階には、母親第三段階には、母親 99 名が参加し、一般自己効力感尺度の名が参加し、一般自己効力感尺度の得点変化の幅は 0~2 の範囲で、ほとんど変化は見られなかった。初経教育プログラム参加後のインタビューから初経教育プログラム参加後のインタビューから 6 大カテゴリーが抽出された。母親の行動に着目すると、『母親が娘』『母親が娘の理解度の理解度を評価しながら実践した初経教育』はら実践した初経教育』は【娘の理解度やタイミングを考え母親が実践した初経教育】と【娘の理解より実践を優先する初経教育】が、『周囲の人へ働きかけた協力の依頼』は『周囲の人へ働きかけた協力の依頼』は【娘の月経に関して依頼した同性支援】と【父親に促す娘の初経教育への理解】が、そして『娘』『娘の成長を感じられた喜びとの成長を感じられた喜びと理解度の低さから理解度の低さから強まる不安』は強まる不安』は【初経教育を行い娘から得られた母親の喜び】と【初経教育を行い実感する娘の成長】が抽出された。その他の 3 大カテゴリーは、『初経教育の情報から得た安心感とやる気』、『初経教育プログラムの肯定的情報から得た安心感とやる気』、『初経教育プログラムの肯定的評価と方法の再考』、『娘が羞恥心と人との付き合い方を理解することを期待』評価と方法の再考』、『娘が羞恥心と人との付き合い方を理解することを期待』であった。

#### 考察

初経教育プログラムに参加後、母親の自己効力感は定量評価で明らかな変化は認めなかったが、母親は娘の反応を喜び、娘を評価しながら初経教育を行い、周囲の人へ協力の依頼を行うなど母親の行動の変化が明らかとなった。他の母親の経験、すなわち自己効力感の情報源である代理経験から適切な行動の仕方を学び、行動へ喚起された結果と考えられる。娘の反応が母親に肯定的な情動を生み、プライベートな事で話題にしにくい初経教育の内容であっても母親が周囲の人に働きかけができた結果より、本初経教育プログラムへの参加は母親を力づけた体験となったと考えられる。

#### 結論

ダウン症候群のある女子をもつ母親への初経教育プログラムを考案、実施した結果、母親の自己効力感は定量評価で明らかな変化は認めなかったが、母親は自己効力感に影響する代理体験、情動的喚起を体験し行動に変化があった。以上より、本初経教育プログラムは、ダウン症候群のある女子をもつ母親の自己効力感に影響する情報源と母親の養育スキルを促すものとして貢献しうると考えられた。

キーワード：初経教育、ダウン症候群、女子、母親、自己効力感

### Purpose of Research

This research aimed at developing and implementing a menarche education program as well as clarifying the effects of that program on mothers' feeling of self efficacy. In this program, menarche education is given by mothers to their daughters who have Down syndrome.

### Method

The research was divided into three phases. Mothers having daughters with Down syndrome took part in the research. In the first and second phases of the research, a qualitative descriptive study was conducted. In the third phase, a qualitative descriptive study was supplemented with data collected by questionnaire survey. Semi structured interviews in the first phase were conducted towards understanding the type of menarche education that mothers intended to give to their daughters. In the semi structured interviews in the second phase, the type of menarche education that mothers had already given to their daughters was clarified. In the third phase, a menarche education program was developed. The program consisted of two group sessions that were meant to be implemented at an interval of three months, plus one individual session. Findings from the first and second phases were included in the education content. Participants in the program were mothers who were thinking of giving menarche education to their daughters. Before and after taking part in the program, a general self efficacy scale was used for assessing each participant's self efficacy. This scale was developed by Sakano and others. A higher score means a higher degree of self efficacy. Mothers' scores before versus after the program were compared towards understanding changes in their self efficacy. Semi structured interviews were used to clarify the menarche education that the participating mothers had given to their daughters and how they understood changes in their feeling of self efficacy resulting from menarche education. The interviews were recorded and transcribed. Then, the interview content was encoded in order to increase the level of abstraction, and subcategories (shown in single quotation marks: ' ') and categories (shown in double quotation marks: " ") were extracted.

### Results

Ten mothers participated in the first and second phases. Thirteen subcategories were extracted in the first and the second phases, respectively. The subcategories obtained in the second phase are italicized below. Mothers who were yet to give menarche education to their daughters were thinking of providing ‘menarche education by showing the daughter how the mother takes care of herself during her period.’ Mothers who had already given menarche education to their daughters had provided ‘experiential learning by letting the daughter try to change her own sanitary napkins every time she got a chance’ ‘according to the amount and content of information about menarche that the mother had determined her daughter could understand.’ Regarding ‘concerns about the possibility that a daughter with Down syndrome might be sexually abused’, mothers constantly reminded their daughters of that possibility. As a precaution against that possibility, mothers carefully ‘chose sanitary napkins and clothes for their daughters so that they would not bleed through them.’ Mothers told their daughters ‘how to take care of themselves at menarche and with whom they should talk about their menarche.’ These mothers also sought advice from school teachers about ‘menarche education that the daughter could understand.’ After a daughter’s first menstrual period, ‘the mother informed school teachers of the daughter’s period every time it began, and asked the teachers for support’.

Nine mothers participated in the third phase. The self-efficacy score remained almost the same, changing only by 0 ~ 2. Six categories were extracted from the interviews that were given to the participants after the completion of the menarche education program. “Menarche education given by mothers who continuously evaluate the daughter’s level of understanding” was classified into ‘menarche education provided by the mother who determines the optimum timing and the daughter’s level of understanding’ and ‘menarche education provided by giving priority to practice over the daughter’s level of understanding.’ “Requests to people around for cooperation” was divided into ‘requests to females for support to the daughter about her menstruation’ and ‘request to the father for understanding of menarche education.’ “Joy of discovering the daughter’s growth and escalating anxiety” consisted of ‘joy felt by the mother after she provided menarche education to the daughter’ and ‘joy of realizing the daughter’s growth after menarche education was provided.’ The other three categories are as follows: “sense of relief and motivation that the mother gained from information about menarche education”; “positive evaluation of the menarche education program and desirable reconsideration of methodology”; and “expectation that the daughter understands a sense of shame and how to interact with others.”

## Discussion

After participating in the menarche education program, the mothers showed some behavioral changes but showed no significant changes in the quantitative evaluation of their self-efficacy. For example, they took delight in their daughters' reactions and provided menarche education to their daughters while carefully evaluating the daughter's level of understanding. Mothers also requested cooperation from others. These changes took place probably because each mother learned from the experiences of other mothers. A vicarious experience is a source of self-efficacy, and that experience made mothers learn proper behaviors and motivated them to take actions. The daughters' reactions helped to foster positive feelings in mothers. Menarche education is a private matter, a topic that is not usually shared with others. But because the mothers were able to ask those around them for cooperation, participation in the menarche education program was an encouraging experience for mothers.

## Conclusion

A menarche education program was developed and implemented for mothers who have daughters with Down syndrome. After participating in the program, the mothers showed no significant changes in quantitative evaluation of their self-efficacy. However, the mothers showed some changes in their behavior, because they had a vicarious experience and positive self-esteem that boosted their self-efficacy. The menarche education program used in this research can be regarded as a source of self-efficacy for mothers who have daughters with Down syndrome. The program can also enhance the parenting skills of these mothers.

## Key words

Key words : : Menstrual education, Down syndrome, girls , mothers, self-efficacy