

Factors Associated with Women's Readiness for Menopause: A Literature ReviewRiska Marlin¹¹Universitas Muhammadiyah Ahmad Dahlan Palembang, Indonesia**ABSTRACT**

Menopause is a physiological phase experienced by women due to declining reproductive function and is often accompanied by physical and psychological changes that may affect quality of life. Women's readiness to face menopause is influenced by various internal and external factors. This study aimed to identify factors associated with women's readiness for menopause based on published research findings. This study employed a literature review method using the PRISMA approach. Article searches were conducted through Google Scholar, PubMed, ScienceDirect, and Garuda using keywords related to menopause readiness. The selected articles were original research studies published between 2020 and 2025. A total of 20 articles met the inclusion criteria and were analyzed. The results showed that factors associated with women's readiness for menopause included knowledge, educational level, family and husband support, psychological factors, health education, and socioeconomic conditions. Knowledge and family support were identified as important factors contributing to better readiness for menopause. Women's readiness for menopause is influenced by multiple interrelated factors. Health education and family support are needed to help women experience menopause with better preparation and positive adaptation.

Keywords: menopause; menopause readiness; associated factors; premenopausal women

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INTRODUCTION

Menopause is a natural physiological process that marks the cessation of menstruation and the end of a woman's reproductive function due to declining estrogen and progesterone hormone activity. Menopause generally occurs in women aged 45–55 years and is often accompanied by various physical, psychological, and social changes that may affect women's quality of life (Puspitasari, 2020). Common symptoms include hot flashes, sleep disturbances, mood changes, anxiety, fatigue, and decreased concentration. These conditions may contribute to feelings of anxiety and unpreparedness among women, particularly when they lack adequate knowledge regarding the changes occurring during this period (Tariq et al., 2023).

Women's readiness for menopause refers to an individual's ability to accept and adapt to the physical and psychological changes that occur during the menopausal transition. This readiness is important because it influences whether women perceive menopause positively or negatively (Febrianti, 2019). Women with good preparedness tend to be more capable of

managing their emotions, understanding bodily changes, and maintaining their quality of life during menopause. In contrast, women with inadequate preparation may be more vulnerable to experiencing anxiety, stress, and depressive symptoms due to negative perceptions of menopause (Sukmawati et al., 2023).

Recent evidence indicates that inadequate readiness for menopause remains a public health concern among premenopausal women. A cross-sectional study conducted by Tariq et al. (2023) among women aged over 40 years reported variations in menopause-related knowledge and attitudes, with higher knowledge levels associated with more positive perceptions of menopause. Similarly, Sukmawati et al. (2023) found a significant association between knowledge level and women's readiness for menopause ($p < 0.05$), indicating that women with better knowledge tended to demonstrate better preparedness. In addition, Wahyuni et al. (2022) reported that inadequate family support was significantly associated with higher anxiety levels among premenopausal women ($p < 0.05$), suggesting that psychosocial support plays an important role in preparing women for menopause.

Evidence from previous studies also highlights the contribution of educational level, health education, and psychosocial factors to menopause readiness. Putri et al. (2021) demonstrated a significant relationship between educational level and readiness for menopause ($p < 0.05$), indicating that women with higher education levels tended to have better preparedness. Yuliana et al. (2021) reported that structured health education improved women's readiness after intervention ($p < 0.05$). Furthermore, Firdausi et al. (2025) found that psychoeducational interventions reduced anxiety levels among premenopausal women, suggesting that psychological support may improve emotional preparedness during the menopausal transition. Despite these findings, existing evidence remains fragmented because most studies have focused on individual factors rather than comprehensively synthesizing the multiple factors associated with women's readiness for menopause. Therefore, a comprehensive literature review is needed to integrate current evidence and identify factors associated with women's readiness during the menopausal transition.

Various studies have shown that knowledge is one of the important factors associated with women's readiness for menopause. Adequate knowledge regarding the meaning of menopause, its symptoms, and management strategies can help women become more mentally and emotionally prepared (Dewi & Syahera, 2024). A study conducted by Puspitasari (2020) demonstrated that women with higher levels of knowledge exhibited better preparedness compared to those with lower levels of knowledge. Lack of information may lead women to perceive menopause as a frightening condition associated with aging, thereby increasing anxiety during this transition.

In addition to knowledge, educational level also has an important relationship with women's readiness for menopause. Higher educational attainment enables women to access health information more easily and better understand the physiological changes occurring during menopause. Women with lower educational levels may have more negative perceptions and experience greater difficulty adapting to menopausal changes (Putri et al., 2021). This finding is consistent with the study by Lestari et al. (2025), which reported that educational level influences women's ability to accept and understand menopause positively.

Family support, particularly support from husbands, is another important factor associated with women's readiness for menopause. Emotional support, attention, and effective communication from family members may help women feel calmer and more confident in dealing with menopausal changes. Premenopausal women who receive adequate family support tend to experience lower anxiety levels compared to those who receive insufficient support. Positive social support can enhance women's coping abilities and adaptation during menopause (Wahyuni et al., 2022).

Psychological factors such as anxiety and attitudes toward menopause also play an important role in determining women's readiness. Many women perceive menopause as the end of productivity and physical attractiveness, which may lead to fear and decreased self-confidence. Negative perceptions of menopause may increase psychological stress and worsen menopausal symptoms. Conversely, women with positive attitudes toward menopause are generally more capable of accepting changes and adapting successfully during this phase (Firdausi et al., 2025).

The development of access to health information in the digital era has provided opportunities for women to obtain broader education regarding menopause. However, many women still do not receive adequate health education, particularly in areas with limited access to healthcare services. Insufficient reproductive health education may contribute to limited understanding regarding menopause and its management. A study by Yani (2025) demonstrated that health education and psychoeducation improved women's knowledge, preparedness, and ability to experience menopause positively.

Furthermore, socioeconomic factors may also influence women's readiness for menopause. Good economic conditions enable women to access healthcare services, undergo routine examinations, and obtain adequate health information. Conversely, economic limitations may reduce access to reproductive healthcare services and appropriate education regarding menopause. Occupational factors and the social environment may also influence women's perceptions of menopause, particularly in relation to social support and interactions within their surroundings (Lestari et al., 2025).

Based on the findings of previous studies, women's readiness for menopause is influenced by multiple interrelated factors, including internal and external factors. Therefore, a literature review regarding factors associated with women's readiness for menopause is important to synthesize existing evidence and identify factors that may influence preparedness during the menopausal transition. The findings of this literature review are expected to serve as a foundation for developing health education programs, reproductive health promotion, and more comprehensive midwifery services aimed at helping women experience menopause in a healthy and positive manner.

METHODS

This study employed a literature review method with a systematic approach to identify, analyze, and synthesize various studies related to factors associated with women's readiness for menopause (Waruwu et al., 2025). The literature review method was selected because it provides a comprehensive overview of factors related to women's preparedness for menopause based on findings from previously published studies.

The process of conducting this literature review referred to the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines to ensure that the processes of article identification, screening, eligibility assessment, and selection were conducted systematically and transparently. The PRISMA framework consists of four main stages: identification, screening, eligibility, and inclusion.

During the identification stage, articles were searched through several electronic databases, namely Google Scholar, PubMed, ScienceDirect, and Garuda. The article search was conducted using combinations of keywords adjusted to the research topic, including "menopause readiness," "factors affecting menopause readiness," "women readiness facing menopause," "kesiapan menghadapi menopause," "faktor menopause," and "kesiapan ibu menghadapi menopause." The literature search was conducted in May 2026.

During the screening stage, identified articles were selected based on the relevance of their titles and abstracts to the study objectives. Duplicate articles identified across multiple databases were removed to avoid data redundancy. Subsequently, articles were screened according to the

predetermined inclusion and exclusion criteria. The inclusion criteria consisted of original research articles discussing factors associated with women's readiness for menopause, involving premenopausal or menopausal women as research participants, published between 2020 and 2025, available in full-text format, and written in either Indonesian or English. The exclusion criteria included literature reviews, editorials, opinion articles, studies that did not specifically discuss menopause readiness, articles with incomplete data, and articles that were not fully accessible.

During the eligibility stage, articles that met the inclusion criteria were reviewed comprehensively to assess their relevance to the topic of this literature review. In the inclusion stage, articles that fulfilled all criteria were incorporated into the final analysis. Data extraction was performed by collecting information regarding the authors' names, year of publication, research design, sample size, study variables, and main findings.

The extracted data were analyzed using descriptive narrative analysis by categorizing determinant factors associated with women's readiness to face menopause. The findings were presented in the form of synthesis tables and narrative descriptions to facilitate interpretation of the reviewed evidence.

The article selection process in this study uses the PRISMA process as follows:

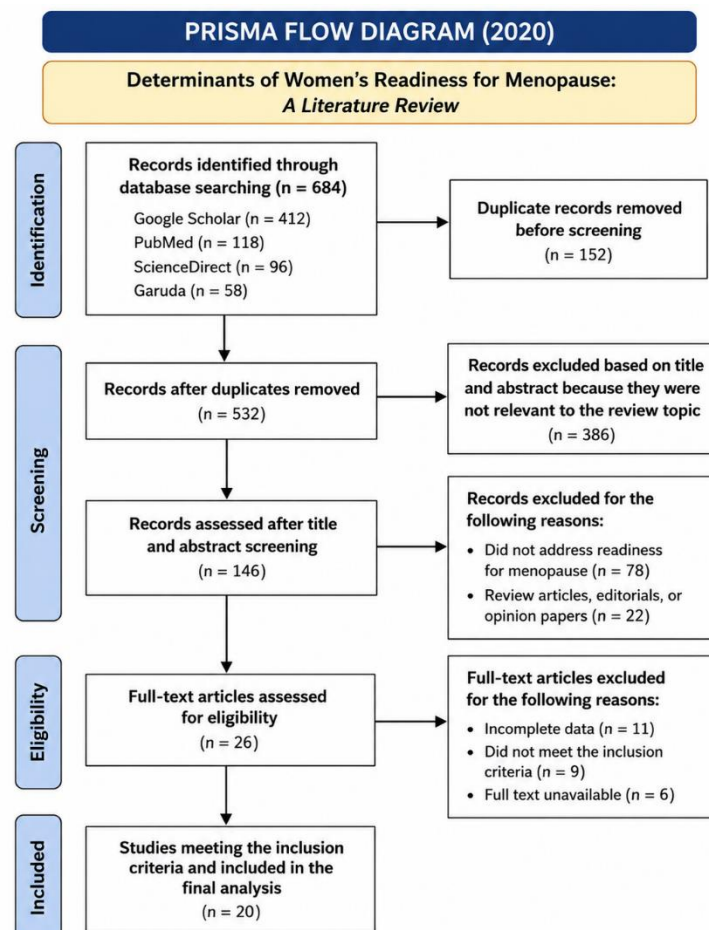


Figure 1. Framework PRISMA

RESULTS

The article selection process in this literature review identified 20 studies that met the predetermined inclusion criteria and were subsequently analyzed comprehensively. The selected studies consisted of various research designs, including cross-sectional studies, descriptive analytical studies, quasi-experimental studies, correlational descriptive studies, and literature reviews. Overall, the studies examined several determinant factors influencing women's readiness in facing menopause, such as knowledge, educational level, family support, psychological factors, socioeconomic status, health education, attitudes, occupation, and access to health information. The synthesis of the reviewed studies is presented in Table 1.

Table 1: Summary of Studies on Determinant Factors Affecting Women's Readiness in Facing Menopause

No.	Research Title, Authors, & Year	Research Design	Sample	Variables Studied	Research Findings
1	<i>The Relationship Between Knowledge Level and Mother's Readiness for Menopause</i> (Sukmawati et al., 2023)	Cross-sectional	60 premenopausal women	Knowledge, menopause readiness	Knowledge had a significant relationship with readiness to face menopause.
2	<i>Relationship Between Knowledge and Family Support with Anxiety in Premenopausal Women</i> (Wahyuni et al., 2022)	Cross-sectional	75 premenopausal women	Knowledge, family support, anxiety	Family support and knowledge influenced anxiety in facing menopause.
3	<i>Factors Affecting Women's Readiness in Facing Menopause</i> (Lestari et al., 2025)	Analytical descriptive	80 respondents	Education, occupation, knowledge	Education and knowledge influenced menopause readiness.
4	<i>The Impact of Health Education on Improving Women's Knowledge in Facing Menopause</i> (Yani, 2025)	Literature review	15 articles	Health education, menopause readiness	Health education improved women's readiness in facing menopause.
5	<i>Women's Knowledge and Attitudes toward Menopause</i> (Tariq et al., 2023)	Cross-sectional	120 women	Attitudes, menopause knowledge	Positive attitudes improved readiness to face menopause.
6	<i>Relationship Between Educational Level and Readiness in Facing Menopause</i> (Putri et al., 2021)	Cross-sectional	70 women	Education, menopause readiness	Higher educational levels improved menopause readiness.
7	<i>Husband's Support toward Wife's Readiness in Facing Menopause</i> (Sari & Dewi, 2020)	Correlational descriptive	65 respondents	Husband's support, readiness	Husband's support was significantly associated with readiness.

No.	Research Authors, & Year	Title,	Research Design	Sample	Variables Studied	Research Findings
8	<i>Psychological Factors in Premenopausal Women</i> (Rahmawati et al., 2024)		Cross-sectional	90 women	Anxiety, attitudes	Anxiety influenced readiness to face menopause.
9	<i>Relationship Between Knowledge and Anxiety Levels in Premenopausal Women</i> (Handayani et al., 2022)		Cross-sectional	55 respondents	Knowledge, anxiety	Low knowledge increased anxiety levels.
10	<i>The Effect of Health Education on Menopause Readiness</i> (Yuliana et al., 2021)		Quasi-experimental	40 women	Health education, readiness	Health education effectively improved menopause readiness.
11	<i>Socioeconomic Factors and Menopause Readiness</i> (Nurhayati et al., 2023)		Cross-sectional	78 respondents	Socioeconomic status, readiness	Socioeconomic factors influenced menopause readiness.
12	<i>Relationship Between Age and Readiness in Facing Menopause</i> (Astuti & Mulyani, 2020)		Analytical study	58 women	Age, readiness	Premenopausal age increased menopause readiness.
13	<i>Women's Perceptions toward Menopause</i> (Fitriani et al., 2024)		Descriptive	82 respondents	Perceptions, readiness	Positive perceptions improved menopause readiness.
14	<i>The Influence of Health Information on Menopause Readiness</i> (Kurniawati et al., 2022)		Cross-sectional	64 women	Health information, readiness	Access to information increased women's readiness.
15	<i>Determinant Factors of Anxiety in Premenopausal Women</i> (Melinda et al., 2021)		Cross-sectional	72 respondents	Anxiety, family support	Family support reduced anxiety levels.
16	<i>Readiness of Women Facing Menopause</i> (Puspita & Larasati, 2025)		Cross-sectional	88 women	Knowledge, attitudes, education	Attitudes and education influenced menopause readiness.
17	<i>Relationship Between Occupation and Readiness in Facing Menopause</i> (Hidayati et al., 2020)		Analytical descriptive	50 women	Occupation, readiness	Working women were more prepared to face menopause.

No.	Research Authors, & Year	Title	Research Design	Sample	Variables Studied	Research Findings
18	<i>Health Promotion and Menopause Readiness</i> (Amalia et al., 2023)		Quasi-experimental	45 respondents	Health promotion, readiness	Health promotion improved menopause readiness.
19	<i>Relationship Between Social Support and Menopause Readiness</i> (Ningsih et al., 2024)		Cross-sectional	77 women	Social support, readiness	Social support was associated with menopause readiness.
20	<i>Internal and External Factors in Premenopausal Women</i> (Marlina et al., 2022)		Cross-sectional	69 respondents	Internal and external factors	Internal and external factors influenced menopause readiness.

Based on the review of 20 research articles, it was found that the dominant factors influencing women's readiness in facing menopause include knowledge, educational level, family support, husband's support, attitudes toward menopause, psychological conditions, access to health information, and socioeconomic factors. The factors most frequently identified across the studies were level of knowledge and family support.

Most studies demonstrated that women with adequate knowledge regarding menopause tended to have higher readiness in facing the physical and psychological changes occurring during menopause. In addition, family support, particularly support from husbands, had a positive influence on women's readiness and contributed to reducing anxiety among premenopausal women.

The findings of this literature review also indicated that health education and reproductive health promotion are effective in improving women's readiness to face menopause. Therefore, the active involvement of healthcare professionals, particularly midwives, is needed in providing education, counseling, and assistance to premenopausal women so that they are able to experience menopause in a healthy and positive manner.

DISCUSSION

Knowledge about Menopause

Based on the findings of this literature review, knowledge was the most frequently identified factor influencing women's readiness to face menopause. Adequate knowledge regarding menopause helps women understand the physiological and psychological changes that occur, enabling them to prepare for this transition more positively. Women with better knowledge tend to be more prepared to cope with menopausal symptoms than those with limited knowledge. Adequate knowledge may also reduce anxiety and negative perceptions toward menopause (Sukmawati et al., 2023).

A study conducted by Handayani et al. (2022) showed that low levels of knowledge were associated with increased anxiety among premenopausal women. Insufficient information may lead women to perceive menopause as a frightening condition associated with aging and declining quality of life. Conversely, women who understand that menopause is a natural physiological process are generally more capable of accepting the changes that occur.

Similarly, Tariq et al. (2023) reported that adequate knowledge was associated with more positive attitudes toward menopause. Knowledge may be acquired through health education, healthcare professionals, information media, and personal experience. Therefore, reproductive

health education during the premenopausal period is essential to improve women's preparedness for menopause.

These findings can be explained by the Health Belief Model (HBM), which proposes that health-related behaviors are influenced by individuals' perceptions of susceptibility, severity, benefits, and barriers. Women with adequate knowledge are more likely to perceive menopause as a normal physiological transition rather than a threatening condition. Consequently, they are more likely to adopt adaptive coping strategies, seek reliable health information, and prepare themselves psychologically for menopausal changes. This theoretical perspective supports the finding that knowledge is one of the strongest determinants of menopause readiness (Alamer, 2024).

Educational Level

Educational level is another important factor influencing women's readiness to face menopause. Higher educational attainment facilitates access to health information and improves understanding of the physiological changes occurring during menopause. Women with higher educational levels are generally better able to seek health information, understand menopausal symptoms, and identify appropriate management strategies (Putri et al., 2021).

Lestari et al. (2025) reported that women with lower educational attainment were more likely to have negative perceptions of menopause than women with higher educational attainment. This difference may be related to limited access to health information and lower levels of reproductive health literacy. Education also influences women's ability to adapt to the physical and psychological changes associated with menopause.

Furthermore, educational level is closely related to women's capacity to make informed health decisions. Women with higher educational backgrounds are generally more active in utilizing healthcare services and participating in reproductive health education programs. Therefore, educational attainment should be considered an important determinant of women's readiness to face menopause.

This relationship can be interpreted using Bandura's Social Cognitive Theory, which emphasizes that knowledge acquisition and self-efficacy influence health behaviors. Women with higher educational attainment generally possess better cognitive skills to understand health information, evaluate available resources, and make informed health decisions. Greater self-efficacy enables women to adapt more effectively to menopausal changes and maintain positive health behaviors throughout the menopausal transition (Islam et al., 2023).

Family Support and Husband's Support

Family support, particularly support from husbands, plays an important role in improving women's readiness to face menopause. Emotional support in the form of attention, motivation, effective communication, and companionship may help women feel more comfortable and confident in coping with the physical and psychological changes experienced during menopause (Sari & Dewi, 2020).

Wahyuni et al. (2022) demonstrated that women who received adequate family support experienced lower levels of anxiety than those who received insufficient support. Social support helps women manage stress and strengthens their coping abilities during the menopausal transition.

Similarly, Ningsih et al. (2024) found that stronger social support was associated with greater readiness for menopause. Family support may help women perceive menopause as a natural stage of life rather than a distressing event, thereby reducing feelings of isolation. These

findings highlight the importance of family involvement in supporting women's psychological adaptation during menopause.

The influence of family support is consistent with House's Social Support Theory, which explains that emotional, informational, instrumental, and appraisal support contribute to psychological well-being during stressful life events. Because menopause represents a major life transition, supportive family relationships, particularly spousal support, may reduce stress and strengthen women's coping abilities. These mechanisms explain why women receiving greater family support demonstrate better readiness for menopause (Singh et al., 2023).

Psychological Factors

Psychological factors, including anxiety, stress, and perceptions toward menopause, also influence women's readiness to face menopause. Many women perceive menopause as the end of productivity or physical attractiveness, leading to fear, anxiety, and reduced self-confidence. Negative psychological conditions may worsen menopausal symptoms and reduce quality of life (Rahmawati et al., 2024).

Melinda et al. (2021) identified anxiety as one of the dominant factors associated with women's readiness to face menopause. Women experiencing higher levels of anxiety tended to demonstrate lower readiness than those with more stable psychological conditions. Anxiety may be influenced by insufficient knowledge, limited family support, and negative perceptions of menopause.

Conversely, women with positive attitudes toward menopause generally accept these changes more readily. Tariq et al. (2023) explained that positive attitudes help women perceive menopause as a natural life stage rather than a threat. Therefore, psychological support and appropriate health education are essential to reduce anxiety and improve readiness.

These findings are supported by the Stress and Coping Theory developed by Lazarus and Folkman, which proposes that individuals' responses to stressful events depend on cognitive appraisal and coping strategies. Women who perceive menopause as a normal life transition are more likely to adopt adaptive coping mechanisms, thereby reducing anxiety and improving psychological readiness. In contrast, negative appraisals may increase emotional distress and hinder successful adaptation (Khandehroo et al., 2024).

Health Education and Health Information

Health education has a substantial influence on women's readiness to face menopause. Providing information regarding the physical and psychological changes associated with menopause, together with strategies for managing menopausal symptoms, can improve women's understanding and preparedness during the menopausal transition (Yuliana et al., 2021).

Previous studies have consistently shown that health promotion and reproductive health education improve readiness among premenopausal women. Health education helps women recognize menopause as a normal physiological process, thereby reducing anxiety and facilitating adaptation to menopausal changes (Novianti & Yunita, 2019).

Yani (2025) also reported that psychoeducational interventions improved women's knowledge and psychological preparedness for menopause. Healthcare professionals, particularly midwives, play an essential role in providing counseling and reproductive health education for premenopausal women. Through appropriate educational interventions, women may experience menopause in a healthier and more positive manner.

The effectiveness of health education can be explained by Pender's Health Promotion Model, which proposes that health-promoting behaviors are influenced by individual knowledge, perceived benefits, and self-efficacy. Educational interventions improve women's understanding

of menopause while strengthening their confidence in managing menopausal symptoms. Consequently, health education promotes behavioral changes that enhance readiness for menopause (Alamer, 2024; Islam et al., 2023).

Socioeconomic and Occupational Factors

Socioeconomic and occupational factors also influence women's readiness to face menopause. Favorable economic conditions enable women to access healthcare services, health information, and routine medical examinations. Conversely, women with limited financial resources may experience restricted access to healthcare services and menopause-related education (Nurhayati et al., 2023).

Several studies have also shown that employed women tend to be more prepared for menopause than unemployed women. Employment may provide opportunities for social interaction, greater access to health information, and increased self-confidence (Sukrillah et al., 2025).

Furthermore, women who actively participate in occupational and social activities may be better able to divert attention from menopause-related anxiety while maintaining psychological well-being. Socioeconomic conditions are also associated with overall quality of life and women's ability to maintain their health during menopause. Therefore, equitable access to healthcare services and menopause education should be strengthened across all population groups.

The relationship between socioeconomic conditions and menopause readiness is supported by the World Health Organization's Social Determinants of Health Framework, which identifies education, income, employment, and access to healthcare as key determinants of health outcomes. Women with higher socioeconomic status generally have greater access to health information, preventive healthcare services, and supportive environments, enabling them to prepare more effectively for menopause (Thomas et al., 2024; Yu et al., 2024).

CONCLUSION

Based on the findings of this literature review, women's readiness to face menopause is influenced by multiple interrelated factors, including knowledge, educational level, family and husband's support, psychological factors, health education, and socioeconomic conditions. Among these factors, knowledge and family support were the most consistently reported determinants associated with women's readiness across the reviewed studies. Adequate knowledge enables women to better understand the physiological and psychological changes associated with menopause, while strong family support, particularly from husbands, promotes emotional well-being and facilitates positive adaptation during the menopausal transition. Health education and psychoeducational interventions were also consistently reported to improve women's preparedness by increasing knowledge, reducing anxiety, and fostering positive attitudes toward menopause. These findings suggest that comprehensive reproductive health education and family-centered support may contribute to improving women's readiness and promoting a more positive menopausal transition.

RECOMMENDATION

Healthcare professionals, particularly midwives, are encouraged to provide comprehensive education and counseling regarding menopause for premenopausal women to improve their knowledge, preparedness, and ability to adapt to the physical and psychological changes associated with menopause. Family involvement, particularly support from husbands, should also be strengthened to help women reduce anxiety and promote positive adaptation during the

menopausal transition. Future research is recommended to employ systematic review or meta-analysis methods with broader literature coverage and higher-quality evidence to further clarify the determinants of menopause readiness and support the development of evidence-based interventions.

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