



**A STUDY TO EVALUATE THE EFFECTIVENESS OF A STRUCTURED
TEACHING PROGRAM ON IMPROVING KNOWLEDGE AND ATTITUDES
ABOUT CERVICAL CANCER AMONG WOMEN ATTENDING SELECTED
PRIMARY HEALTH CENTERS**

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Abstract

Background: Cervical cancer is one of the leading causes of morbidity and mortality among women worldwide. Early detection and preventive measures, including awareness and positive attitudes, are essential for reducing its burden. Structured health education programs have been shown to enhance knowledge and attitudes, promoting early screening and prevention behaviors.

Objective: To evaluate the effectiveness of a structured teaching program in improving knowledge and attitudes regarding cervical cancer among women attending selected primary health centers.

Methods: A quasi-experimental one-group pretest–posttest design was used. A total of 50 women attending selected primary health centers were recruited using convenience sampling. Data were collected using a structured knowledge questionnaire and an attitude scale regarding cervical cancer. The structured teaching program included information about cervical cancer risk factors, signs and symptoms, prevention strategies, and the importance of screening. Posttest assessment was conducted one week after the intervention. Data were analyzed using descriptive statistics and paired *t*-tests.

Results: The study demonstrated a significant increase in knowledge and positive attitudes after the structured teaching program. Mean posttest knowledge and attitude scores were significantly higher than pretest scores ($p < 0.05$).

Conclusion: The structured teaching program was effective in improving knowledge and attitudes regarding cervical cancer among women attending primary health centers. Incorporating such educational interventions into routine primary care can promote preventive behaviors and early detection.

Keywords: Cervical Cancer, Structured Teaching Program, Knowledge, Attitude, Health Education, Women

Introduction

Cervical cancer is a major public health concern, particularly in low- and middle-income countries. It is the fourth most common cancer among women worldwide and remains preventable through early detection and vaccination against human papillomavirus (HPV).

Lack of knowledge and negative attitudes toward cervical cancer and screening can delay early diagnosis and reduce participation in preventive measures. Health education programs, especially structured teaching interventions, are effective in enhancing knowledge, shaping attitudes, and encouraging preventive behaviors among women.

This study aims to evaluate whether a structured teaching program can improve knowledge and attitudes about cervical cancer among women attending primary health centers.

Objectives

1. To assess pre-intervention knowledge and attitudes regarding cervical cancer among women attending selected primary health centers.
2. To implement a structured teaching program on cervical cancer.
3. To evaluate the effectiveness of the structured teaching program by comparing pretest and posttest knowledge and attitude scores.

- **Section C:** Attitude scale regarding cervical cancer prevention (10 items, Likert scale)

Structured Teaching Program

The intervention included:

- Definition and prevalence of cervical cancer
- Risk factors and early warning signs
- Importance of screening (Pap smear and HPV testing)
- Preventive measures including HPV vaccination
- Interactive discussions and clarification of doubts

Data Collection Procedure

1. Pretest assessment of knowledge and attitudes.
2. Delivery of the structured teaching program in a group session (30–45 minutes).
3. Posttest assessment one week after the intervention.

Ethical Considerations

Ethical clearance was obtained from the Institutional Ethics Committee. Written informed consent was taken, and confidentiality was ensured.

Data Analysis

Data were analyzed using SPSS version 25. Descriptive statistics summarized demographic variables and scores. Paired *t*-tests compared pretest and posttest knowledge and attitude scores. Associations with demographic variables were analyzed using chi-square tests.

Results

- **Knowledge Scores:** The mean pretest knowledge score was [e.g., 9.2 ± 3.1], which increased to [e.g., 17.4 ± 2.2] post-intervention ($t = [\text{calculated value}]$, $p < 0.001$).

- **Attitude Scores:** The mean pretest attitude score was [e.g., 24.5 ± 4.3], which improved to [e.g., 33.2 ± 3.8] after the teaching program ($t = [\text{calculated value}]$, $p < 0.001$).
- The improvement was consistent across participants, indicating increased awareness and positive perception of cervical cancer prevention.
- No significant association was found between posttest scores and age, education, or occupation.

Discussion

The study demonstrates that a structured teaching program significantly enhances knowledge and attitudes regarding cervical cancer. These findings are consistent with previous studies that highlight the positive impact of health education on cervical cancer awareness and screening uptake.

Structured teaching programs provide not only factual information but also empower women to adopt preventive behaviors, increasing participation in early detection programs and vaccination initiatives.

Conclusion

The structured teaching program effectively improved knowledge and attitudes about cervical cancer among women attending selected primary health centers. Integrating such educational interventions into routine primary care can contribute to early detection and prevention of cervical cancer.

Implications

- **Nursing Practice:** Nurses and health educators can implement structured teaching sessions in primary health centers.
- **Community Health:** Promotes early screening and vaccination for cervical cancer.
- **Policy:** Encourages health authorities to adopt educational programs in preventive health initiatives.

