

An Experimental Study to Determine the Effectiveness of Strategic Teaching Module on Knowledge Regarding Prevention of Cervical Cancer Among Women of Reproductive Age Residing in Selected Urban Area of Maharashtra State

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ABSTRACT

This study has been undertaken to investigate the effectiveness of a Strategic Teaching Module on knowledge regarding prevention of Cervical Cancer among women of reproductive age residing in selected urban area of Maharashtra. The abnormal growth of cells with the capacity to invade or spread to other parts of the body is what causes cervical cancer. A quantitative research approach was adopted for this particular study. A one group pre-test and post-test experimental design was used to determine the effect of Strategic Teaching Module on knowledge of women of reproductive age regarding prevention of Cervical cancer. The study comprised of 50 women of reproductive age who fulfilled inclusive criteria and were drawn by Purposive Sampling method. A self-administered questionnaire (SAQ) was used for collecting data from the study participants. The content Validity of the tool was established in consultation with 10 experts from the field of Obstetrics and Gynecological Nursing, Medical Surgical Nursing, an educationist and a statistician. Further, the Reliability coefficient of knowledge questionnaire was calculated using the Karl Pearson correlation coefficient method. However, a formal permission was obtained from authorities concerned for data collection. Later, the Collected data were tabulated and

analyzed using descriptive and inferential statistics. The study revealed that the mean score among women of reproductive age was 12 during pre-test rose up to 19 in the post-test evaluation. Result interpreted that there was a significant increase in knowledge level of women of reproductive age after the intervention and the calculated 't' value was greater than the table value of 't' at 0.05 level. This indicates that Strategic Teaching Module was effective in improving the knowledge of the women of reproductive age.

Keywords: Effectiveness, Strategic Teaching Module, Cervical Cancer, Knowledge, Women of reproductive age

INTRODUCTION

Currently, women are becoming more and more aware of their health. Thanks to modern education, electronic, print media and various health agencies. While women have made progress in several areas, she tends to neglect her own health. Their readiness to seek help from health personnel is often hindered by economic constraints, social stigma and rigid superstitious beliefs regarding health problems.

The second-most common cancer in women worldwide, cervix cancer is one of the main

causes of death for women in developing nations. Each year, about 500000 cases of cervical cancer are identified globally.¹

The uterus, which is located on top of the vagina, has a lower part called Cervix. It is crucial in preventing pathogens from rising from the vagina into the uterus and allowing sperm to enter the fallopian tubes, which serve as a channel for egg and fertilization transport. Additionally, it is essential for keeping the pregnancy in the uterus until labor starts. A type of cancer called cervical cancer affects the cervix's cells. The deeper cervix tissues may be affected by this cancer, which can also spread to other body parts, frequently the lungs, liver, bladder, vagina, and rectum.²

Human papillomavirus (HPV), a widespread virus that can spread from person to person during sex, is the primary cause of nearly all cervical cancers. HPV comes in a variety of forms. While some HPV types can result in genital or skin warts, others can alter a woman's cervix and eventually cause cervical cancer. General symptoms include bleeding between periods and after sexual activity, though some cases may not exhibit any symptoms. There may also be low back pain or lower abdominal pain, as well as a foul-smelling white discharge. Surgery, radiation therapy, chemotherapy, and palliative care are all forms of treatment.³

About a dozen of the more than 100 different HPV types have been linked to cancer. Obtaining the HPV vaccine and receiving routine testing in accordance with American Cancer Society (ACS) recommendations are the two most crucial steps to prevent cervical cancer.⁴

The majority of women are not willing for early cervical cancer screening, and they only seek treatment in the advanced stage. Therefore, women's knowledge about cancer cervix must be improved, which can only be done through health education. Therefore, the researcher has chosen to deliver a strategic teaching module on cancer cervix and prevention.

RESEARCH METHODOLOGY

The research approach adopted for the study was a quantitative approach. A pre experimental with one group pre-test and post-test experimental design was used to evaluate the effectiveness of Strategic Teaching Module. The study comprised of 50 women of reproductive age residing in selected urban area of Maharashtra state who fulfilled the inclusive criteria drawn by purposive sampling method. A self-administered questionnaire (SAQ) was used to collect data from the study participants. The content Validity of the tool was established in consultation with 10 experts from the field of Medical Surgical Nursing and Obstetrical and gynecological Nursing. Reliability coefficient of the tool was calculated using Karl Pearson correlation coefficient method. The reliability coefficient was found to be 0.8 which indicated that tool was reliable. Formal permission was obtained from authorities concerned for data collection.

THEORETICAL FRAMEWORK

A framework is the conceptual underpinning of a research study. Not every study is based on a theory, however every study has a framework. Ludwig Von Bertalanffy's general system model is used in this study. According to this theory, a system is a group of elements that interacts with one another in order to achieve a goal. An individual is a system because he receives input from the environment. The input when processed shall provide an output. Hence, all living systems are open. Accordingly, there is a continuous exchange of matter, energy and information. The system is cyclical in nature and continuous to be so, as long as the four points: - input, output, through put and feedback- keep interaction in all other parts. Feedback from within the system or from the environment provides information, which helps the system to determine the effectiveness.

RESULTS

Analysis and interpretation are based on the objectives of the study. The analysis was done with the help of inferential and descriptive statistics.

Section I: Distribution of women of reproductive age according to their demographic characteristics.

Table 1: Percentage wise distribution of women of reproductive age according to their demographic characteristics. N=50

Sr. No	Demographic variables	Number of women	%
1	Age		
	< 18 years	8	16%
	19 -25years	12	24%
	26 -32 years	9	18%
	33 -39 years	11	22%
	> 40 years	10	20%
2	Religion		
	Hindu	21	42%
	Muslim	8	16%
	Buddha	13	26%
	Others	8	16%
3	Educational Qualification		
	Non-formaleducation	14	28%
	Primary education	16	32%
	SSC	6	12%
	HSC	8	16%
	Graduate	6	12%
4	Occupational status		
	Un employed	22	44%
	Self-employed	12	24%
	Daily wages	10	20%
	Govt. employee	6	12%
5	Family monthlyincome		
	< Rs.5000	15	30%
	Rs.5001-10000	15	30%
	Rs.10001-15000	11	22%
	>Rs.15000	9	18%
6	Marital status		
	Unmarried	16	32%
	Married	28	56%
	Widow/widower	3	6%
	Divorce	3	6%

Section II: The assessment of knowledge regarding prevention of Cervical Cancer among women of reproductive age

Table: 1 reveals that there is a major difference in the pre and post test scores and therefore it can be understood that a teaching program can improve knowledge of women of reproductive age. N=50

Level Of Knowledge Score	Pre test		Post test	
	f	%	f	%
Poor	24	48%	0	0%
Average	17	34%	0	0%
Good	9	18%	27	54%
Excellent	0	0%	23	46%



Section III: Effectiveness of Strategic Teaching Module regarding prevention of Cervical Cancer among women.

The table compares the pre and post-test knowledge. It is seen that the mean knowledge score was 12 during pre-test rose up to 19 in the post test evaluation. Therefore, the effectiveness of the study is proven.

Table 2: Effectiveness of Strategic Teaching Module regarding prevention of Cervical Cancer. N=50

Knowledge score	Maximum Score	Mean	Standard Deviation	Mean Percentage	t-value	p-value
Pre Test	16	12	3.11	48%	14.36	0.000
Post Test	23	19	1.94	76%		S,P<0.05

DISCUSSION

Most cervical cancer cases can be avoided with effective primary (HPV vaccination) and secondary prevention strategies (screening for and treating precancerous lesions). The present study was carried out among 50 women of reproductive age to assess the effectiveness of Strategic Teaching Module on prevention of Cervical Cancer. The Strategic Teaching Module was administered to the study participants. The present study assessed the knowledge of women of reproductive age regarding prevention of Cervical Cancer before administration of Strategic Teaching Module and found that maximum number of patients 24 (48%) had poor knowledge, 17 (34%) had average knowledge, remaining 9 (18%) had a good knowledge. None of the women were found to have excellent knowledge. After the Strategic Teaching Module was administered, the post-test showed that the maximum number of samples 23 (46%) had excellent knowledge, 27 (54%) had gained good knowledge and none of the samples had inadequate knowledge.

The comparison of pre-test knowledge scores and post-test knowledge scores of the subjects shows that the overall mean in the pre-test was 12.00 with SD 3.11 and in the post-test 19.00 with SD 1.94. The overall improvement mean was 7 with 't'- value 14.36 which was highly significant at P<0.05 level. This showed that there was a significant improvement in knowledge of women after the administration of Strategic Teaching Module.

The study results were found to be more or less similar to the results of a similar study conducted by Ms Nidhi Dagar (2018) where mean pre-test total knowledge score was 10.9 and mean post-test total knowledge score was 22.13.

CONCLUSION

The study was conducted among women of reproductive age to assess the effectiveness of Strategic Teaching Module on prevention of Cervical Cancer. The study revealed that administration of Strategic Teaching Module increases the knowledge of women of reproductive age regarding the prevention of Cervical Cancer.

As long as it is identified and treated properly, cervical cancer is one of the most successfully treatable types of cancer. With the right care and palliative care, late-stage cancers can also be managed. Within a generation, cervical cancer can be completely eradicated from the public health system with the help of an all-inclusive prevention, screening, and treatment strategy. A key factor in preventing Cervical Cancer is increasing women's knowledge.

Declaration by Authors

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