

Empowering Tomorrow's Healers: A Creative Approach to Enhancing Female Nursing Students' Awareness of Cervical Cancer and Prevention Strategies through Structured Education

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Abstract

Background: Cervical cancer remains a significant public health issue, especially in regions with limited awareness and prevention strategies. Addressing this gap through targeted education can empower future healthcare providers, particularly female nursing students, with critical knowledge and preventive practices.

Aim: This study aimed to enhance the awareness of cervical cancer and its prevention strategies among female nursing students through a structured educational program.

Methods: A quantitative research approach with a quasi-experimental design was employed. The study was conducted at SCPM College of Nursing and Paramedical Sciences, Haripur, Gonda, involving a sample of 150 female nursing students selected via simple random sampling. Data were collected by trained BSc Nursing tutors and analyzed using SPSS version 22, with a significance level set at <0.05 .

Results: Pre-test knowledge assessment revealed that 31.3% of participants had no knowledge, 35.3% had inadequate knowledge, 20.7% had moderate knowledge, and 12.7% had adequate knowledge. Post-test results showed a significant improvement: 20% had inadequate knowledge, 45.3% had moderate knowledge, and 34.7% had adequate knowledge. The pre-test mean knowledge score was 2.15 (SD = 1.006), which increased to 3.15 (SD = 0.727) in the post-test. The paired t-test yielded a t-value of 12.289 (df = 149), indicating a significant enhancement in knowledge levels. Additionally, all variables showed a significant association with knowledge levels in the pre-test.

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Conclusion: The structured educational program significantly improved the awareness and knowledge of cervical cancer and prevention strategies among female nursing students. This underscores the effectiveness of targeted educational interventions in empowering future healthcare providers.

Keywords: Cervical cancer; Nursing education; Prevention strategies; Quasi-experimental design; Female nursing students; structured education.



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INTRODUCTION

Cervical cancer remains a significant global health challenge, especially in regions with limited access to healthcare resources and educational programs. It is the fourth most common cancer among women worldwide, with high incidence and mortality rates particularly in low and middle-income countries. The primary cause of cervical cancer is persistent infection with high-risk human Papillomaviruses (HPV), which underscores the importance of preventive measures such as HPV vaccination and regular screening.^{1,2}

Despite being largely preventable, cervical cancer continues to affect many women due to a lack of awareness and understanding of the disease and its prevention. Education and awareness are crucial in reducing the burden of cervical cancer, as informed individuals are more likely to engage in preventive behaviors and seek timely medical intervention.³

Nurses play a pivotal role in health education and advocacy, making it essential for nursing students to have a comprehensive understanding of cervical cancer and its prevention. Unfortunately, there is often a gap in knowledge about cervical cancer among nursing students, attributable to insufficient coverage in nursing curricula and limited access to educational resources.⁴

This study aims to address this gap by enhancing the awareness and knowledge of cervical cancer among female nursing students at SCPM College of Nursing and Paramedical Sciences in Haripur, Gonda. By implementing a structured educational program, the study seeks to equip these future healthcare providers with the necessary knowledge and skills to educate their patients and promote cervical cancer prevention.⁵

The expected outcome of the study is a significant improvement in the knowledge levels of the participants, highlighting the effectiveness of structured education in enhancing awareness of cervical cancer. This research underscores the importance of incorporating comprehensive cervical cancer education into nursing programs to empower future nurses and ultimately reduce the incidence and mortality of cervical cancer through improved public health education and preventive practices.⁶

Operational definitions

Cervical Cancer Awareness: Assessed through a structured questionnaire administered before

and after the educational intervention, focusing on knowledge about cervical cancer causes, risk factors, symptoms, screening methods, and prevention strategies.⁷

Prevention Strategies: Evaluated based on the students' knowledge and understanding of these strategies, as indicated in their responses to the questionnaire items specifically addressing prevention methods.

Structured Educational Program: Includes lectures, interactive sessions, informational materials, and discussions facilitated by trained BSc Nursing tutors.

Implementation: Delivered over a specified period with pre and post-assessment to measure its impact on students' knowledge levels.

Knowledge Levels: Classified into four levels- No knowledge, inadequate knowledge, Moderate knowledge, and adequate knowledge. It will be Determined by scores on the pre-test and post-test questionnaires, with specific cutoff points for each knowledge level.

Hypothesis

Null Hypothesis (H_0)

The structured educational program has no significant effect on the awareness and knowledge levels of female nursing students regarding cervical cancer and its prevention strategies.

Alternative Hypothesis (H_1)

The structured educational program significantly improves the awareness and knowledge levels of female nursing students regarding cervical cancer and its prevention strategies.

MATERIAL AND METHODS

A quantitative research approach with a quasi-experimental design was employed to evaluate the impact of a structured educational program on the awareness and knowledge levels of female nursing students regarding cervical cancer and its prevention. The study was conducted at SCPM College of Nursing and Paramedical Sciences in Haripur, Gonda, involving a sample of 150 female nursing students selected through simple random sampling. Data were collected using a structured questionnaire administered before and after the educational intervention, which included lectures, interactive sessions, informational materials, and demonstrations facilitated by trained BSc Nursing

tutors. The collected data were analyzed using SPSS version 22, employing descriptive statistics and paired t-tests to compare pre-test and post-test knowledge scores, with a significance level set at <0.05 . Ethical considerations, including informed consent, confidentiality, and institutional ethical approval, were rigorously maintained throughout the study.

Study variables

Independent variable, Structured teaching program on cervical cancer management and prevention; Dependent variable, Student nurses knowledge levels on cervical cancer prevention; Demographic variables, Age in years, Level of Education, Area of Living, Type of Family, Type of Residence, Source of Information.

Criteria of the study

The inclusion criteria for this study comprised female nursing students currently enrolled at SCPM College of Nursing and Paramedical Sciences in Haripur, Gonda. Conversely, the exclusion criteria encompassed male nursing students, individuals who did not provide written informed consent, participants absent during the structured educational program sessions, those with prior extensive knowledge of cervical cancer beyond the standard nursing curriculum, and individuals facing language barriers hindering comprehension of the educational materials. Adherence to these criteria aimed to ensure the sample's homogeneity and the validity of results in assessing the impact of the educational intervention on awareness and knowledge levels regarding cervical cancer among female nursing students.

Scoring key

Ethical consideration

In conducting the study referenced as SCPM/CON/PMHS/112/2023 at SCPM College of Nursing and Paramedical Sciences in Haripur, Gonda, UP-271003, stringent ethical considerations were upheld to protect the rights and well-being of participants. Prior to participation, written informed consent was obtained from all eligible individuals, emphasizing voluntary participation and the right to withdraw. Participant confidentiality was meticulously maintained through anonymization of data and secure storage procedures. Vulnerable participants were afforded special protection, and efforts were made to minimize any potential

harm or discomfort. The study protocol received approval from the institutional ethics committee, ensuring compliance with established ethical standards. These ethical practices were implemented to uphold the principles of respect, beneficence, justice, and integrity throughout the research process.

RESULTS

The analysis introduction serves as a prelude to the examination and interpretation of data gathered in a study, outlining the methodology employed and setting the stage for the subsequent findings. In this context, the analysis introduction offers a concise overview of the research design, data collection methods, and statistical techniques utilized. It provides context for the forthcoming analysis, elucidating the rationale behind the chosen methodologies and emphasizing the study's objectives. Additionally, it underscores the significance of the study in contributing to existing knowledge within the field and lays the groundwork for the presentation and interpretation of results.

Section I

Table 1: Frequencies and percentage distributions on demographic variables of nursing students, Haripur, Gonda/2023 (n=150)

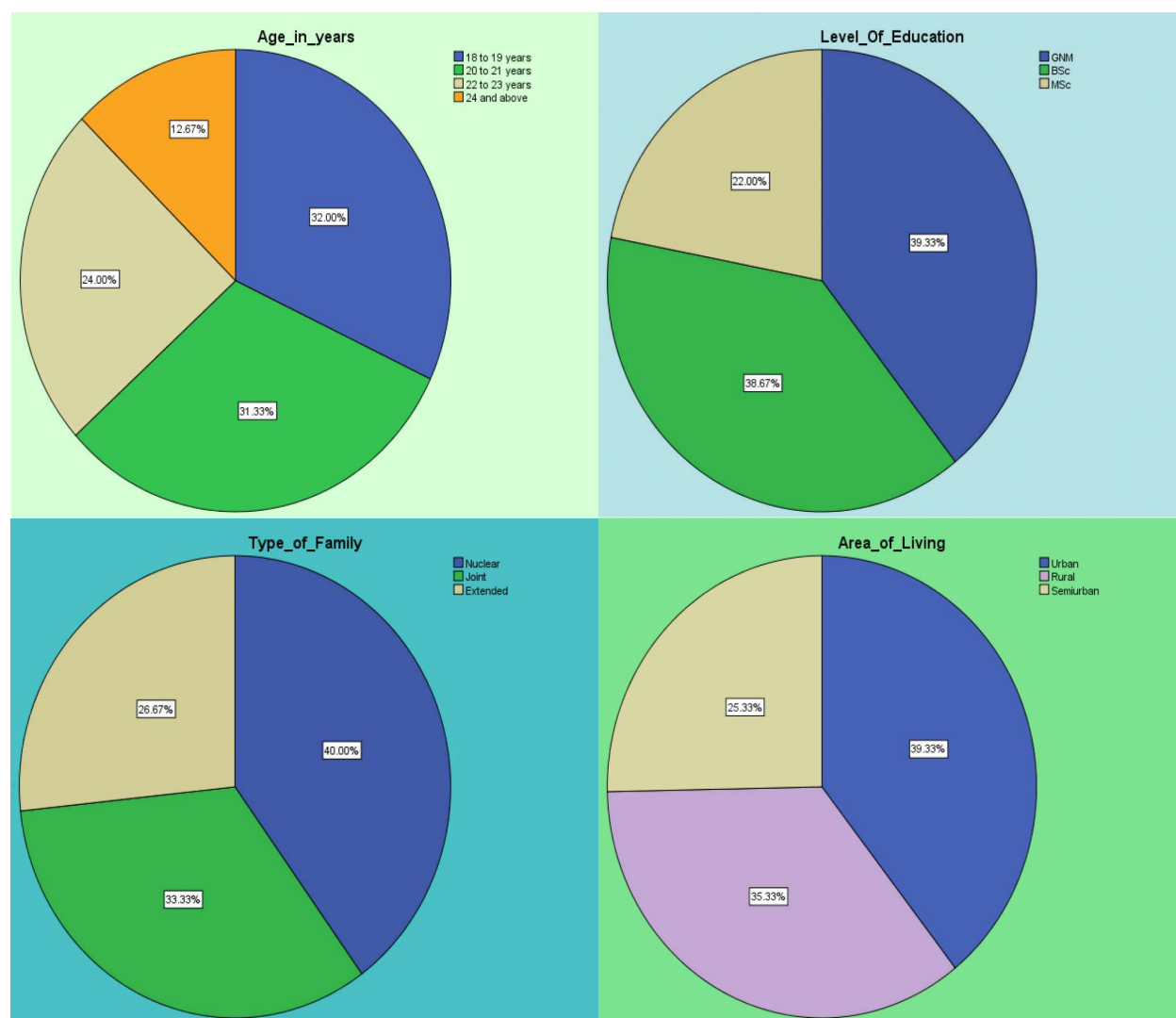
Variable	Frequencies	Percentages
Age in years	48	32%
	47	31.3%
	36	24%
	19	12.7%
Level of Education	59	39.3%
	58	38.7%
	33	22%
Religion	54	36%
	55	36.7%
	26	17.3%
	15	10%
Area of Living	59	39.3%
	53	35.3%
	38	25.3%
Type of Family	60	40%
	50	33.3%
	40	26.7%

Table cont...

Type of Residence	42	28%
	39	26%
	22	14.7%
Source of Information	51	34%
	45	30%
	35	23.3%
	19	12.7%

Table 1: presents the frequencies and percentage distributions of demographic variables among nursing students in Haripur, Gonda, for the year 2023, with a total sample size of 150 participants. The age distribution showcases a diverse range, with 32% falling within the 18 to 19 years bracket, 31.3% within 20 to 21 years, 24% within 22 to 23 years, and 12.7% aged 24 and above. Regarding educational attainment, the majority of students hold General Nursing and Midwifery (GNM) degrees (39.3%), followed closely by Bachelor of Science (BSc) degrees

(38.7%), and Master of Science (MSc) degrees (22% Religious affiliation reflects a varied landscape, with 36% identifying as Hindu, 36.7% as Muslim, 17.3% as Christian, and 10% as belonging to other religious groups. Geographical diversity is evident in the distribution across urban (39.3%), rural (35.3%), and semi-urban (25.3%) areas of residence. Family structures include nuclear (40%), joint (33.3%), and extended (26.7%) setups. Accommodation types vary with 28% residing in hostels, 26% living with friends, and 14.7% opting for single accommodation. Information is gleaned from a multitude of sources, primarily health professionals (34%), followed by class teachings (30%), peer groups (23.3%) and mass media (12.7%). This comprehensive overview provides insight into the demographic composition and information-seeking behaviors of nursing students in the specified region, serving as a valuable foundation for further analysis and interpretation (Table 1, Fig. 1).



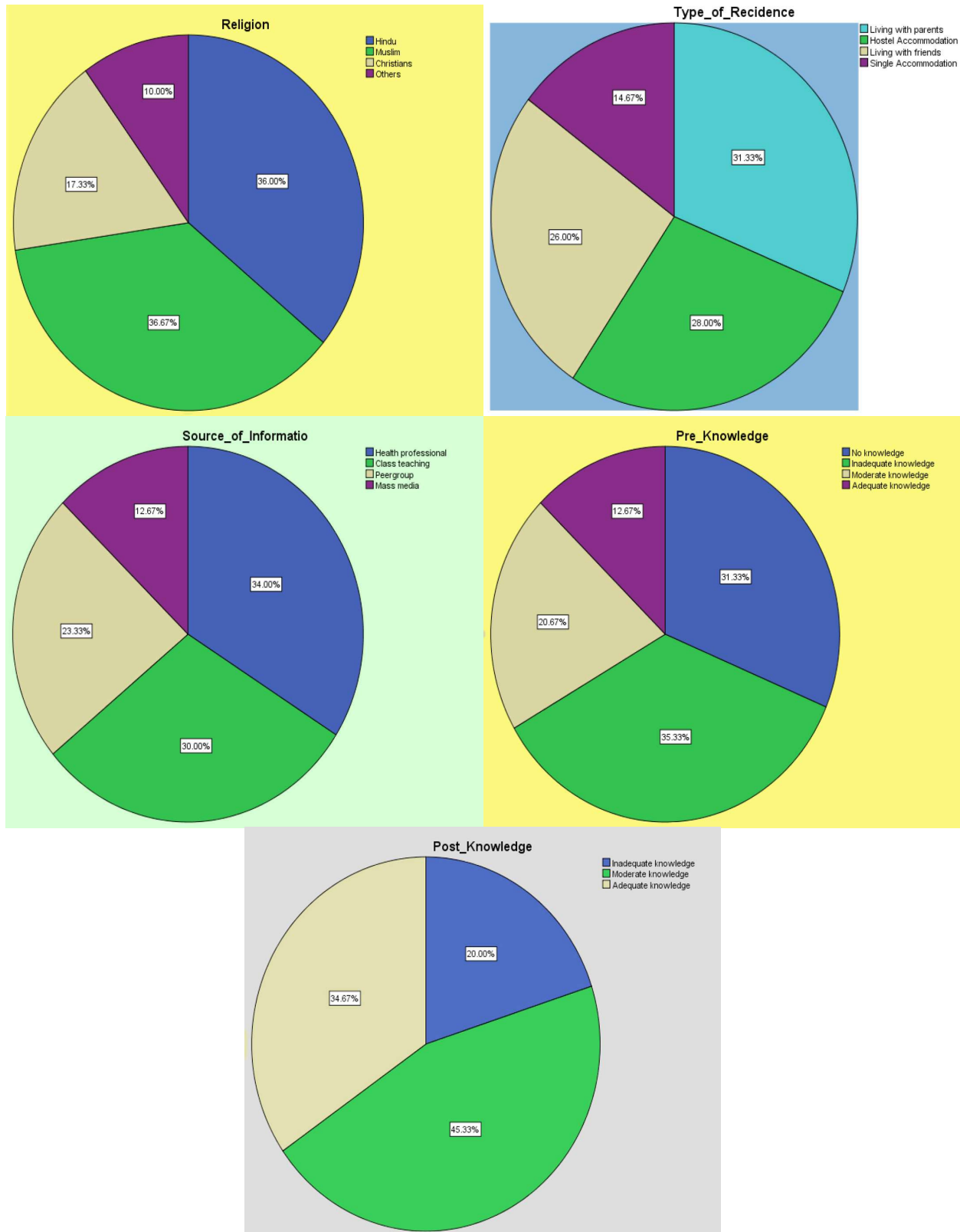


Fig. 1: Percentages wise Graphical presentations of demographic variables of nursing students, Haripur, Gonda/2023(n=150)

Section II

Table 2: Frequencies and percentage distributions on knowledge levels of nursing students, Haripur, Gonda/2023 (n=150)

Variables	Knowledge Grades	Pre-Test		Post-Test	
		F	%	F	%
Pre and post-test Knowledge levels	No knowledge	47	31.3	0	0
	Inadequate knowledge	53	35.3	30	20
	Moderate knowledge	31	20.7	68	45.3
	Adequate knowledge	19	12.7	52	34.7

Table 2 illustrates the frequencies and percentage distributions of knowledge levels among nursing students in Haripur, Gonda, for the year 2023, with a total sample size of 150 participants. The table compares the pre-test and post-test knowledge grades, delineated into four categories: No knowledge, inadequate knowledge, Moderate knowledge, and adequate knowledge. Before the educational intervention, the majority of students exhibited either No knowledge (31.3%) or inadequate knowledge (35.3%). However, following the intervention, there was a notable shift in knowledge levels, with the prevalence of No knowledge decreasing to 0%, and the proportions of inadequate knowledge, Moderate knowledge, and Adequate knowledge increasing to 20%, 45.3%, and 34.7%, respectively. This shift suggests a significant improvement in knowledge levels among nursing students following the structured educational program, underscoring the efficacy of the intervention in enhancing awareness and understanding of cervical cancer and its prevention strategies within the study cohort (Table 2).

Section IV

Table 4: Pre-test Association between Knowledge levels of nursing students on prevention of cervical cancer with their demographic variables, Haripur, Gonda/2023 (n=150)

Variable	No Knowledge		Inadequate Knowledge		Moderate Knowledge		Adequate Knowledge		Chi-Square
	F	%	F	%	F	%	F	%	
Age in years									
18 to 19 years	20	13.30%	7	4.70%	12	8.00%	9	6.00%	CV -24.410 TV-16.92 df-9 S
20 to 21 years	13	8.70%	18	12.00%	8	5.30%	8	5.30%	
22 to 23 years	13	8.70%	17	11.30%	6	4.00%	0	0.00%	
24 and above	1	0.70%	11	7.30%	5	3.30%	2	1.30%	

table cont....

Section III

Table 3: Knowledge levels of nursing students on prevention of cervical cancer in terms of Mean and SD, Haripur, Gonda/2023 (n=150)

	Mean	Std. Deviation
Age in years	2.17	1.022
Level of Education	1.83	0.766
Religion	2.01	0.969
Area of Living	1.86	0.795
Type of Family	1.87	0.808
Type of Residence	2.24	1.053
Source of Information	2.15	1.032
Pre Knowledge levels	2.15	1.006
Post Knowledge levels	3.15	0.727

Table 3 presents the mean and standard deviation (SD) values of knowledge levels among nursing students regarding the prevention of cervical cancer in Haripur, Gonda, for the year 2023, with a total sample size of 150 participants. The table categorizes knowledge levels based on demographic variables and pre-test/post-test assessments. Across different demographic factors, the mean knowledge scores ranged from 1.83 to 2.24, with corresponding SD values indicating the degree of variability within each group. Notably, the mean knowledge score for post-test assessments significantly increased to 3.15, with a lower SD of 0.727, compared to the pre-test mean score of 2.15 and SD of 1.006. This suggests a substantial improvement in knowledge levels following the structured educational program, indicating the effectiveness of the intervention in enhancing awareness and understanding of cervical cancer prevention strategies among nursing students (Table 3).

Level of Education									
GNM	37	24.70%	21	14.00%	0	0.00%	1	0.70%	CV-89.229 TV-12.59 df-6 S
B.Sc.	0	0.00%	28	18.70%	24	16.00%	6	4.00%	
M.Sc.	10	6.70%	4	2.70%	7	4.70%	12	8.00%	
Religion									
Hindu	29	19.30%	20	13.30%	0	0.00%	5	3.30%	CV-62.860 TV-16.92 df-9 S
Muslim	12	8.00%	21	14.00%	19	12.70%	3	2.00%	
Christians	6	4.00%	12	8.00%	3	2.00%	5	3.30%	
Others	0	0.00%	0	0.00%	9	6.00%	6	4.00%	
Area of Living									
Urban	44	29.30%	15	10.00%	0	0.00%	0	0.00%	CV-166.474 TV-12.59 df-6 S
Rural	0	0.00%	37	24.70%	16	10.70%	0	0.00%	
Semi urban	3	2.00%	1	0.70%	15	10.00%	19	12.70%	
Type of Family									
Nuclear	29	19.30%	31	20.70%	0	0.00%	0	0.00%	CV-94.879 TV-12.59 df-6 S
Joint	0	0.00%	22	14.70%	23	15.30%	5	3.30%	
Extended	18	12.00%	0	0.00%	8	5.30%	14	9.30%	
Type of Residence									
Living with family	34	22.70%	10	6.70%	3	2.00%	0	0.00%	CV-150.158 TV-16.92 df-9 S
Hostel Accommodation	3	2.00%	34	22.70%	5	3.30%	0	0.00%	
Living with friends	1	0.70%	8	5.30%	22	14.70%	8	5.30%	
Single Accommodation	9	6.00%	1	0.70%	1	0.70%	11	7.30%	
Source of Information									
Health professional	36	24.00%	9	6.00%	0	0.00%	6	4.00%	CV-99.793 TV-16.92 df-9 S
Class teaching	4	2.70%	31	20.70%	10	6.70%	0	0.00%	
Peer group	0	0.00%	13	8.70%	14	9.30%	8	5.30%	
Mass media	7	4.70%	0	0.00%	7	4.70%	5	3.30%	

Table 4 presents the pretest association between knowledge levels regarding the prevention of cervical cancer among nursing students in Haripur, Gonda, for the year 2023, with a sample size of 150 participants. Each demographic variable, including age, level of education, religion, area of living, type of family, type of residence, and source of information, is cross-tabulated with knowledge grades: No Knowledge, Inadequate Knowledge, Moderate Knowledge, and Adequate Knowledge. Chi-Square values are provided for each demographic category,

indicating the strength of association between the demographic variable and knowledge levels. The significance of these Chi-Square values (CV) suggests the extent to which demographic factors may influence knowledge levels regarding cervical cancer prevention among nursing students. For instance, significant Chi-Square values indicate a notable association between certain demographic variables, such as age or type of residence, and knowledge levels, highlighting potential areas for targeted educational interventions tailored to specific demographic groups (Table 4).

Section V

Table 5: Post-test Association between Knowledge levels of nursing students on prevention of cervical cancer with their demographic variables, Haripur, Gonda/2023 (n=150)

Variable	Inadequate Knowledge		Moderate Knowledge		Adequate Knowledge		Chi-Square
	F	%	F	%	F	%	
Age in years							
18 to 19 years	13	8.70%	22	14.70%	13	8.70%	CV-5.758 TV-12.59 df-6 NS
20 to 21 years	6	4.00%	21	14.00%	20	13.30%	
22 to 23 years	9	6.00%	15	10.00%	12	8.00%	
24 and above	2	1.30%	10	6.70%	7	4.70%	
Level of Education							
GNM	20	13.30%	29	19.30%	10	6.70%	CV-27.968 TV-9.49 df-4 S
B.Sc.	1	0.70%	26	17.30%	31	20.70%	
M.Sc.	9	6.00%	13	8.70%	11	7.30%	
Religion							
Hindu	18	12.00%	26	17.30%	10	6.70%	CV-55.523 TV-12.59 df-6 S
Muslim	10	6.70%	19	12.70%	26	17.30%	
Christians	1	0.70%	23	15.30%	2	1.30%	
Others	1	0.70%	0	0.00%	14	9.30%	
Area of Living							
Urban	24	16.00%	23	15.30%	12	8.00%	CV-41.534 TV-9.49 df-4 S
Rural	0	0.00%	35	23.30%	18	12.00%	
Semi-urban	6	4.00%	10	6.70%	22	14.70%	
Type of Family							
Nuclear	18	12.00%	30	20.00%	12	8.00%	CV-24.468 TV-9.49 df-4 S
Joint	0	0.00%	26	17.30%	24	16.00%	
Extended	12	8.00%	12	8.00%	16	10.70%	
Type of Residence							
Living with family	22	14.70%	15	10.00%	10	6.70%	CV-55.947 TV-12.59 df-6 S
Hostel Accommodation	2	1.30%	31	20.70%	9	6.00%	
Living with friends	0	0.00%	19	12.70%	20	13.30%	
Single Accommodation	6	4.00%	3	2.00%	13	8.70%	
Source of Information							
Health professional	22	14.70%	25	16.70%	4	2.70%	CV-48.003 TV-12.59 df-6 S
Class teaching	0	0.00%	26	17.30%	19	12.70%	
Peer group	3	2.00%	14	9.30%	18	12.00%	
Mass media	5	3.30%	3	2.00%	11	7.30%	

Table 5 presents the post-test association between knowledge levels regarding the prevention of cervical cancer among nursing students in Haripur, Gonda, for the year 2023, with a sample

size of 150 participants. The table categorizes knowledge levels into three grades: Inadequate Knowledge, Moderate Knowledge, and Adequate Knowledge, and cross-tabulates them with various

demographic variables such as age, level of education, religion, area of living, type of family, type of residence, and source of information. Each demographic category is further delineated by the frequency and percentage of participants falling into each knowledge grade. Additionally, the table provides Chi-Square values, indicating the degree of association between demographic variables and posttest knowledge levels. The significance of these Chi-Square values (CV) informs about the extent to which demographic factors may influence knowledge levels regarding cervical cancer prevention among nursing students post-intervention. Significant Chi-Square values highlight areas where demographic variables play a significant role in shaping posttest knowledge levels, thereby informing targeted interventions aimed at addressing specific knowledge gaps within different demographic subgroups (Table 5).

DISCUSSION

The discussion section provides a critical analysis and interpretation of the findings from the study conducted among nursing students in Haripur, Gonda. The study aimed to assess the effectiveness of a structured educational program in enhancing awareness and knowledge levels regarding cervical cancer prevention strategies among female nursing students. The findings from Tables I to V shed light on various aspects of the study, including demographic characteristics, knowledge levels, and associations between demographic variables and knowledge grades.

Firstly, the demographic profile of the participants reveals a diverse cohort, spanning different age groups, educational backgrounds, religious affiliations, areas of living, family structures, types of residence, and sources of information. This diversity underscores the need for tailored educational interventions that account for the varied backgrounds and experiences of nursing students.

The analysis of pre-test and post-test knowledge levels demonstrates a significant improvement in knowledge following the structured educational program. The shift from predominantly no or inadequate knowledge levels to moderate and adequate knowledge post-intervention indicates the program's effectiveness in enhancing awareness of cervical cancer and its prevention strategies among nursing students.

Furthermore, the association between

demographic variables and knowledge levels provides valuable insights into the factors influencing cervical cancer awareness among nursing students. Significant associations observed in Table 4 and Table 5 highlight the influence of demographic factors such as age, level of education, religion, area of living, type of family, type of residence, and source of information on knowledge levels. These findings underscore the importance of considering demographic diversity when designing educational interventions and tailoring them to meet the specific needs of different demographic groups.

The study's strengths lie in its rigorous methodology, including the use of a quasi-experimental design, robust sample size, and standardized data collection tools. However, certain limitations should be acknowledged, such as the potential for response bias and the focus on a single educational intervention without comparison to a control group.

The findings from the study highlight the effectiveness of structured educational programs in improving awareness and knowledge levels regarding cervical cancer prevention among nursing students. The study underscores the importance of targeted educational interventions that account for the diverse demographic profiles of nursing students, thereby contributing to the broader goal of enhancing cervical cancer prevention efforts within the healthcare community. Future research could explore longitudinal effects and assess the long-term impact of educational interventions on behavior change and healthcare outcomes.⁸

CONCLUSION

In conclusion, the study has provided valuable insights into the effectiveness of structured educational interventions in enhancing awareness and knowledge levels regarding cervical cancer prevention among nursing students in Haripur, Gonda. The findings underscore the importance of targeted educational programs tailored to meet the diverse demographic profiles of nursing students. Through a comprehensive analysis of pre-test and post-test knowledge levels, as well as associations between demographic variables and knowledge grades, the study has highlighted the significant improvements in awareness following the intervention.

The study's outcomes have important implications for healthcare education and practice, emphasizing the pivotal role of nursing students

in promoting cervical cancer prevention strategies within their communities. By equipping nursing students with the necessary knowledge and skills, healthcare providers can enhance their capacity to educate and empower individuals about cervical cancer prevention and early detection.

Moving forward, it is essential to continue investing in educational initiatives that address the multifaceted aspects of cervical cancer prevention, including awareness, screening, vaccination, and advocacy. Additionally, future research should focus on longitudinal studies to assess the long-term impact of educational interventions on behavior change and healthcare outcomes among nursing students.

In essence, the study underscores the importance of collaborative efforts between academia, healthcare institutions, and policymakers in addressing the global burden of cervical cancer. By prioritizing education and awareness initiatives targeted at nursing students, we can work towards reducing the incidence and mortality rates of cervical cancer and ultimately improving the health and well-being of individuals worldwide.

Limitations

Several limitations are inherent in the study. The utilization of convenience sampling introduces potential bias, constraining the generalizability of findings. Being a single-center study conducted solely at SCPM College of Nursing and Paramedical Sciences in Haripur, Gonda, limits extrapolation to wider nursing student populations. Moreover, reliance on self-reported data may subject findings to recall or social desirability biases. The absence of a control group hinders the establishment of causal relationships between the educational intervention and observed outcomes. Short-term follow-up and exclusion of long-term assessments restrict understanding of knowledge retention and behavior change sustainability. While various demographic factors were examined, pertinent variables like socioeconomic status and cultural beliefs were overlooked. Unmeasured confounders and potential ethical dilemmas further temper the study's comprehensiveness and robustness. Addressing these limitations is essential for more accurate interpretation and guiding future research aimed at enhancing cervical cancer prevention awareness among nursing students effectively.

Implications of the study

The study holds significant implications for

healthcare education, practice, and policy. By demonstrating the effectiveness of structured educational interventions in enhancing cervical cancer prevention awareness among nursing students, the study underscores the importance of integrating comprehensive cancer education into nursing curricula. The findings emphasize the pivotal role of nursing students as advocates and educators in promoting cervical cancer prevention strategies within their communities.⁶ Healthcare institutions and policymakers can leverage these insights to develop tailored educational programs aimed at equipping nursing students with the knowledge and skills necessary to address the global burden of cervical cancer effectively. Additionally, the study highlights the importance of interdisciplinary collaboration between academia, healthcare providers, and policymakers in implementing evidence-based interventions to reduce cervical cancer incidence and mortality rates worldwide. Moving forward, prioritizing ongoing education and training initiatives for nursing students can contribute to broader efforts to improve cervical cancer prevention and control efforts on a global scale.⁴

Recommendations of the study

Based on the findings of the study, several recommendations can be made to enhance cervical cancer prevention awareness among nursing students. Firstly, there is a need to integrate comprehensive cancer education modules into nursing curricula, ensuring coverage of cervical cancer prevention strategies and screening guidelines. Educational programs should be tailored to address the diverse demographic backgrounds and learning needs of nursing students. Additionally, healthcare institutions should provide opportunities for hands-on training and clinical experiences related to cervical cancer prevention and screening.⁹ Interdisciplinary collaboration between nursing educators, healthcare providers, and policymakers is essential to develop and implement evidence-based educational interventions. Furthermore, ongoing evaluation and assessment of educational programs are necessary to ensure their effectiveness and sustainability. By implementing these recommendations, healthcare stakeholders can empower nursing students to play a proactive role in cervical cancer prevention and contribute to reducing the burden of this disease globally.¹⁰

Declarations

Ethical Compliance: Adherence to the

Declaration of Helsinki and Institutional Guidelines

Informed Consent: Voluntary Participation and Consent Procedures

Confidentiality: Strict Maintenance of Participant Data Confidentiality

Ethical Approval: Approval from Institutional Review Board (IRB), SCPM College of Nursing and Paramedical sSciences, Haripur, Gonda, UP-271003 with the reference of SCPM/CON/PMHS/112/2023

Permissions: Obtained Necessary Permissions from Relevant Authorities

Conflict of Interest: *None declared*

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