

“Effectiveness of a Structured Teaching Programme on Knowledge and Attitude Towards Utilization of Modern Contraception Among Adult Women”

Mrs. Sasi Rekha A.¹ · Prof. Elizebeth Rani V.² ✉

¹ Tutor, V.H.S–M.A. Chidambaram College of Nursing, Affiliated to The Tamil Nadu Dr. MGR Medical University, Chennai, India

² HOD cum Professor, V.H.S–M.A. Chidambaram College of Nursing, Affiliated to The Tamil Nadu Dr. MGR Medical University, Chennai, India

✉ elsam82@gmail.com | ☎ +91 99654 24031

[ORCID: 0000-0002-1450-5355](https://orcid.org/0000-0002-1450-5355)

ABSTRACT

Modern contraceptive methods play a crucial role in preventing unintended pregnancies and promoting reproductive autonomy. Despite widespread awareness in India, the utilization of modern contraception remains suboptimal, hindered by persistent myths, misinformation, and cultural barriers. This study evaluated the effectiveness of a structured teaching programme (STP) in enhancing knowledge and attitude among adult women in Chennai.

A quantitative one group Pre and post experimental design was used, with data collected from 60 adult women selected through non-probability convenience sampling. A structured questionnaire and attitude rating scale were administered before and after the educational intervention. Post-intervention, adequate knowledge increased from 3% to 57%, and adequate attitude rose from 10% to 76%. There was a statistically significant improvement in both knowledge ($t = 5.32, p < 0.001$) and attitude ($t = 12.6, p < 0.001$). A strong positive correlation between knowledge and attitude ($r = 0.823, p < 0.05$) was observed.

Key words: Knowledge, Attitude, Utilization, Modern Contraception, Structured Teaching Programme

Corresponding Author: Prof. Elizebeth Rani. V

INTRODUCTION

Modern contraceptive methods offer individuals and couples the ability to engage in sexual activity while significantly reducing the risk of unintended pregnancies. These methods represent a key advancement in reproductive health, enabling people to exercise greater autonomy over their fertility. By providing reliable ways to prevent conception, modern contraception empowers couples to make informed decisions about if and when to have children, free from the anxiety associated with accidental pregnancy.

Despite well-established evidence regarding the safety and effectiveness of modern contraception, many women—particularly in low- and middle-income countries—continue to face barriers to access and use. According to a 2015 global report, approximately 12% of married women worldwide had an unmet need for family planning, with rates reaching 22% in Sub-Saharan Africa, significantly higher than the 7–15% observed in other regions. In Ethiopia, for example, 22% of married women were reported to have unmet family planning needs, mirroring this trend.

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Several interrelated factors contribute to the underutilization of modern contraceptive methods. These include limited access to accurate health information, persistent myths and misconceptions, cultural and religious taboos, and negative community attitudes. Together, these barriers not only impede availability and accessibility but also deeply influence perceptions and decisions around contraceptive use.

Effectively addressing these challenges requires integrated, community-focused strategies. One proven approach is the use of structured teaching programmes and health education, which have shown strong potential in improving both awareness and attitudes. These interventions can demystify contraception, dispel harmful myths, and foster more supportive views toward its use. Ultimately, education plays a central role in empowering individuals to make informed, confident decisions about their reproductive health, thereby promoting both autonomy and wellbeing.

STATEMENT OF THE PROBLEM

A study to assess the effectiveness of a structured teaching programme on knowledge and attitude towards utilization of modern contraception among adult women at selected settings, Chennai.

OBJECTIVES

1. To assess the knowledge and attitude of adult women towards the utilization of modern contraception.
2. To evaluate the effectiveness of a structured teaching programme on knowledge and attitude.
3. To correlate the knowledge and attitude towards the utilization of modern contraception.

NULL HYPOTHESIS

- **NH₁:** There is no significant effect of the structured teaching programme on the knowledge and attitude of adult women regarding utilization of modern contraception.
- **NH₂:** There is no significant relationship between the knowledge and attitude of adult women regarding utilization of modern contraception.

METHODOLOGY

This study employed a quantitative, one group pretest post-test quasi experimental design to assess the effectiveness of a structured teaching programme (STP) on the knowledge and attitude of adult women toward the utilization of modern contraception. The research was conducted in a selected community setting in Chennai.

A total of 60 adult women who met the inclusion criteria were selected as study participants using a non-probability convenience sampling technique. This approach was appropriate given the localized nature of the intervention and accessibility of the sample population. The inclusion criteria encompassed adult women of reproductive age who were available and willing to participate and provide informed consent. Women with known cognitive impairment or previous formal training on contraception were excluded to maintain the internal validity of the intervention.

DATA COLLECTION METHOD

Data collection was carried out using a structured interview method. Two standardized tools were administered: (1) a structured knowledge questionnaire developed by the investigators to assess participants' understanding of modern contraceptive methods, and (2)

a 5-point Likert-type attitude rating scale, designed to measure participants' disposition toward usage of these methods. Both tools were reviewed by a panel of experts to ensure content validity.

The study followed a pre-test and post-test design. Participants were first assessed for baseline knowledge and attitude (pre-test) using the above instruments. This was followed by the delivery of the Structured Teaching Programme, which served as the intervention. The STP consisted of educational content on different types of modern contraception (e.g., barrier, hormonal, intrauterine devices, sterilization), their benefits, side effects, and myths commonly associated with their use. Educational materials included visual aids, charts, and simple language explanations tailored to the comprehension level of the audience. The average duration of the session was 45 to 60 minutes.

After a suitable interval post-intervention, the same knowledge and attitude instruments were re-administered as a post-test to evaluate the impact of the teaching programme. Scores from the pre- and post-intervention assessments were recorded for comparison.

Administrative permission was granted by the Community authorities. All participants were briefed on the study objectives and procedures, and written informed consent was obtained from each participant prior to enrolment. Participant confidentiality and data privacy were strictly ensured throughout the research process.

The collected data were compiled, coded, and analyzed using appropriate statistical techniques. Paired *t*-tests were used to compare pre- and post-test scores of knowledge and attitude. Pearson's correlation coefficient was used to examine the relationship between knowledge and attitude scores. A *p*-value of less than 0.05 was considered statistically significant.

RESULTS AND DISCUSSION

1. Pre-Test and Post-Test Knowledge Levels

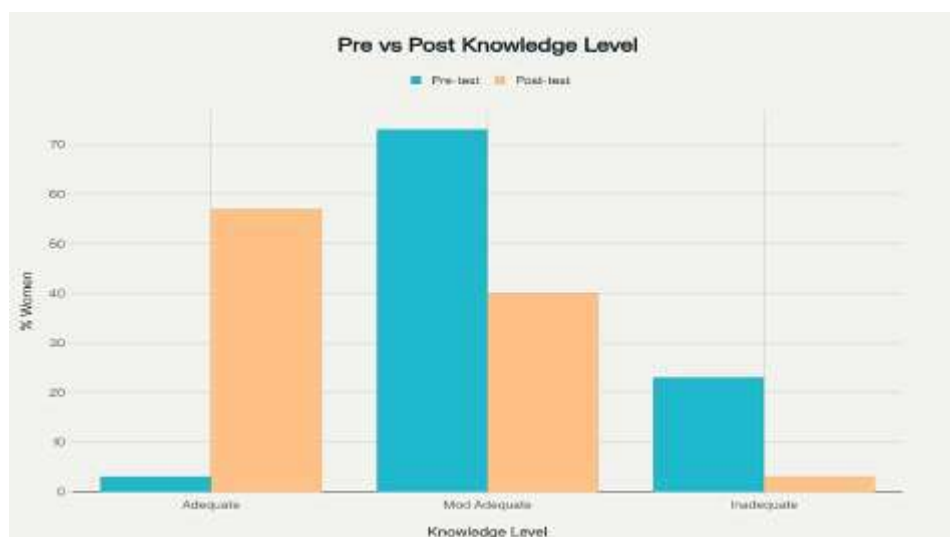


Fig.1. Pre-Test and Post-Test Knowledge Levels

Fig.1 shows that, this bar chart compares the proportions of adult women categorized as having adequate, moderately adequate, and inadequate knowledge before and after the intervention. The programme increased the percentage of women with adequate knowledge from 3% in the pre-test to 57% post-intervention, while reducing the proportion with inadequate knowledge from 23% to 3%.

2. Pre-Test and Post-Test Attitude Levels

Table 1. Pre/Post Test Attitude Levels

LEVEL OF ATTITUDE	PRE TEST		POST TEST	
	F	%	F	%
Inadequate attitude	02	07	02	07
Moderately adequate attitude	25	83	05	17
Adequate attitude	03	10	23	76

Table 1: illustrates changes in attitude levels. Women with an adequate attitude rose sharply from 10% pre-intervention to 76% post-intervention, demonstrating the programmes effectiveness in fostering positive outlooks toward modern contraception.

The findings of this study align with those of a cross-sectional study conducted by Sidikiba Sidibé and Seni Kouanda in 2022, which aimed to assess healthcare providers' knowledge, attitudes, and practices regarding adolescent and youth access to contraception in urban areas. Among the 1,707 health providers surveyed, 71% demonstrated a good level of knowledge about modern contraceptive use, 62% held positive attitudes, and 41% exhibited good prescribing practices toward providing contraception to adolescents and youth.

3. Mean Score Improvements in Knowledge and Attitude

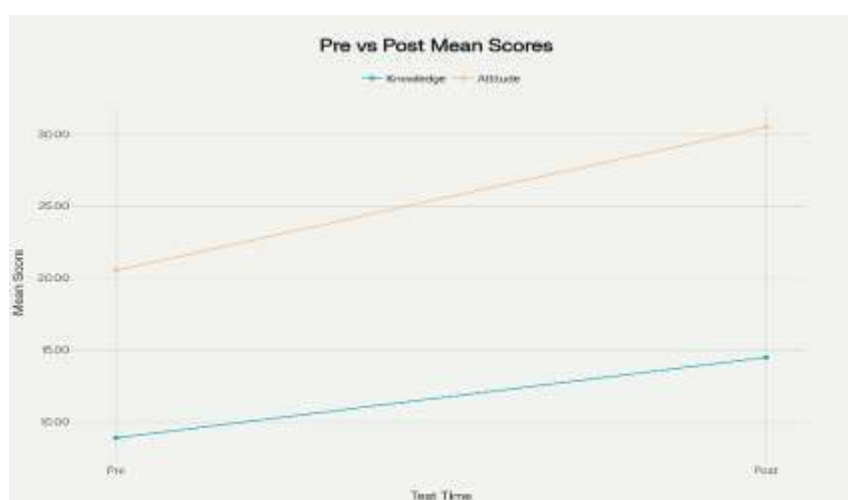


Fig 2: Line graph mean scores of knowledges and attitude pre- and post-intervention

Fig 2: This line graph presents the increase in mean scores for both knowledge and attitude following the structured teaching programme. Knowledge improved from a mean of 8.88 to 14.48, while attitude scores increased from 20.53 to 30.5, confirming statistically significant enhancements post-intervention.

Attitude mean score for pretest was 20.53 with SD of 6.11 and mean score for posttest was 30.5 with SD of 8.84. The calculated paired t test value for pre and posttest attitude was 12.6 which was significant at $p < 0.001$ level of significance.

So, the NH₁ . There is no significant effect of STP on knowledge and attitude of adult women towards utilization of modern contraception) was rejected.

4. Correlation Between Knowledge and Attitude

Table 2: Correlation of knowledge and attitude

Variable	Pearson's <i>r</i>	Significance
Knowledge–Attitude	0.823	$p < 0.05$

Table 4 shows the correlation coefficient of 0.823 indicates a strong positive relationship between knowledge and attitude. This means that higher knowledge levels were associated with more favourable attitudes toward the use of modern contraception. The result was statistically significant at $p < 0.05$, leading to the rejection of Null Hypothesis 2 (NH₂), which stated that there is no significant relationship between knowledge and attitude.

This finding supports the idea that improvements in knowledge significantly influence attitudes, which may ultimately contribute to increased acceptance and use of modern contraceptive methods.

DISCUSSION

The present study evaluated the effectiveness of a structured teaching programme (STP) on improving knowledge and attitude toward the utilization of modern contraception among adult women in Chennai. The findings demonstrated a marked improvement in both domains: adequate knowledge increased from 3% to 57%, and adequate attitude rose from 10% to 76% after the intervention. The improvement was statistically significant (knowledge: $t = 5.32, p < 0.001$; attitude: $t = 12.6, p < 0.001$), supporting the rejection of the primary null hypothesis (NH₁), which stated that the STP would have no significant effect.

These results are consistent with prior research emphasizing the impact of education on contraceptive knowledge and acceptance. For example, a cross-sectional study by Sidibé et al. (2022) among healthcare providers in urban Guinea found that targeted educational approaches led to 71% demonstrating good knowledge and 62% holding positive attitudes toward contraception. While their population differed, the positive association between education and attitudes toward contraception was like what was observed in the current study.

Other studies conducted in India and internationally echo these outcomes. Wani et al. (2019) reported that family planning training among healthcare workers in Kashmir led to higher knowledge and an improved willingness to counsel clients on contraceptive use. Sherpa et al. (2013), studying women in Karnataka, and Kasa et al. (2018), in Ethiopia, similarly documented how increased knowledge from educational interventions corresponded with more favourable contraceptive practices and attitudes. This collective evidence reinforces the present finding that structured teaching promotes both awareness and acceptance of modern contraception.

A noteworthy aspect of this study is the strong positive correlation between knowledge and attitude ($r = 0.823, p < 0.05$). This means that as women became more informed, they were also significantly more likely to develop positive attitudes toward using contraception, confirming the importance of education as a driver of attitude change. This correlation aligns with the findings from Sidibé et al. (2022) and others, and underscores the effectiveness of STP as a catalyst for behavioural change in reproductive health.

The study's limitations include the use of convenience sampling and a relatively small sample size, which may affect the generalizability of the findings. Nevertheless, the statistically significant results, combined with supporting literature, indicate that structured and targeted educational programmes are a key strategy for empowering women, correcting misconceptions, and encouraging informed contraceptive choices.

In summary, the results of this study, supported by relevant reviews and consistent with the wider literature, demonstrate that structured educational interventions have a positive and significant effect on both knowledge and attitudes related to modern contraception. Expanding such educational initiatives can be a vital step toward reducing unmet family planning needs and improving the reproductive autonomy and health of women in similar settings.

CONCLUSION

This study demonstrates that a structured teaching programme is highly effective in improving both knowledge and attitude regarding modern contraception among adult women. After the intervention, the proportion of women with adequate knowledge rose sharply from 3% to 57%, and those with an adequate attitude increased from 10% to 76%. Statistical analysis confirmed that these changes were significant ($p < 0.001$). Additionally, a strong positive correlation was found between knowledge and attitude ($r = 0.823$, $p < 0.05$), indicating that enhancing awareness is directly linked to more favourable perceptions of contraception. These findings emphasize the importance of continued educational interventions to support informed reproductive choices and to increase the acceptance and utilization of modern contraceptive methods among women.

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CONFLICTS OF INTEREST

The authors declare that they have no conflicts of interest.

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