

Effects of Educational-Based Intervention on Knowledge and Skill of Breast Self-Examination among Nursing Mothers in Selected Secondary Health Facilities in Osun State

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Certification

This is to certify that Modupe Aduke AINA with matriculation number LCU/PG/006570 carried out this thesis work titled "Effects of Educational-Based Intervention on Knowledge and Skill of Breast Self-Examination Among Nursing Mothers in Selected Secondary Health Facilities in Osun State" in the Department of Nursing Science, Faculty of Basic Medical and Health Sciences, Lead City University, Ibadan, Oyo State, for the award of Master of Nursing Science Degree (MNSc) and that this has not been previously submitted.

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Dedication

This research work is dedicated to God Almighty, my late husband and my children.

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Acknowledgements

I give all glory and honour to God Almighty for His grace, wisdom and protection throughout the course of this research work and my academic pursuit. Without His divine guidance and strength this achievement would not have been possible.

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Abstract

Despite regular healthcare contact, there is limited empirical evidence on how structured educational interventions improve nursing mothers' knowledge and skills of breast self-examination in Osun State. The study assessed the effect of an educational-based intervention on the knowledge and skills of breast self-examination (BSE) among nursing mothers in selected secondary health facilities in Osun State. A quasi-experimental design with control and experimental groups was adopted, involving 156 participants selected through multistage sampling procedure. Data collection employed a structured test paper and a teaching module. Instruments were validated through expert review and pilot testing. Data collection occurred in four stages: pre-intervention, planning, intervention, and post-intervention, with the intervention group receiving the teaching module and the control group routine health education. Data were analysed using SPSS version 27, applying descriptive statistics and independent t-tests at a 0.05 significance level. The study found that before the intervention, most nursing mothers in both groups had poor knowledge and skills of breast self-examination (BSE). After the intervention, 98.6% of the experimental group attained good knowledge, while the control group remained poor. Similarly, 82.4% of the experimental group gained good skills and 17.6% intermediate, while the control group showed no improvement. Independent t-test results showed no significant pre-intervention differences in knowledge ($t(141)=0.379$, $p=0.705$, $d=-0.063$) and skills ($t(141)=0.553$, $p=0.581$, $d=-0.093$). However, post-intervention results revealed significant improvements in knowledge ($t(141)=40.889$, $p<0.001$, $d=6.843$) and skills ($t(141)=55.784$, $p<0.001$, $d=9.336$) among the experimental group, indicating a strong intervention effect. The study concluded that structured educational interventions significantly improved nursing mothers' knowledge and skills in breast self-examination, unlike the control group. The study recommended integrating BSE training into maternal health services, regular follow-ups, staff training, and community outreach.

Keywords: Breast Self-Examination, Nursing Mothers, Nurse-led Intervention, Breast Cancer

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List of Acronyms

Abbreviation

Meaning

ACS

American Cancer Society

AI

Artificial Intelligence

BC

Breast Cancer

BSE

Breast Self-Examination

CBE

Clinical Breast Examination

CT

Computed Tomography

DES

Diethylstilbestrol

HBM

Health Belief Model

HER2

Human Epidermal Growth Factor Receptor 2

MRI

Magnetic Resonance Imaging

NBCF

National Breast Cancer Foundation

NCCN

National Comprehensive Cancer Network

NGO

Non-Governmental Organisation

NICE

National Institute for Health and Care Excellence

TNBC

Triple Negative Breast Cancer

UHC

Universal Health Coverage

US

United States

WHO

World Health Organization

XRT

Radiotherapy (X-ray Therapy)

SMS

Short Message Service