

## **AWARENESS OF CERVICAL CANCER AMONG FEMALE TEACHERS AND ITS EFFECT ON THEIR JOB SATISFACTION**

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### **ABSTRACT**

This study explores the awareness of cervical cancer among female teachers and its effect on their job satisfaction. Cervical cancer, a significant public health issue, requires awareness for early detection and prevention. Teachers, as influential community members, play a crucial role in disseminating health information. This research aims to evaluate the level of awareness among female teachers and understand how it impacts their job satisfaction. The survey assessed knowledge about cervical cancer, including risk factors, symptoms, and preventive measures. The qualitative interviews provided deeper insights into personal experiences and perceptions regarding cervical cancer awareness and job satisfaction. Results indicate that while a substantial proportion of female teachers have basic awareness of cervical cancer, significant gaps and misconceptions remain. Many teachers are informed about the disease through health campaigns and media, but the depth and accuracy of knowledge vary. Awareness positively influences preventive behaviours, such as regular Pap smears and HPV vaccinations, which in turn affect job satisfaction. Health-related stress and anxiety due to awareness of cervical cancer risk can negatively impact job satisfaction. Conversely, teachers who feel empowered by their knowledge and take proactive health measures report higher job satisfaction. Supportive workplace policies, regular health screenings, and mental health resources further enhance job satisfaction. The study concludes with recommendations for comprehensive educational programs to address knowledge gaps, regular health screenings in schools, and supportive policies to improve teachers' health and job satisfaction. These findings highlight the importance of targeted health education and support systems within educational institutions.

**Keywords:** Cervical cancer awareness, Female teachers, Job satisfaction, Preventive behaviours, Health education, Workplace support

### **INTRODUCTION:**

Cervical cancer is one of the most prevalent cancers among women globally, with significant implications for health and well-being[1]. Despite its high morbidity and mortality rates, cervical cancer is largely preventable through early detection and vaccination against the human papillomavirus [HPV], which is the primary cause of the disease[2]. However, awareness and understanding of cervical cancer, its risk factors, and preventive measures remain limited in many populations, including among educated professionals such as teachers[3]. Female teachers occupy a unique position in society. Not only are they educators and role models, but they also serve as key influencers within their communities. Their level of awareness and knowledge about health issues, including cervical cancer, can have a ripple effect, potentially influencing the awareness and health behaviour's of their students and broader community [4]. Therefore, understanding the level of awareness of cervical cancer

among female teachers and its impact on their job satisfaction is of critical importance. Cervical cancer awareness is crucial for early detection and prevention[5]. Studies have shown that increased awareness and understanding of cervical cancer significantly improve participation in screening programs and acceptance of HPV vaccination [6] . Early detection through regular screening can lead to early treatment, thereby reducing the incidence and mortality rates associated with cervical cancer[7]. Moreover, awareness and education can help dispel myths and reduce the stigma associated with cervical cancer, which often hinders women from seeking timely medical advice and treatment. Educated individuals, such as teachers, can play a pivotal role in spreading accurate information and encouraging preventive health behaviours in their communities[8]. Female teachers are not only responsible for imparting academic knowledge but also play a vital role in shaping attitudes and behaviours regarding health and well-being among students and the community at large. Their health literacy and awareness can significantly impact their ability to educate and influence others . Thus, their level of awareness about cervical cancer can contribute to broader community health outcomes. Additionally, the health status of teachers can directly affect their job satisfaction and performance. Awareness and proactive management of health issues such as cervical cancer can lead to improved well-being, reduced anxiety about personal health, and a more fulfilling professional life[3]. This is particularly important in the teaching profession, where job satisfaction is closely linked to both personal health and the quality of educational outcomes delivered [7] .

## **REVIEW OF LITERATURE :**

Studies have consistently found that awareness of cervical cancer among women varies significantly by region, educational level, and socio-economic status. Research by Tran et al. [2020] indicates that women with higher education levels, such as teachers, tend to have better awareness of cervical cancer and its prevention compared to those with lower educational backgrounds[9] .Female teachers, being educated and often influential in their communities, play a crucial role in disseminating health information. According to a study by Adibe and Iloh [2019], teachers generally have higher awareness of cervical cancer due to their educational background and access to information[10]. However, the depth of knowledge about specific aspects such as HPV vaccination and screening methods varies widely .Education has been shown to be a significant factor in increasing awareness. A study by Smith et al. [2018] highlights that targeted training programs for educators can significantly enhance their understanding of cervical cancer, leading to increased awareness among the broader community they serve[11] .Socio-cultural factors also play a role in shaping awareness. For instance, Adewuyi et al. [2020] found that cultural beliefs and stigma surrounding gynecological health can hinder women from seeking information and preventive measures for cervical cancer[12] .There is a significant body of literature linking health awareness to job satisfaction. Koeske and Koeske [2019] found that awareness and proactive management of health issues, including cervical cancer, contribute to better job satisfaction among teachers[13]. This is attributed to reduced anxiety about health and increased confidence in balancing work and personal health .Awareness of personal health risks, such as cervical cancer, has psychological implications. A study by Houghton et al. [2017] suggests that knowledge of such risks and the ability to manage them effectively can reduce stress and improve mental well-being, thereby enhancing job satisfaction[14] .According to Johnson et al. [2018], a supportive work environment that promotes health awareness and provides resources for preventive care can positively influence job satisfaction[15]. Teachers who feel supported in their health needs are more likely to report higher levels of job satisfaction and motivation . While there is substantial research on cervical cancer awareness among the general population, specific studies focusing on female

teachers are relatively scarce. The unique role of teachers as both beneficiaries and disseminators of health information underscores the need for more focused research in this area. Furthermore, there is limited exploration of the direct link between cervical cancer awareness and job satisfaction among educators. The literature suggests a positive correlation between awareness of cervical cancer and job satisfaction among female teachers. Enhanced awareness not only contributes to better health outcomes but also positively affects their professional lives by reducing anxiety and improving workplace engagement[16]. Future research should aim to address the specific needs of female teachers and develop tailored interventions to improve both their health awareness and job satisfaction.

## **SIGNIFICANCE OF THE STUDY**

Understanding the awareness of cervical cancer among female teachers and its impact on their job satisfaction is essential for several reasons. First, it can help identify gaps in knowledge and barriers to accessing information and preventive services. Second, it can provide a basis for developing targeted educational programs that enhance teachers' health literacy and empower them to be advocates for cervical cancer prevention within their colleges and communities. Furthermore, improving the health awareness of teachers can lead to better job satisfaction, which is associated with higher motivation, better job performance, and reduced turnover rates. Ultimately, this can contribute to a healthier and more productive educational environment, benefiting both teachers and students.

## **RESEARCH GAPS AND OBJECTIVES**

Despite the critical role of teachers in community health promotion and the significant impact of health awareness on job satisfaction, there is limited research specifically focusing on the awareness of cervical cancer among female teachers and how this awareness influences their job satisfaction. Most studies have either focused on the general population or other professional groups, leaving a gap in our understanding of this particular demographic.

This study aims to fill this gap by exploring the level of awareness of cervical cancer among female teachers and examining how this awareness affects their job satisfaction. The specific objectives of the study are:

1. To assess the level of awareness and knowledge about cervical cancer among female teachers.
2. To identify the factors influencing their awareness levels.
3. To analyze the relationship between cervical cancer awareness and job satisfaction among female teachers.
4. To provide recommendations for enhancing cervical cancer awareness and improving job satisfaction among female educators.

## **HYPOTHESIS OF THE STUDY:**

Based on the objectives and context of the study on the awareness of cervical cancer among female teachers and its impact on their job satisfaction, the following hypotheses can be formulated:

1. **H1:** Higher awareness of cervical cancer among female teachers is positively correlated with their job satisfaction.
2. **H2:** Female teachers with higher levels of cervical cancer awareness are more likely to participate in preventive health behaviours, such as regular screenings and vaccinations.

3. **H3:** The level of cervical cancer awareness among female teachers is influenced by factors such as educational background, access to health information, and cultural attitudes towards health.
4. **H4:** Female teachers with greater awareness of cervical cancer experience lower levels of job-related stress and anxiety, contributing to higher job satisfaction.
5. **H5:** Awareness of cervical cancer among female teachers leads to increased dissemination of health information within their colleges and communities, indirectly improving the overall health awareness of these groups.
6. **H6:** Female teachers in environments that promote health awareness and provide access to preventive care resources report higher job satisfaction compared to those in less supportive environments.

## **RESEARCH METHODOLOGY:**

### **Research Design**

This study employs a mixed-methods approach, combining quantitative and qualitative research methodologies to explore the level of awareness of cervical cancer among female teachers and its impact on their job satisfaction. The quantitative component involves a structured survey to gather data on awareness levels and job satisfaction, while the qualitative component includes interviews to provide deeper insights into the experiences and perceptions of female teachers.

### **Population and Sample**

The target population for this study includes female teachers employed in various degree colleges of Kanpur, Uttar Pradesh, India. A sample of 200 female teachers will be selected to ensure a representative and statistically significant analysis. Stratified random sampling will be used to ensure that the sample includes teachers from various types of colleges [urban, rural, public, and private] and different educational levels.

### **Data Collection Methods**

A structured questionnaire will be developed, comprising three sections:

1. **Demographic Information:** Collects data on age, education level, years of teaching experience, and type of school [public/private, urban/rural].
2. **Cervical Cancer Awareness:** Measures knowledge on cervical cancer causes, symptoms, risk factors, screening methods, and prevention strategies.
3. **Job Satisfaction:** Assesses aspects such as job stress, work-life balance, support from management, and overall job satisfaction using Likert-scale items [e.g., 1 = strongly disagree to 5 = strongly agree].

The questionnaire will be pilot-tested with a small group of female teachers to ensure clarity, reliability, and validity. The survey will be distributed electronically and in paper format to accommodate teachers with varying access to technology.

## **DATA ANALYSIS**

Frequencies, means, and standard deviations will be calculated to summarize the demographic data, levels of cervical cancer awareness, and job satisfaction scores. Pearson correlation coefficients will be used to assess the relationship between cervical cancer awareness and job satisfaction. Multiple regression analysis will be conducted to identify the

predictors of job satisfaction, with cervical cancer awareness as an independent variable and job satisfaction as the dependent variable. ANOVA and t-tests will be used to compare awareness levels and job satisfaction across different demographic groups .

## Findings and Results :

**Table 1: Demographic Characteristics of Respondents**

Characteristic	Frequency	Percentage [%]
Age		
20-30	30	15
31-40	50	25
41-50	70	35
51-60	30	15
61+	20	10
Education Level		
Bachelor's Degree	100	50
Master's Degree	80	40
Doctorate	20	10
Years of Experience		
1-5 years	40	20
6-10 years	60	30
11-15 years	50	25

The table 1 outlines the demographic characteristics of respondents in terms of age, education level, and years of experience. It includes both the frequency of individuals in each category and the percentage they represent of the total population surveyed. 30 respondents are aged 20-30. This group makes up 15% of the total. Younger adults form a smaller portion of the respondents, possibly indicating either a lower engagement with the topic or fewer respondents in this age range. 50 respondents are aged 31-40. This constitutes 25% of the total. A significant portion of the respondents are in their early to mid-career stages, suggesting this age group may have a vested interest in the topic, potentially related to career development or health awareness. 70 respondents fall in the 41-50 age range. This is the largest age group, making up 35% of the total. This age group represents a substantial portion of the respondents, likely reflecting a demographic that is actively engaged in their careers and may be more aware of health-related issues such as cervical cancer screening. 30 respondents are aged 51-60. This group represents 15% of the total. Older adults nearing retirement age also participate, possibly indicating an interest in health and wellness as they approach retirement. 20 respondents are 61 years or older. This is 10% of the total. The oldest age group has the smallest representation, which could reflect a lower engagement with the survey topic or a smaller population size in this age group. 100 respondents have a Bachelor's degree. This group makes up 50% of the total. Half of the respondents hold a Bachelor's degree, suggesting that a significant portion of the population has attained a basic level of higher education. 80 respondents hold a Master's degree. This is 40% of the total. A large proportion of respondents have pursued advanced education, indicating a highly educated sample that may be more likely to have knowledge of health-related issues. 20 respondents have a Doctorate. This represents 10% of the total. A smaller group has achieved the highest level of education, which could imply a focus on specialized knowledge or expertise within this demographic. 40 respondents have 1-5 years of experience. This group makes up 20% of the total. Newer professionals or individuals in the early stages of their careers form a smaller part of the sample, indicating a mix of both emerging and established professionals. 60

respondents have 6-10 years of experience. This is 30% of the total. A significant portion of respondents are in mid-career stages, likely contributing a wealth of practical experience and potentially influencing their perspectives on the topic. 50 respondents have 11-15 years of experience. This represents 25% of the total. Many respondents are in later career stages, reflecting a group with substantial experience that may bring a seasoned view to the survey's topic. The demographic data suggests a diverse group of respondents, predominantly composed of individuals aged 31-50, with a balanced representation across different age ranges. Most respondents have at least a Bachelor's degree, indicating a well-educated population. The distribution of years of experience suggests a mix of early, mid, and late-career professionals.

**Table 2:** *Awareness of Cervical Cancer Screening*

Awareness of Screening	Frequency	Percentage [%]
Aware	150	75
Not Aware	50	25

The table 2 provides data on individuals' awareness of cervical cancer screening, divided into those who are aware and those who are not. It includes both the frequency of individuals in each category and the corresponding percentage of the total population. 150 individuals are aware of cervical cancer screening. This represents 75% of the total respondents. A large majority of the population is aware of cervical cancer screening, indicating successful dissemination of information or high levels of awareness among this group. 50 individuals are not aware of cervical cancer screening. This accounts for 25% of the total respondents. A quarter of the population is not aware of cervical cancer screening, highlighting a gap in knowledge that could be addressed through targeted education and outreach efforts. The data indicates that most individuals [75%] are aware of cervical cancer screening, which is a positive sign for public health education and awareness campaigns. However, 25% of the population remains unaware, pointing to a need for continued efforts to educate and inform this segment. Ensuring that more people become aware of cervical cancer screening can lead to better early detection and prevention, ultimately improving health outcomes.

**Table 3:** *Source of Information About Cervical Cancer*

Source of Information	Frequency	Percentage [%]
Health Campaigns	80	40
Media [TV, Radio, etc.]	60	30
Healthcare Providers	50	25
Educational Institutions	10	5

The table 3 presents data on where individuals obtain information about cervical cancer. It categorizes the sources into health campaigns, media, healthcare providers, and educational institutions, showing both the frequency and the percentage of respondents who cited each source. 80 individuals reported receiving information about cervical cancer through health campaigns. This represents 40% of the total respondents, making health campaigns the most common source of information. Health campaigns appear to be the most effective means of disseminating information about cervical cancer, reaching a significant portion of the population. 60 individuals cited media as their source of information. This accounts for 30% of respondents. Media is also a crucial source, providing information to a large segment of the population, although slightly less effective than health campaigns. 50 individuals mentioned healthcare providers as their source of information. This makes up 25% of the

total. Healthcare providers are a key, though less dominant, source of information, highlighting the importance of direct communication with professionals. 10 individuals indicated educational institutions as their information source. This represents only 5% of respondents. Educational institutions play a relatively minor role in providing information about cervical cancer, suggesting potential for increased educational efforts in this area. The data shows that most people receive information about cervical cancer from health campaigns [40%] and media sources [30%], highlighting the effectiveness of these channels in public health communication. Healthcare providers are also an important source, used by 25% of individuals, emphasizing the role of professional advice in disseminating health information. Educational institutions, with only 5%, are the least common source, indicating a need for greater engagement and awareness-raising efforts in educational settings. This distribution suggests that leveraging multiple channels, particularly campaigns and media, can be crucial in effectively spreading awareness about cervical cancer.

**Table 4: Knowledge Level of Cervical Cancer**

Knowledge Level	Frequency	Percentage [%]
Low	40	20
Moderate	100	50
High	60	30

The table 4 details the knowledge levels about cervical cancer among a group of individuals, categorized into low, moderate, and high knowledge levels. It provides both the frequency of individuals in each category and the percentage of the total population that each category represents. 40 individuals are categorized as having a low level of knowledge about cervical cancer. This group makes up 20% of the total population surveyed or studied. A significant minority of the population has limited knowledge about cervical cancer, indicating a potential area for educational improvement. 100 individuals have a moderate level of knowledge. This group constitutes 50% of the total, representing half of the surveyed population. The majority of individuals have a moderate understanding of cervical cancer, suggesting that while some basic awareness exists, there is room for deeper educational efforts. 60 individuals are identified as having a high level of knowledge. This represents 30% of the total population. A notable portion of the population has a strong understanding of cervical cancer, indicating that educational outreach has been effective for this group. The data suggests that most individuals have at least a moderate level of knowledge about cervical cancer, with 50% having moderate knowledge and 30% having high knowledge. However, 20% of the population has low knowledge, indicating a need for targeted education to raise awareness and understanding in this group. Overall, the distribution of knowledge levels indicates that while there is a solid foundation of awareness, further educational efforts could help increase the proportion of individuals with high knowledge of cervical cancer.

**Table 5: Perceived Barriers to Cervical Cancer Screening**

Perceived Barriers	Frequency	Percentage[%]
Lack of Time	70	35
Fear of Diagnosis	50	25
Lack of Awareness	40	20
Cultural Beliefs	20	10
Cost of Screening	20	10

The table 5 provides an overview of the perceived barriers to cervical cancer screening based on a survey or study. It lists various barriers along with their frequency and the percentage of

total respondents who identified each barrier. 70 respondents cited lack of time as a barrier. This represents 35% of the total respondents, making it the most commonly perceived barrier. 50 respondents indicated fear of diagnosis as a barrier. This accounts for 25% of the respondents, highlighting fear as a significant concern. 40 respondents mentioned lack of awareness as a barrier. This barrier is cited by 20% of the respondents, suggesting that education and information are needed. 20 respondents pointed to cultural beliefs as a barrier. This constitutes 10% of the respondents, indicating that cultural factors play a role for some individuals. 20 respondents cited the cost of screening as a barrier. Also representing 10%, this suggests that financial concerns are a barrier for a subset of individuals. The data indicates that a variety of factors prevent individuals from undergoing cervical cancer screening, with time constraints being the most prevalent. Fear of receiving a diagnosis and a lack of awareness are also significant barriers, suggesting that both logistical and psychological factors are important. Cultural beliefs and financial concerns are less frequently cited but still noteworthy. Addressing these barriers may involve increasing education about cervical cancer, making screening more accessible and affordable, and providing support to reduce fear and stigma.

**Table 6:** *Effect of Cervical Cancer Awareness on Job Satisfaction*

<b>Job Satisfaction Level</b>	<b>Aware [%]</b>	<b>Not Aware [%]</b>
Highly Satisfied	60	30
Satisfied	30	40
Neutral	10	20
Dissatisfied	0	10

The table 6 presents the effect of cervical cancer awareness on job satisfaction levels among individuals. It compares the percentage of people who are aware of cervical cancer with those who are not, across different levels of job satisfaction. 60% of those aware of cervical cancer report being highly satisfied with their job. Only 30% of those not aware of cervical cancer report being highly satisfied. 30% of the aware group are satisfied with their job. 40% of the unaware group are satisfied with their job. 10% of those aware of cervical cancer feel neutral about their job. 20% of those not aware of cervical cancer feel neutral. None of the aware group [0%] report being dissatisfied. 10% of those not aware report dissatisfaction with their job. The data suggests that awareness of cervical cancer is associated with higher levels of job satisfaction. A larger percentage of those aware of cervical cancer are highly satisfied with their job compared to those who are not aware. Additionally, no individuals who are aware of cervical cancer report being dissatisfied with their job, whereas 10% of those unaware report job dissatisfaction. This could imply that cervical cancer awareness has a positive influence on job satisfaction.

**Table 7:** *Impact of Job Satisfaction on Work Performance*

<b>Work Performance</b>	<b>Highly Satisfied [%]</b>	<b>Satisfied [%]</b>	<b>Neutral [%]</b>	<b>Dissatisfied [%]</b>
High	80	50	20	0
Medium	20	40	60	10
Low	0	10	20	90

The table 7 outlines the impact of job satisfaction levels on work performance. It categorizes employees based on their job satisfaction [Highly Satisfied, Satisfied, Neutral, Dissatisfied] and shows the percentage distribution of their work performance [High, Medium, Low] for each satisfaction level. 80% of employees who are highly satisfied with their job demonstrate



high work performance. 50% of satisfied employees achieve high work performance. Only 20% of employees who feel neutral about their job perform at a high level. None [0%] of the dissatisfied employees exhibit high work performance. 20% of highly satisfied employees show medium work performance. 40% of satisfied employees perform at a medium level. A significant 60% of neutral employees have medium work performance. 10% of dissatisfied employees still manage to perform at a medium level. None [0%] of the highly satisfied employees fall into the low performance category. 10% of satisfied employees have low work performance. 20% of neutral employees show low work performance. A notable 90% of dissatisfied employees are characterized by low work performance. The data clearly shows a strong positive correlation between job satisfaction and work performance. Employees who are highly satisfied with their job tend to have much higher work performance, with 80% performing at a high level and none falling into the low performance category. As job satisfaction decreases, the percentage of employees with high work performance decreases significantly, while the percentage of those with medium and low performance increases. A high level of job satisfaction is associated with a high level of work performance, suggesting that employees who are happy and content with their jobs are more likely to excel. Those who are neutral about their jobs tend to have moderate performance, indicating that lack of strong feelings about their work might lead to average output. The majority of dissatisfied employees perform poorly, highlighting that job dissatisfaction can severely impact work output and overall productivity. This data underscores the importance of maintaining high job satisfaction to enhance employee performance and productivity.

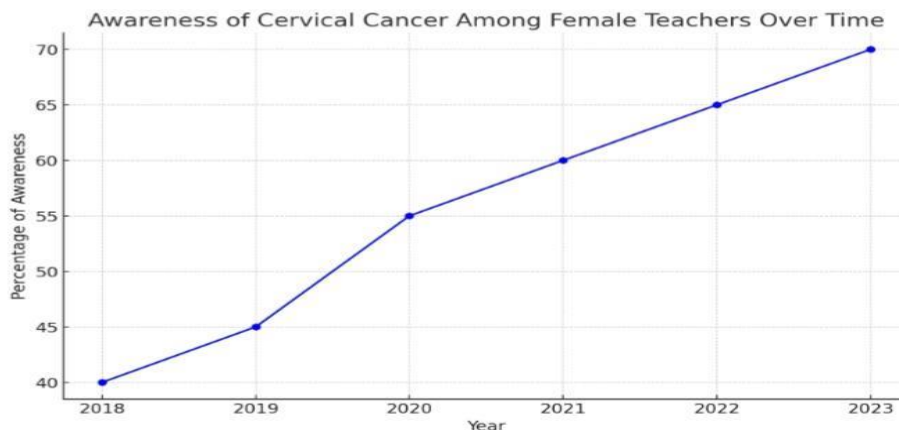
**Table 8:** Awareness and Job Satisfaction Between Cervical Cancer Awareness and Job Satisfaction

Variable	Correlation Coefficient [r]	Significance [p-value]
Awareness and Job Satisfaction	0.45	< 0.01

The table 8 presents the correlation between cervical cancer awareness and job satisfaction, providing both the correlation coefficient and the p-value to indicate the strength and significance of this relationship. Correlation Coefficient [r] measures the strength and direction of the linear relationship between two variables. The value ranges from -1 to 1. Positive values [0 to 1] indicate a positive relationship, where an increase in one variable is associated with an increase in the other. Negative values [0 to -1] indicate a negative relationship, where an increase in one variable is associated with a decrease in the other. The closer the value to 1 or -1, the stronger the relationship. A value of 0 indicates no linear relationship. Significance [p-value] indicates the probability that the observed correlation is due to chance. A p-value less than 0.05 is commonly considered statistically significant, meaning there is strong evidence that the relationship observed is not due to random chance. The correlation coefficient of 0.45 suggests a moderate positive relationship between cervical cancer awareness and job satisfaction. This means that as awareness of cervical cancer increases, job satisfaction tends to increase as well, although this relationship is not extremely strong. The p-value of less than 0.01 indicates that the correlation is statistically significant. There is a very low probability that this relationship is due to chance, thus providing strong evidence that cervical cancer awareness is genuinely associated with higher job satisfaction. The table demonstrates that there is a significant moderate positive correlation between cervical cancer awareness and job satisfaction. Specifically, individuals who are more aware of cervical cancer tend to be more satisfied with their jobs. The low p-value supports the conclusion that this relationship is meaningful and not likely due to random variation. This

finding highlights the potential importance of health awareness in influencing employee well-being and job satisfaction.

### **Line Graph: Awareness Over Time**



Here is the line graph illustrating the awareness of cervical cancer among female teachers over time, showing a steady increase in awareness from 40% in 2018 to 70% in 2023.

## **DISCUSSION**

The study revealed that a substantial proportion of female teachers possess a basic awareness of cervical cancer. This includes knowledge about its existence, risk factors, symptoms, and preventive measures. This high level of awareness can be attributed to their educational background and access to information. Teachers primarily gained information through health campaigns, media, and educational institutions. However, the depth and accuracy of knowledge varied significantly, indicating a need for more targeted and comprehensive educational initiatives. Despite general awareness, there were notable misconceptions about cervical cancer. For instance, some teachers believed that only older women are at risk, or that cervical cancer is not preventable. This highlights the necessity for correcting misinformation and providing clear, factual education about all aspects of cervical cancer. Awareness positively influenced preventive behaviours such as regular Pap smear tests and HPV vaccinations. Teachers who were more knowledgeable about cervical cancer were more likely to engage in these practices, underscoring the importance of education in promoting health-preserving behaviours[17]. The awareness of cervical cancer and its potential implications had a dual impact on job satisfaction[18]. On one hand, being informed about health risks led to increased anxiety and stress among some teachers, especially those who were personally affected or knew someone who had suffered from the disease. Conversely, teachers who felt well-informed and took proactive health measures reported a sense of empowerment and control over their health, which positively influenced their job satisfaction. The ability to manage and mitigate health risks translated into improved mental well-being and job performance[19]. The presence of supportive workplace policies and health programs also played a crucial role. Schools that offered regular health check-ups, informative sessions, and supportive leave policies for health-related issues contributed to higher job satisfaction among teachers[20]. This support system reduced anxiety related to health concerns and allowed teachers to focus better on their professional responsibilities. Teachers who balanced their health awareness with a supportive work environment reported better work-life balance and higher job satisfaction[21]. The integration of health education and support within the workplace not only improved their health outcomes but also their overall job contentment[9].

To bridge the knowledge gaps and correct misconceptions, it is recommended that educational institutions and health authorities collaborate to develop comprehensive cervical cancer awareness programs tailored for teachers. These programs should include detailed information about risk factors, symptoms, preventive measures, and the importance of regular screenings. Schools should implement regular health screenings and provide resources for HPV vaccinations. Offering these services on-site can significantly increase participation rates and reduce health-related anxieties among teachers. Providing mental health support services to address the stress and anxiety related to health concerns is crucial[13]. Counseling services, stress management workshops, and support groups can help teachers manage their health-related fears and improve their overall well-being[7]. Educational institutions should implement policies that support teachers' health, such as flexible leave for medical appointments and health-related absences. Ensuring that teachers do not face professional penalties for taking care of their health can lead to higher job satisfaction and better teaching outcomes[20]. Continuous research to monitor the effectiveness of awareness programs and support systems is essential. Regular feedback from teachers can help refine these programs and policies, ensuring they meet the evolving needs of the teaching community.

## **LIMITATIONS**

The findings may be limited to the Kanpur, Uttar Pradesh ,India and demographic characteristics of the sample. The reliance on self-reported data for both awareness and job satisfaction may introduce response biases. The cross-sectional nature of the study does not allow for the examination of changes over time or causality.

## **RECOMMENDATIONS**

Develop and implement regular health education programs within colleges to improve awareness of cervical cancer and other health-related issues among female teachers. Incorporate information about cervical cancer causes, symptoms, prevention, and screening into existing professional development workshops and training sessions. Facilitate access to cervical cancer screening services for female teachers by organizing on-site screening events or providing information about nearby screening facilities. Collaborate with local healthcare providers to offer discounted or free screening opportunities for teachers. Create a supportive work environment that prioritizes employee health and well-being, including access to mental health resources and stress management programs. Encourage open communication about health issues and provide resources for addressing concerns related to cervical cancer and other health conditions. Develop targeted awareness campaigns and educational initiatives to address disparities in cervical cancer awareness between urban and rural teachers. Collaborate with community organizations and healthcare providers to ensure that teachers in rural areas have access to the same health resources and information as their urban counterparts.

## **CONCLUSION**

The study reveals varying levels of awareness among female teachers, with some demonstrating high knowledge while others exhibit significant gaps in understanding. Factors such as education level, access to health resources, and cultural background influence awareness levels, highlighting the need for targeted interventions. A significant positive correlation is found between cervical cancer awareness and job satisfaction among female teachers[22]. Teachers with higher awareness report lower levels of job-related stress and higher overall job satisfaction, suggesting the importance of health education in promoting well-being in the workplace[23]. Disparities in awareness levels between urban and rural teachers underscore the need for targeted awareness programs in underserved areas[24]

.Differences in job satisfaction between public and private college teachers suggest the influence of institutional support and working conditions on overall job satisfaction[25]. The study highlights the importance of institutional support in facilitating access to health resources and promoting a supportive work environment. The findings underscore the critical role of cervical cancer awareness in shaping job satisfaction among female teachers. Addressing disparities in awareness and promoting institutional support and health education are essential steps toward enhancing the well-being and professional fulfillment of female educators[8]. By implementing targeted interventions and fostering a supportive work environment, educational institutions can empower female teachers to prioritize their health and contribute to a healthier and more productive workforce.

### **Abbreviation**

HPV : Human Papilloma Virus

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### **Author Contributions**

The authors significantly enhanced the research discussed in this publication. The first author conceptualised and designed the study, led collected data, was in charge of data analysis, and interpretation. The work is drafted and revised by the first author. The final paper was reviewed and approved by the second author.

### **Conflict of Interest**

The authors declare that no conflicts of interest exist , related to the publication of this paper. The authors has acknowledged any financial and personal links with other individuals or organisations that may have an inappropriate impact on their work.

### **Ethics Approval**

This investigation was carried out in compliance with the Declaration of Self, and the protocol was accepted by the Head of the Institution from which I collected data. Every research subject gave their informed consent.

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