

REVIEWER'S REPORT

Manuscript No.: IJAR-52167

Date: 10/06/2025

Title: Effectiveness of Structured Teaching Program on Home Care Management of HCV

Recommendation:

- ✓ Accept as it is
- Accept after minor revision.....
- Accept after major revision
- Do not accept (*Reasons below*)

Rating	Excel.	Good	Fair	Poor
Originality		✓		
Techn. Quality		✓		
Clarity		✓		
Significance		✓		

Reviewer Name: Dr. S. K. Nath

Date: 11/06/2025

Reviewer's Comment for Publication:

The research convincingly demonstrates that a structured teaching program significantly enhances hepatitis C patients' knowledge of home care management. It underscores the importance of patient education in disease management and highlights the role of nursing personnel in health promotion. While promising, future research should include larger, randomized samples, long-term follow-up, and a focus on translating knowledge into practice to optimize patient outcomes.

Reviewer's Comment / Report

Strengths

- Clear Objective and Design:** The study has well-defined objectives focused on evaluating educational impact, with a straightforward pre-test/post-test design.
- Effective Use of Statistical Tools:** Utilization of paired t-tests and chi-square tests to establish significance and associations convincingly.
- Significant Findings:** Demonstrates a marked increase in patient knowledge, supporting the efficacy of the structured teaching program.
- Practical Implications:** Provides actionable recommendations for nursing practice, education, and administration.
- Relevant and Focused Content:** Addresses an important aspect of hepatitis C management, emphasizing patient education's role.
- Comprehensive Data Collection:** Includes demographic correlations and detailed pre- and post-intervention analysis.

Weaknesses

- Limited Sample Size and Scope:** The main study involved 100 patients, with a pilot study on only 10, which may limit broader generalizability.
- Sampling Technique:** Utilizes convenient sampling, which can introduce bias and limit representativeness.
- Lack of Long-term Follow-up:** No data on whether increased knowledge translates into sustained behavior change or improved health outcomes over time.
- Details of the Teaching Program:** Insufficient description of the content, duration, and delivery method of the teaching intervention, which is crucial for reproducibility.
- Limited Demographic and Cultural Context:** The study appears localized to PGIMS Rohtak; applicability to diverse settings may need further validation.
- Potential Bias and Subjectivity:** Knowledge assessment relies on questionnaires which may be subject to respondent bias or misinterpretation.

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7. **Minimal Discussion of Behavioral Impact:** Focuses mainly on knowledge rather than actual practice changes or health improvements.