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A Study to Assess the Effectiveness of Planned Teaching Programme on Knowledge Regarding Experimental Research among Faculties and Postgraduate Students at MTIN, Changa

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ABSTRACT

Experimental design describes the process that a researcher undergoes of controlling certain variables and manipulating others to observe if the results of the experiment reflect that the manipulations directly caused the particular outcome. The study consisted of 45 Faculty and post graduate nursing students and the sample was selected by using convenient sampling technique. The data collected by using structured questionnaire was used to assess the knowledge of experiment research. The result showed that the majority (66%) of teaching faculty and post graduate nursing students in pretest was having average knowledge (4-7) and 11% of faculty and post graduate nursing students in pretest was having poor knowledge. Only 22% of faculty and post graduate nursing students having Good knowledge (7-10). The post test score was 89% of faculty and post graduate nursing students had good score. Study concluded that the teaching on experimental research was effective for students and faculty.

KEYWORDS

Knowledge, Experimental research, teaching programme, Pretest, Posttest

INTRODUCTION

Experimental research describes the process that a researcher undergoes of controlling certain variables and manipulating others to observe if the results of the experiment reflect that the manipulations directly caused the particular outcome. This type of research differs from a descriptive study, and another one of its important aspects is the use of random assignment[1].

In experimental research, researchers actively introduce an intervention or treatment. Experimental studies are explicitly cause - probing the test whether an intervention caused changes in the dependent variable. Experimental studies offer the possibility of greater control over confounding influences than non-experimental studies, and so causal inferences are more plausible.(2)

Experimental research design researcher selects participants and divides them into two or more groups having similar characteristics and, then, applies the treatment to the groups and measures the effects upon the groups[2].

STATEMENT OF THE PROBLEM

"A study to assess the effectiveness of planned teaching programme on knowledge regarding experimental research among faculties and postgraduate students at MTIN, Changa."

OBJECTIVES OF THE STUDY

- To assess the knowledge about experimental research of faculty and post graduate nursing students before teaching.

- To assess the knowledge about experimental research of faculty and post graduate nursing students after teaching.
- To compare the knowledge about experimental research of faculty and post graduate nursing students before and after teaching.
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HYPOTHESIS:

Hypothesis (H1): There will be significant difference in the knowledge between pre and post test score among the faculty and post graduate nursing students elicited by structured questionnaire.

Hypothesis (H0): There will be no significant difference in the knowledge between pre and post test score among the faculty and post graduate nursing students elicited by structured questionnaire.

MATERIALS AND METHODS

Research approach: The researcher has adopted quantitative research approach.

Research design: Pre experimental research design (one group pretest post-test design) was used to evaluate the effectiveness of the plan teaching programme on knowledge regarding experimental research among faculties and postgraduate students at MTIN, Changa.

Population: The populations of the study are the teaching faculty and post graduate Nursing student in Manikaka Topawala institute of Nursing Changa.

Sample and Sample size: Convenient sampling technique was used to select the sample. Sample

size of the present study consists of 45 faculties and post graduate students in Manikaka Topawala institute of Nursing Changa.

Tools For Data Collection: Tool is selected appropriately in a given situation, depending on the research approach, sample size, laid down criteria etc. the phenomena in which researcher is interested must ultimately be translated on to data that can be analyzed. Thus a structured questionnaire was used for data collection.

The data was directly collected in the form of Questionnaire from Teaching faculty and Post graduate nursing students before teaching start as a pre-test and also collected data immediate after teaching in the form of Post-test. Total no of Questionnaire was 10, which was based on objective style.

PLAN FOR DATA ANALYSIS:

A Simple descriptive statistics technique was used for comparison the knowledge score between pretest and posttest.

SCALE:

Total no of questionnaire 10. Each correct question gets one mark. The level of knowledge has been classified as:

Table 1 Level knowledge of experimental research

Sr. No.	Score	Level
1	0-3	Poor
2	4-7	Average
3	8-10	Good
Total score	10	

RESULTS

The collected data is tabulated, analyzed, organized and presented under the following headings.

Section I

	Pretest frequency	Percentage
0-3 (Poor)	05	11%
4-7 (average)	30	66%
8-10 (good)	10	22%

Table No 2: Analysis of data related to knowledge scores before teaching

Above table shows that majority (66%) of teaching faculty and post graduate nursing students in pretest was having average knowledge (4-7) and 11% of faculty and post graduate nursing students in pretest was having poor knowledge. Only 22% of faculty and post graduate nursing students having Good knowledge (7-10).

Section II

Table No 3: Analysis of data related to knowledge scores after teaching

	Posttest frequency	Percentage
0-3 (Poor)	00	
4-7 (average)	05	11%
8-10 (good)	40	89%

Above table shows that majority (89%) of teaching faculty and post graduate nursing students in pretest was having good knowledge (8-10) and 11% of faculty and post graduate nursing students in pretest was having average knowledge.

Section III

It includes analysis of data related to compare pre-test and post-test knowledge of faculty and Post graduate nursing students. Majority (66%) of teaching faculty and post graduate nursing students in pretest was having average knowledge (4-7) where as in posttest majority (89%) of teaching faculty and post graduate nursing students in pretest was having good knowledge (8-10).

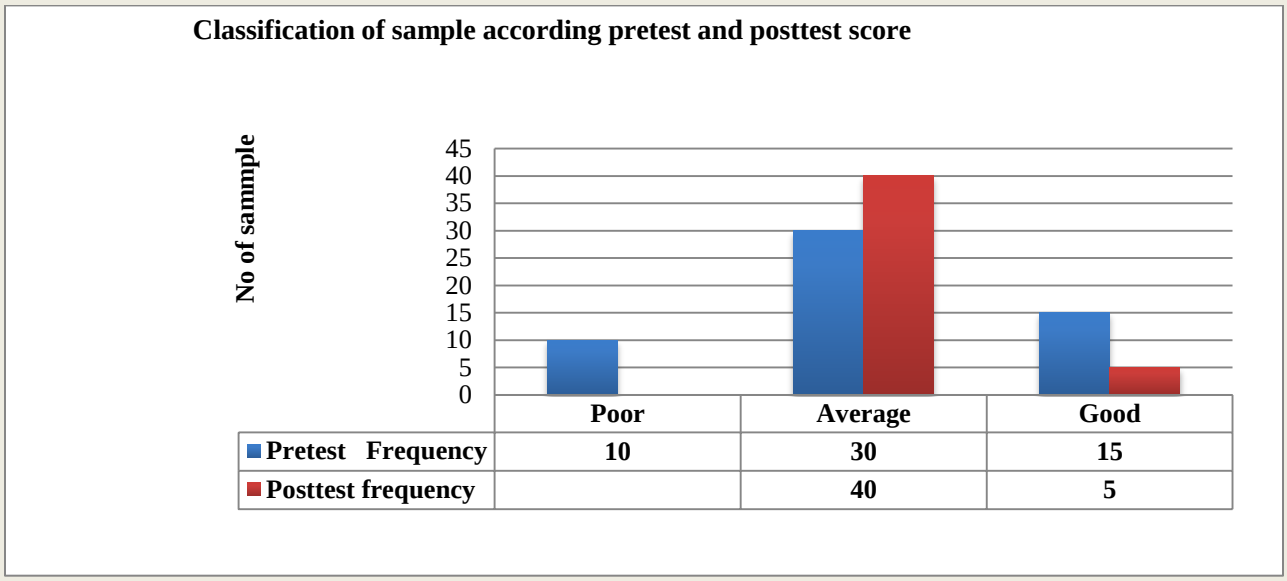

Figure No 1: Bar diagram showing classification of sample according to knowledge at pre and post test.

DISCUSSION

The majority (66%) of teaching faculty and post graduate nursing students in pretest were having average knowledge (4-7) and 11% of faculty and post graduate nursing students in pretest were having poor knowledge. Only 22% of faculty and post graduate nursing students had good knowledge (7-10). Apart from this that majority (89%) of teaching faculty and post graduate nursing students in pretest were had good knowledge (8-10) and 11% of faculty and post graduate nursing students in pretest were had average knowledge. On the basis of these results; the knowledge scores of the samples show a high increase as seen in the posttest, which indicates that the teaching on experimental research is effective in increasing the knowledge of the teachers and post graduate nursing students of MTIN, Changa, India.

CONCLUSION

To assess the effectiveness of planned teaching programme on experimental Research at MTIN, Changa was successfully done. The knowledge scores of the samples show a marked increase as seen in the post-test, which indicates that the teaching on experimental research is effective in increasing the knowledge of the teachers and post graduate nursing students of MTIN, Changa, India.

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