J Nur Today

RESEARCH ARTICLE

www.jolnt.com

e-ISSN 2456-1630

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

Jamin Chauhan*

*Manikaka Topawala Institute of Nursing, Charusat, Changa, Gujarat, India

Greentree Group

Received: 05.03.2018

Edited : 08.04.2018

Accepted: 10.04.2018

Published: 15.05.2018

ABSTRACT

Cross-sectional design is appropriate for describing the status of phenomena or for describing relationships among phenomena at a fixed point in time. 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 pre-test was having average knowledge (4-7) and 11% of faculty and post graduate nursing students in pre-test 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 cross-sectional research was effective for students and faculty.

KEYWORDS

Cross-sectional, Knowledge, teaching programme, Pre-test, Post-test

INTRODUCTION

Cross-sectional designs involve the collection of data at one point in time: the phenomena under study are captured during one period of data collection. Cross-sectional studies are appropriate for describing the status of phenomena or for describing relationships among phenomena at a fixed point in time[1].

Cross-sectional data can most appropriately be used to infer time sequence under two circumstances: (1) when there is evidence or logical reasoning indicating that one variable preceded the other and (2) when a strong theoretical framework guides the analysis[2].

Cross-sectional studies can also be designed to permit inferences about processes evolving over time, such as when measurements capture a process at different points in its evolution with different people[2].

The main advantage of cross-sectional designs is that they are practical: they are easy to do and are relatively economical. There are, however, problems in inferring changes over time using a cross-sectional design[2].

STATEMENT OF THE PROBLEM

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

OBJECTIVES

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

- To compare the knowledge about cross-sectional research of faculty and post graduate nursing students before and after teaching.

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 planned teaching programme on knowledge regarding cross-sectional research among faculties and postgraduate students at MTIN, Changa.

Population: The population 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 (MTIN), 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 analysed. 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 Questions were 10, which were based on objective style.

PLAN FOR DATA ANALYSIS

A Simple descriptive statistics technique was used for comparison the knowledge scores between pre-test and post-test.

Table 1 Level of knowledge regarding cross-sectional research design

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, analysed, organized and presented under the following headings.

Section I

Table 2 Analysis of data related to knowledge scores before teaching

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

The above table (**Table No 2)** shows that majority (66%) of teaching faculty and post graduate nursing students in pre-test was having average knowledge (4-7) and 11% of faculty and post graduate nursing students in pre-test was having poor knowledge. Only 22% of faculty and post graduate nursing students having Good knowledge (7-10).

Section II

Table 3 Analysis of data related to knowledge scores after teaching

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

The above table (**Table No 3)** shows that majority (89%) of teaching faculty and post graduate nursing students in pre-test was having good knowledge (8-10) and 11% of faculty and post graduate nursing students in pre-test 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 pre-test was having average knowledge (4-7) whereas in post-test majority (89%) of teaching faculty and post graduate nursing students in pre-test was having good knowledge (8-10).

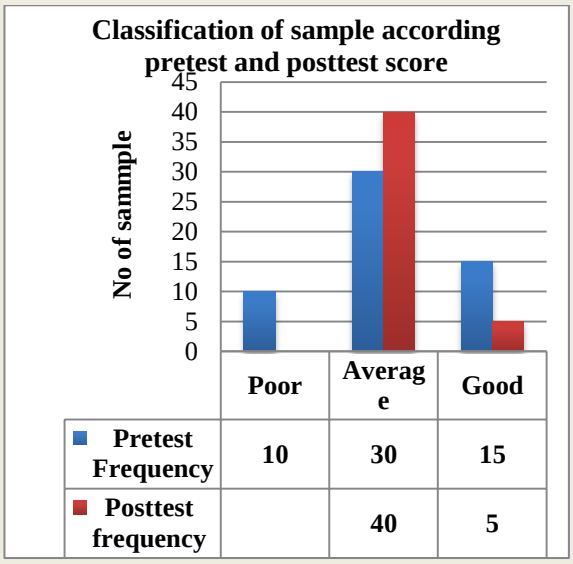

Figure 1 Bar diagram-showing classification of sample according to knowledge at pre and post-test

DISCUSSION

The majority (66%) of teaching faculty and post graduate nursing students in pre-test were having average knowledge (4-7) and 11% of faculty and post graduate nursing students in pre-test 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 pre-test were had good knowledge (8-10) and 11% of faculty and post graduate nursing students in pre-test were had average knowledge. Based on these results; the knowledge scores of the samples show a high increase as seen in the post-test, which indicates that the teaching on cross-sectional 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 cross-sectional 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 cross-sectional research is effective in increasing the knowledge of the teachers and post graduate nursing students of MTIN, Changa, India.

REFERENCES

1. www.reference.com/science/meaning-crossectional-research-439aa25e3ad089d3

2. Denise F. Polit and Cherly Tatano Beck (2015). Nursing research generating and assessing evidence for nu