

Effectiveness of Planned Teaching Programme (PTP) on Knowledge Regarding Regulatory Bodies of Nursing in India at Selected Institution, Salem

Nagalakshmi. E¹, Kanagadurga. M², K.Tamizharasi³

¹HOD of Child Health Nursing, ²HOD of OBG Nursing, ³Principal, Sri Gokulam College of Nursing, Salem, Affiliated to Tamil Nadu Dr. MGR Medical University, Chennai.

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Abstract

A quantitative evaluative research approach with pre-experimental (one group pre test post test) design was adopted. By purposive sampling technique 190 B.Sc Nursing students were selected from Sri Gokulam College of Nursing, Salem. Pre-test was conducted using a structured knowledge questionnaire, followed by planned teaching programme. After two weeks of interval post-test was conducted using the same tool. In pretest, the mean score was 9.92 ± 2.83 and the mean percentage was 35.42% where as in post test, the mean score was 14.28 ± 3.48 and the mean percentage was 51% with the difference in mean percentage being 15.58%. Highly significant difference was found between pre and post test scores at $P < 0.001$ level ($t = 15.58$). The study implies that Planned teaching programme on regulatory bodies of nursing in India is effective in improving the level of knowledge among B. Sc Nursing students.

Key words: PTP- Planned Teaching Programme, Regulatory bodies, Nursing in India

Introduction

A regulatory agency (also regulatory authority, regulatory body or regulator) is a public authority or government agency responsible for exercising autonomous authority over some area of human activity in a regulatory or supervisory capacity. Vital role of regulatory bodies are to ensure the public's right to quality health care service to support and assist professional members, monitor and enforce standards of nursing education, and nursing practice and set the requirements for registration of nursing professionals.³

The regulatory system consists of a set of legal instruments and rules (laws, contract agreements,

statutory rules framed by the government, etc.); procedures and processes (for obtaining required approvals, licenses and permits, etc.); and regulatory authorities (ministry, regulatory agency, judiciary, competition commission, etc.) with the delegated power.²

Nursing regulatory bodies (NRBs), governmental agencies responsible for the regulation of nursing practice, were established to protect the public by overseeing and ensuring the safe and competent practice of nursing. They achieve this by outlining standards of safe nursing care and issuing licenses to practice nursing. Once a license is issued, the NRB monitors licensees'

Corresponding Author: Nagalakshmi. E, HOD of Child Health Nursing, Sri Gokulam College of Nursing, Salem, Affiliated to Tamil Nadu Dr. MGR Medical University, Chennai.

Email ID: nagalaxmie@gmail.com

compliance to laws and regulations and acts against the licenses of those nurses who have exhibited unsafe nursing practices. The actual functions of individual regulatory authorities in a country would depend on the overall structure of the regulatory regime, empowerment of authorities as provided in the relevant legal instruments and rules, administrative arrangements and autonomy, and technical capacity.¹

Nursing profession and its regulatory bodies are both ongoing and global, bringing significant changes not only in nursing workforce but also in patients care and healthcare systems. For this reason, it is important to have an in-depth understanding of its processes and the factors that could affect it. By imparting knowledge on various regulatory bodies to the student nurses will enhance their understanding and utilization of benefits involved in them and using it for their personal and professional development in future.⁴

Statement of the Problem:

A Study to Assess the Effectiveness of Planned Teaching Programme (PTP) on Knowledge regarding Regulatory Bodies of Nursing in India among B.Sc Nursing Students at selected Institution, Salem

Objectives:

1. To assess the level of knowledge regarding Regulatory bodies of Nursing in India among B.Sc Nursing students.
2. To assess the effectiveness of Structured Teaching Programme on Regulatory bodies of Nursing in India among B.Sc Nursing Students
3. To associate Pretest knowledge score with selected baseline variables of B.Sc Nursing students.

Hypotheses:

- **H₁:** There is a significant difference in the level of knowledge of B.Sc Nursing student before and after administration structured teaching programme at $p \leq 0.05$ level.

- **H₂:** There is a significant association between the Pretest knowledge score with selected baseline variables of B.Sc Nursing students at $p \leq 0.05$ level.

Research Methodology

Quantitative evaluative research approach with Pre experimental design, in which one group pre test-post test design was used .The study was conducted in Sri Gokulam College of Nursing, Salem. The population of the study was students who are pursuing B.Sc Nursing programme. Total number of students studying in B.Sc Nursing programme in the setting were 265. The setting was selected by convenient sampling technique. 197 samples were selected for the study using purposive sampling technique.

Description of the Tool:

Tool consists of baseline variable like age, sex and year of study and 28 structured Questions related to Role of Regulatory Bodies of Nursing in India .The correct response was scored 1 and wrong was scored as 0. Knowledge score was graded as inadequate level of knowledge (0-9), moderate level of knowledge(10-18) and adequate level of knowledge(19-28).

Ethical Consideration:

Ethical clearance was obtained from the Institutional Ethical Committee and written informed consent was obtained from the participants. Confidentiality of the information obtained was ensured.

Data Collection Procedure:

After obtaining permission from the concerned authorities of the Institution, pretest was conducted using structured questionnaire related to Role of Regulatory Bodies of Nursing in India. Planned teaching programme was provided to B.Sc Nursing students using power point presentation. After two weeks the students were reassessed by using the same tool.

Results and Discussion

Table 1: Frequency and Percentage Distribution of B.Sc Nursing Students according to their selected Baseline variables. n=190

Sl. No	Baseline variables		Frequency (f)	Percentage (%)
1.	Age	17-18 years	6	3.15
		18-19 years	31	16.31
		19-20 years	69	36.31
		20-21 years	84	44.21
2.	Sex	Male	48	25.26
		Female	142	74.73
3.	Year of study	I year	55	28.94
		II year	44	23.15
		III year	53	27.89
		IV year	38	20.00

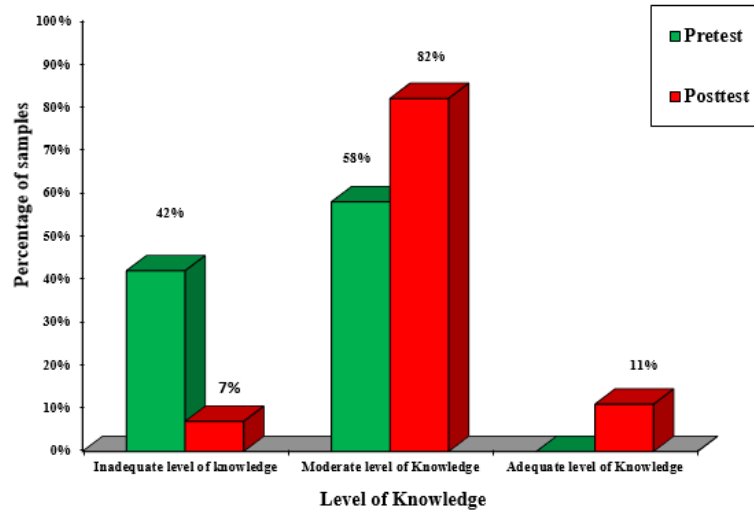


Fig. 1: Comparison of Pre and Post test score of knowledge regarding Regulatory bodies of Nursing in India among B.Sc Nursing Students.

Table 2: Comparison of Mean, Standard deviation, Mean percentage and difference in Mean percentage of knowledge regarding Regulatory bodies of Nursing in India among B.Sc Nursing Students before and after planned teaching programme n=190

Level of knowledge	Max score	Mean	SD	Mean %	Difference in mean %
Pre test	28	9.92	2.83	35.42	15.58
Post test		14.28	3.48	51	

Table 3: Comparison of Mean, SD and Mean percentage of Pre test and Post test scores of knowledge regarding Regulatory bodies of Nursing in India among B.Sc Nursing Students according to their year of study n=190

Year of study	Pre test			Posttest			Difference in mean %
	Mean	SD	Mean %	Mean	SD	Mean %	
I year	9.70	2.91	34.64	14.9	2.98	53.21	18.57
II year	10.31	3.18	36.82	14.8	3.56	52.85	16.03
III year	9.66	2.58	34.50	12.6	4.14	45	10.5
IV year	10.15	2.54	36.25	14.8	2.46	52.85	16.6
Overall	9.92	2.83	35.42	14.28	3.48	51	15.58

Table. 4 Effectiveness of planned Teaching Programme on knowledge regarding Regulatory bodies of Nursing in India among B.Sc Nursing Students. n=190

Sl. No.	Level of Knowledge	Maximum score	Mean	Standard Deviation	Paired 't' value
1	Pre test	28	9.92	2.83	14.5**
2	Post test		14.28	3.48	

** Highly Significant at $p < 0.001$ level; $df = 100$, table value = 1.660

Table 5 Association between the pre test knowledge scores regarding Regulatory bodies of Nursing in India among B.Sc Nursing Students with their demographic variables. n=190

Baseline variables	Df	Chi-square value	Table value
Age	6	4.191	12.592
Sex	2	3.12	5.99
Year of study	6	24.62**	12.592

** Highly Significant at $p < 0.001$ level

Distribution of B.Sc Nursing students according to their baseline variables.

Base line variables B.Sc Nursing students shows that majority 84 (44.21%) belongs to the age group of 20-21 years, 142 (74.73%) were female, almost equal percentage of students are studying first year and final year B.Sc Nursing.

The first objective of the study was to assess the level of knowledge regarding regulatory bodies of nursing in India among B.Sc nursing students.

In pretest none of the B.Sc nursing students had adequate level of knowledge, 110 (76.67%) had moderate level of knowledge and 80 (23.33%) had adequate level of knowledge regarding regulatory bodies of nursing in India.

The second objective of the study was to assess the effectiveness of planned teaching programme on knowledge regarding regulatory bodies of nursing in India among B. Sc nursing students.

In the pretest, the mean score of knowledge was 9.92 ± 2.83 , where as in post test, the mean

score of knowledge was 14.28 ± 3.48 . The calculated 't' value (15.92) was greater than the table value (1.660) at $p < 0.001$ level shows that planned teaching programme was effective in improving the knowledge of nursing students. Hence hypothesis H_1 was retained.

The third objective of the study was to associate pre-test knowledge score with selected baseline variables of B.Sc nursing students.

There was no significant association between pre-test score with age and sex of the student, whereas significant association was found between pre-test knowledge and year of study of students in B.Sc nursing programme. Hence hypothesis H_2 is partially accepted.

NURSING IMPLICATION:

Nursing Practice

Nurses working in government/ semi-government/ private organization can utilize the benefits provided by regulatory bodies of nursing in India whenever new policies are implemented which in turn help them to uplift their professional life.

Nursing Service:

CNE services can be provided at institution to all nurses at various Grades in order to train and enhance their knowledge for following best nursing service to mankind.

Nursing Education:

Various Education programmes like seminars and conferences can be organized to nursing students from first year in order to promote their knowledge on regulatory bodies of nursing in India in order to enroll themselves voluntarily.

Recommendation:

The study can be done for large number of samples to generalize the findings.

Limitation:

The study was limited to 190 number of samples who were pursuing B.Sc Nursing degree at the setting.

Conclusion

The role of regulatory bodies is to protect healthcare consumers from health risks, provide a safe working environment for healthcare professionals, and ensure that public health and welfare are served by health programs. Regulation works at all levels, and the regulatory standards are developed by government and private organizations as well. This study was conducted to assess the effectiveness of planned teaching programme on knowledge regarding regulatory bodies of nursing in India among B.Sc nursing students at selected college, Salem. Most of the students had moderate level of knowledge during pre-test. After the implementation of planned teaching programme majority of the children had adequate level of knowledge. This shows that planned teaching programme was effective in improving knowledge regarding regulatory bodies of nursing in India among B.Sc nursing students.

Ethical Clearance: Taken from Institutional Ethical Committee.

Source of Funding: Self

Conflict of Interest: Nil.

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