



RESEARCH ARTICLE

STAFF NURSES KNOWLEDGE REGARDING NURSING DIAGNOSIS

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ARTICLE INFO

Article History:

Received 19th January, 2018
Received in revised form
05th February, 2018
Accepted 28th March, 2018
Published online 30th April, 2018

Key words:

Staff nurses, Knowledge,
Nursing diagnosis,
Structured Teaching Programme.

ABSTRACT

Nursing process is a critical thinking process that professional nurse used to apply the best available evidence to care giving and promoting human function and response to health and illness. It is the fundamental blue print for how to care for patients. The nursing process is also standard of practice, which when followed correctly protects nurse against legal problems related to nursing care. Nursing diagnosis is a clinical judgement about individual, family or community response to actual or potential health problem or life processes. Nursing diagnosis provides the basis for selection of nursing intervention to achieve outcomes for which the nurse is accountable.

Aims and objectives: The study was aimed to assess the knowledge regarding nursing diagnosis among staff nurses, to determine the effectiveness of structured teaching programme regarding nursing diagnosis among staff nurses and to find out the association between level of knowledge regarding nursing diagnosis of staff nurses and their selected personal variables.

Approach and design: Pre experimental one group pre test post test was used

Sample and sampling criteria: The samples consist of 60 staff nurses who are working in medicine, surgery and critical care units in JSS Hospital, Mysuru were selected by non probability convenient sampling technique.

Tools and techniques: Tools consist of proforma for selected personal variables, self administered structured knowledge questionnaire and Structured Teaching Programme regarding nursing diagnosis.

Results: Descriptive and inferential statistics were used to analyze the data. Findings in the present study shows that majority 28 (46%) of staff nurses participated in the study belongs to the age group 26-30 years. The majority 40 (66.6%) of staff nurses were females and 20 (33.3%) were males. The majority 23 (38.3%) of staff nurses having 4-7 years of experience, 21 (35%) of staff nurses are having 1-3 years of experiences, 13 (21.6%) of staff nurses are having 8-11 years of experience and three (5%) are having more than 12 years of experience. And majority 31 (51.6%) of staff nurses were attended inservice education. The mean difference between the mean pre test and mean post test knowledge score was 7.33 with a standard deviation differences for 0.14. The pre test knowledge score, the median value was 13.2 and post test knowledge score was 21.25. The paired 't' test 10.94, which was significant at 0.05 level of significance and it could be interfere that the post test knowledge score of staff nurses who attended the structured teaching programme regarding nursing diagnosis was significantly higher than their mean pre test knowledge score. The computed Chi-square value of association between the pre test level of knowledge of staff nurses was found to be statistically significant at 0.05 level for educational qualification.

Conclusion: Post test knowledge score of staff nurses who attended the structured teaching programme regarding nursing diagnosis was significantly higher than their mean pre test knowledge score. It shows that Structured Teaching Programme was effective in improving the knowledge of staff nurses regarding nursing diagnosis.

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Citation: Anitha Victoria Noronha, Nisha P Nair, Blessymol T M, Jisna Jose, Laxmi Wasti and Sruthi Pramod, 2018. "Detection and analysis of suspected drugs for forensic consideration", *International Journal of Current Research*, 10, (04), 67651-67653.

INTRODUCTION

Clinical area plays a great challenge to nursing staffs. Traditionally nurses feel a deep pleasure of satisfaction by

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promoting well-being of those who are ill and by performing tasks such as medication administration, hygienic needs, health education etc. Clinical skills include the ability to separate or remove and synthesis information, make decisions and to make this into action in a clinical setup (Kavitha, 2014). The competency of a nurse is mainly demonstrated by his or her clinical skills. The important aspect of clinical nursing is the

nursing process. The nursing process is an accepted method that has been widely used by staff nurses to carryout procedures and to qualify nursing care (Simoni, 2009). The nursing process is a systematic method for taking independent nursing actions. The nursing process helps in problem solving and decision making thus act as a framework in delivering quality of nursing care through five steps, assessment, nursing diagnosis, planning, implementation and evaluation (Suresh, 2011). The assessment step of nursing process deals with profile of client through history collection and physical examination thus helps the nurse to identify the needs of the client and to plan appropriate intervention. Nursing diagnosis is a significant part of nursing process and is a clinical judgment about individual, family and community. They are formulated based on the data analyzed during assessment. They provide basis for selection of appropriate intervention to achieve outcome. Planning phase mainly focuses on selection of suitable nursing actions based on priority of the problem. Implementation steps of nursing process deals with implementing nursing action based on the prioritized problem. Evaluation is the last step of nursing process which involves analyzing of patient response to nursing actions. Becoming familiar with the nursing process will help the staff nurses to apply knowledge and skills in an organized and goal oriented manner (AldaAkieTakahashi, 2008). Hence the investigators were motivated to study the staff nurses knowledge regarding Nursing Diagnosis and to assess the effectiveness of Structured Teaching Programme.

selected personal variable with age, gender, educational qualification, years of experience, attended in-service education and area of work and structured knowledge questionnaire of 30 items regarding Nursing diagnosis was used to collect the data.

RESULTS

Personalvariables

Findings in the present study shows that majority 28(46%) of staff nurses participated in the study belongs to the age group 26-30years. The majority 40(66.6%) of staff nurses were females and 20(33.3%) were males. The majority 23(38.3%) of staff nurses having 4-7 years of experiences, 21(35%) of staff nurses are having 1-3 years of experiences, 13 (21.6%) of staff nurses are having 8-11 years of experience and 3 (5%) are having more than 12 years of experience and majority 31(51.6%) of staff nurses were attended inservice education and majority 33(55%) were working in critical care areas.

Effectiveness of structured teaching programme

Staff nurses knowledge score regarding nursing diagnosis: The pre-test and post-test knowledge scores obtained by the subjects were tabulated to master data sheet and mean, median ,range ,standard deviation of pre-test and post-test were computed, the finding are presented in the Table 1.

Table 1. Mean, Median, range, standard deviation of pre-test and post –test knowledge scores of staff nurses regarding nursing diagnosis

n=60								
Pre-test				post -test				
Group	Mean	Median	Range	SD	Mean	Median	Range	SD
Experimental group	13.5	13.2	9- 25	±3.1	20.83	21.25	14-25	±3.240

Table 2. Frequency and percentage distribution of staff nurse's according to their level of knowledge
n=60

Level of knowledge		Frequency(f)	percentage (%)
Pre test	Poor	14	23.3
	Average	43	71.6
	Good	3	5
Post test	poor	0	0
	Average	23	38.3
	Good	37	61.6

Objectives

- To assess the knowledge regarding nursing diagnosis among staff nurses before and after administration of structured teaching programme.
- To determine the effectiveness of structured teaching programme regarding nursing diagnosis among staff nurses.
- To determine the association between level of knowledge regarding nursing diagnosis of staff nurses and their selected personal variables.

MATERIALS AND METHODS

Pre experimental one group pre test and post test design was adopted for the present study. The knowledge of the staff nurses regarding Nursing diagnosis was assessed by using self structured knowledge questionnaire for both pre-test and post-test. In this study the population comprises of the number of staff nurses who met designed set of criteria. Proforma for

Data presented in table 1 shows that the pre-test knowledge scores ranged from 9-25, mean pre-test knowledge score is 13.5 with standard deviation of ±3.1 the median score is 13.2. The post-test knowledge score ranged from 14-25 .The mean post-test knowledge score is 20.83 the standard deviation of ±3.240 and median of 21.25.

Level of knowledge of staff nurses regarding nursing diagnosis

Table 2 shows that, in pre test majority (71.6%) of them have average knowledge, 23.3% have poor knowledge and 5% of them have good knowledge where as in the post test majority of them have good knowledge(61.6%),38.3% have a average knowledge and none of them have poor knowledge.

Gain in knowledge: comparing pre test post test scores

In order to find out the significance of difference between means of pre test and post To test the statistical significance following null hypotheses is stated.

H₀₁: There will be no significant difference between the mean pre test and post test knowledge scores of staff nurses who have undergone structured teaching programme regarding nursing diagnosis.

Table 3. Mean, mean difference, SD difference, SEMD, paired 't' test of pre test and post test knowledge scores of staff nurses regarding nursing diagnosis n=60

Knowledge score	Mean	Mean difference	SD difference	Paired 't' value
Pre test	13.5	7.33	0.14	10.94
Post test	20.83			

The data presented in Table 3 shows that, the mean difference between pre test and post test knowledge mean score is 7.33. This indicates an increase in knowledge scores after undergoing planned education programme. Since the calculated value of t_{59} is 10.96 is greater than the table value at 0.05 level of significance, the researcher do not accepts the null hypothesis, hence there is significant association between the mean pre test and post test knowledge scores.

Association of the level of knowledge of staff nurses regarding nursing diagnosis with their selected personal variables

To find the association of pre test level of knowledge with selected personal variables, chi-square was computed and following null hypothesis is stated.

H₀₂: There will be no significant association between the post test level of knowledge of staff nurses regarding nursing diagnosis and selected personal variables.

The computed Chi-square value of association between the pre test level of knowledge of staff nurses was found to be statistically significant at 0.05 level for educational qualification.

But other demographic variables like age, gender, years of experience, attended inservice education, areas of work were not found to be statistically significant at 0.05 level. Hence it is inferred that staff nurses pre test level of knowledge regarding nursing diagnosis was influenced by their educational qualification.

Conclusion

The findings of present study concluded that Structured Teaching Programme regarding nursing diagnosis was very effective in increasing knowledge of staff nurses at 0.05 level of significance. Hence, the study gave the evidence that structured teaching programme regarding nursing diagnosis can improve the knowledge of staff nurses and staff nurses will frame the Nursing Diagnosis appropriately in the cardex system used in the hospital. Also the findings of the present study related to association showed that there is no significant association between knowledge level and selected personal variables except for educational qualification.

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