# A Study To Evaluate The Effectiveness of Structured Teaching Programme on Knowledge Regarding Innovation of Nursing Education Among The Staff Nurses in Dhanalakshmi Srinivasan Medical College And Hospital At Siruvachur, Perambalur

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*Abstract-*

*Introduction:Innovation is the process of developing new approaches, technologies and ways of working. It can apply to tools and technologies and processes, or to the way an organisation or an individual behaves works or acts.To evaluate the effectiveness of Structured Teaching Programme on knowledge regarding innovation of nursing education among the staff nurse in Dhanalakshmi Srinivasan Medical College and Hospital at Siruvachur, Perambalur.*

*Methodology: Quantitative Evaluative approach with Pre-Experimental one group pre-test and post-test research design was used. Simple Random Sampling Technique with Lottery methods was used. 40 Staff Nurses with 21-45 yrs age group working in Dhanalakshmi Srinivasan Medical College and Research Centre,Srivachur .*

*RESULT and: The average pre test scores of level of knowledge was 7 with a standard deviation 3. 4 and the average posttest scores of level of knowledge was 30 with a standard deviation 3. 1. The effectiveness of structured teaching program was statistically tested by using paired t test and the result (t=4. 07) were founded to be significant (p<0. 05).*

*Discussions:It shows that structured teaching program on level of knowledge regarding innovation in nursing education among staff nurse was effective.*

*Keywords*- Structured teaching programme, Innovation in Nursing, Staff Nurse.

## I. INTRODUCTION

Innovation is the process of developing new approaches, technologies and ways of working. It can apply to tools and technologies and processes, or to the way an organisation or an individual behaves works or acts.

Innovation is defined "as change that creates a new dimension of performance Innovation: a creation (a new device or process) resulting from study and experimentation; the creation of something in the mind; the act of starting something for the first time; introducing something new"

**-Wordnet (2015)**

Innovation starts with a good idea, but it is much more than that. It also refers to the process of turning that good idea into something that can be used, something that is implementable and achievable, and hopefully, will bring about better health promotion disease prevention and better patient care.

Innovation in nursing care continues to be a driving force seeking to balance cost containment and health care quality. It is considered to be a critical component of business productivity and competitive survival. In addition, nursing theorists, scholars and health care professions have varying interpretations of what innovation is or should be. Innovation is central to maintaining and improving quality of care, and nurses innovate to find new information and better ways of promoting health, preventing disease and better ways of care and cure.

Nursing innovation is a progress for health care systems around the world. Nurses work in all settings with all types of patients, families, communities, health care personnel and staff in other sectors. Nurses are supported in their efforts

to provide innovative solutions to the challenges and demands of health care provision.

Innovation is not a new concept to the nursing profession. Nurses worldwide are engaged in innovative activities on a daily basis; activities motivated by the desire to improve patient care outcomes and the need to reduce costs to the health system. Many of these initiatives have resulted in significant improvements in the health of patients, populations and health systems. However, nursing's contribution to health care innovation is seldom recognised, publicised or shared amongst nursing and the wider public. Innovation is central to maintaining and improving quality of care. And nurses innovate to find new information and better ways of promoting health, preventing disease and better ways of care and cure.

-**McDonald (2005)**

As the encouragement of nursing professionals to utilize their acquired knowledge and skills to creatively generate and develop new ways of working, drawing on technologies, systems, theories and associated partners/stakeholders to further enhance and evaluate nursing practice. Nurses worldwide are engaged in innovative activities on a daily basis; activities motivated by the desire to improve patient care outcomes and the need to reduce costs to the health system. Many of these initiatives have resulted in significant improvements in the health of patients, populations and health systems.

However, the nursing contribution to health care innovation is seldom recognised, publicised or shared amongst nursing and the wider public. As such, we are critically positioned to provide creative and innovative solutions that make a real difference to the day-to-day lives of our patients, organisations, communities and our profession. 1.23 million Registered nurses under registered midwifery's according to INC data.

## II. STATEMENT OF THE PROBLEM

"A STUDY TO EVALUATE THE EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME ON KNOWLEDGE REGARDING INNOVATION OF NURSING EDUCATION AMONG STAFF NURSE IN DHANALAKSHMI SRINIVASAN MEDICAL COLLEGE AND HOSPITAL, SIRUVACHUR

## III. OBJECTIVES OF THE STUDY

- To assess the pre test and post test level of knowledge on innovation of nursing education among staff nurse.

- To determine the effectiveness of structured teaching programme on knowledge regarding innovation of nursing education among staff nurse.
- To find out the association between the pre test level of knowledge on innovation of nursing education among staff nurse with their selected demographic variables

## HYPOTHESES

$H_1$: There is be significant difference between the pre test and post test level of knowledge on innovation of nursing education among staff nurse.

$H_2$: There is a significant effectiveness between the structured teaching programme on knowledge regarding innovation of nursing education among staff nurse.

$H_3$: There will be significant difference between the pre test level of knowledge on innovation of nursing education among staff nurse with their selected demographic variables

### IV. METHODOLOGY

Quantitative Evaluative approach with Pre-Expremental one group pretest post test research design was used. Simple Random Sampling Technique with Lottery methods was used. The sample size was 40. The study population was Staff Nurses with 21-45 yrs age group. The study was conducted at Dhanalakshmi Srinivasan Medical College and Hospital, Siruvachur. It is situated 5 KM away from Dhanalakshmi Srinivasan College of Nursing. It is a multi-specialty hospital consists 650 beds and more than 300 Nursing Personnel are working at Dhanalakshmi Srinivasan Medical College and Hospital, Siruvachur. It consists of two sections:**Section A:**Demographic variables include age, gender, marital status, designation, educational status, years of work experience, present place of work, source of information. **Section B:**It consist of 35 Structured Questionnaire on Knowledge on Innovation In Nursing education among (21-45) years of staff nurse it contains 35 set of multiple choice of questions it carries each questions had four responses for which one mark allotted for the right response, no marks(0) was awarded for the wrong response thus total to the maximum of 35 points. Rogers Innovation Theory Model was used as a conceptual framework.

### V. RESULTS

- The pre test level of knowledge regarding innovation in nursing education 40(100%) ofstaff nurses had inadequate knowledge, (0%) of them had moderate knowledge and none of them adequate knowledge.

- The post test level of knowledge regarding innovation in nursing education. None of them had inadequate knowledge, 34(85%) had moderate knowledge, and 6(15%) had adequate knowledge.
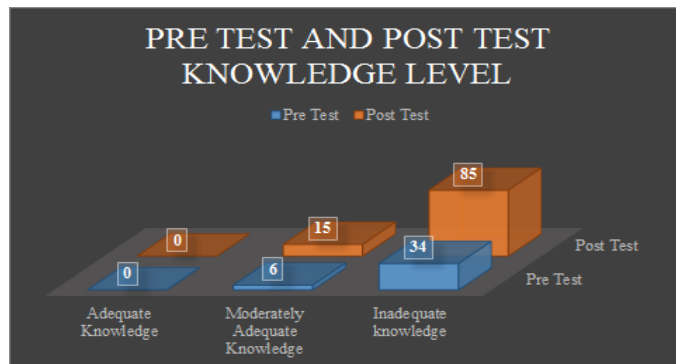


**Fig (1):Percentage distribution of pre test and post test knowledge level on innovation in nursing program of (21-45) years age of staff nurse**

**Table :1 Comparison on the  pre test and post test scores of level of knowledge among staff nurse.     N=40**

| S. no | Test | Level of knowledge | | Paired "t" Test(t) | Inference |
|---|---|---|---|---|---|
| | | Mean | Standard Deviation | | |
| 1 | Pretest | 7 | 3. 4 | 56. 57 | Significant |
| 2 | Post test | 30 | 3. 1 | | |

**Df=39          P>0.05%**

The average pre test scores of level of knowledge was 7 with a standard deviation 3. 4 and the average post test scores of level of knowledge was 30 with a standard deviation 3. 1. The effectiveness of structured teaching program was statistically tested by using paired t test and the result (t=4. 07) were founded to be significant (p<0. 05).It shows that structured teaching program on level of knowledge regarding innovation in nursing education among staff nurse was effective.

## VI. DISCUSSION

**OBJECTIVE -1**:**There is a significant difference between the pre test and post test level of knowledge on innovation of nursing education program among 21-45 years staff nurse.**

Showed that none of them had adequate and moderately adequate knowledge and 40(100%) had inadequate knowledge on selected innovation in nursing education program in pre test and in the post test 85% of the had adequate knowledge and 15% had them moderately adequate knowledge and none of them had inadequate knowledge.

**Roghaueh Poursaberi(2016)** Assessment of knowledge towards innovation of nursing education program among theselected staff nurse and student nurse. The results showed that evidence based practice adoption had a significant positive relationship with individual innovation (r=0. 578, p<0. 001, knowledge r=0. 657, p<0. 001) had the highest efficient in themodel. Model which represent significant gain in the knowledge through there structured teaching program. Hence the hypothesis $H_1$ was accepted.

**OBJECTIVE -2:There is a significant effectiveness between the structured teaching programme on knowledge regarding innovation of nursing education program among 21-45 years staff nurse.**

Represent that pre test mean knowledge score was 7(SD 3. 4) and post test mean knowledge score was 30 (SD 3. 1) and Post test't' value56. 57 which was found significant P < 0. 05 level. Hence the hypothesis $H_2$ was accepted.

**OBJECTIVE -3:There will be a significant association between the pre testlevel of knowledge on innovation of nursing education program among 21-45 years staff nurse with the selected demographic variables.**

That the pre-test knowledge level of the staff nurse was found to be associated with the previous knowledge and not influenced by another demographic variables.

**Mohammedi MM, Poursaberi (2015)** conducted a descriptive study to assess the knowledge about the innovation in nursing education program among the 482 (322 – Staff nurses and 160 – student nurses) applying a demographic information questionnaires. The result showed positive relationship with innovation in nursing education. The result shows the overall 72. 4% of staff nurse were about all innovation nursing education programmes and knowledge was significant attitude were very favourable and innovation nursing education programme and its knowledge.
Hence the hypothesis $H_3$ was accepted.

## VII. CONCLUSION

Hence it concluded that the level of knowledge regarding innovation in nursing education among staff nurses, so it can increase level of knowledge on innovation in nursing education. The study has found that still there are staff nurses who are unaware about the innovation in nursing knowledge and technique. Hence it is important to provide nursing education regarding innovation in nursing in order to reduce poor knowledge in nursing profession. The result of the study

have implication on nursing practice, nursing education, nursing administration and nursing research.

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