Knowledge and Attitude of Nursing Students towards Research

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Abstract:- Nurses work in a variety of settings like hospital, classroom (education), community health department, business sector, home health care and the laboratory. Providing optimal to the clients on the basis of evidence obtained through research. Baccalaureate in Nursing is the entry level in studying nursing research. Therefore, creation of interest in undergraduate education has a positive impact to undertake research. So that undergraduate nurses can function as an effective research reader, utilize research findings into practice, prepare research reports and criticize. Baccalaureate nursing students may have different attitude and knowledge level towards research. So a study was done to assess their knowledge and attitude. The study was done in few Nursing colleges of Nagercoil. 99 students of third year and final year BSc(N) were included. The tool has demographic variables, self-administered knowledge questionnaire and attitude scale. Questionnaires were circulated to students and collected from them through WhatsApp in the form of Google form. Mean was used to calculate each component in a factor. Frequency and percentage were used for demographic variables. 37.3% (37) of them belong to 21 years, majority of them, 90.9% (90) were female, and sample was almost equally distributed in III 50.5% (50) and IV year 49.5% (49) of the study. In the source of information, majority 42 (42.4%) received information through teachers. 59.59% (59) of the students have adequate knowledge regarding research, 36.36 % (36) of the students had moderate knowledge and 4.04% (4) of the students had inadequate knowledge regarding research. All score shows above average in the attitude scale. This shows that they have good knowledge and attitude towards research.

Keywords: Research, Nursing students, Knowledge, Attitude.

I. INTRODUCTION

Research is very important in every field. It unlocks the unknowns, lets to explore the world from different perspectives, and fuels a deeper understanding. In some areas, research is an essential part of success. In others, it may not be absolutely necessary, but it has many benefits.[1] Research is very important in patient care also. It is essential to find out which treatments work better for patients. It plays an important role in discovering new treatments, and making sure that we use existing treatments in the best possible ways. It can find answers to things that are unknown; filling gaps in knowledge and changing the way that healthcare professionals work.[2]

And now, what is Research? It is careful consideration of study regarding a particular concern or problem using scientific methods. According to the American sociologist Earl Robert Babbie, "research is a systematic inquiry to describe, explain, predict, and control the observed phenomenon. It involves inductive and deductive methods."[3]

Nursing, as an evidence-based area of practice, has been developing since the time of Florence Nightingale to the present day, where many nurses now work as researchers based in universities as well as in the health care setting. Research has a greater role to play in nursing. Nursing research provides evidence used to support nursing practices.[4] Research helps nurses regulate current best practices and progress patient care. The findings from peer-reviewed studies can correct old misunderstandings, overlay the way for new treatment etiquettes and make new procedure - all of which advance patient outcomes.[5]

Researching should be started form the student period itself. Nursing students should know about research and should develop better attitude towards it. Only good research utilization helps to bring better patient outcome. Research utilization is the process of synthesizing, disseminating, and using research-generated knowledge to make an impact on or change in the existing nursing practice. Research utilization has a smaller focus than evidence-based practice.[6] Evidence based practice (EBP) is 'the integration of best research evidence with clinical expertise and patient values' which when applied by practitioners will ultimately lead to improved patient outcome.[7]

Therefore, construction of curiosity in Undergraduate education has an optimistic influence on students to obtain a rudimentary lookout about research and inspire them to commence research. This study attempted to find out the knowledge and attitude of nursing students towards research.

A. *Title:* A study to assess the knowledge and attitude of nursing students towards research.

B. *Objectives :*
1. To assess the knowledge of nursing students towards research
2. To assess the attitude of nursing students towards research

II. METHODOLOGY

Descriptive study was done in order to accomplish the objective. The study was done in few Nursing colleges of Nagercoil. 99 students of third year and final year BSc(N) were included in the study. The tool has three parts: Part I deals with the demographic variables of the sample and Part II deals with self-administered knowledge questionnaire to assess the level of knowledge about research among BSc Nursing students. This section consisted of 25 items about research. Each items carried one mark. If the answer is correct the score 1(one) was awarded. If it's incorrect answer 0 (zero) score was awarded. The maximum score was 25. Part III dealt with attitude scale to assess the attitude about research among BSc Nursing students. Totally there were five components and each factor has about three to nine components. The items were measured using a five-point nominal scale ranging from one (strongly disagree) to five (strongly agree). The tool was validated by the experts in the field of Nursing, considering their suggestions, the tool was modified.

III. DATA COLLECTION PROCEDURE

Participants were explained about the purpose of the study and oral consent was obtained from them. Questionnaires were circulated to students and collected from them through WhatsApp in the form of Google form. Mean was used to calculate each component in a factor. Frequency and percentage were used for demographic variables.

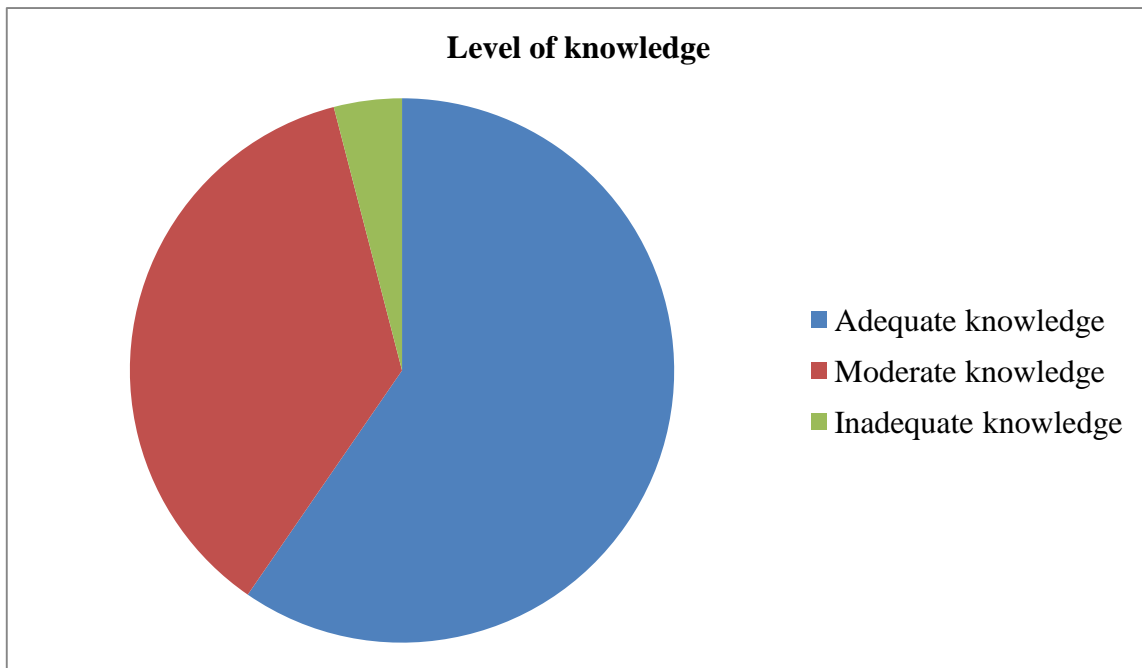## IV. RESULTS AND DISCUSSION

- Part I: Demographic Variables

(n = 99)

Sl. No.	Socio demographic variables	Frequency (f)	Percentage (%)
1	Age		
	a) 20 years	32	32.3%
	b) 21 years	37	37.3%
	c) 22 years	30	30.4%
2	Gender		
	a) Male	9	9.1%
	b) Female	90	90.9%
3	Year of study		
	a) III year	50	50.5%
	b) IV year	49	49.5%
4	Source of information		
	a) Teacher	42	42.4%
	b) Journal	33	33.3%
	c) Internet	24	24.3%

Table 1 : Distribution of sample according to their demographic variables

From table 1, it is evident that in age of the sample, 37.3% (37) of them belong to 21 years followed by 20 years 32.3% (32) and 22 years 30.4% (30). Regarding sex, majority of them 90.9% (90) were female and 9.1% (9) were males. Sample was almost equally distributed in III 50.5% (50) and IV year 49.5% (49) of the study. In the source of information, majority 42 (42.4%) received information through teachers followed by journal 33 (33.3%) and internet 24 (24.3%) respectively.

- Part II: Level of knowledge of nursing students towards research

This pie chart reveals that 59.59% (59) of the students have adequate knowledge regarding research, 36.36 % (36) of the students had moderate knowledge and 4.04% (4) of the students had inadequate knowledge regarding research.

- Part: III Attitude of nursing students towards research

(n = 99)

Factor	Component	Mean
1. Research usefulness	Research is useful for my career	3.67
	Research is connected to my field of study	3.58
	Research should be indispensable in my professional training	3.75
	Research should be taught to all students	3.74
	Research is useful to every professional	3.61
	Research is very valuable	3.79
	I will explore research approaches in my profession	3.34
	Knowledge from research is as useful as writing	3.51
	The skills I have acquired in research will be helpful to me in future	3.39

Table 2 : Mean value for each component of research usefulness

All score shows above average with the highest mean in "Research is very valuable" with mean of 3.79. The lowest mean goes to "I will explore research approaches in my profession" with the mean of 3.34.

(n = 99)

Factor	Component	Mean
2. Research Anxiety	Research makes me nervous	2.43
	Research is stressful	2.51
	Research makes me anxious	2.61
	Research scares me	2.48
	Research is a complex subject	2.55
	Research is complicated	2.77
	Research is difficult	3.30
	I feel insecure concerning the analysis of research data	3.01

Table 3 : Mean value for each component of research anxiety

All score shows almost above average with the highest mean in "Research is difficult" with mean of 3.3. The lowest mean goes to "Research makes me nervous" with the mean of 2.43.

(n = 99)

Factor	Component	Mean
3. Positive attitude towards research	I love research	3.21
	I enjoy research	3.30
	I like research	3.38
	I am interested in research	3.57
	Research acquired knowledge is as useful as arithmetic	3.58
	Research is interesting	3.80
	Most student benefit from research	3.44
	I am inclined to study the details of research	3.59

Table 4 : Mean value for each component of positive attitude towards research

All score shows above average with the highest mean in "Research is interesting" with mean of 3.8. The lowest mean goes to "I love Research" with the mean of 3.21.

(n = 99)

Factor	Component	Mean
4. Research relevance in life	I use research in my daily life	3.68
	Research oriented thinking plays an important role in everyday life	3.67
	Research thinking does not apply to my personal life	3.57
	Research is irrelevant to my life	3.60

Table 5 : Mean value for each component of research relevance in life

All score shows above average with the highest mean in "I use research in my daily life" with mean of 3.68. The lowest mean goes to "Research thinking does not apply to my personal life" with the mean of 3.57.

(n = 99)

Factor	Component	Mean
5. Research difficulty	I have trouble with arithmetic	3
	I find it difficult to understand the concepts of research	2.97
	I make many mistakes in research	2.79

Table 6 : Mean value for each component of research difficulty

All score shows above average with the highest mean in "I have trouble with arithmetic" with mean of 3. The lowest mean goes to "I make many mistakes in research" with the mean of 2.79.

V. CONCLUSION

This paper found that there was knowledge and better attitude among nursing students towards research. This knowledge and attitude should be promoted and ensure that they put into practice. When nurses do more research and utilize those into practice, better patient outcome can be achieved. Providing best patient care is the aim of nursing.

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