

A Study to Assess the Perception and Knowledge Regarding Nursing Courses among High Schoolers

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Abstract:- This study aimed to assess the perception and knowledge of nursing courses among high school students in selected schools of Greater Noida. Utilizing a descriptive research design, data were collected from a sample of 120 students through a structured questionnaire. The results indicate a general lack of awareness about the scope and opportunities in nursing, with many students holding misconceptions about the profession. Despite this, there was a noticeable interest in healthcare careers, suggesting potential for increased nursing enrollment with better educational outreach. The study underscores the need for targeted informational programs to enhance understanding and interest in nursing careers among high school students.

Keywords:- High Schoolers, Nursing Courses, Nursing, Nurse, Nursing Career.

I. INTRODUCTION

Nursing is a vital profession dedicated to safeguarding and enhancing the health of individuals, families, and communities, while also supporting disease recovery and rehabilitation. Nurses, through their extensive training and expertise, are essential in the ever-evolving healthcare industry. Nursing education, which provides crucial knowledge, practical skills, and a thorough understanding of

healthcare, is indispensable for ensuring patient outcomes and developing competent healthcare professionals. Perceptions of nursing programs vary widely among the public, educators, healthcare administrators, prospective nurses, and current students, influenced by resources, social views, cultural norms, and the dynamic nature of healthcare. Despite significant societal changes, nursing continues to face stereotypes and negative perceptions, often associated with its historical ties to femininity, perceived lack of autonomy, low wages, demanding work hours, and the dominance of physicians in clinical settings.

II. MATERIALS AND METHODS

This research study aimed to assess the perception and knowledge regarding nursing courses among high school students in selected schools of Greater Noida, UP, using a quantitative approach and a descriptive research design. The study's methodology included defining the study and demographic variables, targeting high school students, and employing purposive sampling to select a sample size of 120 students. Data collection involved a demographic profile, a self-structured Likert scale for perception, and a questionnaire for knowledge assessment. Validation and reliability of the tools were ensured through expert reviews and Karl Pearson's method, respectively. The data was collected over two days, and ethical considerations were duly followed, including

obtaining informed consent from participants and approval from school authorities.

III. RESULTS

The study involving 120 participants, predominantly 15-year-olds (35.0%), males (60.8%), Hindus (85.0%), from nuclear families (55.8%), and rural areas (56.7%), found that 56.7% had adequate knowledge of nursing courses, 22.5% had good knowledge, and 20.8% had poor knowledge. Most participants were in the medical stream (49.2%), with parents who had less than 10th Standard education (46.7%). Perception-wise, 60.0% had a good perception of nursing courses, while 40.0% had a poor perception. Knowledge levels showed no significant associations with age, gender, religion, family type, residence, educational stream, or parents' qualification. However, perception levels varied significantly with age, religion, family type, residence, and parents' qualification, though not with gender or educational stream.

IV. DISCUSSION

The study investigates the perception and knowledge of nursing courses among 120 high school students from Greater Noida, Uttar Pradesh, revealing that while 60.0% of participants hold a good perception of nursing courses, their knowledge levels vary significantly; 56.7% possess adequate knowledge, while 20.8% have poor knowledge. The demographic profile indicates a predominantly male, rural, and medical stream cohort with parents having low educational attainment. The findings highlight the need for enhanced educational initiatives and awareness campaigns to address knowledge gaps and improve perceptions of nursing careers. Limitations include the study's regional focus and relatively small sample size, suggesting a need for broader research to generalize findings and further investigate the underlying causes of poor perceptions and knowledge deficits.

V. CONCLUSION

The study reveals that demographic factors such as age, religion, family type, and residence significantly influence perception levels regarding nursing courses, with notable variations observed across these variables. In contrast, knowledge levels about nursing courses are not significantly affected by age, gender, religion, family type, residence, educational stream, or parents' qualifications. Gender, educational stream, and parents' qualifications do not significantly impact either knowledge or perception of nursing courses. These findings suggest that while certain demographic characteristics shape how individuals perceive nursing courses, their actual knowledge is less influenced by these factors. Further research could delve into additional variables or contextual elements that might better explain these.

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