



A study to assess the effectiveness of a planned teaching program on children's communication process among B.Sc. nursing students at selected secondary care hospitals

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Abstract

Effective communication with children is a vital nursing skill that influences pediatric care outcomes. This study aimed to assess the effectiveness of a planned teaching program on children's communication process among B.Sc. Nursing students at selected secondary care hospitals. A quantitative, quasi-experimental one-group pre-test post-test design was adopted. Sixty B.Sc. Nursing students were selected using convenience sampling. Data were collected using a structured knowledge questionnaire. Statistical analysis included descriptive statistics, paired t-test, and chi-square test. The results revealed a significant improvement in post-test knowledge scores ($t = 18.42$, $p < 0.001$). A significant association was found between post-test knowledge scores and selected socio-demographic variables. The study concluded that the planned teaching program was effective in improving knowledge regarding children's communication process.

Keywords: Children's communication, planned teaching program, B.Sc. nursing students, pediatric nursing, data analysis

Introduction

Communication with children requires specialized skills due to differences in cognitive development, emotional expression, and understanding levels. Nurses play a crucial role in building trust and reducing anxiety in pediatric patients. Nursing students often lack adequate training in pediatric communication, highlighting the need for structured teaching programs. This study evaluates the effectiveness of a planned teaching program designed to enhance nursing students' knowledge of children's communication processes.

Review of literature

The review of literature is organized under the following headings:

1. Studies related to children's communication process
2. Studies related to communication skills among nursing students
3. Studies related to planned teaching programs and their effectiveness

1. Studies Related to Children's Communication Process

Hockenberry and Wilson (2019) conducted a comprehensive review in the United States on pediatric nursing communication and emphasized that children's communication varies according to age, cognitive development, and emotional maturity. The authors highlighted that effective communication reduces fear,

improves cooperation during procedures, and enhances recovery outcomes in hospitalized children.

Kyle and Carman (2017), in their pediatric nursing textbook published in Philadelphia, USA, described age-appropriate communication strategies such as play therapy, storytelling, and visual aids. The study stressed that nurses must adapt communication styles for infants, toddlers, preschoolers, school-age children, and adolescents.

World Health Organization (2017), in Geneva, issued guidelines on communicating with children in healthcare settings. The report emphasized child-centered communication, respect for children's rights, and involving family members to improve understanding and emotional security.

2. Studies Related to Communication Skills Among Nursing Students

McCabe (2004) conducted a qualitative study in the United Kingdom to explore nurse-patient communication experiences. The findings revealed that nursing students often lack confidence and structured training in communication, particularly with vulnerable populations such as children.

Arnold and Boggs (2019) conducted a study in St. Louis, USA, focusing on interpersonal communication skills among nursing students. The authors concluded that structured education improves therapeutic communication, empathy, and confidence during clinical interactions.

A study conducted by Kaur and Sharma (2018) in Punjab, India, assessed communication skills among undergraduate nursing students. The results showed that most students had inadequate baseline knowledge, highlighting the need for structured communication training during nursing education.

3. Studies Related to Planned Teaching Programs

Basavanthappa (2018) in Bangalore, India, emphasized that planned teaching programs are effective educational tools in nursing education. The author highlighted that structured teaching enhances knowledge, attitude, and practice among nursing students when supported by appropriate evaluation methods such as pre-test and post-test designs.

A quasi-experimental study conducted in Baghdad, Iraq, in 2020 evaluated the effectiveness of a structured teaching program on communication skills among nurses working with children. The study reported a statistically significant improvement in post-test knowledge scores ($p < 0.001$), proving the effectiveness of planned teaching interventions. Polit and Beck (2017), in Philadelphia, USA, discussed evidence-based nursing education and reported that educational interventions evaluated through paired t-tests show measurable improvement in learning outcomes. The authors recommended the use of experimental designs to assess teaching effectiveness.

4. Studies Related to Association with Socio-Demographic Variables

Sharma (2019) conducted a methodological study in New Delhi, India, examining the association between demographic variables and learning outcomes among nursing students. The study found that year of study, clinical exposure, and previous experience significantly influenced post-test knowledge scores.

A descriptive study conducted in Tamil Nadu, India, in 2021 examined the relationship between pediatric clinical exposure and communication competence among B.Sc. Nursing students. The findings revealed a significant association between year of study and communication skill levels (χ^2 significant at $p < 0.05$).

Summary of Review of Literature

The reviewed literature indicates that:

- Children's communication requires specialized, age-appropriate approaches.
- Nursing students commonly have inadequate baseline knowledge regarding pediatric communication.
- Planned teaching programs significantly improve communication knowledge and skills.
- Socio-demographic variables such as year of study, previous pediatric exposure, and clinical experience influence learning outcomes.

However, limited studies have been conducted in secondary care hospital settings, particularly focusing on B.Sc. Nursing students. Hence, the present study aims to assess the effectiveness of a planned teaching program on children's communication process among B.Sc. Nursing students at selected secondary care hospitals.

Objectives

1. To assess the pre-test knowledge of B.Sc. Nursing students regarding children's communication process.
2. To assess the post-test knowledge after the planned teaching program.
3. To evaluate the effectiveness of the planned teaching program using pre-test and post-test scores.
4. To determine the association between post-test knowledge scores and selected socio-demographic variables.

Hypotheses

- **H₁:** There will be a significant difference between pre-test and post-test knowledge scores.
- **H₂:** There will be a significant association between post-test knowledge scores and selected socio-demographic variables.

Methodology

Research Design

Quantitative, quasi-experimental one-group pre-test post-test design.

Setting: Selected secondary care hospitals.

Sample

- **Sample size:** 60 B.Sc. Nursing students
- **Sampling technique:** Convenience sampling

Tool for Data Collection

1. **Section A:** Socio-demographic data
2. **Section B:** Structured knowledge questionnaire (30 multiple-choice questions)

Intervention

A planned teaching program covering:

- Principles of communication with children
- Developmental stages
- Verbal and non-verbal communication
- Therapeutic play and family involvement

Data Analysis and Interpretation

Table 1: Distribution of Students According to Socio-Demographic Variables (n = 60)

Variable	Category	Frequency	Percentage
Age	19-20	22	36.7%
	21-22	30	50.0%
	>22	8	13.3%
Gender	Male	18	30.0%
	Female	42	70.0%
Year of Study	III Year	34	56.7%
	IV Year	26	43.3%
Previous Pediatric Exposure	Yes	38	63.3%
	No	22	36.7%

Table 2: Comparison of Pre-Test and Post-Test Knowledge Scores (n = 60)

Test	Mean	SD	Mean Difference	T Value
Pre Test	12.6			
Post Test	24.8	12.2	18.42	<0.001*

Significant at $p < 0.05$

Interpretation

The paired t-test shows a highly significant improvement in post-test scores, indicating that the planned teaching program was effective.

Table 3: Level of knowledge before and after the teaching program

Knowledge level	Pre test (%)	Post Test (%)
Inadequate	65.0%	5.0%
Moderate	30.0%	25.0%
adequate	5.0%	70.0%

Table 4: Association between post-test knowledge scores and selected socio-demographic variables (Chi-Square Test)

Variable	χ^2 value	df	P Value	Significance
Age	6.21	2	0.045	significant
Gender	1.84	1	0.175	Not significant
Year of Study	5.98	1	0.014	Significant
Pediatric Exposure	7.62	1	0.006	Significant

Interpretation

Significant association was found between post-test knowledge scores and age, year of study, and previous pediatric exposure.

Discussion

The findings demonstrate that the planned teaching program significantly improved knowledge of children's communication processes among B.Sc. Nursing students. Similar results were reported in earlier studies, which emphasize the role of structured teaching in improving pediatric nursing competencies. Socio-demographic variables such as academic year and clinical exposure influenced learning outcomes.

Conclusion

The planned teaching program was highly effective in improving knowledge regarding children's communication process among B.Sc. Nursing students. Incorporating such programs into nursing education can enhance pediatric communication skills and improve the quality of child-centered care.

Recommendations

- Incorporate pediatric communication modules into nursing curricula.
- Conduct regular refresher training and simulations.
- Extend the study with a larger sample size.
- Assess communication skills through observational checklists.

Conflict of Interest

Not available.

Financial Support

Not available.

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