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A descriptive study to assess the attitude regarding semester based revised curriculum among B.Sc Nursing semester students in selected nursing colleges of the city

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Abstract
Background: The researcher examined the attitude of B.Sc. Nursing semester students regarding the semester-based revised curriculum. The revised curriculum has introduced changes in teaching-learning methods, assessment, clinical exposure and academic workload. Students' attitude is important for effective implementation of the curriculum.
Objectives: 1. To assess the attitude regarding semester-based revised curriculum among B.Sc. Nursing 7th semester students.2. To find out the association between attitude and selected sociodemographic variables.
Methodology: A quantitative descriptive research design was used. The study included 76 B.Sc. Nursing students selected by non-probability convenience sampling. Data were collected using a 24-item self-structured Likert scale.
Results: 81.6% of students had a neutral attitude, 13.1% had a negative attitude and 5.3% had a positive attitude. The mean attitude score was 69.59 ± 13.097, with a minimum score of 28 and maximum score of 99. Attitude was associated with perceived workload after the revised curriculum, while other selected variables were not associated.
Conclusion: The majority of B.Sc. Nursing students had a neutral attitude towards the semester-based revised curriculum. The findings highlight the need to identify curriculum-related challenges and provide appropriate academic support.

Keywords: Semester-based curriculum, revised curriculum, students' attitude, teaching-learning methods

Introduction
Nursing education is continuously evolving to meet changing healthcare needs and prepare competent nursing professionals. Curriculum plays an important role in guiding teaching-learning processes and developing students' knowledge, skills and professional competencies. The attitude of students toward curriculum changes can influence their learning, motivation and adaptation to educational reforms.

Background of the Study
The revised semester-based B.Sc. Nursing curriculum introduced changes in teaching-learning strategies, examination patterns, clinical exposure and continuous assessment. Students are the major stakeholders in curriculum implementation, and their attitude is important for effective adaptation to these changes. Factors such as continuous assessment, frequency of examinations, clinical postings, workload and faculty support may influence students' attitudes.

Need of the Study
The revised semester-based curriculum aims to strengthen competency-based education, continuous internal assessment and integration of theoretical and clinical learning. B.Sc. Nursing students need to adapt to these changes for achieving the intended educational outcomes. There is limited city-specific evidence regarding students' attitudes toward the revised curriculum. Therefore, assessing students' attitudes can help identify strengths and challenges and provide useful feedback to nursing educators and administrators.

Title of the Study
"A Descriptive Study to Assess the Attitude Regarding Semester-Based Revised Curriculum Among B.Sc. Nursing Semester Students in Selected Nursing Colleges of the City."

Objectives
1. To assess the attitude regarding semester-based revised curriculum among B.Sc. Nursing 7th semester students in selected colleges of the city.
2. To assess the attitude regarding semester-based curriculum among B.Sc. Nursing semester students.
3. To find out the association between attitude regarding semester-based curriculum and selected sociodemographic variables of nursing students.

Operational Definitions
Attitude: In the present study, attitude refers to the students' evaluation of the semester-based revised curriculum, ranging from negative to positive.
Semester-Based Revised Curriculum: It refers to the revised curriculum involving instructional practices, learning experiences and assessment designed to achieve the intended learning outcomes.
B.Sc. Nursing: A Bachelor of Science in Nursing programme that prepares students through theoretical, practical and clinical education. dessertation111.pdf

Limitations
- The study was limited to selected nursing colleges of the city.
- It included students who were available and willing to participate during data collection.

- The study assessed only students' attitude toward the revised curriculum.
- A self-structured Likert scale was used, which may limit the depth of responses.

Ethical Aspects

The study proposal was approved by the institutional ethical committee. Permission was obtained from the concerned authorities before data collection. Participants were informed about the purpose of the study and informed consent was obtained. Confidentiality and anonymity of participants were maintained.

Review of Literature

The literature review was organized into two major areas:

1. **Literature related to attitude among students:** Previous studies reported that nursing students generally showed favorable attitudes toward revised curricula, particularly regarding continuous assessment, clinical integration, regular study habits and competency development. However, academic workload, examination pressure and frequent assessments were reported as concerns.

2. **Literature related to revised nursing curriculum:** Studies reviewed in the dissertation reported that the revised curriculum supports competency-based learning, clinical skill development, critical thinking and regular academic monitoring. At the same time, increased workload, frequent examinations, limited self-study time and inadequate resources were identified as challenges.

Conceptual Framework

The study was based on the Modified General Systems Theory, consisting of Input, Process, Output and Feedback.
Input: Demographic and curriculum-related factors.
Process: Assessment using a structured attitude scale.
Output: Level of attitude toward the semester-based revised curriculum.
Feedback: Identification of strengths and weaknesses to improve curriculum implementation and teaching strategies**.**

Methodology

Research Approach: A quantitative research approach was used.
Research Design: A descriptive research design was used.
Setting of the Study: The study was conducted in selected nursing colleges of the city.

Research Variables

Dependent variable: Attitude of B.Sc. Nursing students. Independent variable: Semester-based revised curriculum Demographic Variables Age, Gender, Residence, Programme, Type of nursing college,Perceived workload after revised curriculum'Perceived faculty support,Previous mental illness/mental health diagnosis.

Population

- **Target population:** B.Sc. Nursing students of selected nursing colleges of the city.
- **Accessible population:** B.Sc. Nursing students available in the selected nursing colleges at the time of data collection.

Sampling

- **Sampling size:** 76 bsc nursing students of 8 th semester
- **Sampling technique:** Non – Probability convenient sampling technique

Sampling Criteria

Inclusion Criteria

1. Students enrolled in B.Sc. Nursing under the revised semester-based curriculum.
2. Students willing to participate.
3. Students present during data collection.

Exclusion Criteria

1. Students absent on the day of data collection.
2. Internship students not attending regular academic sessions.

Description of Tools

- Section A – Demographic Data:
- Section B – Likert Scale attitude of BSC nursing students towards revised curriculum.

Validity

Content and construct validity of the tool was established by five experts from different nursing specialties. Suggestions provided by the experts were incorporated into the final tool.

Reliability

The reliability of the tool was assessed using Kuder-Richardson Formula 20 (KR-20) and was reported as 0.8094.

Pilot Study

A pilot study was conducted to assess the feasibility of the study, appropriateness of the data-collection procedure and tool, time required for administration, and participants' understanding of the items.

Data Collection

Formal permission was obtained from the concerned authorities and ethical committee before data collection. The main data collection was conducted on 24 December 2025. The researchers explained the purpose of the study, obtained participants' willingness to participate, administered the self-structured Likert scale and clarified doubts. The scale required approximately 10 minutes to complete.

Results

Section A: Distribution of subject in relation to their demographic variable

This section has dealt with percentage wise distribution of subject from selected nursing colleges of the city in relation to their attitude regarding semester based revised curriculum among B.Sc.nursing semester students and its interpretation with their demographic variables. Non-Probability convenient sampling technique with sample of 76 subjects was drawn from the selected nursing colleges of the city. The data was obtained to describe the sample characteristics including age in years, gender, type of nursing college, residence, programme; B.Sc. Nursing 7thSemester, perceived workload after revised curriculum, perceived faculty support and any previous mental illness regarding semester based revised curriculum among B.Sc. nursing semester students in selected Nursing colleges of the city respectively.

Table 1: Distribution of subjects in relation to their demographic variable. (n=76)

DemographicVariables	Frequency (f)	Percentage (%)
Agein Years		
21– 22 Years	30	39.5
23– 24 Years	42	55.2
Above24 Years	04	5.3
Gender		
Male	17	22.4
Female	59	77.6
TypeofNursingCollege		
Private	76	100
Government	00	00
Residence		
Urban	51	67.1
Rural	25	32.9
Programme;B.Sc.Nursing–7 thSemester		
Yes	75	98.7
No	01	1.3
PerceivedWorkloadafterRevisedCurri culum		
VeryLow	01	1.3
Low	05	6.6
Neutral	19	25
High	26	34.2
VeryHigh	25	32.9
Perceived Faculty Support		
VeryLow	07	9.2
Low	14	18.4
Neutral	28	36.9
High	20	26.3
VeryHigh	07	9.2
AnyPrevious MentalIllness		
Yes	05	6.6
No	71	93.4

Section B: Assessment of attitude score regarding semester based revised curriculum among b.sc. Nursing semester students in selected nursing colleges of the city

This section has dealt with the assessment of attitude score regarding semester based revised curriculum among B.Sc. nursing semester students in selected nursing colleges of the city. The levels of Likert score were categorized under categories: negative, neutral and positive attitude score.

Table 2: Distribution of subjects in relation to their attitude score regarding semester based revised curriculum among B.Sc. nursingsemester students in selected nursing colleges of the city. (n=76)

Level of Attitudescore	Score Range	Percentage score	LevelofattitudeScore	
			Frequency (f)	Percentage (%)
Negative Attitude	24-56	0-33%	10	13.1
NeutralAttitude	57-88	34-66%	62	81.6
Positive Attitude	89-120	67-100%	04	5.3
Mean±SDattitudescore			69.59 ±13.097	
Mean%attitudescore			57.99%	
Minimum score			28	
Maximumscore			99	

The above table no. shows the frequency and percentage wise distribution of subjects in relation to their attitude score regarding semester based revised curriculum among B.Sc. nursing semester students in selected nursing colleges of the city.

Majority 81.6% of subjects had neutral level of attitude score, 13.1% had negative level B of attitude score and 5.3% had positive level of attitude score.

Mean attitude score of the subjects was 69.59 +13.097.

Minimum attitude score was 28 and

Maximum attitude score was 99.

Section C: Association of attitude score regarding semester based revised curriculum among b.sc. Nursing semester students in selected nursing colleges of the city with selected demographic variables.

This section dealt with the association of level of attitude score of subjects with selected demographic variables.

Table 3: Association of attitude score in relation to their age in years. (n=76)

Age Years	in	No. of subjects	Negative	Neutral	Positive	⅄2-value p-value
21 – Years	22	30	4	23	3	2.991
						df=4

23 – Years	24	42	6	35	1	0.559 NS, P>0.05
Above Years	24	04	0	4	0	
S-Significant freedom			NS-Non-Significant		df-degreeof	

This table shows the association of attitude scores with the age in years. The tabulated„chi square (2א)" value was 9.488 (df=4) which is higher than the calculated „chi square (2א)" i.e. 2.991 at 5% level of significance. Also, the calculated „p"=0.559 which was higher than the acceptable level of significance i.e. „p"=0.05. Hence it is interpreted that the age in years is not Significant with their attitude scores.

Table 4: Association of attitude score in relation to their gender. (n=76)

Gender	No. of subjects	Negative	Neutral	Positive	א2-value p-value
Male	17	2	15	0	1.304 df=2 0.521
Female	59	8	47	4	NS, P>0.05
S-Significant freedom		NS-Non-Significant		df-degreeof	

This table shows the association of attitude scores with the gender. The tabulated „chi square (2א) "value was 5.991(df=2)which is higher than the calculated chi square(2א)"i.e.1.304 at 5%level of significance. Also, the calculated, p"=0.521which was higher than the acceptable level of significance i.e. „p"=0.05. Hence it is interpreted that the gender is not Significant with their attitude scores.

Table 5: Association of attitude score in relation of their residence. (n=76)

Residence	No. of subjects	Negative	Neutral	Positive	א2-value p-value
Urban	51	7	42	2	0.580 df=2
Rural	25	3	20	2	0.748 NS, P>0.05

This table shows the association of attitude scores with residence. The tabulated „chi square (2א)"value was5.991(df=2) which is higher than the calculated ,chi-square(2א)"i.e. 0.580 at 5%level of significance. Also, the calculated„p"=0.748 which was higher than the acceptable level of significance i.e. „p"=0.05. Hence it is interpreted that residence is not Significant with their attitude scores.

Table 6: Association of attitude score in relation to their programme; B.Sc. nursing – 7 thsemester.(n=76)

Programme; B. Sc. Nursing 7th Semester	No. of subjects	Negative	Neutral	Positive	א2-value p-value
Yes	75	10	61	4	0.229 df=2 0.892
No	01	0	1	0	NS, P>0.05
S-Significant freedom		NS-Non-Significant		df-degreeof	

This table shows the association of attitude scores with programme; B.Sc. nursing – 7 th semester. The tabulated „chi square (2א)" value was 5.991 (df=2) which is higher than the calculated chisquare (2א)"i.e.0.229at5%level of significance. Also, the calculated p"=0.892 which was higher than the acceptable level of significance i.e. p"=0.05. Hence it is interpreted that programme; B.Sc. nursing – 7 th semester is not Significant with their attitude scores.

Table 7: Association of attitude score in relation to their perceived workload after revised curriculum. (n=76)

Perceived Workload after Revised Curriculum	No. of subjects	Negative	Neutral	Positive	א2-value p-value
VeryLow	01	0	0	1	24.968 df=8 0.002 S,P<0.05
Low	05	1	4	0	
Neutral	19	1	17	1	
High	26	2	24	0	
VeryHigh	25	6	17	2	
S- Significant NS- Non-Significant df-degreeof freedom					

This table shows the association of attitude scores with perceived workload after revised curriculum. The tabulated „chi square (2𝒙)‟ value was 15.507 (df=8) which is lower than the calculated chisquare(2𝒙)‟i.e. 24.968 at 5% level of significance. Also, the calculated p‟=0.002 which was lower than the acceptable level of significance i.e. „p‟=0.05.Hence it is interpreted that perceived workload after revised curriculum is Significant with their attitude scores

Table 8: Association of attitude score in relation to their perceived faculty support (n=76)

Perceived Faculty Support	No. of subjects	Negative	Neutral	Positive	𝒙2-value p-value
VeryLow	07	2	5	0	12.255 df=8 0.140 NS, P>0.05
Low	14	1	13	0	
Neutral	28	3	23	2	
High	20	3	17	0	
VeryHigh	07	1	4	2	
S- Significant NS- Non-Significant df-degreeof freedom					

This table shows the association of attitude scores with perceived faculty support. The tabulated „chi square (2𝒙)‟ value was 15.507 (df=8) which is higher than the calculated „chi square(2𝒙)‟i.e.12.255at5%level of significance. Also, the calculated „p‟=0.140 which was higher than the acceptable level of significance i.e. „p‟=0.05. Hence it is interpreted that perceived faculty support is not Significant with their attitude scores.

Table 9: Association of attitude score in relation of their any previous mental illness. (n=76)

Any Previous Mental Illness	No. of subjects	Negative	Neutral	Positive	𝒙2-value p-value
Yes	05	0	5	0	1.209 df=2 0.546 NS, P>0.05
No	71	10	57	4	
S- Significant NS- Non-Significant df-degreeof freedom					

This table shows the association of attitude scores with any previous mental illness. The tabulated „chi square (2𝒙)‟ value was 5.991 (df=2) which is higher than the calculated „chi square (2𝒙)‟ i.e. 1.209 at 5% level of significance. Also, the calculated „p‟=0.546 which was higher than the acceptable level of significance i.e. „p‟=0.05. Hence it is interpreted that any previous mental illness is not Significant with their attitude scores.

Discussion

In our study we research on the assess A descriptive study to assess the attitude regarding semester based revised curriculum among B.Sc nursing semester students in selected nursing colleges of the city. In this study we use descriptive research design. For data collection 76 sample used by convenience sampling technique. At the end we find the attitude score by using likert scale.

Conclusion

After the detailed analysis, this study leads to the following conclusion. The majority 81.6% of subjects had neutral level of attitude score, 13.1% had negative level of attitude score and 5.3% had positive level of attitude score. Mean attitude score of the subjects was 69.59 +
13.097. Minimum attitude score was 28 and Maximum attitude score was 99

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