"A STUDY TO ASSESS THE PERCEPTION AND SATISFACTION REGARDING COMPETENCY BASED NURSING CURRICULUM IMPLEMENTATION AMONG NURSE EDUCATORS WORKING AT SELECTED NURSING INSTITUTIONS, KOLAR, KARNATAKA"

By

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Project Report Submitted

To

Sri Devaraj Urs College of Nursing, Tamaka, Kolar as a part of curriculum requirement for the Degree of Basic B.Sc (N)

In

MEDICAL SURGICAL NURSING

Under the guidance of

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2024

DECLARATION BY THE CANDIDATE

We hereby declare that this research project entitled **"A STUDY TO ASSESS THE PERCEPTION AND SATISFACTION REGARDING COMPETENCY BASED NURSING CURRICULUM IMPLEMENTATION AMONG NURSE EDUCATORS WORKING AT SELECTED NURSING INSTITUTIONS, KOLAR, KARNATAKA"** is a bonafide and genuine research work carried out by Medical Surgical Nursing research group students under the guidance of **Dr. Zeanath Cariena Joseph,** HOD of Medical Surgical Nursing, Sri Devaraj Urs College of Nursing, Tamaka, Kolar & Co-Guidance of **Mr. Rajendra Prasad S.M**, Nursing Tutor, SDUCON Tamaka, Kolar.

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ACKNOWLEDGEMENT

*We are grateful to **God Almighty** for His guidance, strength, and wisdom throughout the endeavor.*

*We just cannot find words enough to express our deepest sense of gratitude to our worthy, eminent and esteemed Teacher -Cum-Guide **Dr. Zeanath Cariena Joseph**, HOD of Medical-Surgical Nursing, Sri Devaraj Urs College of Nursing, Tamaka, Kolar for giving guidance, above all for being a catalyst in completion of the study.*

*We are deeply indebted expressing the deepest sense of gratitude to **Dr. G. Vijayalakshmi** Principal Sri Devaraj Urs College of Nursing, Tamaka, Kolar for her encouragement, timely suggestion, and support for the study.*

*We are deeply indebted **to Dr. Lavanya Subhashini** Vice principal of Sri Devaraj Urs college of Nursing, Tamaka Kolar for valuable suggestions, encouragement and expert advice.*

*We are deeply indebted expressing the deepest sense of gratitude to our esteemed Teacher-cum-Co-Guide **Mr. Rajendra Prasad S.M**, Nursing Tutor, Sri Devaraj Urs College of Nursing, Tamaka, Kolar for his unwavering support, encouragement and guidance throughout our study.*

*We express our humble thanks to **Dr. Krishnappa J** Medical Superintendent R.L. Jalappa Hospital and Research Centre for granting us permission to conduct this study.*

*We express our thanks to Class Coordinator **Mrs. Ramya M** for giving support, encouragement and valuable ideas that helped us throughout our study.*

*We certainly owe special thanks to **Prof. Mr. Ravishankar**, Biostatistician, for his Guidance and suggestions in statistical analysis.*

*We express our gratitude to all **HOD's** and our **Teaching faculty** members of Sri Devaraj Urs college of Nursing for their guidance, support and valuable suggestion for the study.*

We express our sincere thanks to all the subject expert for having their time for valuable judgment, constructive recommendation and enlightening suggestion while validating the content of the tool and teaching plan.

*Our special word of thanks to the **Librarians** and **Clerical staff** of Sri Devaraj Urs college of Nursing their constant and timely help.*

We express our sincere gratitude to study subjects who had spent their generous time and cooperation by participation in the research study. There are many more people who have worked and supported in their own loving ways to help us to accomplish this task.

A Big thanks to all our loved ones, friends and well-wishers' for their timely help and most of all for their prayers.

Thank You very much from all of us…!

ABSTRACT

Background: The implementation of Competency-Based Nursing Curriculum (CBNC) aims to enhance the quality of nursing education by focusing on the development of specific competencies. Understanding nurse educators' perceptions and satisfaction regarding CBNC is crucial for its successful adoption and effectiveness.

Objectives: This study was conducted to: (1) assess the level of perception regarding CBNC among nurse educators using a five-point Likert scale; (2) evaluate their level of satisfaction with CBNC using a five-point rating scale; (3) determine the correlation between perception and satisfaction scores; and (4) identify associations between these scores and selected socio-demographic variables.

Methods: A descriptive Cross-sectional research design was employed. Data were collected from nurse educators through structured questionnaires comprising a five-point Likert scale for perception and a five-point rating scale for satisfaction. Statistical analyses included Pearson correlation to examine the relationship between perception and satisfaction scores, and chi-square tests to explore associations with socio-demographic variables.

Results: The findings revealed that a significant proportion of nurse educators held positive perceptions of CBNC. Similarly, satisfaction levels were generally high. A positive correlation was observed between perception and satisfaction scores, indicating that more favorable perceptions were associated with higher satisfaction levels. Furthermore, certain socio-demographic factors, such as years of teaching

experience and educational qualifications, showed significant associations with both perception and satisfaction scores.

Conclusion: The study underscores the importance of nurse educators' perceptions and satisfaction in the successful implementation of CBNC. Positive perceptions are linked to higher satisfaction, which may, in turn, influence the effectiveness of curriculum delivery. Addressing factors that enhance positive perceptions and satisfaction among educators can contribute to the optimal adoption of competency-based approaches in nursing education.

Key words: Perception, satisfaction, Competency-Based Nursing Curriculum, Nursing education.

ABBREVIATIONS

1	CBME	Competency-Based Medical Education
2	INC	Indian Nursing Council
3	CBNC	Competency Based Nursing Curriculum
4	CBNE	Competency Based Nursing Education
5	RUN-CISP	Revised Undergraduate Nursing Curriculum Implementation Support Program
6	CBE	Competency Based Education
7	OSCE	Objective Structured Clinical Examination
8	CBL	Competency Based Learning
9	PBL	Problem Based Learning
10	PBBSc	Post Basic BSc Nursing
11	MSc	Master of Science
12	GNM	General Nursing and Midwifery
13	UG	Undergraduate
14	PhD	Doctor of Philosophy

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INTRODUCTION

CHAPTER -1

INTRODUCTION

In the current era of rapid healthcare advances, traditional nursing education often lecture-heavy and theory-focused, is no longer sufficient. Clinical competence now demands mastery of psychomotor skills, critical thinking, ethical practice, communication, and teamwork. To address this, India, like many other countries, has been transitioning to Competency-Based Nursing Education (CBNE). Built on the broader Competency-Based Medical Education (CBME) model introduced for medical graduates in 2019, CBNE emphasizes clearly defined outcomes, active learning, and skills demonstration before graduation[1].

A national survey in India revealed that 90% of medical faculty understand CBME and 80% had completed faculty development programs, yet 67% identified high student-to-faculty ratios, 41% cited infrastructure inadequacies, and 41% flagged assessment challenges as barriers While these figures reflect the medical domain, they offer critical insights for nursing education which often faces similar structural constraints[2].

In nursing specifically, the Indian Nursing Council (INC), under union government guidance, recently launched widespread simulation-based faculty training, highlighting the fact that simulation can replace up to 50% of traditional clinical teaching. Furthermore, educational conferences like the one in Lucknow have spotlighted simulation, digitalization, and leadership signaling a shift toward modern training in nursing[3].

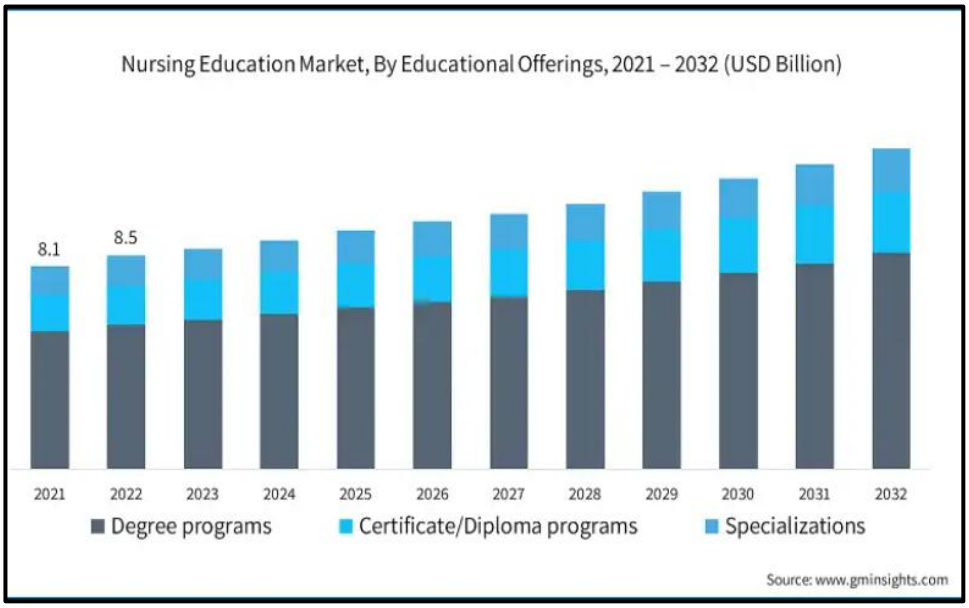


Fig .1 Global Competency-Based Education Growth in Nursing

Statistics Supporting CBE Implementation

1. Global Competency-Based Education Growth in Nursing

- According to the International Council of Nurses, 13 million additional nurses will be needed by 2030, placing pressure on educational programs to produce competent graduates quickly.
- Degree programs such as BSN currently make up 67.8% of global nursing education underscoring the scope for integrating competency-aligned curriculum.

Though efforts to standardize nursing education are underway such as the Revised Undergraduate Nursing Curriculum Implementation Support Program (RUN-CISP) in Tamil Nadu Early findings have shown RUN-CISP improved academic heads' knowledge and identified challenges through focus groups[4].

Evaluating both perceptions (e.g., clarity of competency outcomes, feasibility of active learning methods, and integration of simulation) and satisfaction (e.g., with institutional support, workload, and professional development) among educators is vital: their attitudes significantly affect implementation success[5].

NEED FOR THE STUDY

India faces a serious nursing shortage, with a nurse-to-population ratio of just 1.96 per 1,000, far below the World Health Organization's ideal of 3 per 1,000. The public sector alone is short by about 140,000 nurses, while the overall staff deficit approaches a staggering 2 million**.** This gap has serious implications for patient care quality, especially during crises like the COVID-19 pandemic and in underserved rural areas[6].

The success of Competency-Based Nursing Education (CBNE) depends heavily on faculty readiness and infrastructure. Evidence from India's medical education sector, which adopted CBME in 2019, reveals widespread challenges:

- 66.6% of faculty reported a deficiency of trained trainers among the 60 educators surveyed.
- 33.3% identified inadequate infrastructure as a barrier.
- 41.4% cited difficulties in assessment design and implementation.
- Faculty awareness is high (over 90% trained) readiness is lower when infrastructure and assessment support are lacking[7].

Gaps in Educator Competence & Engagement

- 61 of nursing training institutions fail to meet Indian Nursing Council (INC) standards, yet remain accredited.
- The vast majority of nursing programs (about 88%**)** are in the private sector, often with lower clinical infrastructure quality.
- Rural and government-run institutions exhibit significant disparities in resources, impacting both educator capacity and student learning experiences[8].

A study of 343 nurse educators in North India reported low levels of professional practice attributes (mean score: 1.98/5, SD: 2.03), correlated with organizational factors such as tenure and institutional management. Moreover, a BMC Nursing intervention in Andhra Pradesh revealed systemic issues that hindered teaching innovation[9]:

- Heavy workloads limited faculty engagement with clinical instruction.
- Budget constraints meant a shortage of clinical teaching equipment and supplies

Nurse educators are pivotal in the effective rollout of a competency-based nursing curriculum, as their perceptions and satisfaction directly influence how well it's integrated and sustained in teaching practice. Although the global shift toward competency-based models has shown benefits such as improving educators' active learning facilitation, professional development, In Karnataka, and specifically Kolar, there is limited research exploring how nurse educators perceive and feel about competency-based curriculum implementation[1].

Thus, the investigators felt the need to conduct this study, as it will provide critical insights into the local needs, challenges, and facilitators, informing tailored strategies like faculty development programs and resource allocation to ensure the curriculum's effectiveness and sustainability in preparing competent future nurses.

STATEMENT OF THE PROBLEM

"A Study to assess the Perception and Satisfaction regarding Competency Based Nursing Curriculum Implementation among Nurse Educators working at selected Nursing Institutions, Kolar, Karnataka".

OBJECTIVES OF THE STUDY

1. To assess the level of Perception regarding Competency Based Nursing Curriculum among nurse educators using five-point Likert scale.
2. To assess the level of Satisfaction regarding Competency Based Nursing Curriculum among nurse educators using Five-point rating scale.
3. To find the correlation between perception and satisfaction scores regarding Competency Based Nursing Curriculum.
4. To determine the association between perception and satisfaction scores with selected socio demographic variables.

Assumption:

Nurse educators may have some favorable perception and satisfaction regarding Competency Based Nursing Curriculum.

Delimitation:

The study is limited to the nurse educators who are involved in teaching students with revised nursing curriculum.

OPERATIONAL DEFINITIONS

1. **Perception:** In this study, perception refers to the nurse educator's level of comprehension and appreciation regarding Competency Based Nursing

Curriculum which is measured by using five-point Likert scale.

2. **Satisfaction:** In this study, satisfaction refers to the nurse educator's level of contentment regarding Competency Based Nursing Curriculum which is measured by using five-point rating scale.
3. **Competency Based Nursing Curriculum:** In this study Competency-based nursing curriculum refers to a system of instruction, assessment, feedback, that is based on students learning outcomes as measured in terms of change in knowledge, attitude, and practice.
4. **Nurse Educators:** In this study the nurse educators refer to registered nurses (RNs) who teach nursing curriculum and clinical skills.

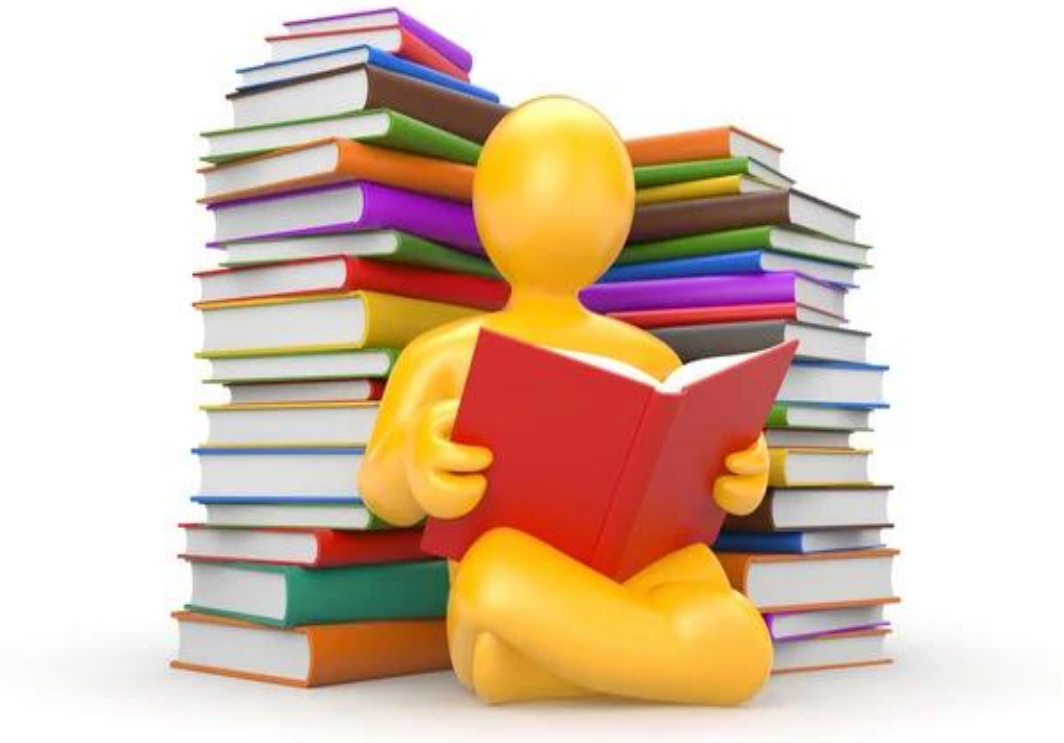
Limitations of the study:

- **Small Sample Size**: Only 150 Nurse Educators from five college were included, so the results may not reflect views from other institutions.
- **Self-Reported Responses**: Participants filled out the perception and satisfaction questionnaire themselves, which might lead to biased or overly positive answers.
- **Lack of Detailed Feedback**: The study used only rating scales, so it didn't capture deeper opinions or suggestions that interviews or open-ended questions could provide.

SUMMARY

This chapter has explained in detail on the need for the study statement of research problem, objectives, operational definitions and limitations of the which helped the researcher to gain in-depth insight into the research study.

REVIEW OF LITERATURE



CHAPTER-2

REVIEW OF LITERATURE

This chapter deals with selected studies which are related to the objectives of proposed study. A review of research and non-research literature relevant to the study was undertaken which held the investigator to develop insight into problem and gain information on what have been done in past.

The review of literature is considered essential to all steps of nursing research process. This chapter deals with selected studies which are related to the objectives of the proposed study. The Review of literature is a systematic and critical review of most important published scholarly as well as unpublished scholarly print material and individual materials.

The Review of literature is organized under the following heading:

Studies related to level of Perception and satisfaction regarding Competency Based Nursing Curriculum Implementation

A Phenomenological qualitative study was conducted in Qatar 2025 to assess the Nurse educators experience in implementing concept-based curriculum.18 Nurse educators were involved Van Manen's approach were used to collect the data using semi structured interviews and the data were analysed using Colaizzi's method. The Results revealed that Challenges in CBC Implementation, Institutional Support, Practical Integration and Adaptation are the three central themes emerged through this study. The study concluded that effective CBC implementation depends on comprehensive training, strong organizational backing, and adaptive teaching strategies to meet the different needs and variety learning styles of students[10].

A Qualitative study was done to assess the visibility of LGBTIQQ+ content in undergraduate nursing curricula: A qualitative analysis of student, early career nurse and educator perspectives in 2025. Data were collected using semi-structured interviews and analyzed using reflexive thematic analysis. Interviews were held online and lasted between 25 and 60 min. A Purposive sampling technique was used with nine participants from five Australian universities across three states. The study concluded that the curriculum is perceived as unimpactful, potentially harmful and may vary between institutions. This points toward a need for standardized content and teaching across nursing programme to ensure, all nurses graduate with a minimum level of competence in caring for LGBTIQ+ patients[11].

A Descriptive qualitative study, explored clinical nurse educators' perspectives on essential teaching competencies required for competency-based, blended learning during nursing internships (China) in 2024**.** The aim was to identify key elements and challenges in implementing blended competency-based nursing education. The study involved purposive sampling and semi-structured interviews with 11 experienced clinical nurse educators at a tertiary hospital in China; transcripts were thematically analysed. Results revealed five critical competency themes: professionalism, teaching literacy, subject expertise, information literacy, and interpersonal communication. In the discussion**,** these competencies were deemed essential for designing and delivering effective blended education that promotes critical thinking. The conclusion was that articulating these competencies contributes to developing targeted educator training and robust blended models tailored to nursing internship contexts[12].

A Descriptive qualitative study was conducted in 2024 at a tertiary hospital in China to assess the perspectives of clinical nurse educators on implementing competency-based nursing education **in** blended learning environments during nursing internships. 11 Nurse educators were selected through purposive sampling, and data were collected by using semi-structured interviews**.** The Study revealed that five core competency themes are critical for the effective implementation of CBNE such as professionalism, teaching literacy, subject expertise, information literacy, and interpersonal communication which are crucial in promoting critical thinking. The study recommended that targeted educator training programs are helpful to enhance competencies and development of nurse educators in implementing the Curriculum[13].

A descriptive study was conducted to identify the strength, weakness, opportunities and threats of implementing the competency-based Nurse education in 2024. A sample of 68 nurse educators were collected from National Open University of Nigeria using questionnaires. The results showed that 92.6% are the part time educators,58.8% are the Lecturers and 51.5% are implementing the competency-based nursing education. The study recommended to improve the quality and strengthen the weakness and to reduce the challenges[14].

A descriptive study was conducted in Australia in 2023 to assess the core competencies of academic nurse educators in higher education institutions. The study involved 200 nurse educators using a validated competency framework based on teaching and learning, research, leadership, and clinical experience. Results revealed that the Nurse educators have a strong Clinical Knowledge but gaps in technological use and innovation in curriculum will be the challenges for the implementation of

CBNC. The Study recommended that integrating competency frameworks into organizational policies to standardize qualifications of the educators and improve academic nursing outcomes[15.]

A descriptive cross-sectional study was conducted in United States in 2023 to assess the competency development needs of nurse educators in multiple academic settings. 150 Nurse Educators were involved in the study and the data were collected using Structured Questionnaires. The Results revealed that 70% of participants need targeted training in assessment strategies, digital literacy, and blended learning facilitation. The study recommended professional development programs enhance educators' effectiveness and support in the successful implementation of CBE in nursing curriculum[16].

A descriptive study was conducted to assess the perception and barriers in competency-based education of post graduate medical students in 2022. 138 samples were collected from Queens University, Canada using online surveys. The results showed that 81.6% perceived Competency based education training. The study recommended that attention should be given to the institutional administration, faculty and resident. This review provides important insights and practical approaches to the barriers that should be useful as programs prepare for the implementation of Competency Based Medical Education (CBME) [17].

A mixed-methods study was conducted in China 2022 to assess the development and evaluation of competency-based professional development curriculum for military nurses. 22 nursing experts were involved in the study, later 23 nursing

experts were used to collect the data using Delphi and quasi-experimental methods. The Results revealed that motivation, professional growth, and the need for supportive learning environments are essential for the successful implementation of CBNC. The study concluded that competency-based CPD is promising but requires broader implementation and longer-term evaluation to validate its impact on military nursing competence[18].

A cross sectional study was conducted in Ethiopia in 2022 to assess the core teaching competencies of health professional educators across nursing, midwifery, and biomedical fields. 147 Nurse educators were involved in this study and the data were collected using structures self-administered questionnaire. The Results revealed that 82% lacked formal training in teaching methods, 61.1% for classroom instructors and 52.5% for clinical preceptors. The study recommended that faculty development programs help to improve teaching effectiveness and enhance the quality of health professional education[19].

A Cross sectional descriptive quantitative study was conducted to evaluate the nursing student's perception about the implementation of Competency based curriculum in 2020. 382 samples were collected from Syiah Kuala University, Indonesia using questionnaire. The results showed that 97.4% students apply Group discussion method, 96.1% apply problem-based learning,86.1% apply collaborative learning, 83.2% apply role play and simulation method. The study recommended that based on the National Qualification Framework of Indonesia, the education unit should continue developing the competency-based curriculum[20].

A Qualitative study was conducted to analyses the perspective of stakeholders in the improvement of Competency based Curriculum in 2020.14 Samples were collected from Centre of Excellence for Nursing Scholarship. A purposeful sample was used for this study, including PhD students, clinical nurse educators, a nurse lecturer, a director of the nursing degree Italy using Cohen's Phenomenological methodology. The results showed that mean age was 43.3 ($SD = 10.69$). Their education level was either a master's degree in nursing (71.4%) or a PhD (21.4). The findings of this study suggest that stakeholder engagement may trigger a virtuous circle in which all stakeholders derive benefits [21].

A descriptive study was conducted to evaluate the nurse's perception and nurse satisfaction for implementing in the Corner Competency System in 2019. A Sample of 66 nurses were collected from Faculty of Nursing Universities, Indonesia using pre-experimental method. The result showed that there is an improvement in the positive perception (0.06 – 0.8) and satisfaction (72.92). The study recommended to maintain the competence and develop to maintain patients and nurses' safety[22].

A Quasi experimental study was conducted to determine the effect of Competency based education implementation regarding the communication skills of nursing students in 2019. 34 samples were collected from Urmia Medical Sciences University using pre- test and post- test design and divided into control group and experimental group. The results showed that the students of Experimental group have higher communication skills than the students in control group. The study recommended that the communication skills improve the efficiency and effectiveness of clinical course[23].

A descriptive study was conducted to determine the implementation of Competency based curriculum in Pre-service Nursing Education, Middle range theory in 2019. 579 samples were collected from School of Nursing and Public health, University of KwaZulu-Natal, South Africa through interview method. This study results revealed that the *t*wo main categories emerged: (a) Process of implementing Competency based curriculum which generated two sub-categories: (1) Implementation, (2) monitoring and evaluation; (b) outcome-based education generated three subcategories: (1) health care system, (2) graduates, and (3) nursing system. The study concluded that A middle range theory serves as a guide to implement competency-based curriculum in pre-service nursing education [24].

SUMMARY

The Chapter explained on studies related to the level of Perception and Satisfaction regarding Competency Based Nursing Curriculum Implementation which helped the researcher to conduct the study easily. It has aided the researcher in comprehending the implications of the problem and in analyzing the gaps from earlier studies, which has also aided in structuring the current study.

RESEARCH METHODOLOGY

CHAPTER -3

RESEARCH METHODOLOGY

This chapter deals with the methodology adopted for the proposed study and the different steps under taken. It includes research approach, research design, setting, sample and sampling techniques sampling criteria development and description of the tool, procedure of data collection and data analysis.

Methodology of the research indicates the general pattern of organizing the procedure for empirical study together with the method of obtaining valid and reliable data for problem under investigation.

SOURCE OF DATA

The source of data for this study is Nurse Educators working in selected Nursing Institutions, Kolar.

RESEARCH APPROACH

The term “research approach” refers to the overall plan or strategy that guides how a researcher collects, analyses, and interprets data in a study. It is mostly dependent on the nature of the study problem that was chosen and on providing the most precise and effective solution possible.

In this study, the researcher adopted a Quantitative with Evaluative approach as it helps to explain the effect of the independent variables on the attribute variables since the study is aimed at assessing the level of Perception and Satisfaction regarding Competency Based Nursing Curriculum Implementation among Nurse Educators in the selected Nursing Institutions at Kolar district.

RESEARCH DESIGN

A Research design is the detailed plan or blueprint for conducting a research study. It provides a structured framework for collecting, analysing, and interpreting data to ensure the findings were valid and reliable.

The research design adopted in this study was Cross Sectional Descriptive Survey design.

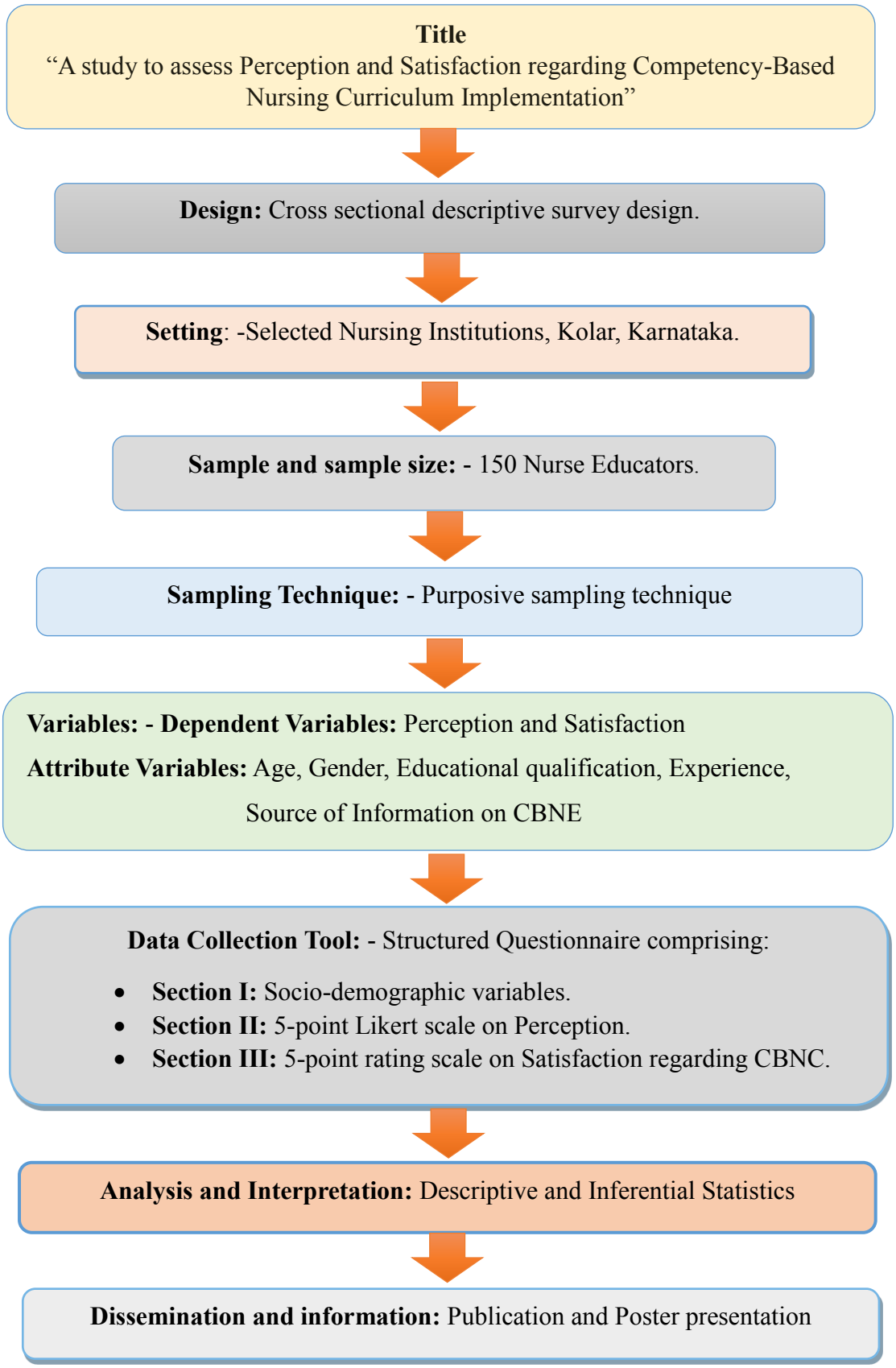


Fig. 2 SCHEMATIC REPRESENTATION OF RESEARCH METHODOLOGY

VARIABLES UNDER STUDY:

In research, a Variables are characteristics, qualities, or quantities that can vary or change in a study. They are the elements researchers observe, measure, or manipulate to understand relationships or effects in their research. They are essential elements that researchers examine to understand how changes in one aspect might influence another.

Dependent Variables:

a) Perception

b) Satisfaction

Attribute Variables:

a) Age

b) Gender

c) Educational Qualification

d) Experience

e) Source of Information on CBNE

SETTING

The study was conducted in selected colleges offering the Bachelor of Science in Nursing (BSc Nursing) program. A total of eight colleges were initially identified within the Kolar however, for the purpose of this study, five colleges were selected. The selection criteria included the presence of a functional simulation laboratory and adequate facilities for skill assessment, which are essential components in the

effective implementation of the Competency-Based Curriculum (CBC) in nursing education.

These selected institutions represent a mix of public and private colleges, ensuring diversity in infrastructure and administrative practices related to CBC implementation. All five colleges had integrated the CBC approach into their BSc Nursing curriculum and were actively utilizing simulation-based training and skills assessment tools as part of their instructional strategies. The study focused on faculty members involved in curriculum delivery, particularly those teaching clinical and practical components where competency development is crucial. This setting provided an appropriate environment to explore teachers' perceptions and levels of satisfaction regarding the implementation of CBC, especially in relation to the utilization of simulation labs and skill assessment facilities, which are central to the competency-based approach in nursing education.

SCHEMATIC PRESENTATION OF SETTING OF THE STUDY

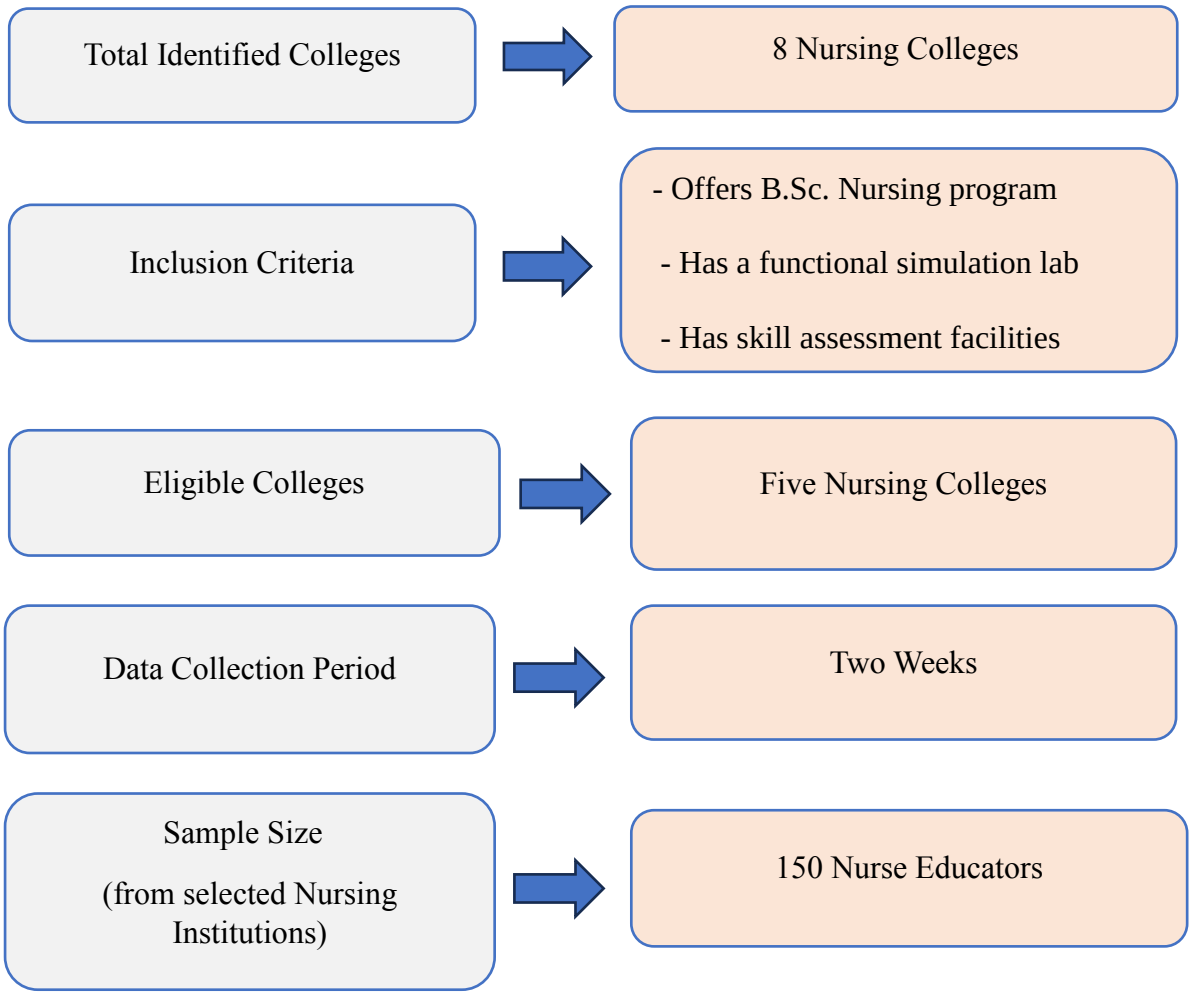


Fig.3 Schematic Presentation of Setting of the Study

Table No. 1 The study was be conducted at selected Five Nursing Institutions, Kolar.

College	Planned Sample Size	Planned Data Collection Dates
College A	30	March 10 2025
College B	30	March 11 2025
College C	30	March 12 2025
College D	30	March 13 2025
College E	30	March 14 2025
Total	150	5 Working days

POPULATION

A Population refers to the entire group of individuals, items, or data that a researcher is interested in studying. It is the complete set from which a sample may be drawn for the purposes of analysis or observation. The population for the present study includes all the Nurse Educators working in selected Nursing Institutions, Kolar.

SAMPLE

A group of individuals or items selected from a larger population, intended to represent that population in a research study. The sample for the study consists of Nurse Educators working in selected nursing institutions, Kolar.

SAMPLE SIZE

In this study, the sample size consists of 150 Nurse Educators working in selected Nursing Institutions, Kolar. At 95% confidence (Z= 1.96) and with an SD of 0.87 reported in recent studies on perception, the required sample for a margin of error of 0.14 was approximately 149, rounded to 150. For satisfaction measures with higher variability (SD= 1.94), a larger sample would be required. A 10-20% attrition adjustment was applied as recommended in survey methodology. Thus, to achieve 150 complete responses, the study will approach 166-187 nurse educators depending on anticipated attrition. The formula calculating sample size[25]

$$n = \frac{Z^2 \sigma^2}{d^2}$$

SAMPLE TECHNIQUE

The term “Sampling technique” refers to the method used to select a subset (sample) of individuals or items from a larger group (population) in order to draw conclusions about the whole group without having to study every member. For the present study, Purposive sampling technique was adopted to collect the data.

CRITERIA FOR SAMPLE SELECTION

The samples were chosen using the inclusive criteria listed below:

Inclusion criteria

The Nurse educators who are:

1. Willing to participate in the study

Exclusion criteria:

The Nurse educators who are:

1. Not available at the time of data collection.

DEVELOPMENT AND DESCRIPTION OF THE TOOL

Materials required to measure what the researcher sought to measure in their study are known as research instruments. The investigators used following steps to develop study instruments/ tools for the study.

- **Search** of Theoretical basis to develop items through reviewing various literatures.
- **Designing** the individual items and preparation of blue print.

- **Development** of checklist for assessing perception and satisfaction in Competency based Nursing Curriculum Implementation.
- **Establishing** content validity of the tool through the subject experts.
- **Pretesting** of the tool for reliability and validity of data collection tools.
- **Finalization** of the tool for the data collection process.

DESCRIPTION OF THE TOOL

The sections included in the tool are

The Structured Questionnaire on assessment of Perception and Satisfaction on implementation of Competency based Nursing Curriculum

Section I: It consists of Socio Demographic Variables such as Age, Gender, Educational qualification, Experience, Source of Information on CBNE.

Section II: Perception Rating Scale on implementation of CBNC.

Section III: Satisfaction Rating Scale on implementation of CBNC.

SCORE INTERPRETATION

The tool consisted of three sections – Socio demographic data, Perception regarding Competency-Based Nursing Curriculum among Nurse Educators Working at Selected Nursing Institutions, Satisfaction regarding Competency-Based Nursing Curriculum among Nurse Educators Working at Selected Nursing Institutions. The Interpretation of the level of perception and satisfaction is graded as below:

Table No.2 Perception regarding Competency-Based Nursing Curriculum among Nurse Educators Working at Selected Nursing Institutions was grades as below:

Perception	Score range
Unfavourable	34
Moderately Favourable	35-64
Favourable	> 65 & above

Table No.3 Satisfaction regarding Competency-Based Nursing Curriculum among Nurse Educators Working at Selected Nursing Institutions.

Satisfaction	Score range
Poorly satisfied	25
Moderately Satisfied	26-49
Satisfied	>50 & above

ESTABLISHING CONTENT VALIDITY AND RELIABILITY OF THE TOOL

VALIDITY

Drafted data collection tools/ instruments were submitted to around five experts for validation, along with the statement of the problem, objectives, operational definitions, blueprint and criteria rating scale. Experts suggested modifications in a few of the items in the questionnaire. Based on the expert's suggestion, tool was modified and finalized. Validated tools were pretested to seven Nurse Educators in order to assess the clarity of items and the time required to complete the survey. Appropriate responses were evident for all the items and the subjects had taken around 30-40 minutes to complete the survey**.**

RELIABILITY

The reliability of the tool was tested for stability by test-retest method and Karl Pearsons coefficient 'r' value for the survey was r = 0.97. Hence the tools were found to be feasible and at an acceptable level.

ETHICAL CONSIDERATION

The formal ethical clearance was obtained from the Institutional Ethics Committee. Formal permission was obtained from the principals of selected colleges. Written informed consent was obtained from the study subjects and reassurance of confidentiality of information was given to the study participants.

PILOT STUDY

A pilot study was conducted among 15 Nurse educators at St. Mary College of Nursing, (5^{th}, 6^{th} March 2025) Kolar, Karnataka to evaluate the feasibility and accessibility of a broader research project The tools were well understood, and were accessible, indicating strong institutional support and participant engagement.

Preliminary findings showed a generally positive perception of the CBNE implementation, with mean scores above 3.8 across curriculum relevance, teaching effectiveness, and student engagement.

Satisfaction levels averaged 7.4 out of 10, suggesting moderate to high contentment with the new curriculum approach. The pilot confirmed that the study design, tools, and data collection methods are appropriate for conducting the study.

Table No.4 Feasibility Assessment

Criteria	Observation
Recruitment	All 15 participants were recruited within 3 days.
Response Rate	100% response rate achieved.
Time Taken	Average completion time: 15–20 minutes per participant.
Tool Clarity	Clarity was found in wording.
Data Collection	Was feasible.

Table No.5 Accessibility Assessment

Criteria	Observation
Institutional Support	Full cooperation from administration.
Participant Availability	Educators were available during working hours.
Digital Access	All participants had access to tools.
Language	Well appreciated and had no ambiguity.

METHOD OF DATA COLLECTION

The data was collected in the month of May-2025 by using the following steps:

Step 1 : The formal permission was obtained from the Institutional Ethics Committee of SDUCON.

Step 2 : A written permission was obtained from the principal of the Nursing institutions, Kolar

Step 3 : Formal written consent was obtained from the study participants.

Step 4 : Based on the inclusion criteria the study participants was recruited for the study.

Step 5 : The data from the study participants was collected by using Structured

Perception Questionnaire with five-point Likert scale and Satisfaction five-point rating scale.

PLAN FOR DATA ANALYSIS

The collected data was coded and entered through Microsoft Excel and was analysed through SPSS software with appropriate statistical methods.

- Socio Demographic data were analysed by frequency and percentage.
- Inferential statistics like paired 't' tests were used to determine the effectiveness of a competency- based Nursing Curriculum implementation,
- The chi-square test for association between the selected socio demographic variables with knowledge, and competency level with socio demographic variables was calculated.

SUMMARY

This chapter of methodology has dealt on research approach, research design, setting, population, sample and sample technique, development and description of the tool and plan for analysis.

DATA ANALYSIS AND INTERPRETATION

CHAPTER - 4

DATA ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of data where the data is collected through structured questionnaires from 150 nurse educators in order to assess the level of perception and satisfaction regarding Competency Based Nursing Curriculum Implementation.

Data analysis is the systematic process of collecting, cleaning, transforming, modelling, and interpreting data to uncover useful information, identify patterns, and support decision-making.

Based on the objectives of the study, the data collected were tabulated, organized and presented under the following sections:

Section I: Distribution of sample characteristics according to Socio Demographic Variables of Nurse Educators

Table 6: Frequency and Percentage Distribution of subjects according to Socio Demographic variables

Sl. no	Variables	Frequency	Percentage
1.	**Age in Years**		
	19-30	62	41
	31-40	62	42
	41-50	26	17
	61 & Above	Nil	00
2.	**Gender**		
	Male	24	16
	Female	126	84
3.	**Educational Qualification**		
	GNM	14	9.4
	BSc	50	33.3
	PBBSC	36	24
	MSc	44	29.3
	PhD Scholar	05	3.3
	PhD (N)	01	0.7
4.	**Exposure to Source of Information on CBNC**		
	Yes	31	20.6
	No	54	36
	If Yes Through		
	Online training	10	6.7
	Offline training	32	21.3
	If Attended		
	Training conducted by INC		
	Yes	10	6.7
	No	13	8.7
	Training conducted by Institution		
	Yes		
	No		

Table 1: Findings of the study revealed that, majority 42% of Nurse educators belongs to the age group 31-40 years, 41% of Nurse educators belonged to the age group 19-30 years, 17% of Nurse educators belonged to the age group 41-50 years. Majority 84% of Nurse educators were females and 16% were males.

Majority 33.3% of Nurse educators completed BSc Nursing, 29.3% completed MSc Nursing, 24% completed PBBSC,9.4 % completed GNM, 3.3% completed PhD Scholar, 0.7% completed PhD(N) and above majority 36% of Nurse educators were not having exposure to source of information on CBNC and 20.6% were having exposure to source of information on CBNC.

Section II: Findings on Perception regarding Competency-Based Nursing Curriculum among Nurse Educators Working at Selected Nursing Institutions.

Table 7: Frequency and percentage distribution of Perception regarding Competency-Based Nursing Curriculum among Nurse Educators Working at Selected Nursing Institutions.

N=150

Perception	Score range	Frequency	Percentage
Unfavourable	34	-	-
Moderately Favourable	35-64	**32**	**21.4**
Favourable	> 65 & above	**118**	**78.6**
Total		**150**	**100%**

Table 2: The findings of the study revealed that majority 78.6% of Nurse educators had favourable perception regarding Competency Based Nursing Curriculum Implementation and 21.4% had moderately favourable perception regarding Competency Based Nursing Curriculum Implementation.

Section III: Findings on Satisfaction regarding Competency-Based Nursing Curriculum among Nurse Educators Working at Selected Nursing Institutions

Table 8: Satisfaction regarding Competency-Based Nursing Curriculum among Nurse Educators Working at Selected Nursing Institutions.

N=150

Satisfaction	Score range	Frequency	Percentage
Poorly satisfied	25	6	4
Moderately Satisfied	26-49	48	32
Satisfied	>50 & above	96	64
Total		150	100%

Table 3: Majority 64% of the Nurse educators had satisfied regarding Competency Based Nursing Curriculum Implementation, 32% had moderately satisfied regarding Competency Based Nursing Curriculum Implementation and 4 % had poorly satisfied regarding Competency Based Nursing Curriculum Implementation.

Section 4: Mean, Median, Mode, Standard Deviation and Range of Knowledge scores Competency Based Nursing Curriculum Implementation on Nurse Educators

Table 09: To find the relationship of perception and satisfaction regarding Competency-Based Nursing Curriculum among Nurse Educators.

(N=150)

Sl. no	Variables	Mean ±SD	r &p value	Inference
1	Perception and Satisfaction	67.64± 20.4	r= 1 (.063) **SS****	Moderately Positive Correlation p<0.005, **SS****
		44.93 ±6.20	r= 1 (.091) **SS****	Moderately Positive Correlation p<0.005, **SS****

Table 4: The study revealed a moderately positive correlation between perception and satisfaction scores among Nurse Educators. The mean perception score was 67.64 ± 20.4, while the mean satisfaction score stood at 44.93 ± 6.20. The correlation coefficient (r = 1) with p-values of .063 and .091 respectively, indicated statistical significance at $p < 0.005$. These findings suggest that as perception levels increase, satisfaction levels tend to rise correspondingly, highlighting a meaningful relationship between the two variables.

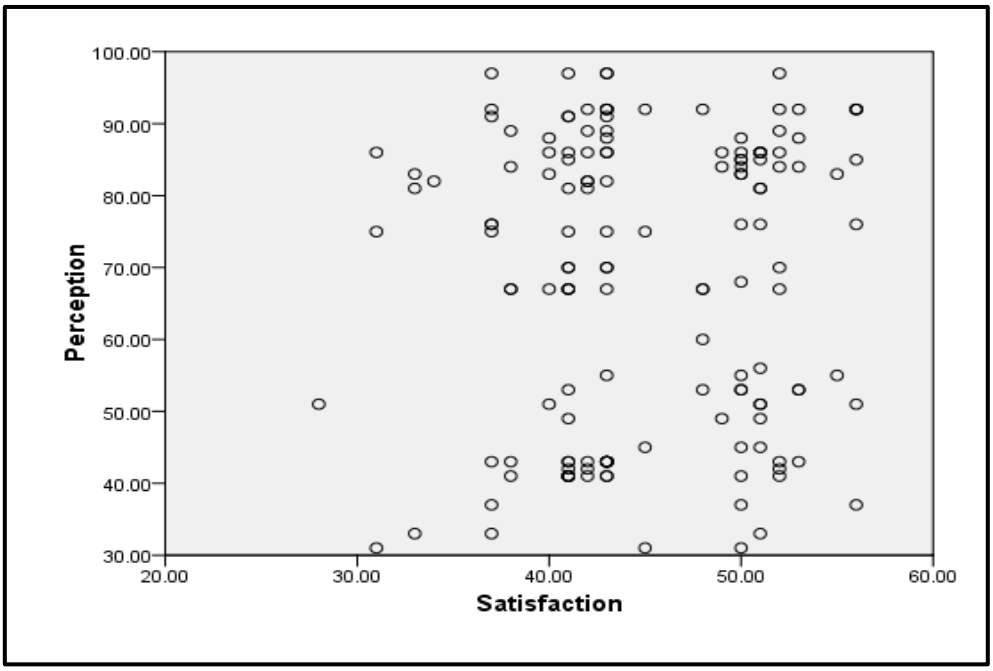


Fig 4: Depicts the scatter plot diagram showing as perception and satisfaction of Nurse Educators

As perception scores increases satisfaction scores also increases, this indicates that there is a need for Competency based nursing curriculum and to create awareness to bring a positive perception and satisfaction.

Table-10: Association between perception scores among Nurse Educators and the selected socio-demographic variables.

N=150

Sl.no	Variables	Below Median <50	Median and above > 50	df	χ^2 P value (0.05)	Inference
1	**Age (in Years)**					
	19-30	34	28	**2**	0.729 (.6943)	NS at p < .05
	31-40	32	30			
	41-50	16	10			
2	**Gender**					
	Male	16	8	**1**	9.445(.0021)	**SS* at p < .05**
	Female	69	81			
3	**Educational Qualification**					
	GNM/Diploma	49	28	**2**	7.161(.0278)	**SS* at p < .05**
	UG	16	26			
	PG/Ph.D	16	16			
4	**Exposure to Source of Information on CBNC**					
	Yes (Online training)	20	64	**1**	34.9(.00001)	**SS* at p < .05**
	NO (Offline training)	50	16			

Table 5: The study explored how Nurse Educators' perception scores relate to socio-demographic variables. Age showed no significant association with perception levels (p = .6943). However, gender was significantly linked, with females scoring higher than males (p = .0021). Educational qualification also mattered—those with UG or PG/Ph.D. degrees had better scores than diploma holders (p = .0278). Most notably, exposure to online CBNC training had a strong positive impact on perception scores (p = .00001), highlighting the value of digital learning platforms. These findings suggest that gender, education, and online training play key roles in shaping perceptions.

Table-11: **Association between Satisfaction scores among Nurse Educators and the selected socio-demographic variables.**

N=150

Sl. No.	Variables	Below Median <38	Median and above > 38	df	χ^2 P value (0.05)	Inference
1	**Age (in Years)**					
	19-30 years	20	48	**2**	39.18 (< 0.00001)	**SS* at p < .05**
	31-40 years	52	10			
	41-50 years	12	8			
2	**Gender**					
	Male	26	8	**1**	17.20 (.000034)	**SS* at p < .05**
	Female	42	74			
3	**Educational Qualification**					
	GNM/**Diploma**	6	8	**2**	2.73 (.2542)	**NS at p < .05**
	UG	36	40			
	PG/Ph.D	20	40			
4	**Exposure to Source of Information on CBNC**					
	Yes (Online training)	26	34	**1**	0.023 (.879)	**NS* at p < .05**
	NO (Offline training)	38	46			

Table 6: The study found a significant association between satisfaction scores and age, with younger Nurse Educators (19–30 years) reporting higher satisfaction ($p < .00001$). Gender also showed a strong link, as females were more satisfied than males ($p = .000034$). However, educational qualification and exposure to CBNC information did not significantly influence satisfaction levels ($p = .2542$ and $p = .879$, respectively). These results suggest that age and gender are key factors affecting satisfaction among Nurse Educators.

The major findings of the study are as follows:

1. Findings related to Socio demographic variables of Nurse educators working at selected nursing institutions

The Findings of the study revealed that, majority 42% of Nurse educators belongs to the age group 31-40 years, 41% of Nurse educators belonged to the age group 19-30 years, 17% of Nurse educators belonged to the age group 41-50 years. Majority 84% of Nurse educators were females and 16% were males. Majority 33.3% of Nurse educators completed BSc Nursing, 29.3% completed MSc Nursing, 24% completed PBBSC,9.4 % completed GNM, 3.3% completed PhD Scholar, 0.7% completed PhD(N) and above majority 36% of Nurse educators were not having exposure to source of information on CBNC and 20.6% were having exposure to source of information on CBNC.

2.Findings on Perception regarding Competency-Based Nursing Curriculum among Nurse Educators Working at Selected Nursing Institutions.

The findings of the study revealed that majority 78.6% of Nurse educators had favourable perception regarding Competency Based Nursing Curriculum Implementation and 21.4% had moderately favourable perception regarding Competency Based Nursing Curriculum Implementation.

3.Findings on Satisfaction regarding Competency-Based Nursing Curriculum among Nurse Educators Working at Selected Nursing Institutions

Majority 64% of the Nurse educators had satisfied regarding Competency Based Nursing Curriculum Implementation, 32% had moderately satisfied regarding

Competency Based Nursing Curriculum Implementation and 4 % had poorly satisfied regarding Competency Based Nursing Curriculum Implementation.

4.Mean, Median, Mode, Standard Deviation and Range of Knowledge scores Competency Based Nursing Curriculum Implementation on Nurse Educators

The study revealed a moderately positive correlation between perception and satisfaction scores among Nurse Educators. The mean perception score was 67.64 ± 20.4, while the mean satisfaction score stood at 44.93 ± 6.20. The correlation coefficient ($r = 1$) with p-values of .063 and .091 respectively, indicated statistical significance at $p < 0.005$. These findings suggest that as perception levels increase, satisfaction levels tend to rise correspondingly, highlighting a meaningful relationship between the two variables.

5. Association between perception scores among Nurse Educators and the selected socio-demographic variables.

The study explored how Nurse Educators' perception scores relate to socio-demographic variables. Age showed no significant association with perception levels ($p = .6943$). However, gender was significantly linked, with females scoring higher than males ($p = .0021$). Educational qualification also mattered—those with UG or PG/Ph.D. degrees had better scores than diploma holders ($p = .0278$). Most notably, exposure to online CBNC training had a strong positive impact on perception scores ($p = .00001$), highlighting the value of digital learning platforms. These findings suggest that gender, education, and online training play key roles in shaping perceptions.

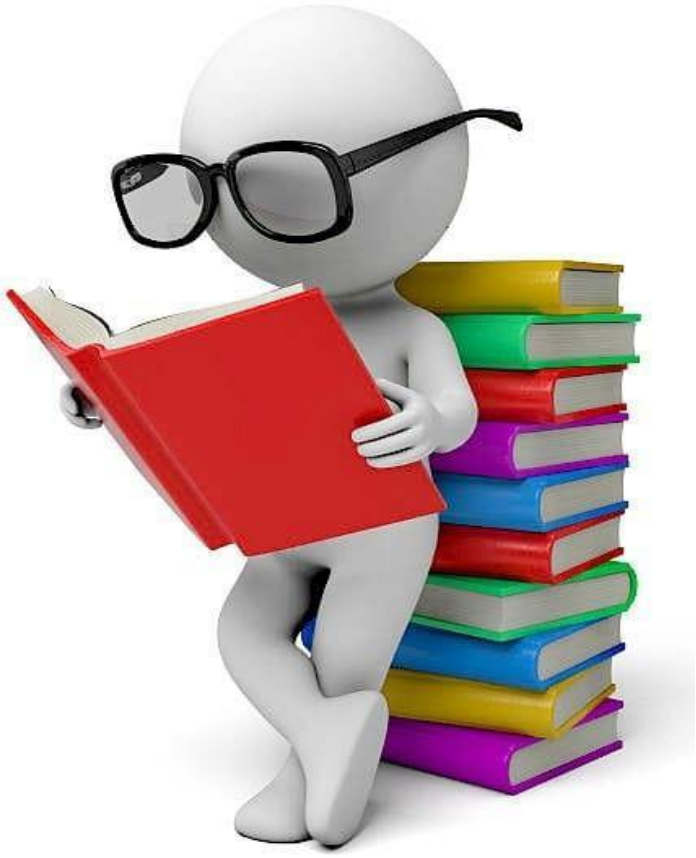
6. Association between Satisfaction scores among Nurse Educators and the selected socio-demographic variables.

The study found a significant association between satisfaction scores and age, with younger Nurse Educators (19–30 years) reporting higher satisfaction ($p < .00001$). Gender also showed a strong link, as females were more satisfied than males ($p = .000034$). However, educational qualification and exposure to CBNC information did not significantly influence satisfaction levels ($p = .2542$ and $p = .879$, respectively). These results suggest that age and gender are key factors affecting satisfaction among Nurse Educators.

SUMMARY

This chapter dealt with the data analysis and interpretation of the data collected from the nurse educators. The results of the analysis showed that the Competency Based Nursing Curriculum implementation had an impact on the perception and satisfaction among Nurse Educators.

SUMMARY AND CONCLUSION



CHAPTER 5

SUMMARY AND CONCLUSION

This chapter deals with major highlights of the study findings that the researcher has analyzed, which will give a picture on the status of the hypothesis that has been used in the study.

The study typically investigates nurse educators' perception and satisfaction regarding the implementation of the Competency-Based Nursing Curriculum (CBNC). Perception encompasses educators' understanding, attitudes, and beliefs about the CBNC, focusing on its relevance to modern nursing practice, clarity of its structure, and effectiveness in enhancing student outcomes. Satisfaction refers to how supported and prepared educators feel during the curriculum's rollout, including their comfort with new teaching strategies, assessment tools, and the adequacy of institutional infrastructure provided to facilitate the transition. Together, these dimensions offer insight into the overall acceptance and success of CBNC among nursing faculty.

During the experience, the investigators found that most of the Nurse educators have moderate knowledge and skill in implementation of Competency Based Nursing Curriculum. Based on the Educators experience and the review of literature, a cross sectional descriptive study to assess the perception and satisfaction regarding Competency Based Nursing Curriculum Implementation among Nurse Educators working at selected Nursing Institutions was conducted. The study aimed to assess the perception and Satisfaction of Competency Based Nursing Curriculum implementation by enhancing the knowledge and skill of Nurse educators.

A cross sectional descriptive survey design with evaluative approach was used. A total of 150 Nurse educators working at selected Nursing Institutions were selected for the

study by using purposive sampling technique to collect the data. Data was collected by using structured knowledge questionnaire, Perception rating scale and Satisfaction rating scale.

The major findings of the study

Based on the objectives of the study, analysis was made by using descriptive and inferential statistics. The study findings revealed that majority 42% of Nurse educators belongs to the age group 31-40 years, 41% of Nurse educators belonged to the age group 19-30 years, 17% of Nurse educators belonged to the age group 41-50 years. Majority 84% of Nurse educators were females and 16% were males.

Majority 33.3% of Nurse educators completed BSc Nursing, 29.3% completed MSc Nursing, 24% completed PBBSC,9.4 % completed GNM, 3.3% completed PhD Scholar, 0.7% completed PhD(N) and above majority 36% of Nurse educators were not having exposure to source of information on CBNC and 20.6% were having exposure to source of information on CBNC.

The findings of the study revealed that majority 78.6% of Nurse educators had favourable perception regarding Competency Based Nursing Curriculum Implementation and 21.4% had moderately favourable perception regarding Competency Based Nursing Curriculum Implementation.

Majority 64% of the Nurse educators had satisfied regarding Competency Based Nursing Curriculum Implementation, 32% had moderately satisfied regarding Competency Based Nursing Curriculum Implementation and 4 % had poorly satisfied regarding Competency Based Nursing Curriculum Implementation. The findings revealed that Competency Based Nursing Curriculum Implementation have

moderately positive correlation with perception and satisfaction as the mean score is 67.64 and the standard deviation is 20.4.

IMPLICATIONS OF THE STUDY

The findings of the current study have implications which are stated below:

- **Curriculum Enhancement**: Positive perceptions and satisfaction levels among nurse educators suggest that the Competency-Based Nursing Curriculum (CBNC) is a step in the right direction. Their feedback can guide refinements in curriculum design, teaching strategies, and assessment methods.
- **Faculty Development**: The study highlights the need for ongoing training and capacity-building programs to ensure educators are well-equipped to deliver competency-based education effectively.
- **Policy and Administrative support**: Institutional and Governmental bodies may need to strengthen support systems- such as infrastructure, staff and resources- to facilitate smooth implementation of CBNC.
- **Student Outcomes**: Educators satisfaction directly influences the quality of instructions, which affects student learning and clinical competence. Addressing educator's concern can lead to better – prepared nursing graduates.
- **Further Research**: The study opens avenues for future research on student perceptions, learning outcomes, and long-term impact of CBNC on health care delivery.
- **Standardization across institutions**: the findings can help to develop standardized guidelines for CBNC implementation across nursing Institutions.

RECOMMENDATIONS

Based on the findings of the study, several recommendations are made to enhance the implementation of the Competency-Based Nursing Curriculum (CBNC) among Nurse educators.

1. A similar study can be undertaken to expand the sample across diverse Institutions or colleges as government, private, and autonomous to capture varied experiences and institutional dynamics in CBNC implementation.
2. A study on investigating nursing Students perspectives on perception and satisfaction with the competency-based curriculum and its effectiveness for learning outcomes.
3. A Mixed-Methods Approach can be used to integrate qualitative methods such as interviews or focus groups with quantitative surveys to explore deeper insights into challenges, innovations, and educator adaptability within CBNC frameworks.

CONCLUSION

The study concludes that successful implementation of the Competency-Based Nursing Curriculum depends on positive educator perception, adequate support, and continuous faculty development.

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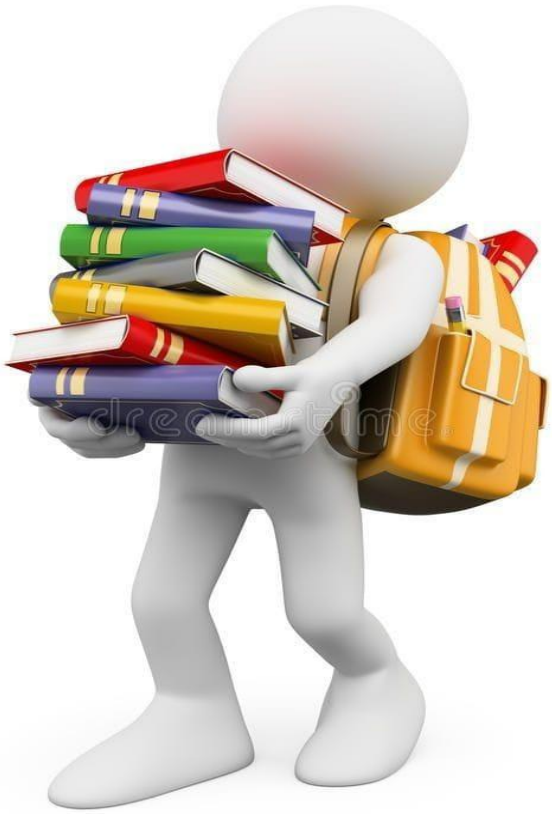

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ANNEXURES

ANNEXURE – I

SRI DEVARAJ URS COLLEGE OF NURSING
Tamaka, Kolar-563 103, Karnataka.
(Affiliated to RGUHS, Bangalore and Recognized by KNC, Bangalore & INC, New Delhi)
ISO 9001:2015 Certified& NAAC Accredited
Phone: 9480880802 E-mail: sduconson@yahoo.com, Website: sducon.ac.in

Ref.:No. SDUCON/IEC/ UG- 161/ 2023-2024 Date: 09-05-2024

From,
The Institutional Ethics Committee
Sri Devaraj Urs College Of Nursing
Tamaka, Kolar-563103

To

Dr. Zeanath Cariena J,
HOD Medical Surgical Nursing
Sri Devaraj Urs College Of Nursing
Tamaka, Kolar-563103

This is to certify that the Institutional Ethics Committee of Sri Devaraj Urs College of Nursing, Tamaka, Kolar has examined and unanimously approved III-B.Sc.(N) students of Group: VIII Ms. Jitty Sara Thomas, Ms. Karthika Suresh, Ms. Kaveri, Ms. Kripa Kurian, Ms. Krishna TS, Ms. Lakshmi S, Ms. Merin Gigi and Mr. Mounish M **on Topic: A Study To Assess Perception and Satisfaction Regarding Competency- Based Nursing Curriculum among Nurse Educators Working at Selected Nursing Institutions, Kolar, Karnataka** under the guidance of **Dr. Zeanath Cariena J,** HOD Medical Surgical Nursing of Sri Devaraj Urs College of Nursing, Kolar.

Member Secretary
CHAIR PERSON
ETHICS COMMITTEE
SRI DEVARAJ URS COLLEGE OF NURSING
TAMAKA KOLAR - 563103.

Chairperson
CHAIR PERSON
ETHICS COMMITTEE
SRI DEVARAJ URS COLLEGE OF NURSING
TAMAKA KOLAR - 563103.

ANNEXURE – II

PERMISSION LETTER FOR CONDUCTING RESEARCH STUDY

PERMISISION LETTER FOR CONDUCTING RESEARCH STUDY

Date- 03/02/2025
Place-Tamaka, Kolar

To,
The Principal
Smg vishnu college of Nursing
Kolar- 563101
(Through the proper channel)

Respected Sir/Madam,

Through the guide and principal, SDUCON, Kolar.

Sub: - Requesting permission to conduct research project in your esteemed institution-reg.

With reference to the above mentioned subject we the under signed student of 3rd year BSc Nursing undergraduate students would like to conduct a research project on **"A study to assess Perception and Satisfaction regarding Competency-Based Nursing Curriculum Implementation among Nurse Educators working at selected Nursing Institutions"** as a part of our syllabus requirement.

Hence, we kindly request you to grant permission to collect the data from nursing faculty in your institution. We provide to keep the confidentiality without disturbing the class schedule of respective teachers.

Kindly consider the letter and do the needful,

Thanking you

Yours Faithfully

(3rd year BSc Students)1. 2. 3. 4. 5. 7. 8. Naveen R M

With Regards

03/02/2025

Co-Guide,
Mr. Rajendra Prasad S.M
Nursing Tutor
Medical Surgical Nursing
Sri Devaraj Urs College of Nursing
Tamaka Kolar

3/2/2025

Guide,
Dr. Zeanath Cariena J
Professor and HOD,
Department of Medical Surgical Nursing
Chief Nursing Officer of RLJH&RC
Tamaka, Kolar-56310

Forwarded to Principal, SMG Vishnu CON
a request to permit students to collect data

Principal
03/02/25

permitted.

PRINCIPAL
SMG VISHNU COLLEGE OF NURSING
GAJALADINNE, BEHIND DHO OFFICE,
BANGARPET ROAD KOLAR 563 101

PERMISISION LETTER FOR CONDUCTING RESEARCH STUDY

Date- 03/02/2025
Place-Tamaka, Kolar

To,
The Principal
chennegowda college of Nursing
Kolar, - 563101
(Through the proper channel)

Respected Sir/Madam,

Through the guide and principal, SDUCON, Kolar.

Sub: - Requesting permission to conduct research project in your esteemed institution-reg.

With reference to the above mentioned subject we the under signed student of 3rd year BSc Nursing undergraduate students would like to conduct a research project on **"A study to assess Perception and Satisfaction regarding Competency-Based Nursing Curriculum Implementation among Nurse Educators working at selected Nursing Institutions"** as a part of our syllabus requirement.

Hence, we kindly request you to grant permission to collect the data from nursing faculty in your institution. We provide to keep the confidentiality without disturbing the class schedule of respective teachers.

Kindly consider the letter and do the needful,

Thanking you

Yours Faithfully

(3rd year BSc Students) 1. 2. 3. 4. 5. 6. 7. 8.

With Regards

03/02/2025

Co-Guide,
Mr. Rajendra Prasad S.M
Nursing Tutor
Medical Surgical Nursing
Sri Devaraj Urs College of Nursing
Tamaka Kolar

3/2/2025

Guide,
Dr. Zeanath Cariena J
Professor and HOD,
Department of Medical Surgical Nursing
Chief Nursing Officer of RLJH&RC
Tamaka, Kolar-56310

Forwarded to the Principal, Channegowda CON with a request to permit students to collect data

Principal
03/02/25

PERMISISION LETTER FOR CONDUCTING RESEARCH STUDY

Date- 03/02/2025
Place-Tamaka, Kolar

To,
The Principal
ETCM College of Nursing
Kolar-563101
(Through the proper channel)

Respected Sir/Madam,

Through the guide and principal, SDUCON, Kolar.

Sub: - Requesting permission to conduct research project in your esteemed institution-reg.

With reference to the above mentioned subject we the under signed student of 3rd year BSc Nursing undergraduate students would like to conduct a research project on **"A study to assess Perception and Satisfaction regarding Competency-Based Nursing Curriculum Implementation among Nurse Educators working at selected Nursing Institutions"** as a part of our syllabus requirement.

Hence, we kindly request you to grant permission to collect the data from nursing faculty in your institution. We provide to keep the confidentiality without disturbing the class schedule of respective teachers.

Kindly consider the letter and do the needful,

Thanking you

Yours Faithfully

(3rd year BSc Students) 1. 2. 3. 4. 5. 6. 7. B. Mounika

With Regards

Co-Guide, 03/02/2025
Mr. Rajendra Prasad S.M
Nursing Tutor
Medical Surgical Nursing
Sri Devaraj Urs College of Nursing
Tamaka Kolar

Guide, 3/2/2025
Dr. Zeanath Cariena J
Professor and HOD,
Department of Medical Surgical Nursing
Chief Nursing Officer of RLJH&RC
Tamaka, Kolar-56310

Forwarded to the Principal, ETCM CON
for a request to permit students to collect data

Principal
03/02/25

PERMISISION LETTER FOR CONDUCTING RESEARCH STUDY

Date- 03/02/2025
Place-Tamaka, Kolar

To,
The Principal
Pavan college of Nursing
Kolar - 563101

(Through the proper channel)

Respected Sir/Madam,

Through the guide and principal, SDUCON, Kolar.

Sub: - Requesting permission to conduct research project in your esteemed institution-reg.

With reference to the above mentioned subject we the under signed student of 3rd year BSc Nursing undergraduate students would like to conduct a research project on **"A study to assess Perception and Satisfaction regarding Competency-Based Nursing Curriculum Implementation among Nurse Educators working at selected Nursing Institutions"** as a part of our syllabus requirement.

Hence, we kindly request you to grant permission to collect the data from nursing faculty in your institution. We provide to keep the confidentiality without disturbing the class schedule of respective teachers.

Kindly consider the letter and do the needful,

Thanking you

Yours Faithfully

(3rd year BSc Students) 1. 2. 3. 4. 5. 6. 7.

With Regards

03/02/2025

Co-Guide,
Mr. Rajendra Prasad S.M
Nursing Tutor
Medical Surgical Nursing
Sri Devaraj Urs College of Nursing
Tamaka Kolar

3/2/2025

Guide,
Dr. Zeanath Cariena J
Professor and HOD,
Department of Medical Surgical Nursing
Chief Nursing Officer of RLJH&RC
Tamaka, Kolar-563101

Forwarded to Principal Pavan for Permit students to collect data

Principal
03/02/25

ANNEXURE – III

INFORMED CONSENT FORM

Study Title: "A study to assess perception and satisfaction regarding competency-based nursing curriculum among nurse educators working at selected nursing institutions, Kolar, Karnataka".

Code Number:

I confirm that I have read and understood the information given to me about this study and my role in it. I had opportunities to ask questions and questions have been answered to my satisfaction.
Or
I confirm that all information about this study and my role in it has been read / explained to me by a member of the investigating team in a language that I understand. I had opportunities to ask questions and questions have been answered to my satisfaction.

b) I understand that my participation in this study is voluntary and that I am free to withdraw from the study at any time, without giving any reason and legal rights being affected.

c) I understand that my identity will not be revealed in any document or publication.

d) I agree not to restrict the use/publication of any data or results that arise from this study provided such use is only for scientific purposes.

e) I am aware that by agreeing to my participation in this investigation, I will have to give time for learning and assessment by the investigating team and that these assessments will not interfere with the benefits that I am entitled to or my daily routine.

f) I give my consent, voluntarily to take part in this study. I also agree for the investigator to record my score of assessment done in the classroom whenever they are held.

Signature of the study participants /Legally Acceptable Representative:

Name of the study participant: _____Date: _/_/_/_____
Place:

Study participant signature:
_____

Name of the investigator: _____Date: ___/___/_____
Place:
Study Investigator's Signature: _____

ANNEXURE-IV

LETTER REQUESTING OPINIONS AND SUGGESTIONS EXPERTS FOR ESTABLISHING CONTENT VALIDITY OF RESEARCH TOOL

To,

Respected Sir/Madam,

Sub: Request for opinion and suggestions of experts for establishing content validity of research

We the 3rd year BSc Nursing undergraduate students of Sri Devaraj Urs College of Nursing, Tamaka, Kolar has selected the below mentioned topic for our research project, for the fulfillment of undergraduate Nursing course requirements.

TITLE OF THE TOPIC: "A study to assess Perception and Satisfaction regarding Competency-based Nursing Curriculum Implementation among Nurse Educators working at selected Nursing Institutions, Kolar, Karnataka".

With regards to the above we kindly request you to validate the tool **(Perception and Satisfaction Rating Scale on Implementation of CBNC)** for its appropriateness and relevancy.

We are here with enclosing the objectives of the study, criteria rating scale for your reference. We would be highly obliged and remain thankful for your great help.

Thanking You

Yours Sincerely,

(3rd year students)

Enclosures:

1. Perception and Satisfaction Rating Scale
2. Criteria rating scale
3. Content validity certificate

Date: Signature of Expert with
Designation
Place:

Forwarded by

Co-Guide,
Mr. Rajendra Prasad S.M
Nursing Tutor
Medical Surgical Nursing
Sri Devaraj Urs College of Nursing
Tamaka Kolar

Guide,
Dr. Zeanath Cariena J
Professor and HOD,
Department of Medical Surgical Nursing
Chief Nursing Officer of RLJH&RC
Tamaka, Kolar-56310

ANNEXURE – V

CONTENT VALIDITY CERTIFICATE

I hereby certify that I have validated the tool and content of information pamphlet of 13th batch of 3rd year BSc Nursing, students of Sri Devaraj Urs College of Nursing, Tamaka, Kolar, who are undertaking a research project as a partial fulfillment of Bachelor of Science in Nursing Degree.

"A study to assess perception and satisfaction regarding competency-based nursing curriculum implementation among nurse educators working at selected nursing institutions, Kolar, Karnataka"

Date: **Signature of the validator**

Place:

ANNEXURE – VI

SECTION –A- Socio Demographic Data

1. Age in years
   (a) 19-30 ( )
   (b) 31-40 ( )
   (c) 41-50 ( )
   (d) 61 and above ( )

2. Gender
   (a) Male ( )
   (b) Female ( )

3. Education Qualification
   (a) GNM ( )
   (b) B. Sc (N) ( )
   (c) P.B.B.Sc (N) ( )
   (d) M.Sc. (N) ( )
   (e) Ph.D. Scholar ( )
   (f) Ph.D.(N) ( )

4. Exposure to source of information on CBNC
   (a) Yes ( )
   (b) No ( )

   If yes through

   (a) Online Training ( )
   (b) Offline Training ( )
   (c) Intuitional Training----In house ( )
   External ( )

   If attended,
   Training conducted by INC---- Yes ( ) No ( )
   Training conducted by Institution ----Yes ( ) No ( )

SECTION B - Perception Rating Scale on Implementation of CBNC

Sl. No	Questions	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1	I am well-informed about the principles of competency-based curriculum implementation.					
2	The objectives of implementing competency-based curriculum is clear.					
3	I understand my role as a nurse educator in the competency-based curriculum implementation process.					
4	The institution has not provided sufficient resources for implementing the competency-based curriculum.					
5	I feel confident in using assessment methods aligned with implementing competency-based curriculum					
6	Collaboration among faculty members enhances the success of competency-based curriculum implementation.					
7	There are effective channels for obtaining feedback in competency-based curriculum					
8	Assessment methods for implementing competency-based curriculum are too complex and					

	difficult to implement					
9	Students actively engage in learning activities designed to achieve competencies through Competency Based Nursing Education.					
10	The Competency Based Nursing Curriculum promotes the development of critical thinking and clinical decision-making skills.					
11	Students struggle to engage with the learning activities through competency-based curriculum					
12	The workload associated with implementing the competency-based curriculum is manageable.					
13	There is a lack of professional development opportunities for educators through Competency Based Nursing Education.					
14	Educators are not adequately consulted during the development of implementing competency-based curriculum.					
15	I have sufficient time to plan and execute in implementing Competency-Based teaching activities.					
16	I feel supported by my peers in implementing the competency-based curriculum.					

17	I received adequate training to implement the competency-based curriculum effectively.					
18	There are minimal challenges in assessing students implementing competencies effectively.					
19	The implementation of competency-based curriculum faces significant challenges					
20	I believe that the competency-based curriculum will enhance the employability of Nursing graduates.					

SECTION C- Satisfaction Rating Scale on Implementation of CBNC

Sl. No	Questions	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1.	I am satisfied with the clarity of the objectives of implementing Competency-Based Curriculum.					
2.	There are insufficient resources to support the implementation of the competency-based curriculum.					
3.	The training provided for implementing the competency-based curriculum was effective and relevant.					
4.	I am satisfied with the institutional support provided for competency-based curriculum implementation.					
5.	The workload associated with implementing the competency-based curriculum is excessive.					
6.	I am satisfied with the assessment methods used to evaluate student competencies.					
7.	Collaboration among faculty members has been effective in implementing the competency-based curriculum.					
8.	Communication regarding competency-based curriculum implementation process has been satisfactory.					
9.	The workload for implementing the competency-based					

	curriculum is reasonable					
10.	Feedback mechanisms in implementing competency-based curriculum is ineffective.					
11.	Implementing competency-based curriculum promotes the development of critical thinking and clinical skills in students.					
12.	I am satisfied with the communication channels for addressing challenges related to competency-based curriculum implementation.					
13.	Overall, I am satisfied with the implementation of the competency-based nursing curriculum.					
14.	There are clear guidelines and policies in place to support the implementation of the competency-based curriculum					
15.	The competency-based curriculum approach positively impacts student learning outcomes.					

ANNEXURE – VII

LIST OF VALIDATORS

1. **Dr. G Vijayalakshmi**
   Principal
   SDUCON
   Tamaka, Kolar
2. **Dr. Vani R**
   Associate Professor
   Dept of Community Health Nursing
   SDUCON
   Tamaka, Kolar
3. **Mrs. Gayathri K.V**
   Associate Professor
   Dept of Obstetrics and Gynaecology
   SDUCON
   Tamaka, Kolar
4. **Dr. Rajesh K**
   Associate Professor
   Department of Emergency Medicine
   SDUMC
   Tamaka, Kolar
5. **Dr. Vinutha Shankar**
   Professor and Vice principle
   SDUMC
6. **Dr. Subhashish Das**
   Professor and HOD
   Department of Pathology
   SDUMC

ANNEXURE-VIII

MASTER DATA SHEET

Sample	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20
1	3	3	2	4	2	5	3	2	2	3	3	4	3	2	1	3	3	2	3	4
2	3	3	4	4	5	3	2	2	2	4	5	5	3	2	3	3	4	3	4	3
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7	3	2	3	3	2	2	3	4	4	3	2	2	3	3	4	3	3	2	2	3
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53	3	3	2	4	2	3	3	2	2	3	3	3	2	3	3	4	3	2	2	3
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59	3	3	2	4	2	3	3	2	2	3	3	3	2	3	3	4	3	2	2	3
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67	3	3	2	4	2	3	3	2	2	3	3	3	2	3	3	4	3	2	2	3
68	3	3	2	2	3	4	3	3	5	3	3	2	3	2	3	3	4	4	3	3
69	2	2	3	3	4	4	3	3	4	5	3	3	3	2	3	3	3	2	1	1
70	2	3	3	3	4	2	4	3	2	3	3	3	2	3	2	3	2	1	3	4
71	3	3	4	4	3	3	2	3	4	3	2	3	3	3	4	5	3	4	3	4
72	3	4	5	4	3	3	4	3	3	2	2	4	3	1	2	1	2	4	3	3
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ANNEXURE – IX

FORMULA USED

Standard deviation =

$$\sigma = \sqrt{\frac{\sum (x-\bar{x})^2}{n-1}}$$

x= Observed value

n= Number of Observations

Mean =

$$\sum X \div n$$

x= Observed value

n= Number of Observations

Median =

$$(n+1) \div 2^{th} \text{ value}$$

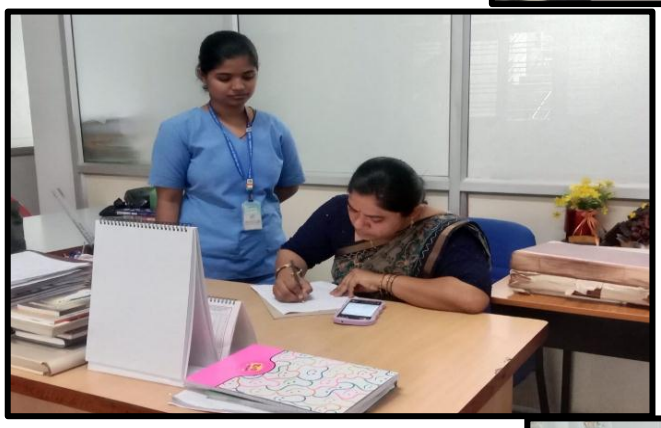
$$x^2 = \frac{\sum (O-E)^2}{E}$$

O = Observed Frequency

E = Expected Frequency

ANNEXURE – X

PHOTOS DURING DATA COLLECTION



ANNEXURE – XI

SRI DEVARAJ URS COLLEGE OF NURSING
Tamaka, Kolar 563103

Certificate of Plagiarism Check

Title of the Project	A study to assess the perception and satisfaction regarding competency based nursing curriculum implementation among nurse educators working at selected nursing institutions, Kolar, Karnataka
Name of the Student	Ms. Jitty Sara Thomas, Ms. Karthika Suresh, Ms. Kaveri, Ms. Kripa Kurian, Ms. Krishna T.S, Ms. Lakshmi S, Ms. Merin Gigi and Mr. Mounish M.
Registration Number	21C3913, 21C3914, 21C3915, 21C3916, 21C3917, 21C3918, 21C3919, 21C3926, 21C3927
Name of the Supervisor / Guide	Dr .Zeanth Cariena Joseph
Department	Medical Surgical Nursing
Acceptable Maximum Limit (%) of Similarity Project	10%
Similarity	3%
Software used	Turnitin
Paper ID	2526114865
Submission Date	14-Oct-2025 12:30 IST

Jitty Thomas, Karthika, Kaveri, Kripa, Krishna, Lakshmi, Merin, Mounish M.
Signature of Student

Ekavala M
Librarian

Signature of Guide/Supervisor

HOD Signature

Head of the Department
Dept. of Medical Surgical Nursing
Sri Devaraj Urs College of Nursing
Tamaka, Kolar - 563 103