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NURSING

Solved Question Papers for BSc Nursing

4th Year 2019–2014

5th Edition

I Clement

JAYPEE

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2016

LONG ESSAYS

1. (a) Define nursing research, (b) List the characteristics of research, (c) Describe in detail scope of nursing research.
2. (a) List various types of sampling techniques, (b) Describe any two methods of sampling.
3. (a) List various methods of data collection, (b) Describe observation method in detail.

SHORT ESSAYS

4. Purposes of literature review in quantitative research.
5. Characteristics of true experimental design.
6. What are the differences between quantitative and qualitative research?
7. Sources of review of literature.
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12. What are the properties of normal distribution curve?

SHORT ANSWERS

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21. Checklist.
22. What is population?

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LONG ESSAYS

1. (a) Define nursing research, (b) List the characteristics of research, (c) Describe in detail scope of nursing research.

(a) Define nursing research.

Nursing research is a detailed systematic study of a problem in the field of nursing. Nursing research is practice or discipline-oriented and is essential for the continued development of the scientific base of professional nursing practice. Nursing research is research that provides evidence used to support nursing practices. Nursing, as an evidence-based area of practice, has been developing since the time of Florence Nightingale to the present day, where many nurses now work as researchers based in universities as well as in the healthcare setting. To learn about nursing research and how to conduct research, it is important to gain an understanding of what scientific research is all about and why this method of gaining knowledge is valuable to nurses. The scientific method is only one source of nursing knowledge. It is, however, generally considered to be the most reliable source of knowledge.

Definition

1. **International Council of Nurses (1986):** Nursing research is a way to identify new knowledge, improve professional education and practices and use of resources effectively.
2. **Commission of Nursing Research (1981):** Nursing research is defined as the application of scientific inquiry to the phenomena of concern to nursing. Nursing research seeks to find new knowledge that can eventually be applied in providing nursing care to patients.
3. **Walls and Bauzell (1981):** Nursing research to the use of systematic, controlled, empirical and critical investigation in attempting to discover or confirm facts that relate to specific problem or questions about the practice of nursing.
4. **Polit and Hungler (1995):** Nursing research is a systematic search for knowledge about issue of importance in the nursing profession.

(b) List the characteristics of research.

Characteristics of Nursing Research

1. Research discrete towards the solution of a problem.
2. Research emphasizing the development of generalizations of principles or theories. Research is more than information retrieval, i.e., the simple gathering of information's.
3. Research based upon observable experience or empirical evidence. Research rejects revelation methods of establishing knowledge and accepts only what can be verified by observation.
4. Research demands accurate observation and description.
5. Research gathering new data from primary or firsthand source or existing data for a new purpose.
6. Research carefully designed.
7. Research requiring expertise.
8. Research striving to be objective and logical.
9. Research monitoring the quest for answer to solve the problems.
10. Research characterized by patience and unhurried activity.
11. Research carefully recorded and reported.
12. Research some time requires courage.

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(c) Describe in detail scope of nursing research.

Scope of Nursing Research

1. To improve the standard of nursing care.
2. To redefine the existing theories and discovering new theories.
3. To discover new measures for nursing practice.
4. To foster a commitment to client.
5. To provide basis for professional accountability.
6. To impart professionalism in nursing.
7. To help in decision-making.
8. To improve standards in nursing education.
9. To help in documentation.
10. To bridge the gap between knowledge and practice.
11. To build the body of knowledge in nursing profession.
12. To validate improvement in nursing profession.
13. To make healthcare efficient and cost-effective.
14. To act as a basis for standard setting and quality assurance.
15. To find solution on immediate practical problems of nursing.
16. To discover new facts about a known phenomenon.
17. To discover new message for nursing practice.
18. To identify the role of the nurse in changing society.

2. (a) List various types of sampling techniques, (b) Describe any two methods of sampling.

(a) List various types of sampling techniques.

Sampling is a part of everyday life. Quantitative and qualitative researchers have different approaches to sampling. Quantitative researchers seek to select samples that allow to achieve statistical conclusion validity and to generalize their results. A sampling plan is developed specifying how to select study participants and how many to select in a particular study. Sampling is an important aspect of feasibility of a study. Sampling is responsible for the strength of the findings in a study.

Types of Sampling

I. Probability Sampling

Probability sampling involves the use of a random selection process to select a sample from members or elements of a population. The goal of probability sampling is to examine representative elements of populations. In probability sampling, every individual in the population have equal chance of being selected as a subject for the research.

1. **Simple random sampling:** Simple random sampling can be quite complex and time-consuming, especially if a large sample is desired. It is selected by assigning a number to each member of the population and selected the sample through a table of random numbers.
2. **Stratified random sampling:** The population is divided into subgroups or strata according to some variable or variables of importance to the research study. After the population is divided into two or more strata, a simple random sample is taken from each of these subgroups. Stratification is necessary for (1) increasing a sample's statistical

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efficiency, (2) providing adequate data for analyzing the various subpopulations, and (3) applying different methods to different strata.

3. **Cluster sampling:** Cluster random sampling is used in large scale studies where the population is geographically spread out; sampling procedures may be very difficult and time-consuming. It is done on groups rather than people are selected from population. Successive steps of selection are dome (state, city, country). Then the sample is randomly selected from clusters.
4. **Systematic random sampling:** Systematic random sampling involves selecting every K^{th} element of population, such as every fifth, eight or twenty first element. This sampling method is the most controversion type of random sampling procedure.
5. **Multistage sampling:** Under this method, sample is prepared by stages. The population is divided into a number of large sampling units, each of which intern divided into smaller units and so on. A random sample is taken of the large units at the first stage and from those selected a further random sample (i.e., second stage is called of the smaller units).
6. **Sequential sampling:** In this technique, the population elements are sampled sequentially, data collection and analysis are done at each stage and a decision is made as to whether additional population elements should be sampled. The sample size is not known in advance, but a decision rule is started before sampling begins.
7. **Double or replicated sampling:** It is also called two-phase sampling, certain population elements are sampled twice. In the first phase, a sample is selected and some information is collected from all the elements in the sample. In the second phase, a subsample is drawn from the original sample and additional information is obtained from the elements in the subsample.

II. Nonprobability Sampling

Nonprobability sampling, the sample elements are chosen from the population by nonrandom methods. The most frequent reasons for the use of nonprobability samples involve convenience and the desire to use available subjects. Samples may be chosen from available groups of subjects by several different methods including convenience, quota, and purposive.

1. **Convenience sampling:** It is also referred to as accidental or incidental and involves choosing readily available people or objects for a study. There is no accurate way to determine their representatives. Convenience samples are chosen because of the saving in time and money. Another method of obtaining a convenience sample is through snowball sampling. It is a sampling method that involves the assistance of study subjects to help obtain other potential subjects.
2. **Quota sampling:** It is familiar to stratified random sampling in that the first step involves dividing the population into homogenous strata and selecting sample elements from each of these strata. In quota sampling, the researcher selects the sample to reflect certain characteristics of the population.
3. **Purposive sampling:** Purposive sampling involves "handpicking" of subjects. This method is also called judgmental sampling. Subjects are chosen that the researcher believes are "typical" or representative of the accessible population or someone who is believed to be an expert may be asked to select the subjects.
4. **Judgment sampling:** In this method, the sample units are being selected on exercise of good judgment framing an appropriate strategy. For example, if a sample of 10 students

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is to be chosen from a class of 50 for knowing their habits, the researcher would select 10 students who in his own opinion are representative of the class.

5. **Snowball sampling:** In snowball sampling, an initial group of respondents is selected, usually at random. After being interviewed, these respondents are asked to identify others who belong to the target population of interest. Subsequent respondents are selected on the referrals. This process may be carried out in waves by obtaining referrals from referrals, thus leading to a snowballing effect.

(b) Describe any two methods of sampling.

1. Cluster Sampling

Cluster random sampling is used in large scale studies where the population is geographically spread out; sampling procedures may be very difficult and time-consuming. It is done on groups rather than people are selected from population. Successive steps of selection are dome (state, city, country). Then the sample is randomly selected from clusters.

Cluster Sampling Techniques

1. For large population, it is impossible to get a listing of all elements.
2. Large scale surveys never use simple or stratified random sampling.
3. In cluster sampling, there is a successive random sampling of units.
4. The first unit is large grouping called clusters. A random sampling of clusters.
5. A random sampling of elements from this each of the clusters. The usual procedure for selecting samples from a general population is to sample successively such administrative units as states, census tracts and then households.
6. This approach is also called multistage sampling because of the successive stages in cluster sampling.
7. The clusters can be selected either by simple or stratified methods.
8. The final selection from within a cluster may also be performed by simple or stratified random sampling.
9. Less accurate than simple or stratified random sampling. More economical and practical when the population is large and widely dispersed.

Strengths

1. It is easy to interpret.
2. A cluster sample study is considerable less expensive and time-consuming because the field work in this type of study gets localized. The investigator can obtain information about all elements of the cluster at one place.
3. It does not require a complete frame of the whole population. It requires list of members of the selected clusters only.
4. The same sample of clusters can be used again and again for drawing random samples of elements from them in subsequent researches.

Weaknesses

1. It is imprecise.
2. It is difficult to compute and interpret the results.

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3. This is because the requirement of heterogeneity of the element within a cluster is rarely fulfilled.
4. Therefore, estimates about the parent population based on cluster sampling are often inaccurate.

2. **Convenience sampling**

It also referred to as accidental or incidental and involves choosing readily available people or objects for a study. There is no accurate way to determine their representatives. Convenience samples are chosen because of the saving in time and money. Another method of obtaining a convenience sample is through snowball sampling. It is a sampling method that involves the assistance of study subjects to help obtain other potential subjects.

In this method, the researcher selects those units of the population in the sample which appear convenient to him or to the management of the organization where he is conducting research. The management of the organization may tell the researcher that certain individuals alone can be included in the sample while others cannot. One important demerit of this method is that the results obtained by following this method is that the results obtained by following this method cannot be generalized beyond the study's sample. But this does not mean that such studies are of no value. The cumulative results of many such studies of the same phenomenon by different researchers provide basis for assessing the merits of a given hypothesis.

Uses of Convenience Sampling Techniques

1. Also called volunteer sample.
2. Used when researchers want to have potential participants come forward and identify themselves.
3. Emphasis is on obtaining a diverse rather than representative sample.
4. It is easy and efficient but not much preferred.
5. In qualitative studies, the main emphasis is on to extract the greatest possible information from the few cases in the sample.
6. Convenience sample may not provide the most information rich sources.
7. It is economical and easy way to begin the sampling process.

Advantages

1. Convenience sampling is the cheapest and simplest.
2. It does not require a list of population.
3. It does not require any statistical expertise.

Disadvantages

1. Convenience sampling is highly biased because of the researcher's subjectivity, and so it does not yield a representative sample.
2. It is the least reliable sampling method. There is no way of estimating the representativeness of the sample.
3. The findings cannot be generalized.
4. Nonprobability sampling plan does not perform inferential function, i.e., the population parameters cannot be estimated from the sample values.
5. It suffers from sampling bias which will distort results.

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3. (a) List various methods of data collection, (b) Describe observation method in detail.

(a) List various methods of data collection.

The word 'data' is a plural form of the word 'datum' which means information that is systematically collected in the course of a study. The word 'method' refers to the means of gathering data that are common to all sciences including nursing. Questionnaires and interviews are probably the most frequently used data collection methods in nursing research. Observation is also an important method of testing research hypothesis and seeking answers to research questions.

Data Collection Methods and Instruments

1. There are many alternatives to choose from when selecting a data collection method. These methods include questionnaires, interviews, physiological measures, attitude scales, psychological tests, and observational measures.
2. The data collection methods are governed by several factors including the research questions or hypothesis, the design of the study, and the amount of knowledge available about the variable of interest.
3. Many studies use more than one data collection method; in fact, nursing studies are increasingly reporting the use of more than one method of measuring the variables of interest. When several types of data collection methods produce similar results, greater confidence in the study findings will occur.

Questionnaires: Questionnaires is a paper-pencil, self-report instrument. It contains questions that respondents are asked to answer in writing. Questionnaires can be used to measure knowledge levels, opinions, attitudes, beliefs, ideas, feelings and perceptions, as well as to gather factual information about the respondents.

Interviews: An interview is a data collection method in which an interviewer obtains responses from a subject in a face-to-face meeting or from telephone interviews. Interviews are frequently used in descriptive research studies and qualitative studies. Interviews are used to obtain factual data about people as well as to measure their opinions, attitudes, and beliefs about certain topics.

Observation methods: Observation research is concerned with gathering data through visual observation. Nurses are well qualified to conduct observation research because observations of clients in healthcare setting are an everyday experience. The researcher must decide what behaviors will be observed, who will observe the behavior, what observational procedure will be used and what type of relationship will exist between the observer and the subjects.

Rating scale method: Rating is the term applied to expression of opinion or judgment regarding some situation, object or character. The rating scale involves qualitative description of a limited number of aspects of a thing or traits of a person. When we use rating scales, we judge an object in absolute terms against some specified criteria, i.e., we judge properties of objects without reference to other similar objects.

Likert scales: The Likert scale is an ordinal psychometric measurement of attitudes, beliefs and opinions. In each question, a statement is presented in which a respondent must indicate a degree of agreement or disagreement in a multiple choice type format. The advantageous side of the Likert scale is that they are the most universal method for survey collection, therefore they are easily understood. The responses are easily quantifiable and subjective to computation of some mathematical analysis.

(b) Describe observation method in detail.

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Observation Methods

Observation research is concerned with gathering data through visual observation. Nurses are well qualified to conduct observation research because observations of clients in healthcare setting are an everyday experience. The researcher must decide what behaviors will be observed, who will observe the behavior, what observational procedure will be used, and what type of relationship will exist between the observer and the subjects.

Types of Observation Procedures

1. **Structured observations:** These are carried out when the researcher has prior knowledge about the phenomenon of interest. The data collection tool is usually some kind of checklist. The expected behavior or interest has been identified on the checklist. The observer only needs to indicate the frequency of occurrence of these behaviors.
2. **Unstructured observations:** The researcher attempts to describe events or behaviors as they occur, with no preconceived ideas of what will be seen. This requires a high degree of concentration and attention by the observer.

Relationship Between Observer and Subjects

1. **Nonparticipant observer-overt:** The observer openly identifies the research is being conducted.
2. **Nonparticipant observer-covert:** It does not identify herself as a researcher. This type of observation is quite likely to be unethical.
3. **Participant observer-overt:** It becomes involves with subjects openly and with the full awareness of those people who will be observed in their natural settings.
4. **Participant observer-covert:** It interacts with subject's observers their behavior without their knowledge.

SHORT ESSAYS

4. Purposes of literature review in quantitative research.

A literature review is a description of the literature relevant to a particular field or topic. This is often written as part of a postgraduate thesis proposal, or at the commencement of a thesis. A critical literature review is a critical assessment of the relevant literature. It is unlikely that you will be able to write a truly critical assessment of the literature until you have a good grasp of the subject, usually at some point near the end of your thesis. The purpose of the literature review is to discover what has previously been done about the problem to be studied, what remains to be done, what methods have been employed in other research and how the results of other research in the area can be combined to develop knowledge. Thus, a review of literature can help to clarify a problem, justify research for the proposed problem, shed light on appropriate (or inappropriate) methodologies and contribute toward the development of conceptual framework.

Purposes of literature review: Research is ongoing process that builds on previous knowledge. There are very few topics so rare that have never been investigated. There are many purposes for reviewing the literature before conducting a research study.

1. Identification of a research problem and development or refinement of research question or hypothesis.
2. To demonstrate familiarity with a body of knowledge and to establish credibility.
3. To show the path of prior research and how a current project is linked to it.

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4. To integrate and summarize what is known in an area.
5. To learn from others and stimulate new ideas.
6. Orientation to what is known and not known about an area of inquiry.
7. Determination of any gap or inconsistencies in a body of research.
8. Determination of a need to replicate a prior study in a different setting or with a different study population.
9. Identification or development of new or refined clinical interventions to test through empirical research.
10. Identification of relevant theoretical or conceptual for a research problem.
11. Identification of suitable designs and data collection methods for a study.
12. For those developing research proposals for funding, identification of experts in the field who could be used as consultants.
13. Assistance in interpreting study findings and in developing implications and recommendations.

5. Characteristics of true experimental design.

An experimental design consists of two groups of subjects: An experimental group and a control group. The experimental group undergoes the treatment, program or intervention of interest. Researchers then measure the differences between the two groups on a particular outcome. For example, an experimental-research study in business could examine the impact of a new marketing strategy on consumer spending between two groups of shoppers. One group would be exposed to the marketing techniques. The researchers would then measure consumer spending by the two groups to see if the two differ significantly, analyzing the results to determine the extent to which the marketing strategy caused consumers in the experimental group to boost their spending.

Characteristics of True Experimental Design

True experimental research designs are those where researchers have complete control over the extraneous variables and can predict confidently that the observed effect on the dependable variable is only due to the manipulation of the independent variable. A true experimental research design must essentially consist of the following three characteristics: 1. Manipulation, 2. Control, and 3. Randomization.

- **Manipulation:** Manipulation refers to conscious control of the independent variable by the researcher through treatment or intervention(s) to observe its effect on dependent variable. In other words, it is a conscious act by the researcher, where he/she varies the independent variable and observes the effect that manipulates on the dependent variable of interest. For example, a researcher is conducting a study on the efficacy of chlorhexidine mouthwash on the prevention of ventilator-associated pneumonia (VAP) among patients admitted in ICUs. In this example, chlorhexidine mouthwash is the independent variable which is manipulated by the researcher, and is used as an intervention for the experimental group, while the control group is kept deprived of it to observe its effect on the incidence of VAP.
- **Control:** Control is another essential element of true experimental design. Control refers to the use of control group and controlling the effects of extraneous variables on the dependent variable in which researcher is interested. The subjects in the control and experimental groups are similar in number and characteristics, but the subjects in the control group receive no experimental treatment or any intervention at all. The experimental group receives the planned treatment or intervention, and a comparison is made with the control group to observe the effect of this treatment or intervention. However, generally in health

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care and nursing research, it is not ethically feasible keep a control group deprived of interventions; however, existing conventional method of interventions may be compared with experimental interventions. The control of the effects of extraneous variables on the dependent variables can be ensured by using several conventional measures, but none of them is very convenient to use. Some of these measures can, however, control extraneous variables which include:

- **Matching:** A conscious 'matching' of the subject characteristics in both the groups. It is a weak but common method of control over extraneous variables. In matching, the researcher identifies one or more extraneous variables to be controlled which are supposed to have effect on dependent variable. As soon as subjects are recruited for one of the treatment groups, the researcher tries to find subjects for the other group, similar to the subjects of the first group based on the specific matching variables. For example, if age and gender are the matching variables of interest in a two-group study, and a 65-year-old woman is recruited for the first group, the researcher would try to find another 65-year-old woman to be included in the second group. However, matching is not always feasible because of several reasons, such as not being able to find subjects with similar characteristics in the population under study may affect dependent variable(s), and the need to match more than three or four characteristics simultaneously may further make it even more difficult.
- **Counterbalancing:** The use of 'counterbalancing' is another way to exert active control over extraneous variables. Counterbalancing is used in studies in which the researcher is concerned that the orders in which treatments or interventions are administered influence the study results. With counterbalancing all the subjects receive all the treatments, but the order of administration of treatment is varied. For example, counterbalancing can be used to study the effects of several different relaxation techniques by varying the order in which they are administered to subjects.
- **Homogeneity by statistical test:** The researcher may also exert control by conducting a statistical test to find no significant difference in the basic characteristics of subjects that may affect the dependent variables among different groups under study. For example, to ensure the homogeneity of the demographical characteristics among two groups under study, a chi-square test may be applied on the frequency distribution of selected characteristics in two groups, and there should not be a significant statistical difference in demographical characteristics of two groups to establish the adequate control as depicted. However, finding such statistical difference is not easy because a researcher needs to have prior knowledge about the characteristics of subjects which may affect the dependent variables and must collect relevant information for statistical comparison before starting the experiment. In the following example, experimental and control groups are not statistically different in age, gender, and marital status and therefore adequate control can be ensured among these groups.

- **Randomization:** Randomization means that every subject has an equal chance of being assigned to experimental or control group. This is also known as random assignment of subjects which involves the placement of study subjects on a random basis. Through random assignment of subject under experimental or control group, chances of systemic bias is eliminated. Randomization is used in true experimental research designs to minimize the threat of internal validity of the study and to eliminate the effect of extraneous variables on dependent variables. Through randomization, on an average the characteristics of the subjects in experimental and control group are similar; thus influence of extraneous variables on dependent variable is eliminated by dispersing the variability of the subject characteristics equally in both the groups.

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– **Methods of randomization:** Random assignment of subjects may done with simple flip of a coin for each subject; if coin lands on its 'head', subjects are assigned to first group and with 'tail' subjects are assigned to second group.

Another possible method is to write the names of the subjects on slips of paper and put the slips into a bowl and then draw lots. The first designated numbers of subjects are placed in one group, and rest is assigned under another group.

Thirdly, a random table may be used to facilitate the randomization process. In this method, blind-folded subjects choose a number from a table of numbers horizontally (row) or vertically (columns), till a requisite number is reached for both experimental and control groups. Computer-assisted random sequences also may be used for the random assignment of the subjects.

6. What are the differences between quantitative and qualitative research?

"Qualitative research", also called "empirical research" refers to any research based on something that can be accurately and precisely measured. For example, it is possible to discover exactly how many times per second a hummingbird's wings beat and measure the corresponding effects on its physiology (heart rate, temperature, etc.).

"Qualitative research" refers to any research based on something that is impossible to accurately and precisely measure. For example, although you certainly can conduct a survey on job satisfaction and afterwards say that such-and-such percent of your respondents were very satisfied with their jobs, it is not possible to come up with an accurate, standard numerical scale to measure the level of job satisfaction precisely.

Differences between Qualitative and Quantitative Research Methods

Sl. No.	*Qualitative research*	*Quantitative research*
1.	Methods include focus groups, in-depth interviews, and reviews of documents for types of themes	Surveys, structured interviews and observations, and reviews of records or documents for numeric information
2.	Primarily inductive process used to formulate theory or hypotheses	Primarily deductive process used to test prespecified concepts, constructs, and hypotheses that make up a theory
3.	More subjective: Describes a problem or condition from the point of view of those experiencing it	More objective: Provides observed effects (interpreted by researchers) of a program on a problem or condition
4.	Text-based	Number-based
5.	More in-depth information on a few cases	Less in-depth but more breadth of information across a large number of cases
6.	Unstructured or semistructured response options	Fixed response options
7.	No statistical tests	Statistical tests are used for analysis
8.	Can be valid and reliable: largely depends on skill and rigor of the researcher	Can be valid and reliable: Largely depends on the measurement device or instrument used
9.	Time expenditure lighter on the planning end and heavier during the analysis phase	Time expenditure heavier on the planning phase and lighter on the analysis phase
10.	Less generalizable	More generalizable

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7. Sources of review of literature.

Review of literature is one of the most important steps in the research process. It is an account of what is already known about a particular phenomenon. The main purpose of literature review is to convey to the readers about the work already done and the knowledge and ideas that have been already established on a particular topic of research. A literature review is an account of the previous efforts and achievements of scholars and researchers on a phenomenon. Actually, it is a piece of discursive prose, and not a list describing or summarizing one piece of literature after another.

Literature review is a laborious task, but it is essential if the research process is to be successful. Research studies are usually undertaken within the context of an existing knowledge base, because research cannot be conducted in an intellectual vacuum. Before starting any research, a literature review of previous studies and experiences related to the proposed investigations has to be done. One of the most satisfying aspects of the literature review is the contribution it makes to the new knowledge, insight, and general scholarship of the researches.

Nursing research may be considered as a continuing process in which knowledge gained from earlier studies is an integral part of research in general.

Primary and secondary source: The types of information sources for a review of literature are conceptual and databased literature. The common sources of both these literatures are books, chapters of books, journal, articles, abstracts, critique reviews, abstracts published in conference proceedings, professional and governmental reports, and unpublished doctoral dissertations and thesis. The kinds of information available in written documents can be categorized into five broad classes:

1. Facts, findings or results.
2. Theory.
3. Research procedure or methods.
4. Opinions, points of view or personal commentaries.
5. Anecdotes or impression on a particular event or situation.

The references can be categorized as being either primary or secondary sources.

Primary source: A primary source from the point of view of the research literature is the description of an investigation written by the person who conducted it. A secondary source is a description of a study or studies prepared by someone other than the researcher. Review articles which summaries the literature on a topic and secondary sources. When we have completed and written up a review of literature on a topic, our presentation will be considered as secondary reference. If you go on to collect new data on the same topic your descriptions of the hypotheses, methods, and results of the study will be a primary reference.

Secondary sources: Secondary sources are useful in providing bibliographic information on relevant primary sources. Secondary sources typically fail to provide sufficient detail about research studies. An even more serious limitation of these secondary sources is the fact that it is rarely possible to achieve complete objectivity in summarizing and reviewing written materials. The literature review task should utilize primary sources wherever possible. A secondary source is written by persons other than the individual who developed the theory or conducted research. Otherwise, known as it is description of study or studies prepared by someone other than the original researcher. Often secondary source represents a response to, or a summary and critique of a theorist or researcher's work. The secondary sources may be used when unavailability of primary sources, and if we want to know different ways of looking at an issue or problem. The following recommendation to increase critical evaluation skills when reading above primary and secondary sources of literature:

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- Read the primary source of a study or theory not just secondary source
- Seek assistance about the critique from researchers
- Read secondary sources from referred/ prereviewed journals that provide a critiques/response by a recognized researchers.

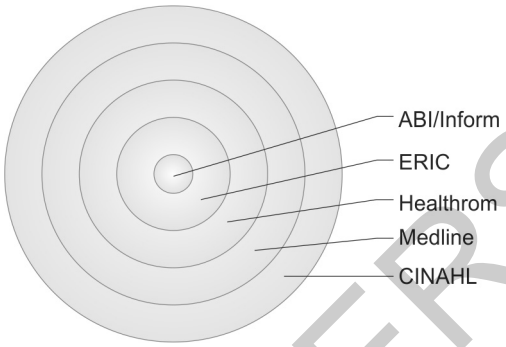

Fig. 1: Types of electronic source.

Electronic sources: Computer-assisted literature search has revolutionized the review of literature. These searches, however, for a variety of reasons may not provide the desired references. Electronic literature search through web may be very useful, but sometimes it can be time-consuming and unpredictable because there are many websites and web pages that can lead to information overload and confusion. However, currently it is one of the most important sources of literature searches. General literature search can be conducted through search engines, such as Yahoo (www.yahoosearch.com), Google (www.google.com), MSN search, Lycos, WebCrawler, Alta Vista, or Excite. Some commonly used electronic databases are **(Fig. 1)**:

1. **ABI/Inform:** Abstracted business information (ABI) contains references to business information worldwide. It covers subjects such as accounting, banking, data processing, economics, finance, health care, insurance, law, management, marketing, personnel, product development, public administration, real estate, taxation and telecommunications.
2. **Eric** is a database of educational material collected by the Education Resources Information Center (ERIC) of the US Department of Education. It covers subjects, such as adult career or vocational education, counseling and personnel services, educational management, primary and early childhood education, handicapped and gifted children, higher education, information resources, language and linguistics, reading and communication, rural education, science, mathematics and environment education, social science education, teacher education, secondary education, evaluation and urban education.
3. **Healthrom** provides references and some full-text publications on environment, health, HIV/AIDS and communicable diseases, aboriginal health, clinical medicine, nutrition, alcohol and drug addiction.
4. **Medline** contains references to material in the biomedical sciences including medicine, pharmacology, nursing, dentistry, allied health professions, public health, behavioral sciences, physiotherapy, occupational therapy, medical technology, hospital administration, and basic sciences, such as anatomy and physiology.
5. **Cumulative indices to nursing and allied health literature (CINAHL)** provides access to virtually all English language nursing journals and primary journals from 13 allied health disciplines including health education, medical records, occupational therapy, physical therapy, and radiological technology.

Books: Central part of any bibliography, they have their advantages as well as disadvantages. The main advantage is that the material published in books is usually important and of good quality, and the findings are 'integrated with other research to form a coherent body of knowledge'. The main disadvantage is that the material is not completely up-to-date, as it can take a few years between the completion of a work and its publication in the form of book.

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