

A Study to Assess the Effect of Structured Teaching Program on Knowledge Level Regarding Legal and Ethical Aspects among Staff Nurses Working at Selected Hospital, Lucknow

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ABSTRACT

Introduction: This study aims to evaluate the effectiveness of a structured teaching program in enhancing staff nurses' knowledge of legal and ethical issues in selected hospitals. With an increasing emphasis on legal and ethical responsibilities in healthcare, empowering nurses with adequate knowledge in these areas is essential for high-quality patient care and professional accountability.

Methods: A pre-experimental, one-group pre-test and post-test design was employed, involving 30 staff nurses from selected hospitals. Participants' knowledge levels were assessed before and after the structured teaching program. Data were collected through a knowledge assessment tool focusing on legal and ethical aspects relevant to nursing.

Results: The findings demonstrated a substantial improvement in participants' knowledge post-intervention. Initially, 86.7% of nurses had moderate knowledge, and 13.3% showed inadequate knowledge. After the program, 66.7% achieved adequate knowledge, and 33.3% retained moderate knowledge. This shift indicates that the structured teaching program significantly enhanced the nurses' understanding of legal and ethical aspects.

Conclusions: The structured teaching program proved effective in improving staff nurses' knowledge of legal and ethical responsibilities in healthcare settings. Such educational initiatives are crucial for reinforcing nurses' preparedness in handling legal

and ethical challenges, ultimately contributing to better patient outcomes and professional practice.

Keywords: *Structured Teaching Program, Legal and Ethical Aspects, Nursing, Knowledge Level, Staff Nurses*

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INTRODUCTION

Nurses are one of the largest groups of professionals working in the health care system (Habermann & Stagge, 2010). Their presence in the health care system plays a very important role and helps in the speedy recovery from the illness. A nurse plays a major role from the time of admission to discharge in which orientation, meeting all types of needs, especially biological and emotional needs, explaining rights to patients and families, maintaining confidentiality and taking informed consent (Kumar et al., 2011). Each patient has different values and beliefs and nurses have to consider their values and beliefs while providing nursing care to them. Failure of this can lead to ethical dilemmas that may occur when different values conflict. Nurses can make better moral decisions by thinking in advance about their beliefs and moral values and about the kinds of problems they may encounter while caring for the patient (Shahriari et al., 2013). Healthcare practitioners are guided by universally accepted ethical principles, including autonomy, beneficence, non-maleficence, justice, and fidelity, which define professional expectations and standards of behavior (Hamid, 2016). There has been an increase in the difficulty of ethical issues faced in the health care service delivery (Bankauskaite & Jakusovaite, 2006). Ethical issues in the nursing practice attract little attention, resulting in the creation of moral distress, poor professional care, unproductivity and conflict (Erdil

& Korkmaz, 2009). An ethical attitude reflects motivation and commitment in practice, transforming values into action and directly influencing ethical behavior and patient care outcomes (Epstein & Turner, 2015). Nurses address complex ethical and human rights issues on a regular basis. The American Nurses Association Board of Directors and the Congress on Nursing Practice first initiated the code of ethics for nurses in 1985 to delineate the code of responsibilities and conduct expected of nurses in their practice (Anderson & Rorty, 2001). The American Nurses Association (ANA) established a code of ethics in 1985, revised in 2001, outlining nurses' responsibilities, including compassion, patient advocacy, accountability, and professional advancement, with nurses being held accountable for adhering to these standards and ensuring their peers do as well (Knutson, 2012). A qualitative study of 10 registered nurses in two acute-care hospitals revealed ethical concerns related to physicians, patients' families, and coworkers, with nurses considering risks, benefits, mutual respect, and collaboration to resolve these issues for the best patient outcomes (Shrestha & Jose, 2014). Legal responsibilities for nurses involve adhering to laws governing patient care, requiring them to understand legal and ethical principles, as these standards may vary by country and hold nurses accountable for their actions (Yadav, 2022). Knowledge of legal aspects in nursing is absolutely essential for each nurse to safeguard self and clients from legal complications. Patients are becoming increasingly aware of their legal rights in healthcare. It is essential, therefore, that a nurse should know her legal rights and professional boundaries, and their consequences of nonconformity. Members of the public may become victim of violence unintentionally even by gentle hands of nurse or by tender touch of surgeon or a physician (Basavanthappa, 2011).

A descriptive study was conducted to determine the knowledge regarding legal aspects in Psychiatric nursing among nurses in a selected tertiary care centre. The sample was selected by a simple random sampling method. The study revealed that the maximum (53.33%) subjects had average knowledge on legal aspects of psychiatric nursing with a

mean knowledge score of 17.93 ± 4.52 . This study revealed that none of the nurses had undergone any In-service education regarding legal aspects of psychiatric nursing, which highlights the lack of regular continuing nurses' education regarding legal aspects of psychiatric nursing, an essential aspect in today's world (Sharma, 2022).

Based on the statistical data and the personal experience of the investigator found that nurses should be aware of the legal and ethical aspects in nursing to maintain the standard practice while delivering care, protect the patients and their own selves and differentiate right and wrong behavior. The above-mentioned study shows that nurses had a lack of knowledge during the time of clinical practice on legal and ethical aspects, so that, training programs or in-service programs should be included in hospitals to improve knowledge regarding legal and ethical aspects in nursing.

Given the high-stakes nature of healthcare, enhancing nurses' understanding of both legal and ethical standards is essential to meet the demands of complex patient care and ensure legal compliance. Research shows that integrating structured legal and ethical training into nursing education results in improved decision-making and reduces incidences of ethical conflict (Chitty & Black, 2011). Studies on continuing professional education emphasize that ongoing legal and ethical training reduces moral distress, enhances patient outcomes, and strengthens professional relationships (Blais, 2011). Implementing regular workshops focused on legal and ethical aspects can reinforce nursing competencies and ensure that nurses remain updated with evolving legal and ethical standards (Fowler, 2008). The evidence supports the need for healthcare institutions to prioritize structured programs on legal and ethical issues to uphold the standards of care, protect patient rights, and foster a supportive work environment for nurses.

METHODS

Quantitative approach was used as an appropriate research approach for the present study to evaluate the effect of Structured Teaching Program on Legal and Ethical Aspects in Nursing among Staff Nurses at selected hospital, Lucknow.

The King's Goal Attainment Model is crucial for assessing and improving staff nurses' knowledge, particularly in legal and ethical areas. It facilitates a structured, interactive process between the investigator and nurses, identifying learning needs, implementing interventions, and measuring outcomes through pre- and post-tests. By considering socio-demographic factors, the model ensures personalized education and effectively tracks knowledge improvement, making it valuable for nursing professional development (King, 1981).

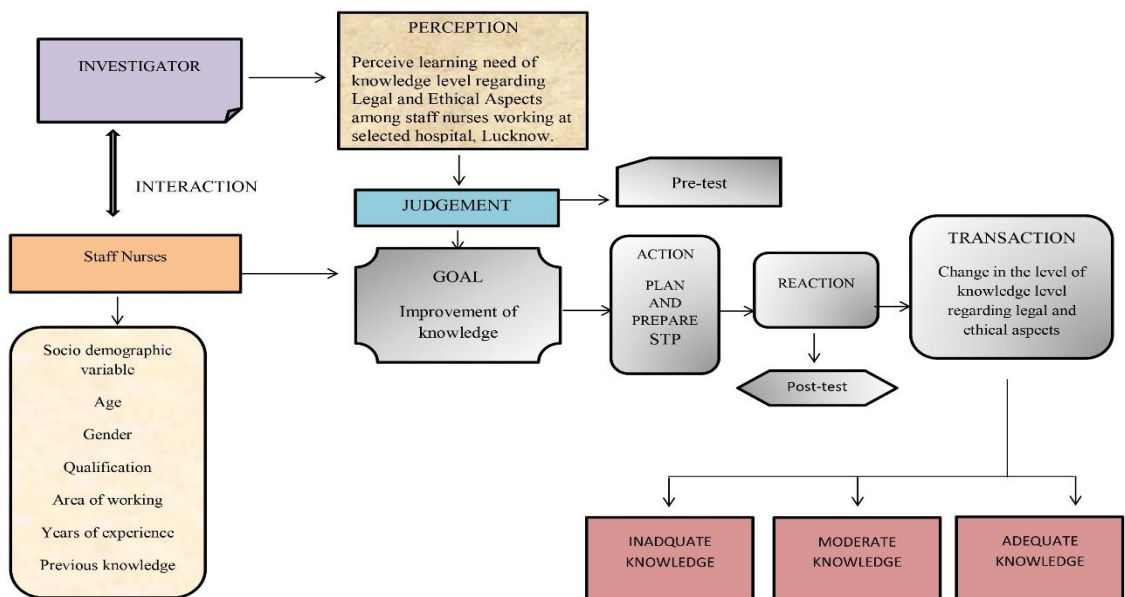


Figure: Schemantic representation of King's Goal Attainment Model

A pre-experimental research design with one group pretest-posttest design was adopted for this study. There is no control group in this study so it is pre experimental design.

Table.1 Schematic representation of research design

Group	Pre-Test	Intervention	Post-test
Experimental Group	O1	X	O2

Where, O1- Pre-test for assessing the knowledge level, Structured Knowledge Questionnaire was used. X- Structured Teaching Program on Legal and Ethical Aspects in Nursing. O2- Post-test for assessing knowledge level, Structured Knowledge Questionnaire was used.

In this study, the independent variable was Structured Teaching Program regarding Legal and Ethical Aspects in nursing and the dependent variable was knowledge regarding legal and ethical aspects among staff nurses. The study was conducted in a tertiary care hospital in Lucknow, India. In this study target population was the staff nurses who are working at that tertiary care hospital, Lucknow. In this study, samples were Staff nurses who were present at Integral hospital, Lucknow at the time of data collection and fulfill the inclusion criteria and samples were selected by non-probability convenience sampling techniques.

Development/ Selection of Tool:

In this study, structured knowledge questionnaire regarding Legal and Ethical Aspects in nursing was used. The tool was prepared by a thorough review of related literature from advanced nursing books, journals, reports and articles. The guidance of various experts from the nursing and medical fields were also taken into consideration for preparing the tool.

Description of the Tool:

The data collection instrument consists of the following sections:

PART I: Demographic profile:

It consists of demographic variables like Age, Gender, Qualification, Area of work, Years of experience and previous knowledge.

PART II: Structured Knowledge Questionnaire regarding Legal and Ethical Aspects in Nursing.

Section A: It was a Structured Knowledge Questionnaire regarding Legal Aspects. This tool consists of 10 items. It covered the following aspects such as

- The need of law in nursing
- Types of torts
- DO'S and DON'T for safe practice
- Importance of law to the nurses
- Function of the nurse manager in legal issues.

Section B: It was a Structured Knowledge Questionnaire regarding Ethical Aspects. This tool consists of 10 items. It covered the following aspects such as:

- Needs of nursing ethics
- Ethical principle
- ICN code of nursing ethics
- Purpose of code of ethics in nursing
- Rights of patient and nurses
- Code of ethics for nurses in India
- Functions of administrators in ethical issues

Scoring Techniques:

Part I: The scoring key was prepared by coding the demographic variables to assess the background of the samples and find out the association with knowledge level regarding Legal and Ethical Aspects by statistical analysis.

Part II: Section A and B, for each question, four options were given and among these only one was the correct answer. There were 20 numbers of questions. Every correct answer was accorded a score of 1 point and every incorrect answer/ unanswred one was accorded 0. The maximum score of knowledge questionnaire was 20. The obtained knowledge score was graded as follows:

Table 2.0 Grading criteria for obtained knowledge score.

S.No.	Score	Percentage	Level of Knowledge
1	0 - 7	0 – 32 %	Inadequate
2	8 - 14	33 – 63 %	Moderate
3	15 - 20	64 – 100 %	Adequate

Preparation of Structured Teaching Program:

The structured teaching program was developed based on the topic of the study, review of literature and non-research literature. A blueprint of the content about the information regarding legal and ethical aspects was prepared for the construction of a lesson plan.

Reliability of the Tool:

It is the extent to which the instrument yields the same results. It is then concerned with consistency, accuracy, precision, stability, equivalence and homogeneity. Reliability of the structured knowledge questionnaire was established by Cronbach's alpha. It is a measure of internal consistency, that is, how closely related a set of items is as a group. Cronbach's alpha can be written as a function of the number of test items and the average intercorrelation among the items. The reliability score obtained for the structured knowledge questionnaire was $r = 0.747$. Hence, the tools were considered reliable for the study.

Ethical Consideration:

The study objectives, structured teaching program and data collection procedure were approved by the ethical committee of the institution.

Pilot Study:

Ethical clearance was obtained from the institutional ethical committee before proceeding with the study. A pilot study was conducted to assess the feasibility of the study and to decide the statistical analysis.

The pilot study was conducted with a sample size of 05 for one week from the 05.06.2020 to 12.06.2020 to find out the feasibility of the study. The structured knowledge questionnaire regarding Legal and Ethical Aspects in Nursing was given to the 05 sample with instructions to complete it. The completed questionnaire was collected by the investigator after an average time of 40 minutes. After obtaining the data from samples about Legal and Ethical Aspects, the Structured Teaching Program was given to the staff nurses in the lecture hall. A projector was used to facilitate understanding of staff nurses. On the seventh day post-test was given by administering the same pre-test questionnaire. The completed questionnaire was again collected after an average time of 40 minutes. Data collected were analyzed and the result indicated that, there was a significant increase in the knowledge level of staff nurses after the intervention. The difference between the Pre-test and Post-test was 4.8 and the calculated t-value was -5.580 which was found significant with the degree of freedom of 04 at $p < 0.05$. The findings of the pilot study revealed that the study is feasible.

Data Collection:

The data collection period was from 02.07.2020 to 09.07.2020. The investigator visited the hospital and selected the sample by non-probability sampling technique and the purpose and nature of the study were explained to each subject and they obtained their

consent. The data was collected with the help of a structured knowledge questionnaire. During data collection adequate privacy was provided and everyone was assured of confidentiality. The subjects were comfortable and cooperated well during the study.

Pre-test was conducted for nurses working at Integral hospital by structured knowledge questionnaire to assess the knowledge regarding Legal and Ethical Aspects among staff nurses.

Implementation of Structured Teaching Program

The Structured Teaching Program regarding Legal and Ethical Aspects was conducted for 30min on the same day.

Post-test

Post-test was conducted 1 week after the Structured Teaching Program with the same structured knowledge questionnaire for assessing the knowledge regarding Legal and Ethical Aspects.

Data Analysis:

The obtained data were analyzed in terms of achieving the objective of the study using suitable statistical methods: descriptive and inferential statistics and the level of significance was set at 0.05.

- The sample characteristics were analyzed by using Frequency and Percentage.
- The knowledge level of staff nurses regarding Legal and Ethical Aspects was analyzed by using Descriptive Statistics (Frequency, Percentage, Diagram)
- The effectiveness Structured Teaching Program on the knowledge level regarding Legal and Ethical Aspects among staff nurses was measured by a paired t-test.
- The association between Pre-test and Post-test knowledge level with selected demographic variables among staff nurses was analyzed by the Chi-square test.
- The data would be represented in the form of Tables, Bar diagrams and Pie diagrams.

RESULTS

The collected information was organized and the results are presented in 5 sections:

- PART I: Distribution of demographic characteristics of Staff nurses.

Table 3 reveals the percentage distribution of Staff Nurses according to the demographic variables, such as Age, Gender, Qualification, Area of work, Years of experience and previous knowledge.

Among 30 samples 10 (33.3%) belonged to age group of 20- 29years, 11 (36.7%) belonged to age group of 30 - 39years, 7 (23.3%) belonged to 40 - 49years and 2 (6.7%) belonged to age group of 50years and above. With respect to the Gender 26 (86.7%) were female and 4 (13.3%) were male nurses. With regards to the Qualification 15 (50%) had undergone GNM course, 7 (23.3%) had undergone the P.B.B.Sc. nursing course and 8 (26.7%) had undergone B.Sc. nursing course. In relation to area of working majority of nurses 18, (60%) were working in other ward and 6 (20%) were in general ward, 3(10%) were working in Emergency ward and 3 (10%) were working in OPD ward. With respect to the Years of experience, 4 (13.3%) had less than 1 year of experience, 6 (20%) were having more than 1- < 5years of experience, 11 (36.7%) had more than 5-10years of experience, and 9 (30%) had more than 10years of experience. With respect to the Previous knowledge 24 (80%) don't have any previous knowledge regarding Legal and Ethical Aspects and 6 (20%) were having some knowledge regarding Legal and Ethical Aspects.

Table 3: Frequency and Percentage Distribution according to Demographic Characteristics of the Staff Nurses. **n=30**

S. No.	Demographic Data	Category	Frequency (f)	Percentage (%)
		20 – 29 years	10	33.3

S. No.	Demographic Data	Category	Frequency (f)	Percentage (%)
1	Age	30 – 39 years	11	36.7
		40 – 49 years	7	23.3
		≥ 50 years	2	6.7
2	Gender	Male	4	13.3
		Female	26	86.7
3	Qualification	G.N.M	15	50
		P.B.Bsc.Nursing	7	23.3
		B.Sc. Nursing	8	26.7
4	Area of Working	OPD	3	10
		Emergency Ward	3	10
		General Ward	6	20
		Other	18	60
5	Years of Experience	Less than 1 year	4	13.3
		1 – 5 years	6	20
		More than 5 – 10 years	11	36.7
		More than 10 years	9	30
6	Previous Knowledge	No	24	80
		Yes	6	20

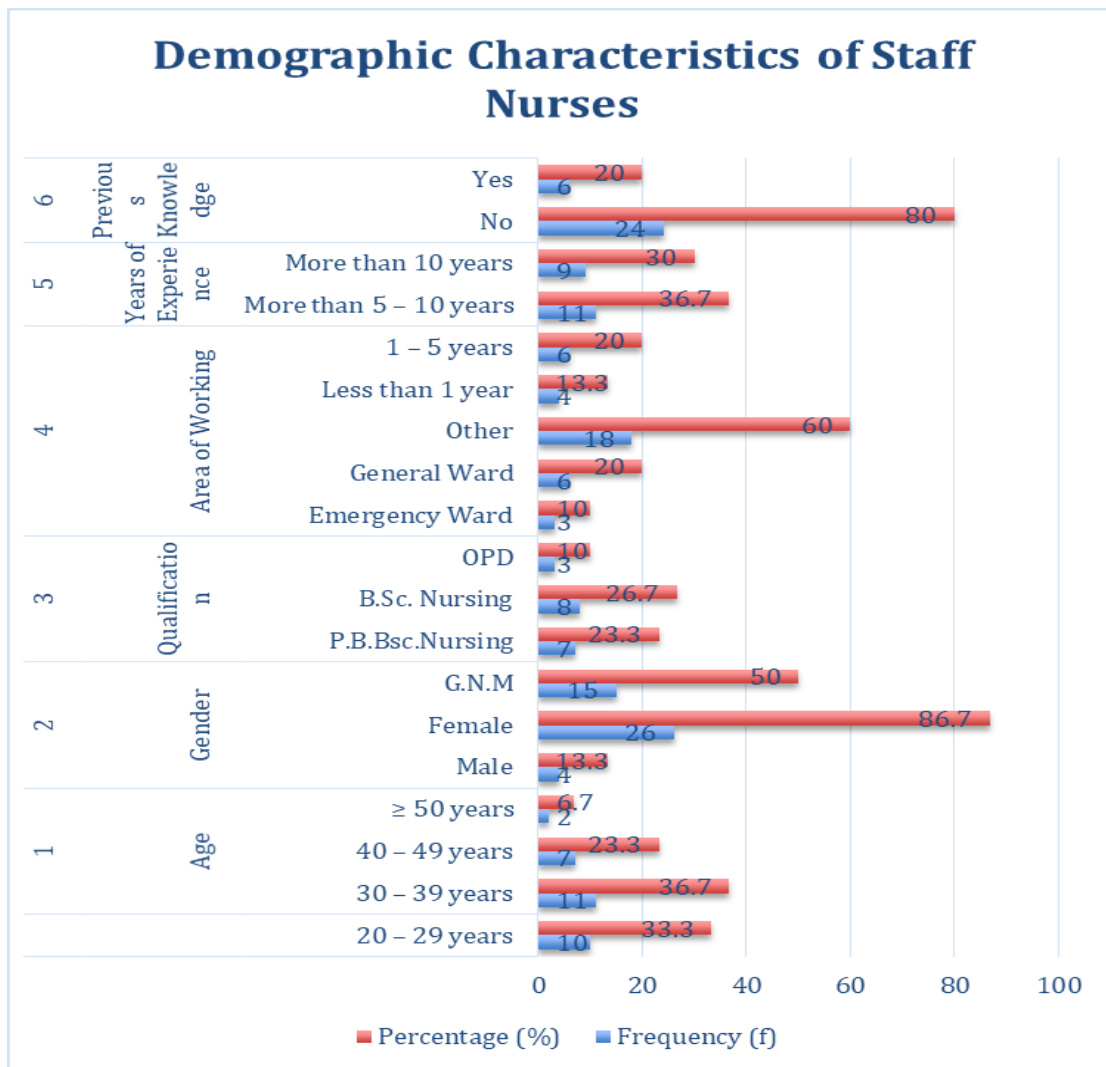


Figure 2. Bar chart representing the demographic data distribution

PART II:

Section A: Assessment of Pre-test knowledge level regarding Legal and Ethical Aspects among Staff Nurses.

Table 4: Assessment of Pre-test level of Knowledge regarding Legal and Ethical Aspects among Staff Nurses. **n=30**

S. No.	Level of Knowledge	Score	Frequency	Percentage
1	Inadequate	0 – 7	4	13.3 %
2	Moderate	8 - 14	26	86.7 %
3	Adequate	15 - 20	0	0

Table 4 above shows the Pre-test knowledge score of 30 subjects, 4 (13.3%) had inadequate knowledge, 26 (86.7%) had moderate knowledge.

Section B: Assessment of Post-test knowledge level regarding Legal and Ethical Aspects among Staff Nurses.

Table 5: Assessment of Post-test level of Knowledge regarding Legal and Ethical Aspects among Staff Nurses. **n = 30**

S.No.	Level of Knowledge	Score	Frequency	Percentage
1	Inadequate	0 – 7	0	0
2	Moderate	8 - 14	10	33.3 %
3	Adequate	15 - 20	20	66.7 %

The table 5 shows the Post-test knowledge score of 30 subjects, 10 (33.3%) had moderate knowledge and 20 (66.7%) had adequate knowledge.

Section C: Area-Wise Mean, SD and Percentage Score of Pre-Test and Post-Test Knowledge Scores.

Table 6: Area-wise mean, SD and mean percentage of Pretest and Posttest knowledge score **n = 30**

S. No.	Sections	Min-Max Score	Pre-test Knowledge			Post-test Knowledge		
			Mean Score	S.D.	Percent age	Mean	S.D.	Percentage
1	Legal Aspects	0 - 10	4.93	1.14	49 %	7.5	1.25	75 %
2	Ethical Aspects	0 - 10	5.36	1.44	54 %	7.56	1.38	76 %

Table 6 displays the area-wise mean, SD and percentage of the Pre-test and Post-test knowledge scores regarding Legal and Ethical Aspects. In the Legal Aspects, it reveals that mean percentage Pre-test score was 49.3% with Mean and SD 4.93 ± 1.14 which was increased in Post-test to 75% with Mean and SD 7.50 ± 1.25 . In the Ethical Aspects, it reveals that mean percentage Pre-test score was 53.6% with Mean and SD 5.36 ± 1.44 which was increased in Post-test to 75% with Mean and SD 7.56 ± 1.38 .

PART III: Analysis of Effect of Structured Teaching Program Regarding Legal and Ethical Aspects among Staff Nurses

Section C: Analyzing the effect of Structured Teaching Program regarding Legal and Ethical Aspects.

Table 7: Comparison of Pretest and Posttest knowledge scores among Staff Nurses regarding Legal and Ethical Aspects using Paired t-test.

Category	Mean	Mean Percentage	S.D.	Mean Difference	Df	Paired t value	P value	Table value at 0.05
Pre-test	10.30	34.3 %	1.70	4.76	29	23.35	0.00	2.05
Post-test	15.06	50.2 %	1.41					

The above table shows the comparison of knowledge regarding Legal and Ethical Aspects among Staff Nurses before and after Structured Teaching Program. It reveals that the mean percentage of Pre-test score was 34.3% with total mean and SD 10.30 ± 1.70 . After giving STP the mean score was increased in post-test as mean percentage score of 50.02% with a total mean and SD 15.06 ± 1.41 . An increase in knowledge score was statistically tested by a paired t-test. The calculated t value 23.35 is significant with the degree of freedom of 29 at $p < 0.05$, which shows that STP was effective for improving the knowledge among Staff Nurses.

PART IV: Association of Pre-test Knowledge among Staff Nurses with Selected Demographic Variables.

Table 8: Association of Pre-test knowledge score of Staff Nurses with selected Demographic Variables

S. No .	Demo graphic Date	Category	Frequency	Inadequate	Moderate	Adequate	Df	Chi Square	Table Value
1	Age	20-29 years	10	1	9	0	6	7.31	12.59
		30 – 39 years	11	0	11	0			
		40 – 49 years	7	3	4	0			
		> 50 years	2	0	2	0			
		G.N.M.	15	4	11	0			

S. No.	Demo graphic Date	Category	Frequency	Inadequate	Moderate	Adequate	Df	Chi Square	Table Value
2	Qualification	P.B.BSc. Nursing	7	0	7	0	4	4.57	9.49
		B.Sc. Nursing	8	0	8	0			
3	Area of Working	OPD	3	0	3	0	6	2.58	12.59
		Emergency Ward	3	1	2	0			
		General Ward	6	0	6	0			
		Other	18	3	15	0			
4	Years of experience in clinical area	< 1 years	4	0	4	0	6	5.43	12.59
		1 – 5 years	6	1	5	0			
		5 – 10 years	11	0	11	0			
		> 10 years	9	3	6	0			

Table 8 shows the association of the Pre-test knowledge score of Staff nurses with selected demographic variables like Age, Qualification, Area of working, and Years of experience in the clinical area. The association was statistically tested by chi-square. It indicated that the chi-square values computed between the knowledge score and age (χ^2

=7.31), qualification ($\chi^2 = 4.57$), area of working ($\chi^2 = 2.58$), and years of experience ($\chi^2 = 5.43$) were found to be statistically non-significant at the 0.05 level of significance.

PART V: Association between Post-test knowledge among Staff Nurses with selected Demographic variables.

Table 9: Association of Post-test knowledge score of Staff Nurses with selected demographic variables

S. No.	Demo graphic Date	Category	Frequency	Inadequate	Moderate	Adequate	Df	Chi Square	Table Value
1	Age	20-29 years	10	0	2	8	4	1.79	9.49
		30 – 39 years	11	0	5	6			
		40 – 49 years	7	0	2	5			
		> 50 years	2	0	1	1			
2	Qualification	G.N.M.	15	0	6	9	4	6.06	9.49
		P.B.BSc. Nursing	7	0	4	3			
		B.Sc. Nursing	8	0	0	8			
		OPD	3	0	1	2	6	0	

S. No.	Demo graphic Date	Category	Frequency	Inadequate	Moderate	Adequate	Df	Chi Square	Table Value
3	Area of Working	Emergency Ward	3	0	1	2			12.59
		General Ward	6	0	2	4			
		Other	18	0	6	12			
4	Years of experience in clinical area	< 1 years	4	0	1	3	6	1.58	12.59
		1 – 5 years	6	0	1	5			
		5 – 10 years	11	0	5	6			
		> 10 years	9	0	3	6			

Table shows the association of post-test knowledge score of Staff Nurses with selected demographic variables like Age, Qualification, Area of working, years of experience in clinical area. The association was statistically tested by chi-square. It indicated that the chi-square values computed between the knowledge score and age ($\chi^2 = 1.79$), qualification ($\chi^2 = 6.06$), area of working ($\chi^2 = 0$), and years of experience ($\chi^2 = 1.58$) were found to be statistically non-significant at the 0.05 level of significance.

The study result shows that there is a significant difference in the mean Pre-test knowledge score of 10.30 to a mean post-test knowledge score of 15.06 with a p-value of 0.000. It is also found that no significant association exists between the Pre-test and post-test knowledge of the staff nurses regarding Legal and Ethical Aspects with selected

demographic variables like Age, qualification, Area of working and Years of experience at 0.05 level of significance. Therefore, the null hypothesis is accepted. So, the research hypothesis is rejected.

DISCUSSION

The purpose of the study was to assess the effect of the Structured Teaching Program on knowledge regarding Legal and Ethical Aspects among Staff Nurses working at selected hospital of Lucknow. In the present study, on assessing the pre-test knowledge level of staff nurses regarding Legal and Ethical Aspects, 4 (13.3%) were having inadequate knowledge, 26 (86.7%) were having moderate knowledge. The mean pretest score was 10.30. After giving the Structured Teaching Program, the post-test knowledge score increased to, 10 (33.3%) were having moderate knowledge, were having adequate knowledge score 20 (66.7%). The mean post test score was 15.06. This study was supported by a descriptive study conducted to assess the knowledge and practice regarding Legal and Ethical Aspects among Staff Nurses. The study was done among 50 staff nurses of Civil Hospital, Phase-6, Mohali. The majority of subjects 41 (82.00%) had an average level of knowledge regarding legal and ethical aspects and 48 (96.00%) had a good level of practice (Swansburg, 1996).

The Mean Pre-test score regarding Legal and Ethical Aspects was 10.30 and Standard deviation is 1.70. After giving Structured Teaching Program regarding Legal and Ethical Aspects, the Mean score increased to 15.06 with Standard deviation was 1.41. The significance of Structured Teaching Program regarding Legal and Ethical Aspects was assessed using the Paired t-test. The calculated t value for knowledge regarding Legal and Ethical Aspects was 23.35 and P value was 0.000 which is significant at level 0.05. As the calculated value of “t” at 29 degree of freedom was greater than the table value at the 0.05 level of significance.

The finding of the study was supported by the effectiveness of structured teaching program regarding knowledge on ethical and legal issues in Nursing among staff nurses working at selected hospitals at Bangalore. Fifty staff nurses were selected using convenience sampling, and their knowledge of ethical and legal issues in nursing was assessed through a structured questionnaire. After implementing the Structured Teaching Program (STP), a post-test was conducted after seven days. The study showed that knowledge scores increased from 43.05% to 77.45% (a 34.4% improvement), with a t-test value of 25.96 and a chi-square value of 80.18, both significant at the 5% level, confirming the effectiveness of STP in improving nurses' knowledge (Np, n.d.).

The third objective of the study is to associate the level of knowledge among staff nurses with selected demographic variables. In this study effect of Structured Teaching Program regarding Legal and Ethical Aspects among staff nurses with selected demographic variables was investigated. It is found that there was a significant improvement in knowledge of the staff nurses after the Structured Teaching Program and there was no significant association between knowledge with selected demographic variables.

Conclusion

In the present study, there is a study of the effect of the Structured Teaching Program regarding Legal and Ethical Aspects among Staff nurses and its relation to the demographic variables. It is found that there was a significant improvement in knowledge of the staff nurses after Structured Teaching Program and there was no significant association between pre-test and post-test knowledge with selected demographic variables.

Limitations:

1. The study was limited to staff nurses who are working at the selected hospital of Lucknow.

2. 2. A structured questionnaire was used for data collection which restricted the amount of information from respondents.

Recommendation:

The following recommendations were made for future research based on the study findings.

1. A video-assisted teaching can be done regarding Legal and Ethical Issues experienced by Staff nurses.
2. The mock-drill study can be done on the knowledge of staff nurses regarding Legal and Ethical responsibilities in the field of Nursing.
3. A comparative study can be taken up between knowledge and practice of Legal and Ethical Aspects in Nursing.

Author's Contributions:

Pratiksha Khanal: Conceptualization, methodology, analysis, investigations, original draft, review and editing.

Conflict of Interest: The authors declare no competing interests.

Data Availability Statement: The data are available from the corresponding author upon reasonable request.

Ethical Considerations: Ethical issues have been completely observed by the authors.

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