

Thesis Title        Effects of Using Group Process in Teaching  
                     Patients on Preoperative Anxiety Level of  
                     Cataract Patients  
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Academic Year     1985

#### ABSTRACT

The purposes of this experimental research, Pre-test Post-test Control Group Design, were to study and compare the effects of using group process in teaching cataract patients between the groups taught by using group process technique and conventional method. The research samples comprised of 60 male and female cataract patients admitted in ophthalmologic unit, Siriraj Hospital. The subjects were randomly assigned to an experimental and a control group by matching sex, age, education and the level of anxiety before teaching. The first group was taught by using group process technique and the latter group taught by conventional method.

Two kinds of instruments were utilized in this study. First, the instruments used in the experimental program which were the plan for establishing the nurse-patient relationship and the lesson plan utilized group process technique. These plans were developed by the researcher and reviewed by experts

for their content validity. Secondly the instruments used in data collection which were the anxiety interviewing questionnaire and the anxiety observation scale. Both instruments were developed by the researcher. Their content validity were accepted by experts. The reliability of the first instrument, tested by Cronbach's coefficient, was 0.93, whereas that of the second one, tested by William A Scott's Interobserver reliability technique, was 0.96. The pre-test was done on the first day of admission, and the post-test was done in the morning of the operation day.

The data were analysed by using arithmetic mean, standard deviation and t-test. The findings were as following:

1. There was a significant difference at the .05 level between the means of the preoperative anxiety level of patients before and after teaching. Therefore, the first hypothesis was supported. The preoperative anxiety level significantly decreased after the patients participated in a teaching class using group process technique.

2. There was a significant difference at the .05 level between the means of the preoperative anxiety level after the experiment of patients in the experimental group and the control group. Therefore, the second hypothesis was supported. The preoperative anxiety level of the patients who participated in a teaching class using group process technique was significantly lower than that of patients who participated in a class using conventional method.