

## REVIEWER'S REPORT

Manuscript No.: IJAR-56681

**Title:** A Study to Assess The Effectiveness of Structured Teaching Program on Knowledge Regarding Essential Newborn Care Practice Among Primi Mothers at Selected Hospital, Salem.

### Recommendation:

Accept after major revision .....

| Rating         | Excel. | Good | Fair | Poor |
|----------------|--------|------|------|------|
| Originality    |        |      | ✓    |      |
| Techn. Quality |        |      |      | ✓    |
| Clarity        |        |      |      | ✓    |
| Significance   |        |      | ✓    |      |

Reviewer's ID: JPR-198

### Detailed Reviewer's Report

This manuscript presents a single-group pre-test/post-test study assessing knowledge of essential newborn care among 30 primi mothers following a structured teaching program. The topic is relevant; however, the manuscript has serious methodological flaws, major statistical errors, and poor reporting, making it unsuitable for publication in its current form.

### Major Comments

#### 1. Study Design

- The study is incorrectly described as descriptive, while it is actually a single-group pre-post interventional study.
- No control group → cannot claim “effectiveness”.
- Improvement may be due to confounding factors (time, exposure, discussion, etc.).

The term “effectiveness” is not justified and must be removed or reframed.

#### 2. Severe Statistical Errors

- Mean inconsistency:
  - Abstract: **Post-test = 28.77**
  - Table: **Post-test = 26.4**
  - **p = 5.400** □ (invalid)
  - **t = 73.040 and 46.010** → highly unrealistic
  - Same dataset reported with different values in multiple sections

Statistical analysis is unreliable and possibly incorrect → must be completely redone.

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### 3. Internal Inconsistency

- Conclusion states:

“adequate knowledge 77%, inadequate knowledge 87%”

- This contradicts:
  - Pre-test: 77% inadequate
  - Post-test: 87% adequate

Manuscript lacks basic internal consistency.

### 4. Missing Intervention Details

- “Structured teaching program” is **not described at all**:
  - No content
  - No duration
  - No delivery method
  - No educator details

Study is **not reproducible** → major scientific limitation.

### 5. Measurement Tool Issues

- Questionnaire details missing:
  - Number of items
  - Scoring system
  - Validity/reliability
- No pilot testing results reported

### 6. Results Reporting Problems

- Data repeated with different values across sections
- Percentages and frequencies not aligned
- Tables poorly structured and labeled

Results section is confusing and unreliable.

### 7. Language and Writing Quality

- Extensive grammatical errors:
  - “foung”, “curriculum”, “primi mother”
- Poor sentence structure and repetition
- Weak academic tone

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### 8. Conceptual Issue

- Title includes “practice”, but only knowledge is assessed

### 9. Ethical Issues

- No mention of:
  - Ethical approval
  - Informed consent

### 10. References

- Poor formatting
- Non-academic sources (e.g., Google links)
- Incomplete citations

### Minor Issues

- Redundant introduction
- Generic “need for study”
- Inconsistent terminology (“primi mothers”)
- Poor conclusion (focuses on demographics instead of findings)