



A STUDY TO COMPARE LECTURE CUM DEMONSTRATION AND VIDEO ASSISTED TEACHING ON KNOWLEDGE AND SKILLS REGARDING "GLASGOW COMA SCALE ASSESSMENT" AMONG UNDERGRADUATE NURSING STUDENTS OF SELECTED NURSING COLLEGE IN AHMEDABAD.

Nursing

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ABSTRACT

A study to compare lecture cum demonstration and video assisted teaching on knowledge and skills regarding "Glasgow Coma Scale Assessment" among undergraduate nursing students of selected nursing college in Ahmedabad. The objectives of the study were to assess and compare lecture cum demonstration and video assisted teaching method on "Glasgow Coma Scale assessment" in terms of knowledge. To assess and compare lecture cum demonstration and video assisted teaching method on "Glasgow Coma Scale assessment" in terms of skills. To correlate knowledge and skills scores. To find out the association of post-test knowledge and skills with lecture cum demonstration and video assisted teaching method for "Glasgow Coma Scale assessment" among undergraduate nursing students with selected demographic variables. A pre-experimental one-shot case design was used. Sample size was 20 in each group. Data was collected by using self-structured questionnaire for assessing the knowledge scores and observational checklist for assessing the skills scores regarding "Glasgow Coma Scale Assessment" among undergraduate nursing students. Study results revealed that Group- A (who were taught by Lecture cum demonstration method) have mean percentage knowledge score and skills score that is 90.75 ± 89.58 which is higher than Group- B (who were taught by Video assisted teaching method) that is 82.75 ± 26.66 . Group- A having moderately positive correlation that is $r = 0.417$ than Group- B, who's having very weak positive correlation that is $r = 0.195$ between knowledge and skills. This also shows that Group- A and Group- B knowledge having no significant association that is 0.2029 ± 0.89 with medium of instruction and 0.9935 ± 0.0726 with 2nd year B.Sc Nursing percentage score. Same as no any significant association found between skills that is 0.0726 ± 0.9328 with medium of instruction and 0.5888 ± 0.9896 with 2nd year B.Sc. Nursing percentage score.

KEYWORDS

lecture cum demonstration, video assisted teaching, knowledge, skills, Glasgow Coma Scale Assessment, undergraduate nursing students

BACKGROUND OF STUDY

Teaching is an important part of the process of education. Its special function is to impart knowledge, develop understanding and skills. Teaching is usually associated with reading, writing and arithmetic. Teaching is a relationship which is established among three focal points in education, teacher, student and subject matter. Teaching is a process by which the teacher brings the student and the subject matter together.[1]

Teaching and learning is the heart of education which depends on the fulfillment of the aims and objectives of education. It is the most powerful instrument of education to bring about desired changes in the student. Teaching and learning are related terms, In teaching and learning process, the teacher, the curriculum and other variables are organized in a systematic way to attain some pre-determined goal.[1]

Teaching and learning are important processes that are linked to the acquisition of knowledge values, traditions, skills, behaviors etc. Teaching involves knowledge and skills whereas learning involves acquiring knowledge and skills. This is the main difference between teaching and learning.[2]

Need Of The Study

Teaching in the absence of learning is just talking. Teachers can present content and skills that will enhance the opportunities for students to learn. It is equally filled with suggestion of what not to do in the classroom, however, there is no rule book on which teaching method match up best to which skill and or content that is being taught.[3]

The major role of nursing teachers is to develop analytical and critical thinking skills that enhance their intellectual ability and thus promote ethical and evidenced based decision making ability in rendering Nursing care. A dynamic learning environment is only possible through incorporating critical thinking skills and mechanical skills. [4]

Teaching is an art and science. The teaching is considered to an art because it involves skill to dissimilate language, to maintain the interest and attain of the learner and decide handling of the problems of the learners to modify his behavior. The teaching is an applied science because it incorporates systematic and methodological approach. The system and method, the experimentation and trial, the probing and ensuring are the basic of teaching learning process hence we can say that teaching is definitely a science. [4]

Objectives:

- (1) To assess and compare lecture cum demonstration and video assisted teaching method on "Glasgow Coma Scale Assessment"

in terms of knowledge among undergraduate Nursing students of selected Nursing College in Ahmedabad.

- (2) To assess and compare lecture cum demonstration and video assisted teaching method on "Glasgow Coma Scale Assessment" in terms of skills among undergraduate Nursing students of selected Nursing College in Ahmedabad.
- (3) To correlate knowledge and skills on "Glasgow Coma Scale Assessment" among undergraduate Nursing students with lecture cum demonstration and video assisted teaching.
- (4) To find out the association of post-test knowledge with lecture cum demonstration and video assisted teaching method for "Glasgow Coma Scale Assessment" among undergraduate Nursing student with selected demographic variables.
- (5) To find out the association of post-test skills with lecture cum demonstration and video assisted teaching method for "Glasgow Coma Scale Assessment" among undergraduate Nursing student with selected demographic variable.

Hypothesis

H1- There will be a significant difference between the post test knowledge score and skill score of students in lecture cum demonstration and video assisted teaching on "Glasgow coma scale Assessment".

H0- There will be a no significant difference between the post test knowledge score and skill score of students in lecture cum demonstration and video assisted teaching on "Glasgow coma scale Assessment".

Delimitation:

The study is delimited to:-

- 1) Nursing students
- 2) Only two teaching methods, Lecture cum demonstration & Video Assisted Teaching.
- 3) Students of Veena Singhi College of Nursing.

MATERIAL AND METHODS

Quantitative research approach was considered to be appropriate for the present study. A pre - experimental one shot design is used to evaluate the knowledge and skills. There were two groups. Group A was participating in the Lecture cum demonstration method of teaching and Group B was participating in the video assisted teaching method. The target population was B.Sc. Nursing 3rd students of Veena Singhi College Of Nursing, Ahmedabad. Convenient sampling technique was used to select a sample of 20 students for each group. Self Structured knowledge questionnaire and observational checklist was prepared to assess the level of knowledge and skills regarding

Glasgow coma scale assessment. Content validity of the tool was confirmed by expert opinion regarding the relevance of items. The score of reliability was 0.84 for the questionnaire and 0.82 for the observational checklist. An analysis of data was done on the basis of objectives of the study. Data was analyzed by using descriptive and inferential statistics.

3. [https://class.web.ntho.edu.tw/e/efiles/66g/166g/image/1381/1/effective teaching methods at higher-educationallevel.pdf](https://class.web.ntho.edu.tw/e/efiles/66g/166g/image/1381/1/effective%20teaching%20methods%20at%20higher%20educational%20level.pdf)
4. [13. https://pdfs.semanticscholar.org](https://pdfs.semanticscholar.org)

Description Of Tool

The Tool Was Consists Of The Following Three Parts:

Section I

Demographic variable include gender, score achieved in +2, Higher Secondary medium of instruction, second year B. Sc Nursing score..

Section II

It comprises of self-structured knowledge questionnaire to assess the level of knowledge regarding Glasgow coma scale assessment. It consists of 20 items.

Section III

It comprises of observational checklist to evaluate the steps of procedure to assess the level of skill regarding Glasgow coma scale assessment. It consists of 16 items.

RESULTS

Table 1: Comparison Of Lecture Cum Demonstration And Video Assisted Teaching Method In Terms Of Knowledge. N=20

Level of Knowledge	Criterion Measure	Group-A		Group-B	
		n	%	n	%
Excellent	≥17	17	85	12	60
Good	16- 14	2	10	5	25
Average	13- 11	1	5	3	15
Below average	≤10	0	0	0	0

Maximum Score= 20

Minimum Score=00

Table 2: Comparison Of Lecture Cum Demonstration And Video Assisted Teaching Method In Terms Of Skills N=20

Level of Skill	Criterion Measure	Group-A		Group-B	
		n	%	n	%
Good	10- 12	16	80	0	0
Average	7- 9	4	20	0	0
Below average	≤6	0	0	20	100

Maximum Score= 12

Minimum Score=00

Findings Related To Correlation Of Knowledge And Skills

Result revealed that Group-A (who were taught by lecture cum demonstration) having moderately positive correlation between knowledge scores and skills scores whereas Group-B (who were taught by video assisted teaching) having very weak positive correlation between knowledge scores and skills scores.

Findings Related To Association Of Knowledge Score And Skills Score With Demographic Variables.

Findings of Group-A (who were taught by lecture cum demonstration) showed that there was significant association found between knowledge scores and medium of instruction in higher secondary, skills scores were associated with same variable. Whereas findings of Group-B (who were taught by video assisted teaching regarding) showed that there was significant association found between knowledge scores and medium of instruction, skills scores were associated with same variable.

CONCLUSION

The findings revealed that there was significant difference found between the post-test knowledge scores and skills scores of students in lecture cum demonstration and video assisted teaching. Research hypotheses was proved. Study concluded that lecture cum demonstration method is better than the video assisted teaching method for knowledge and skills.

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