

“A STUDY TO ASSESS THE IMPACT OF CONCEPT MAPPING ON MENINGITIS IN TERMS OF KNOWLEDGE AMONG NURSING STUDENTS OF SELECTED NURSING COLLEGE MEERUT”.

Child Health Nursing

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ABSTRACT

“Assessment of the impact of concept mapping on meningitis in terms of knowledge among nursing students of selected Nursing college Meerut”.

Background: Concept mapping is a teaching strategy that is used to encourage students to learn. It is an educational tool used to diagram relationships among concepts. In the nursing educational setting, concept mapping can help foster critical thinking skills in students by showing connections between ideas or concepts they are currently studying. A concept map presents a visual representation of a patient's plan of care. It is a creative tool that is helpful to nursing educators as well as students. A Concept map is a diagram that depicts suggested relationships between concepts. A concept map typically represents ideas and information as boxes or circles, which connect with label arrows in a downward branching hierarchical structure. The relationship between concepts can be articulated by linking phrases such as causes, require **Objectives:** 1. To develop and validate concept mapping on meningitis. 2. To assess and evaluate the impact of the concept mapping method on meningitis in terms of knowledge among G.N.M 2nd year students. 3. To find out the association between post-test knowledge scores on meningitis among G.N.M 2nd Year students with their selected demographic variables. **Hypotheses:** All the hypotheses will be tested at the level of p tested at the level of $p < 0.05$ significant. H1: There will be a significant difference in the post-test knowledge scores will be higher than the pre-test knowledge among G.N.M 2nd year students after administration of the concept mapping method on meningitis. H2: There will be a significant association between post-test knowledge scores among 2nd-year students after the administration of concept mapping on meningitis with their selected demographic variables.

Methodology: For this study, A study was conducted using a quantitative research approach at Anand Nursing College at Meerut. Pre-experimental design has been adopted. The total size of the sample is 40. A total Purposive sampling technique was used. Data collection was done using a semi-structured questionnaire. **Results:** The post-test score of the mean (10.55) among the sample was higher than the pre-test score of the mean (6.60) after the concept mapping program, and it was found to be statistically significant as evident from the obtained “t” value (7.55) at 0.05 level of significance. The Calculated t value (7.55) is greater than the table value (1.68). So, the hypothesis (H1) is accepted. There was no significant association between post-test level knowledge score with the selected demographic variables. So, the hypothesis (H2) is rejected.

Conclusion: Researchers observed that nursing students faced the problem during the clinical practice of remembering the data of patients so concept mapping helped them to improve their knowledge regarding Meningitis.

KEYWORDS

Evaluate, impact, concept mapping, knowledge, GNM2nd year nursing students.

I. INTRODUCTION

Teaching methods with advanced technology have significantly increased in clinical nursing skills training over the past decade. Today, due to constant technological changes in clinical environments, working with patients, especially in adverse conditions, has become more complicated for nurses. Experience plays a significant role in this preparation. However, factors such as fear of mistakes and uncertainty make their clinical experience difficult. To overcome these problems, using high-precision simulators in nursing education has gradually expanded and become important so concept mapping in the clinical area is an advanced method used to improve the critical thinking of students.

Concept mapping can allow faculty to identify and clarify a student's misunderstanding of a concept before new learning is built on incorrect assumptions. A concept map is a diagram that depicts suggested relationships between concepts. The technique for visualizing these relationships among different concepts is called concept mapping.

II. Research Methodology

Target population: IInd Year G.N.M students in Selected College of Nursing in Uttar Pradesh

Sample: IInd Year-G.N.M. Students of Anand College of Nursing, Uttar Pradesh were sampled in this study.

Sample technique: The purposive sampling technique was used to select a sample that should be present in IInd year

G.N.M. students in Anand College of Nursing, Uttar Pradesh during the period of study.

Sample size: 40 Students were selected as a sample during the study.

Data collection tools:

Tool 1: Demographic variables Tool 2: Semi-structured questionnaires

III RESULT AND DISCUSSION:

Section – I

Table 1: Frequency And Percentage Distribution Of Demographic Data Of The Sample
n= 40

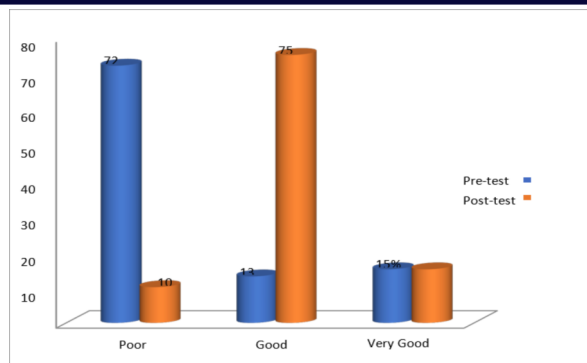
Age	Frequency	Percentage
18-20 years	23	58%
21-23 years	12	30%
24-26 years	05	12%
Gender	Frequency	Percentage
Male	06	15%
Female	34	85%
Previous qualification	Frequency	Percentage
Intermediate	31	78%
Graduate	04	10%
Any other	05	12%
Previous Information	Frequency	Percentage
Yes Source of Information	11	28%
Printed material Journal		
Attended previous class		
Nursing articles		
Online		
No	29	72%

- The majority of samples 23(58%) were in the age group of 18-20 years, 12(30%) of the sample belongs to the age group of (21-23 years), 05(12%) of the sample belongs to the age group (24-26 years).
- As per gender is 06 (15%) are male & 34(85%) are female.
- As per previous qualification status of samples, 31(78%) were Intermediate, 04(10%) were graduate, 05(12%) of samples were any other qualification.
- As per previous information 29(72%) of the sample were not having previous information and 11(28%) of the sample had previous information.

Section - II**Table 2. Self-structured knowledge questionnaire N=40**

SCORE	LEVEL OF KNOWLEDGE	PRETEST		POST-TEST	
		Frequency	Percentage	Frequency	Percentage
0-6	Poor Knowledge	29	72%	04	10%
7-13	Good Knowledge	05	13%	30	75%
14-20	Very Good Knowledge	06	15%	06	15%

- Data represented in table depicted that 29(72%) that is majority of sample had poor knowledge, 5(13%) of sample had good knowledge and 6(15%) had very good knowledge in pretest. But in post – test 30 (75%) had good knowledge, 06(30%) of samples had very good knowledge and 04(10%) in poor knowledge after administrating the concept mapping program.
- This indicated that the concept mapping teaching program among G.N.M II nd year students was effective and improve the knowledge regarding meningitis among G.N.M. II nd year students.

**Table 3: Mean And Standard Deviation Of Pre – Test And Post Test Score Of Samples. n= 40**

	MAEN	SD	DF	T TEST	TABLE VALUE	P VALUE
PRE TEST	6.60	5.10	39	7.55	1.68	0.0001
POST TEST	10.55	3.66				

TABLE 8: Chi-square value showing association between post-test knowledge score with selected demographic variables among G.N.M2nd year students . n= 40

VARIABLE		Very Good knowledge 06		Good knowledge 30		Poor knowledge 04		Df	Table Value	Chi- square value	P value	
		F	%	F	%	F	%					
Age	18-20 years	3		18		2		4	9.49	0.919	0.921 p>0.05	NS
	21-23 years	2		9		1						
	24-26 years	1		3		1						
Gender	Male	2		3		1		2	5.99	2.48	0.288 p>0.05	NS
	Female	4		27		3						
Previous us qualification	Intermediate	3		26		2		4	9.49	6.201	0.184 p>0.05	NS
	Graduate	1		2		1						
	Any other	2		2		1						
Previous Information	Yes	2		8				2	5.99	0.125	0.939 p>0.05	NS
	No	4		22		3						

- Data represented in table show that the post –test score of mean (10.55) among sample was higher than the pre - test score of mean (6.60) after concept mapping program, and it was found to be statistically significant as evident from the obtained “t” value (7.55) at 0.05 level of significance. The Calculated t value (7.55) is greater than the table value (1.68). So, the hypothesis (H1) is accepted.
- Hence the concept mapping program was effective in improving knowledge regarding meningitis among G.N.M. 2nd year students.

There was no significant association between post–test level knowledge score with the selected demographic variables. So, the hypothesis (H2) is rejected.

Summary:

Keeping all this in context this study was undertaken to assess and evaluate the impact of concept mapping on Meningitis in terms of knowledge among nursing students selected in Anand Nursing colleges at Meerut”. The main purpose of this study was to develop a develop concept map in terms of knowledge regarding meningitis.

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