
Effectiveness of Planned Teaching Programme vs. CD-ROM presentation on the Knowledge of the Nursing Students

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ABSTRACT:

This study's primary aim was to investigate whether CD ROM Presentation was more, less than or as effective as planned teaching programme in improvement Nursing students knowledge regarding growth and development of an infant. The study shows that the different methods used in teaching, whether it is a conventional method like planned teaching programme or a modern teaching method like interactive CD-ROM has significant difference in the effect.

PROBLEM STATEMENT:

'A comparative study to assess the effectiveness of planned teaching programme Vs. CD-ROM presentation on the knowledge of the third year B.Sc. Nursing students regarding growth and development of the infant in the selected Nursing colleges of Pune city.'

INTRODUCTION:

In the present scenario of nursing, an abundance of information must be learned in short period. Moreover the knowledge base continues to expand with developments in medical and scientific research. Now a days in nursing education, nurse educator may use different types of teaching methods to achieve their teaching objectives, understanding of the various teaching learning methods is very essential for all teachers in nursing because, there are so many changes are occurring in the field of education. The use of technological teaching has been increased and continually increasing tremendously. Technologies are multiplying the productivity of man many times over. Teaching like nursing, encompasses both a cognitive aspect and an artistic aspect. Teachers will admit that teaching skill and technical competency in teaching, to make a difference in students learning. There are wide variations in quality of teaching performances, in part because of deliberate and painstaking efforts. This is equivalent to admitting that art in teaching is necessary and can be developed.

OBJECTIVES:

1. To assess the baseline knowledge of the students regarding growth and development of the infant.
2. To assess the knowledge of the students regarding growth and development of the infant after administration of planned teaching programme.
3. To assess the knowledge of the students regarding growth and development of the infant after administration of CD-ROM presentation
4. To compare the effectiveness of planned teaching programme vs. CD-ROM presentation on the knowledge of the students regarding growth and development of the infant.
5. To correlate the findings with selected variables.

MATERIALS AND METHODS USED:

The investigator had prepared a lesson plan for growth and development of an infant and same guidelines were used for the preparation of the CD-ROM presentation. Structured questionnaires were prepared to assess the knowledge of the students regarding growth and development at pre and post periods.

The design adopted was quasi-experimental: pre- test post-test design.

RG1	O 1	X1	O3
RG2	O2	X2	O4

RG1: Randomly selected group of 30 students of III year B.Sc nursing, who have attended the planned teaching programme on growth and development of an infant.

RG2: Randomly selected group of 30 students of III year B.Sc nursing, who have attended CD-ROM presentation on growth and development of an infant

X1: planned teaching programme.

X2: Method of using CD-ROM presentation.

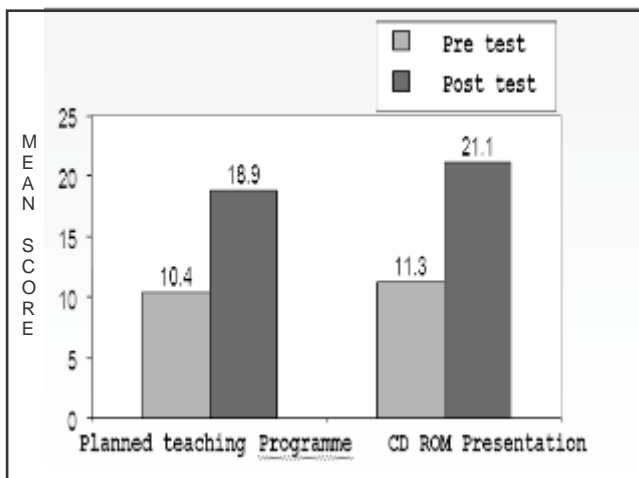
O1 & O2: pre-test. The students have attended knowledge assessment test on the growth and development of an infant before attending planned teaching programme or CD-ROM presentation.

O3 & O4: post-test. The students have attended knowledge assessment test, on the growth and development of an infant after a one week after attending planned teaching programme or CD-ROM presentation.

30 marks structured questionnaires were prepared for the assessment of the student's knowledge regarding growth and development of an infant. This was made based on 11 specific objectives of the lesson plan regarding growth and development of an infant. The Students were asked to fill the structured questionnaires regarding growth and development of an infant. Each correct answer was given 1 mark. Each wrong answer was marked 0, blue print was prepared and marks were distributed according to the importance of the specific objectives.

RESULT:

COMPARISON OF MEAN SCORES OF THE PRE TEST AND POST TEST OF THE PLANNED TEACHING PROGRAMME VS CD-ROM PRESENTATION.



Above figure shows that mean score of the both methods in the pretest there was not a significant difference, but in the post test CD-ROM got more score.

The association with the demographic variables: there is no significant difference between the age or gender and the mean score obtained in pre and post scores. So here it concludes that, 'there is no relation of age or gender in the performance of the students.'

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