

A Study To Assess The Effectiveness of Lecture Cum Demonstration Method On Knowledge Regarding Neurological Assessment Among Undergraduate Nursing Students From Selected Colleges Of Chandrapur.

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ABSTRACT

Introduction: Use of appropriate teaching method is a vital and challenging part of nursing education. The teachers play important role to impart knowledge to their students. This study has been conducted by focusing on objective to assess effectiveness of lecture cum demonstration method on knowledge of nursing students regarding neurological assessment. **Material & method :** A descriptive evaluative approach and one group pre-test and post-test design was used . The sample size for the present study was 40 undergraduate nursing students. The knowledge of samples assessed by administering structured questionnaire developed on neurological assessment followed with administration of lecture cum demonstration method. Post test conducted on 7th day after implementation of lecture cum demonstration. The 't' test was computed to find out the effectiveness of lecture cum demonstration method. **Result :** Maximum of samples 27 (67.5%) were with average knowledge in pre-test and followed by maximum samples 31 (77.5%) were with good knowledge and 7 (17.5%) found with excellent knowledge score in post test. As 't' value was found to be 14.95 for overall knowledge regarding topic. **Conclusion:** This revealed that the lecture cum demonstration method is an effective method for improving knowledge regarding neurological assessment among the undergraduate nursing students.

Keywords: Lecture Cum Demonstration Method, Neurological Assessment

INTRODUCTION

Adopting teaching method according to subject matter, aim, purposes and learners capability is one of the important principle of education. Teaching in nursing involve both cognitive as well as artistic aspect and technical competency and teaching skill is robust base of students learning. Lecture cum demonstration is active teaching method to communicate ideas to someone with step by step process.¹ The most studies highlights a high burden of neurological disease which involve stroke , headache, epilepsy, dementia and Parkinson's disease in India.²

Neurological examination evaluate function of nervous system critically hence there is no match of neurological examination with simple physical examination and therefore it is necessary to provide skilful training to students nurses regarding neurological examination hence they can perform assessment effectively while dealing with patients.³

NEED OF STUDY

The lecture cum demonstration is the combination of various steps, involve systematic planning and arrangement of content, well organized introduction, use of various teaching aids and evaluation of topic .This is economical and time saving method which help the students to concentrate and stimulate for reflective thinking.⁴

There is increase of prevalence of non-communicable neurological disorders from 1990 to 2019. The article focused contribution of non-communicable neurological disorder to total disability-adjusted life-years (DALYs) in India which was 4 % in 1990 and increased to 8.2% in year 2019. Also it highlights contribution of injury-related neurological disorders which increased 0.2% in 1990 to 0.6% in 2019.⁵

To guide the nurses to develop and implement nursing measures for patients with neurological disorder to cope up with daily activities and monitor the progress , the neurological examination is fruitful.⁶ Neurological examination also helpful to deal with other patients like pneumonia which may develop neurological changes due to hypoxia. In a nutshell neurological examination is integral part of patient care in any settings at some point.⁷

The most of the Nurses in clinical area are deficit to perform neurological assessment effectively and hence it is important to focus and overcome this issue in nursing field by making nurses more skilful and efficient to perform neurological assessment.⁸ Providing effective and skilful training by using appropriate teaching method may help to improve efficiency of nursing students while performing number of procedure in clinical setting.

OBJECTIVES:

1. Primary Objectives:

1.To find out the effectiveness of lecture cum demonstration method on knowledge regarding neurological assessment among undergraduate nursing students from selected colleges of Chandrapur with help of post test knowledge score.

2. Secondary Objectives:

1.To assess the pre-test knowledge level regarding neurological assessment among undergraduate nursing students from selected colleges of Chandrapur

2.To asses the post test knowledge scores regarding neurological assessment among the undergraduate nursing student from selected nursing colleges of Chandrapur.

3.To compare the pre and post test knowledge scores regarding neurological assessment among undergraduate nursing students from selected nursing colleges of Chandrapur after administrating lecture cum demonstration method .

MATERIAL AND METHOD

The Study was conducted on 40 undergraduate nursing students of selected nursing colleges Chandrapur in 2021 by using non probability purposive sampling technique. Study adopted one group pre-test and post-test design. Approval of ethical committee and principal of institute was obtained. Data was collected by using structured questionnaires of 25 multiple choice items developed on neurological examination. Similar tool administer to sample before and after lecture cum demonstration on neurological examination. Post test conducted on 7th day after administer lecture cum demonstration.

SAMPLE SELECTION CRITERIA

Inclusion criteria :

- 1.BasicB.Sc.Nursingstudents those who are present at the time of data collection .
- 2.Students who are actively willing to participate in the study.

Exclusive criteria :

- 1.First year Basic B.Sc.Nursingstudents.

RESULT

Graph No.1.Distribution of sample based on overall knowledge level regarding neurological assessment

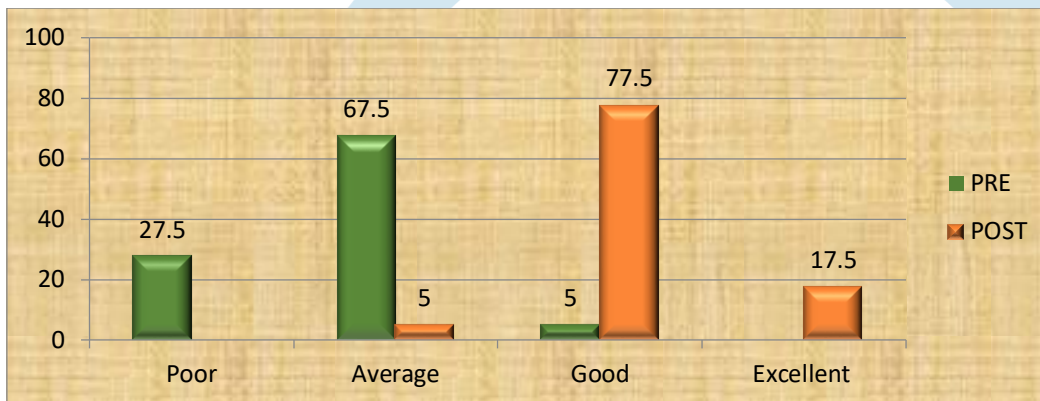


Table No.1.Distribution of sample based on overall knowledge level regarding neurological assessment

Sr. No	Knowledge level	Pre Test		Post Test	
		F	%	F	%
1.	Poor (0 – 7)	11	27.5	0	0
2.	Average (8 – 13)	27	67.5	2	5
3.	Good (14 - 19)	2	5	31	77.5
4.	Excellent (20 - 25)	0	0	7	17.5
	TOTAL	40	100	40	100

Table No. 1. Revealed distribution of sample based on overall knowledge level regarding neurological assessment. In pre-test maximum samples 27(67.5%) were with average knowledge score and in post test maximum samples 31 (77.5%) found with good knowledge score. Total of 7 (17.5%) samples improved their knowledge to excellent level after administering lecture cum demonstration method.

Graph No. 2. Effect of demonstration method on overall knowledge of sample

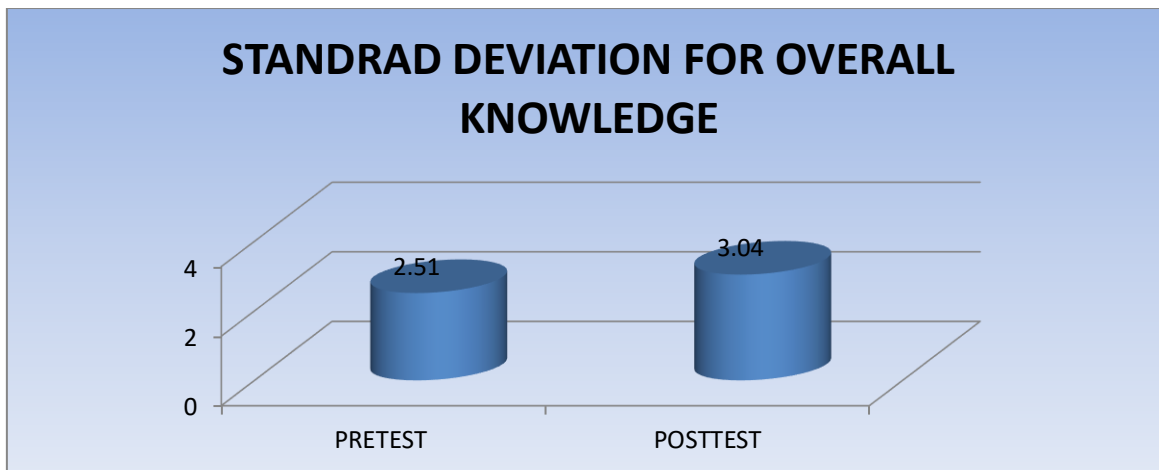


Table No. 2. Effect of demonstration method on overall knowledge of sample

N= 40

Comparison of knowledge	Mean	S.D.	M.D.	SEMD	t value	P value	Significant at 5%
Overall knowledge	Pre test	9.1	2.51	9.12	0.61	14.95	0.00001
	Post test	18.22	3.04				YES

Table No. 2. Shown effect of demonstration method on overall knowledge of sample regarding topic. As 't' value was found to be 14.95 for overall knowledge regarding topic. As calculated 't' value is greater than table 't' value at 0.05 level. Hence there is significant mean difference between pre and post test knowledge score. Post -test mean (18.2) is higher than pre-test mean (9.1).

RECOMMENDATIONS

1. Study will be help to nursing faculty to arrange some education programs to educate the nursing students regarding different procedures by using lecture cum demonstration method.
2. A similar study can be conducted on larger sample for wider generalizations.
- 3.

CONCLUSION

The study findings helps to identify that nursing students had some what knowledge regarding neurological assessment but after administering lecture cum demonstration as a teaching method to illustrate knowledge regarding neurological assessment the knowledge of participants improved in some extent and they became aware about proper neurological assessment. Hence lecture cum demonstration method found to be effective method of teaching to deliver the aspects of neurological examination to pupil.

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