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A study to assess the effectiveness of planned teaching program on knowledge regarding Sheehan syndrome among Basic B.Sc. (N) IV year in selected nursing colleges at Nagpur city

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Abstract

Introduction: A teaching method comprises the principles and methods used for instruction. Commonly used teaching methods may include lecture, demonstration, video assisted teaching or combinations of these. The choice of teaching method to be largely depends on the information or skills that is being taught, and it may also be influenced by the aptitude and enthusiasm of the students.

Objectives: 1) To assess the existing knowledge regarding Sheehan syndrome among Basic B.Sc. (N) IV year in selected nursing colleges at Nagpur city. 2) To assess the effectiveness of planned teaching program on knowledge regarding Sheehan syndrome among Basic B.Sc. (N) IV year in selected nursing colleges at Nagpur city. 3) To associate the post-test knowledge scores with selected demographic variables.

Methods: The investigators developed a conceptual framework which was based on cognitive learning theory. An evaluatory Research Approach was used Quasi Experimental research design [one group pre-test post-test research design] was used. The tool used for the data collection was structured questionnaire which comprised 30 multiple choice on Sheehan Syndrome. The sample size was 30 students from Basic B.Sc.(N) IV year and sampling technique was non – probability convenient sampling technique and data collected was analyzed by using descriptive and inferential statistics in terms of frequency, mean, standard deviation, chi square and paired ‘t’ test. Result - The level of knowledge were seen into 3 categories Inadequate, Moderate and Adequate of Basic B.Sc. (N) IV year 14(%) had inadequate, 16(%) had moderate, 00(00%) had adequate knowledge score in pre-test. Basic B.Sc. (N) IV year 00(00%) had inadequate, 10(33.33%) had moderate, 20(66.66%) had adequate level of knowledge score in post-test. There is no significant association between knowledge score with demographic variables.

Conclusion: The study reveals that there is a deficit knowledge regarding Sheehan Syndrome in pre-test and the post-test knowledge was increased which reveals that planned teaching program was effective on knowledge regarding Sheehan syndrome.

Keywords: Sheehan syndrome, Basic B.Sc. (N) IV year, planned teaching, effectiveness

Introduction

Teaching today is a complex process which require the highest form of professional practice (Hoban 2002) in Thailand, it was found through the first external evaluation by the office of national education standard and quality assessment (ONESQUA) that only 19 present of students were able to pass there evaluation at the good level and only half of the teachers could pass the standard of teaching, learning, even though almost all of the teachers were qualified (A anukul boot, 2004)^[1].

Sheehan syndrome is a condition that affects women who loss a life threatening amount of blood in child birth or who have severe low blood pressure during or after child birth, which can deprive the body of oxygen in Sheehan syndrome. The lack of oxygen can damage your pituitary gland. Sheehan syndrome causes the pituitary gland to not produce enough pituitary hormones (hypopituitarism). Also called postpartum hypopituitarism.

The study of the method and approaches for teaching in nursing education is very relevant to clinical nursing practicum. Prior to actual practice in the ward on the client, nursing students must know how to give nursing care correctly and appropriately, and have to practice to increase their clinical skill performance in both the laboratory and hospital setting. For undergraduate nursing student clinical practice makes up 55-60% of the credited in order to prepare them from authentic nursing educator should identify teaching method which are the most appropriated for nursing student to enhance and apply the knowledge to practice appropriately^[1].

Objectives

1. To assess the existing knowledge regarding Sheehan syndrome among Basic B.Sc. (N) IV year in selected nursing colleges at Nagpur city.
2. To assess the effectiveness of planned teaching

program on knowledge regarding Sheehan syndrome among Basic B.Sc. (N) IV year in selected nursing colleges at Nagpur city.

- To associate the post-test knowledge scores with selected demographic variables.

Material and Method

The investigators developed a conceptual framework which was based on cognitive learning theory. An evaluatory Research Approach was used Quasi Experimental research design [one group pre-test post-test research design] was used. The tool used for the data collection was structured questionnaire which comprised 30 multiple choice on Sheehan Syndrome. The sample size was 30 students from Basic B.Sc.(N) IV year and sampling technique was non –

probability convenient sampling technique and data collected was analyzed by using descriptive and inferential statistics in terms of frequency, mean, standard deviation, chi square and paired ‘t’ test.

Result

Majority 12 (39.96%) students of the age group above 21 year.

Majority 25 (83.33%) students were female and 5 (16.66%) were male

Majority 25(83.33%) students were not having previous knowledge and 5 (16.66%) having previous knowledge.

Majority 4 (13.33%) were having source of information is internet/social media.

Table 1: Significance of difference between knowledge score in pre and post-test of Basic B.Sc. (N) IV year in relation to Sheehan syndrome

Overall	Mean	Standard deviation	Mean percentage	t -value	p-value
Pre-test	10.6	5.23	35.33%	14.16	0.001
Post-test	22.16	4.71	73.86%		P<0.05

Table 1: shows the overall mean knowledge scores of pre-test and post-test Basic B.Sc.(N) IV year which reveals that post-test mean knowledge was higher 22.16 with SD of ±4.71 when compared with pre-test mean knowledge score value which was 10.6 with SD of ±5.23. The statistical Basic B.Sc.(N) IV year paired t-test implies that the

difference in the pre-test and post-test knowledge score found to be 14.16 which is statistically significant at 5% level of significance ($p<0.05$). Hence it is statistically interpreted that planned teaching program on knowledge regarding Sheehan Syndrome was effective. Thus H1 is accepted and H0 is rejected.

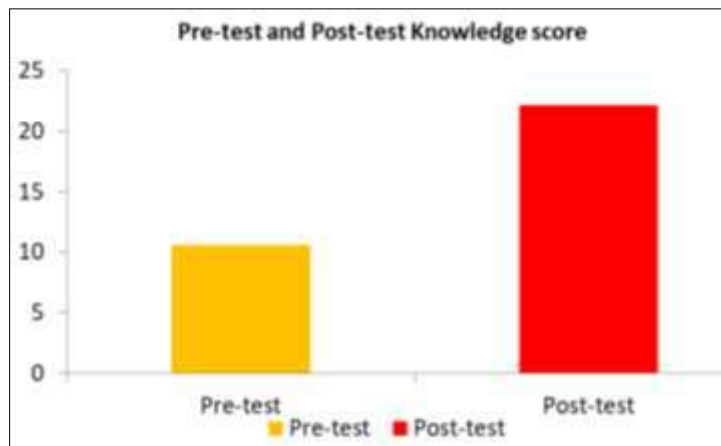


Fig 1: Bar graph significance of difference between mean knowledge score in pre-test and post-test of Basic B.Sc. (N) IV year

Table 2: An analysis of data to find association between post-test knowledge and selected demographic variables

Sr. No.	Demographic variables	Chi-square value	Degree of freedom	Table value	Level of significance	Significance
1.	Age	3.215	6	12.59	0.05	Not significant
2.	Gender	0.1439	4	9.49	0.05	Not significant
3.	Previous knowledge of group	0.444	2	5.99	0.05	Not significant
4.	Source of information	0.3125	6	12.59	0.05	Not significant

Analysis rivals that there is not significant association between knowledge score with age, gender, previous knowledge and source of information.

Discussion

The overall mean knowledge scores of pre-test and post-test Basic B.Sc.(N) IV year which reveals that post-test mean knowledge was higher 22.16 with SD of ±4.71 when compared with pre-test mean knowledge score value which

was 10.6 with SD of ±5.23. The statistical Basic B.Sc.(N) IV year paired t-test implies that the difference in the pre-test and post-test knowledge score found to be 14.16 which is statistically significant at 5% level of significance ($p<0.05$). Hence it is statistically interpreted that planned teaching program on knowledge regarding Sheehan Syndrome was effective. Thus H1 is accepted and H0 is rejected.

Conclusion

After the detailed analysis, the study leads to following conclusion: The researchers concluded that pre-test and post-test knowledge mean score regarding Sheehan Syndrome among Basic B.Sc. (N) IV year was 10.6 and 22.16 respectively. Therefore the study reveals that there is a deficit knowledge regarding Sheehan Syndrome in pre-test and the post-test knowledge was increased which reveals that planned teaching program was effective on knowledge regarding Sheehan Syndrome.

Source of funding

Research fund by themselves.

Conflict of interests

This statement is to certify that all authors have seen and approved the manuscript being submitted. We warrant that the article has not received prior publication and is not under consideration for publication elsewhere. We have no conflict to declare.

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