



Effectiveness of planned teaching programme on knowledge of 3rd year b.sc nursing students Regarding selected developmental disabilities in children

Abitha Jacob¹, Anila Pius², Anita Dsouza³, CeemaDsouza⁴, Chandrasekhar NG^{5*}

¹⁻⁵ Associate professor, Department of pediatrics, Athena College of nursing, Mangalore, Karnataka, India

DOI: <https://doi.org/10.33545/26648350.2020.v2.i1a.16>

Abstract

Background: Developmental disabilities are severe, chronic mental or physical impairments that occur at an early stage are likely to continue indefinitely and have pervasive effects on individual functional abilities.

Material and methods: An evaluative research approach, pre experimental one group pre-test and post-test design was used for the study. 30 student nurses were selected by purposive sampling technique from Athena College of nursing, mangalore. Significant difference between pre-test and post-test knowledge scores were analyzed by using paired t-test

Results: The results of the study shows that the pre-test knowledge score regarding selected developmental disabilities in children with the mean pre-test of 8.47 whereas post-test score with a mean of 16.8. The mean difference between the pre-test and post-test knowledge score was found to be significant ($t_{29}=21.49$) at 0.05 level of significance.

Conclusion: The study indicated that the planned teaching programme was highly effective in improving the knowledge of students on selected developmental disabilities in children.

Keywords: effectiveness, children, developmental, teaching

Introduction

Developmental disabilities are a group of disorders resulting from injury to the brain. developmental disabilities can be described as a severe chronic disability that is attributed to a mental or physical impairment as a continuation that is manifested before the person attains the age of 22 years, is likely to continue indefinitely, result in substantial functional limitation in three or more areas of major life activity such as self-care, language, learning, morality, self-direction, capacity for independent living and economic self-sufficiency and that reflect the persons need for lifelong individually planned services [2]. Developmental disabilities are commonly seen and identified among children below 5 years of age. The disorders included are mental retardation, cerebral palsy, communication disorder, childhood autism, learning disabilities and attention deficit hyperactivity disorder (ADHD) [4]. Developmental disorders can occur in isolation or in combination which account for 15% of the pediatric population. This study focused on the selected Developmental disabilities such as autism and Down's syndrome [5]. A nurse is a unique person to aid in the care of children with Developmental disabilities. Now more than ever before, nurses play a central role in planning for care and rehabilitation of children. We selected student nurses as samples who are the future nurses and had to deliver nursing care to the affected pediatric population. Therefore the present study is aimed to determine level of pretest knowledge and planned teaching programme which would help them acquire basic knowledge to empower them for their future nursing service.

Objectives

1. To assess the pretest level of knowledge regarding the selected developmental disabilities in children among 3rd year B.sc nursing students as measured by using structured knowledge questionnaire
2. To evaluate the effectiveness of planned teaching programme on selected Developmental disabilities of children in terms of gain in mean posttest knowledge score

Materials and Methods

The study was carried out during the period of September 2012 to September 2013, in Athena College of nursing, Mangalore, Karnataka, India. In this study population consist of 3rd year B.sc nursing students who were studying at Athena College of nursing. Permission was taken from the principal and concerned class coordinator before administering the questionnaire. Pretest data was collected from the subjects from June 27th to July 5th 2013. The planned teaching programme was administered on June 27th after conducting pretest and post test was conducted on 5th July after a week. An evaluative research approach, pre experimental one group pre-test and post-test design was used for the study. 30 student nurses were selected by purposive sampling technique from Athena College of nursing, Mangalore. Significant difference between pre-test and post-test knowledge scores were analyzed by using paired t-test

Results and Discussion

Analysis is the process of organizing and synthesizing the

data in such a way that research questions can be answered and hypothesis will be tested. The data represented in table 1 and figure 1 show the frequency and percentage distribution of 3rd year B.sc nursing students according to their pretest and posttest knowledge score. Furthermore data shows that in the present study most of the 3rd year B.sc nursing students had poor pretest knowledge (56.67%) whereas in posttest half of them had average knowledge (50%) and remaining half had good knowledge (50%).

As represented in table 2, the mean posttest knowledge score (16.8) was higher than the mean pretest knowledge score (8.47). The calculated “t” value ($t_{29}=21.48$) is greater than table value ($t_{29}=2.045$) at 0.05 level of significance and hence the research hypothesis was accepted. So it can be inferred that the planned teaching programme was effective in increasing the knowledge of students on selected developmental disabilities.

Table 1: Distribution of subjects according to the grading of pretest and posttest knowledge scores on Developmental disabilities of children

Level of knowledge	Score range	Pretest		Posttest	
		Frequency	Percentage	Frequency	Percentage
Poor (33%)	0-8	17	56.67	0	0.00
Average (33-67%)	9-17	13	43.33	15	50.00
Good (68-100%)	18-24	0	0.00	15	50.00

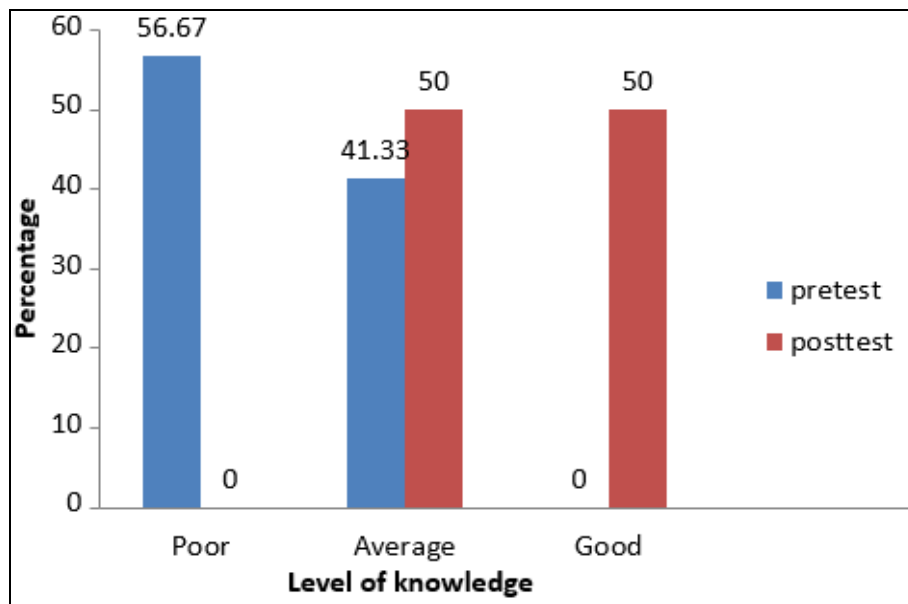


Fig 1: Bar diagram representing distribution of pretest and posttest knowledge score

Table 2: Mean, Mean difference, Standard deviation difference and ‘t’ value of pretest and posttest knowledge score N=30

Parameters	Mean	SD Difference	Mean Difference	‘T’ Value
Pretest	8.47	0.27	8.33	21.48*
posttest	16.8			

$t_{29}=2.045$, $P<0.05$ significant*

Conclusion

Thus, from the present study it can be concluded that the planned teaching programme had great influence in enhancing the knowledge of students regarding the selected developmental disabilities of children.

References

1. Marlow DT, Reddng BB. Textbook of paediatric nursing. 6th ed. New Delhi: elsevier publications, 2004, 537-47.
2. Parthasarathy A. Textbook of paediatrics. 2nd ed. New delhi: jaypee publications, 2003, 628-31.
3. Singh M. Care of the children. 6th ed. New Delhi: Sagar Publications, 2004, 289-334.
4. Hockenberry ML. Essentials of pediatric nursing. 7th ed. New Delhi: Elseveir Publications, 2006, 618-9.
5. Neeraja KP. Textbook of growth and development of nursing students. New Delhi: Jaypee Brothers, 2006,

6. Kumar AS. Paediatric clinical examination. 2nd ed. New Delhi: Paras publication, 2008, 440-88.
7. Joshi N. Clinical paediatrics. New Delhi: Elsevier, 2007, 350.
8. Kyle T. Essentials of paediatric nursing. New Delhi: Walter Kluwer, 2009, 1024-30.
9. Developmental disabilities in children. [Online]. Available from: URL:<http://www.wikipedia.com>
10. Autism in children [online]. Available from: URL: www.wikipedia.com