

## A Study to Assess The Knowledge on Clinical Teaching Methods Among II B.Sc (N) Students, Narayana College of Nursing, Nellore A.P.



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**Abstract:** Clinical teaching methods are an individualized or group teaching to the nursing students in the clinical area by the nurse educators, staff and clinical nurse manager. Clinical teaching is vehicle that provides students with opportunity to translate basic theoretical knowledge into learning of variety of intellectual and psychomotor skills needed to provide patient centered quality nursing care. **Objectives:** **1.** To assess the knowledge regarding clinical teaching methods. **2.** To find out the association between the knowledge of students regarding clinical teaching methods with their socio demographic variables. **Materials and Methods:** A quantitative research approach and descriptive research design was adopted. 50 participants who fulfill the inclusion criteria were selected by non probability convenient sampling technique. Structured questionnaires were used to collect data. The data was analyzed in terms of objectives of the study using descriptive and inferential statistics. **Results:** the knowledge regarding clinical teaching methods among II year B.Sc (N) students 3(6%) had A+, 2(4%) had A, 5(10%) had B+, 11(22%) had B, 13(26%) had C 16(32%) D grade of knowledge. **Key words:** Clinical teaching methods, Nursing students.

### Introduction:

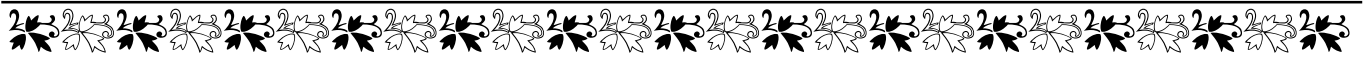
*“IN teaching it is the method and not the content that is the message”*

Clinical teaching methods are an individualized or group teaching to the nursing students in the clinical area by the nurse educators, staff and clinical nurse manager. In preparation of professional practice. The clinical setting is the place where the students come in contact with patient or consumer for the purpose of testing theories and learning skills teaching in clinical setting is a challenge that is different from those encountered in the class room like any other skill based profession, nursing also requires the development of relationship between theory and practice. Clinical teaching is vehicle that provides students with opportunity to translate basic theoretical knowledge

into learning of variety of intellectual and psychomotor skills needed to provide patient centered quality nursing care.

**Purpose of clinical teaching methods:** The students will be able to

- Provide individualized care in systematic, holistic approaches to develop high technical competent skills.
- Practice various procedures.
- Collect and analyzed the data
- Develop communication skills and maintain interpersonal relationship.
- Maintain high standard of nursing practice to become independent enough to practice nursing to develop cognitive affective and psychomotor skills to learn various diagnostic education technique to the client.



• Develop proficiency and efficiency in carrying out various procedure.

Process recording it is a written account or vibrating recording of all that transpired during and immediately following the nurse patient interactions mainly divided in process recording in earlier period process recording modern period. A laboratory method that offers students with the opportunities to apply their theoretical knowledge or previous learning into practice in a controlled situation under guidance and supervision where no client is. Nursing assignment it is the part of learning experience where the students are assigned with patient or other activities concerning to patient in clinical laboratory methods of functional method. Team method case method field trip it is well organized trip from a usual place for teaching purpose. The field trip must be planned to meet specific educational objectives.

**Need for the Study:** The need of this study is the development of effective clinical teaching methods of nursing education using touching in hospital nursing care. The clinical teaching learning process was designed based on the steinaker N.W and R. Vells experimental learning model (1979) in which teaching learning process was divided into five steps exposure, participation, identification, internalization and dissemination.

Worldwide, approximately 43.5 million of nursing students will be studying the regarding clinical teaching methods they have only 60% will have 70% of knowledge 45% students will have the only 30% knowledge regarding clinical teaching methods.

In India, approximately 40, 18,406 students of nursing students will be studying the regarding clinical teaching methods. Kerala have light educated nursing students present. They have only 80% will have the only 40% knowledge regarding clinical teaching methods in Andhra Pradesh, approximately 40,000 nursing students will be studying the regarding clinical teaching

methods they have only 50% will have 60% of knowledge 40% students will have the only 35% knowledge regarding clinical teaching methods.

In Nellore, approximately 1,000 nursing students will be studying in different nursing colleges. In Narayana Nursing College 200 nursing students will be studying the regarding clinical teaching methods. They so I want to the knowledge regarding clinical teaching methods.

#### **Statement of the Problem:**

**A study to assess the knowledge on clinical teaching methods among II B.Sc (N) students, Narayana College of Nursing, Nellore A.P.**

#### **Objectives:**

- To assess the knowledge regarding clinical teaching methods
- To find out the association between the knowledge of students regarding clinical teaching methods with their socio demographic variables.

#### **Operational Definition:**

**Assess:** It is a method of identifying the level of knowledge on clinical teaching methods

**Knowledge:** It refers to information on clinical teaching methods.

**Clinical Teaching methods:** It is the part of learning experience where the students are assigned with patient or other activities concerning to patient in clinical laboratory.

**B.Sc. Nursing students:** A person who is studying at university or other place of higher education.

#### **Material and methods**

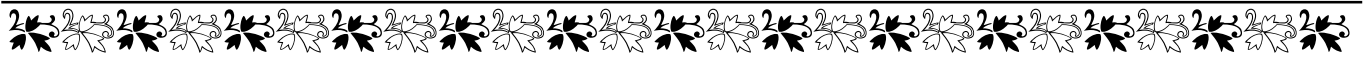
**Research Approach:** The quantitative research approach

**Research Design:** Descriptive design.

**Settings of the study:** Narayana College of Nursing, Nellore.

**Population:** II year B.Sc (N) students

**Target Population:** Target population of the study includes B.Sc (N) students in Narayana College of Nursing, Nellore.



**Accessible Population:** The accessible population of present study includes II year B.Sc (N) students who are in Narayana College of Nursing, Nellore.

**Sample:** Sample consists of II year B.Sc (N) students in Narayana College of Nursing.

**Sample size:** The sample size consist of 50 II year B.Sc (N) students in Narayana college of Nursing, Nellore.

**Sample Techniques:** Non probability purposive sampling technique was adopted for this study.

**Criteria for Sample Selection:**

**Inclusion Criteria:**

- II year B.Sc (N) students who are present in Narayana College of Nursing College of Nursing, Nellore.
- Students who were willing to participate in the study

**Exclusion Criteria:** II year B.Sc (N) students who were not available at the time of data collection.

**Description of the tool**

**Part - I:** Socio demographic variables of students nurse demographic variables of student nurse includes age, clinical posting area, hours pending clinical area, medium of education in intermediate, reason for joining for nursing.

**Part - II:** This consist of self structured questionnaire determine the knowledge on of clinical teaching methods.

**Scoring key and interpretation:** The questionnaire consists of 28 questions, each correct answers was awarded by '1' mark and wrong answered by '0' mark based on the score, the knowledge level was assessed.

Grade	Percentage (%)
A+	91%-100%
A	81%-90%
B+	71%-80%
B	61%-70%
C	51%-60%
D	<50%

**Data collection Procedure:** After containing formal permission from Principal, Narayana college of nursing, Nellore the study was conducted 50 II year B.Sc (N) students are selected by using non probability convenience sampling technique with members of 5 samples per day. Questionnaire was used to assess the knowledge level on clinical teaching methods among II year B.Sc (N) students, Nellore. It takes 30 minutes for each sample to complete the questionnaire. Data was analyzed and tabulated according to the objectives of the study.

**Plan for data analysis:** The data was analyzed in terms of the study using descriptive and inferential statistics.

**Results and discussion**

**Table - 1:** Frequency and Percentage distribution of II year B.Sc (N) students based on age in years. (N=50)

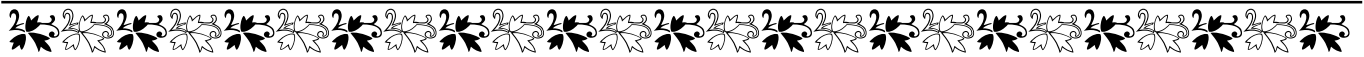
Age in years	Frequency	Percentage
a)17-18 years	8	16
b)19-20 years	41	82
c)21-22 years	1	2
<b>Total</b>	<b>50</b>	<b>100</b>

**Table - 1:** In related to age in years among II year B.Sc (N) students 8(16%) between 17-18 years, 41(82%) between 19-20 years, 1(2%) between 21-22 years.

**Table - 2:** Frequency and Percentage distribution of II year B.Sc (N) students on clinical posting area. (N=50)

Clinical Posting area	Frequency	Percentage
a) Critical area	3	6
b) Surgical ward	22	44
c) Medical Ward	12	24
d) OPD	13	26
<b>Total</b>	<b>50</b>	<b>100</b>

**Table - 2:** In context to clinical posting area among II year B.Sc (N) students 3(6%) in posted critical area, 22(44%) in posted surgical ward, 12(24%) in posted medical ward, 13(26%) in posted OPD.



**Table 3:** Frequency and Percentage distribution of level of knowledge on clinical teaching methods among II year B.Sc (N) students. (N=50)

Level of knowledge	Frequency	Percentage
A+	3	6
A	2	4
B+	11	22
B	13	26
C	16	32
D	16	32
<b>Total</b>	<b>50</b>	<b>100</b>

**Table No.3:** Discuss the level of knowledge regarding clinical teaching methods among II year B.Sc.(N) students 3(6%) had A+, 2(4%) had A, 5(10%) had B+, 11(22%) had B, 13(26%) had C 16(32%) D grade of knowledge.

**Table - 4:** Mean and Standard Deviation of level of knowledge regarding clinical teaching methods among II year B.Sc (N) students in Narayana College of Nursing, Nellore, A.P.

Category	Mean	SD
Knowledge regarding clinical teaching methods among II year B.Sc	16.16	4.666

**Table No.4:** Shows that the level of knowledge regarding clinical teaching methods among II year B.Sc (N) students that Mean value was 16.16 and Standard deviation 4.66.

There was no significant association between the levels of knowledge regarding clinical teaching methods among II year B.Sc (N) students with their selected socio demographic variables such as age in years, clinical posting area, hours spend in clinical area, medium of education in intermediate reason for joining the nursing

**Discussion:** The aim of the present study was to assess the level of knowledge regarding clinical teaching methods among II year B.Sc Nursing students in Narayana College of nursing Nellore, Andhra Pradesh.

The quantitative approach and descriptive research design was adopted for the study. The study was conducted in Narayana college of nursing Nellore, AP. the sample for the present study include B.Sc (N) students non probability convenient sampling technique were used for the study was 50 B.Sc (N) students. The structured questionnaire was adopted to collect the data. The data was analyzed by using descriptive and inferential statistics descriptive statistics (frequency, percentage, mean, standard deviation) inferential statistics (chi-square) the data was collected from the students about 2 weeks. The findings of the objective and the frame work of the study.

**Conclusion:** The Conclusion level of knowledge regarding clinical teaching methods among II year B.Sc.(N) students 3(6%) had A+, 2(4%) had A, 5(10%) had B+, 11(22%) had B, 13(26%) had C 16(32%) D grade of knowledge.

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