

Research Article

**“A Comparative Study On Effective Practice Of Bag Technique Through Lecture Cum Demonstration And Video Assisted Methods Of Teaching Among Nursing Students In Selected Nursing College.”**

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**Abstract:**

A Quasi-Experimental two group pre-test post-test design was used for the present study. The Samples were 60 first year General Nursing & Midwifery students selected by simple random sampling technique, randomization was done and samples were divided into two groups that is group-I (lecture cum demonstration) and group- II (video assisted teaching). The tools used for the study were baseline Performa and practice observation checklist. Descriptive and inferential statistics were used to analyze the data. The results revealed that, At the time of pre- test, all 100% of the nursing students in both the groups had poor practice of bag technique and no one had average or good practice. Average score at the time of pretest was 0.00 with standard deviation of 0.00. After the administration of both the interventions that is lecture cum demonstration and video assisted teaching, the post-test showed that, the mean practice score of group-1 (lecture cum demonstration) was 32.23 with standard deviation of 10.54. The mean practice score of group-2 (video assisted teaching) was 40.13 with standard deviation of 6.47. The present study concludes that, video assisted teaching was more effective in improving the practice of bag technique among nursing students than lecture cum demonstration.

**Keywords:** Bag technique, Lecture cum demonstration, Video assisted teaching, Nursing students.

**Introduction**

Lecture as a model of teaching is frequently criticized, but this is a fact that it has managed to survive so long in pace of many technological developments. Lectures are often used to teach organized bodies of knowledge which is an important part of the school curriculum at all levels, and they have continued as a primary form of instruction in colleges and universities even at different schoolstages.

According to Perrott (1982) in almost all lessons or learning sequences, the teacher has to present information and ideas. He has to introduce topics, summarize the main points of the learning activity and stimulate further learning. All these activities require the use of lecture-explanation techniques. So, Lecture method also can be considered as a popular teaching model in different subjects.

The lecture model is the traditional style of teaching still found in manyschools and colleges (Dececco and Grawford, 1977). It is still the lectures in sciences, engineering and medicine and they are still the most common method of teaching in universities throughout the world.

Lecture-cum-demonstration includes the merits of the lecture as well as demonstration method. It

attempts to filter out the disadvantages of both. Demonstration means 'to show'. In Lecture method teacher just tells but in demonstration method teacher shows and illustrates certain fundamental phenomena.

Educational technology is a science of techniques and methods by which educational goals can be realized. It is helpful for preserving, transmitting and advancing the knowledge utilizing suitable tools & techniques such as computer, television, CD etc. educational technology utilizes several machines such as television, radio, tape recorder, video tapes with principles engineering and principles of physical sciences and behavioral science for improving the teaching and learning process of education.

The health care system is constantly undergoing change. Escalating health care costs, advancements in technology, changing patterns of demographics, shorter hospital stays, increased client acuity, and limited access to health care are some of the factors motivating change. The location of client care is expanding beyond traditional settings into community and neighborhoods. Historically, home care has consisted primarily of nursing caregiving private care in clients' homes and ill care by their own family members. However, the delivery of professional nursing services in home settings has increased in frequency, scope, and complexity in the past decades. Home care today involves a wide range of health care professionals providing services in the home setting to people recovering from an acute illness or injury or those with a disability or a chronic condition. A number of factors have contributed to this trend, among them rising health care costs, an aging population, and a growing emphasis on managing chronic illness and stress, preventing illness, and enhancing the quality of life.

The home health nurse assesses the health care demands of the client and family and the home and community environment. This process actually begins when the nurse contacts the client for the initial home visit and reviews documents received from the referral agency. The goal of the initial visit is to obtain a comprehensive clinical picture of the client's needs. Most agencies have a package that includes forms for consent to treatment physical, psychosocial, and spiritual assessment, medications, pain assessment, family data; financial assessment including insurance verification, client's bill of rights, care plan and daily notes.

During the initial home visit, the home health nurse obtains a health history from the client, examines the client, observes the relationship of the client and caregiver, and assesses the home and community environment. Parameters for assessing the home environment include client and caregiver mobility, client ability to perform self-care, the cleanliness of the environment, the availability of caregiver support, safety, food preparation, financial supports, and the emotional status of the client and caregiver. Following this initial client examination, the nurse determines whether further consults and support personnel are needed. Before completing the initial interview, the nurse also discusses what the client and family can expect from home care, what other health care providers may need to help the client achieve independence, and the frequency of home visits.

The public health bag is an essential and indispensable equipment of a public health nurse which she has to carry along during her home visits. It contains basic medication and articles which are necessary for giving care. The bag technique is a tool by which the nurse, during her visit will enable her to perform a nursing procedure with ease and deftness, to save time and effort with the end view of rendering effective nursing care to clients.

All professionals' workers need tools. Nurses need community bag to carry equipment's and tools needed during a home visit. The nursing bag is and has been a vital tool for public health and community health nurses since the early 1900s. It is designed for the same purpose to carry equipment's and materials to school or home. It saves time and effort in the performance of nursing procedures. The bag technique can be performed in a variety of ways depending on the agency's policy, the home situation, or as long as principles of avoiding transfer of infection are always observed. The bag should contain all the necessary articles, supplies, and equipment that will be used to answer the emergency needs; its contents should be cleaned very often; the supplies replaced and ready for use any time; its content should be well protected from contact with any article in the patient's home. Consider the bag and its contents clean and sterile, while articles that belong to the patient as dirty and contaminated. The arrangement of the contents of the bag should be one most convenient to

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the user, to facilitate efficiency and avoid confusion.

As the community bags are used in the community settings where nursing students get their clinical experience. It is important to teach them about bag technique with the help of traditional as well as innovative teaching methods.

### **Objectives of the study**

1. To assess the pre-test practice score of group-1 (Lecture cum demonstration) and group-2 (Video Assisted Teaching) on bag technique, before introducing the teaching methods.
2. To assess the post-test practice scores of group-1 (Lecture cum demonstration) on bag technique, after lecture cum demonstration.
3. To assess the post-test practice scores of group-2 (Video Assisted Teaching) on bag technique, after Video Assisted Teaching.
4. To compare the pre-test and post-test mean practice score on bag technique of group-1 (Lecture cum demonstration) & group-2 (Video Assisted Teaching).
5. To compare the post-test mean practice score on bag technique of group-1 (Lecture cum demonstration) & group-2 (Video Assisted Teaching).
6. To associate the post-test mean practice score on bag technique among nursing students of both groups with selected demographic variables.

### **Operational Definitions**

1. **Effective Practice:** In this study, effective practice refers to the efficient practice of bag techniques with correct steps and principles by the nursing students after undergoing lecture cum demonstration and video assisted teaching.
2. **Bag technique:** In this study, it refers to the technique carried out by the public health nurse using the receptacle, which consists of necessary articles for nursing care, during his or her home visit, bag techniques includes the following;
  - Organizing the bag properly, that is segregating the clean and sterile articles.
  - Placing the bag properly.
  - Performing hand washing.
  - Performing the bag techniques with correct steps and principles.
  - Post procedure activities.
3. **Lecture-cum-demonstration:** In this study, it refers to teaching correct steps of bag technique by adequate explanation along with demonstration.
4. **Video-assisted teaching:** In this study, it refers to teaching the proper steps of Bag Technique with the help of a Video with adequate explanation.
5. **Nursing college:** In this study, it refers to an educational establishments situated in a selected city that provides nursing educational programmes.
6. **Nursing students:** In this study, it refers to the 1<sup>st</sup> year General Nursing and Midwifery students who are studying in the selected nursing college.

**Assumption:**

1. It is assumed that first year General Nursing & Midwifery students have no basic knowledge regarding bag technique.
2. Lecture cum demonstration method of teaching may have an effect on students learning.
3. Video Assisted Teaching may stimulate self-learning in students.

**Delimitations of study:**

1. The study was limited to one selected nursing college.
2. First year General Nursing & Midwifery students who are available during study period.
3. Practice is assessed only for those items included in the observational checklist.

**Research Methodology:**

1. **Research Approach:** A comparative approach was used for the study.
2. **Research Design:** Research design selected for the present study was quasi experimental with two group pre-test and post-test design.
3. **Research Setting:** Selected nursing college in Ahmednagar city.
4. **Population:** The population of the study were 1<sup>st</sup> year GNM students.
5. **Sample:** 1<sup>st</sup> year GNM students of selected college in Ahmednagar city.
6. **Sample size:** 60 1<sup>st</sup> year GNM students of selected college in Ahmednagar city.
7. **Sampling Technique:** In this study simple random sampling technique was selected and considered appropriate.
8. **Variables of the study:**
  - **Independent Variable:** Lecture cum demonstration and Video Assisted Teaching.
  - **Dependent Variable:** Practice of bag technique among nursing students.
  - **Attribute Variables:** Age, gender, medium of previous education and stream of previous education.

**Criteria for sample selection:**

**Inclusion Criteria:**

1. Both male and female students will be involved.
2. Students who are freshly admitted to the course.

**Exclusion Criteria:**

1. Students who are repeaters.
2. Students who have completed any undergraduate certificate course in nursing.

**MAJOR FINDINGS OF THE STUDY:**

**SECTION –I: Deals With Analysis Of Demographic Data Of Nursing Students In Selected Nursing College In Terms Of Frequency And Percentage.**

**Group-I - Demographic Variables**

**Group-I (Lecture cum demonstration)**

Majority 21 (70%) were from the age group of 18-19 years, 05 (16.67%) were from the age group of 20-21 years and 04 (13.33%) were from the age group of 22-24 years of age, majority 18 (60%) were females, 12 (40%) of them were males, majority 18 (60%) were from the Semi-English medium, 08 (26.67%) were from the English medium, and 04 (13.33%) were from the Marathi medium, majority 25 (83.33%) were from the science stream, 04 (13.33%) were from the arts stream and 01 (3.33%) were from the commerce stream.

**Group-II - Demographic Variables**

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**Group-II (Video Assisted Teaching)**

Majority 29 (96.67%) were from the age group 18-19 years, 01 (3.33%) were from the age group 20-21 years and no one were from the age group 22-24 years of age, majority 20 (66.67%) were females 10 (33.33%) of them were males, majority 13 (43.33%) were from the Semi-English medium 10 (33.33%) were from the English medium, and 07 (23.33%) were from the Marathi medium, majority 28 (93.33%) were from the science stream, 02 (6.67%) from the arts stream and no one from the commerce stream.

**SECTION-II: Deals with Analysis Of Data Related To Assessment Of The Practice Score On Bag Technique Of Students Who Use Either Lecture Cum Demonstration Or Video Assisted Teaching On Bag Technique In Terms Of Frequency And Percentage.**

**Group-I (Lecture cum demonstration)**

**Group-I - General assessments of practice score on bag technique**

For the assessment purpose the total score of practice was divided in to three groups like poor (0-17 score), average (18-34 score) and good (35-50 score). At the time of pretest, all 100% of the nursing students had poor practice of bag technique and no one had average or good practice. Average score at the time of pretest was 0.00 with standard deviation of 0.00. At the time of posttest, 6.67% of the nursing students had poor practice of bag technique, 56.67% had average and 36.67% had good practice. Average score at the time of posttest was 32.23 with standard deviation of 10.54.

**Group-II (Video assisted teaching)**

**Group-II - General assessments of practice score on bag technique.**

For the assessment purpose the total score of practice was divided in to three groups like poor (0-17 score), average (18-34 score) and good (35-50 score).

At the time of pretest, all 100% of the nursing students had poor practice of bag technique and no one had average or good practice. Average score at the time of pretest was 0.00 with standard deviation of 0.00. At the time of posttest, no one of the nursing students had poor practice of bag technique, 13.33% had average and 86.67% had good practice. Average score at the time of posttest was 40.13 with standard deviation of 6.47.

**SECTION-III : Deals With Analysis Of Data Related To Comparison Of The Mean Practice Score On Bag Technique Of Students Who Use Either Lecture Cum Demonstration Or Video Assisted Teaching On Bag Technique.**

**Group-I (Lecture cum demonstration)**

**Figure 1. Comparison of the pre and posttest mean practice score on bag technique of students.**

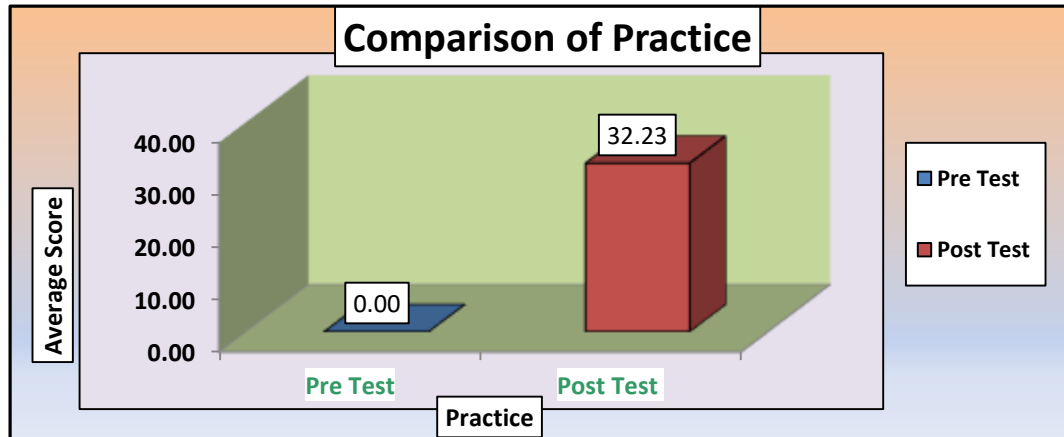


Figure 1. shows that, the comparisons of the pretest and posttest means of the practice were done by the paired t test. The pretest average score was 0.00 with standard deviation of 0.00. The posttest average score was 32.23 with standard deviation of 10.54. The test statistics value of the paired t test was 16.75 with p value 0.00. The p value less than 0.05, hence reject the null hypothesis and accept the alternative hypothesis. So, it concludes that, use of lecture cum demonstration on bag technique practice among the nursing students was effective.

**Group-II (Video assisted teaching)**

**Figure 2. Comparison of the pre and posttest mean practice score on bag technique of students**

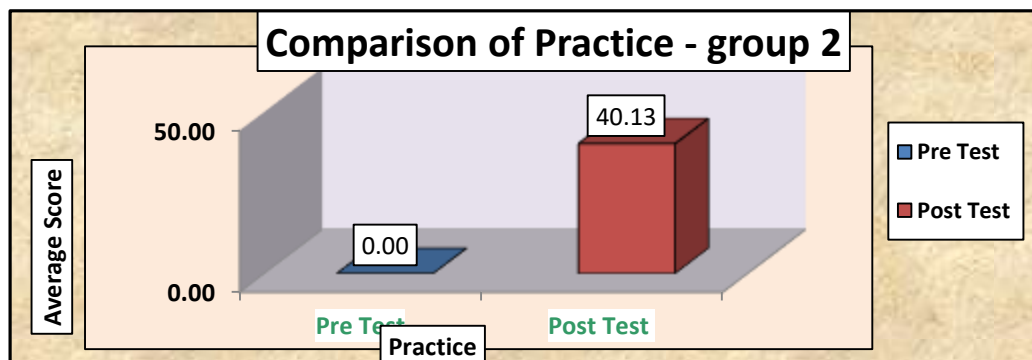


Figure 2. shows that, the comparisons of the pretest and posttest means of the practice were done by the paired t test. The pretest average score was 0.00 with standard deviation of 0.00. The posttest average score was 40.13 with standard deviation of 6.47. The test statistics value of the paired t test was 16.75 with p value 0.00. The p value less than 0.05, hence reject the null hypothesis and accept the alternative hypothesis. So, it concludes that, use of video assisted teaching on bag technique practice among the nursing students was effective.

### Group-I V/S Group-II

Figure 3. Comparison of the mean practice score on bag technique of both groups.

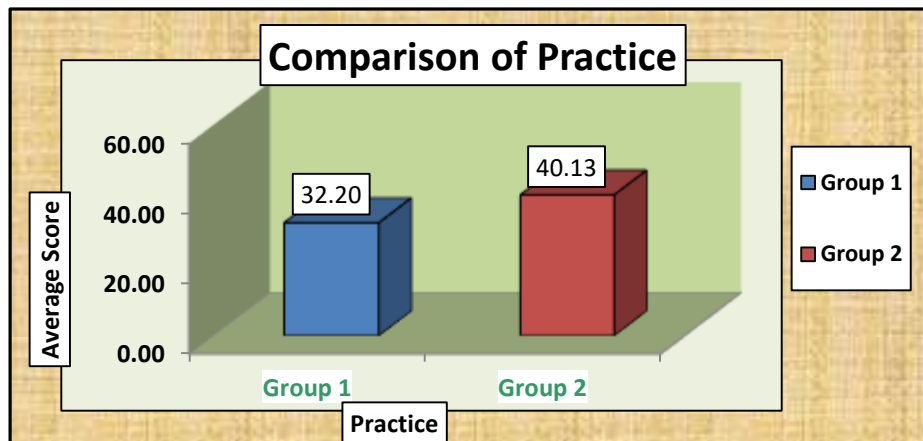


Figure 3. Shows that, the comparisons of the means of the practice of group 1 and group 2 were done by the unpaired t test. The posttest average score of group1 was 32.20 with standard deviation of 10.5. The posttest average score of group 2 was 40.13 with standard deviation of 6.47. The test statistics value of the unpaired t test was 3.50 with p value 0.00. The p value less than 0.05, hence reject the null hypothesis and accept the alternative hypothesis.

So, It concludes that, video assisted teaching proved to be more effective in improving practice of bag technique among nursing students than lecture cum demonstration.

### **SECTION IV: Deals With Analysis Of Data Related To The Association Of Post-Test Mean Practice Score On Bag Technique With Selected Baseline Variables Of Nursing Students.**

#### **Association Of Practice Score With Selected Baseline Variables:**

The chi-square test was conducted to see the association of post-test mean practice score on bag technique with selected baseline variables of nursing students. The chi-square test was conducted at 5% level of significance. For all the demographic variable gender, the p value of the association test with practice was less than 0.05, hence reject the null hypothesis. So, it Concludes that, there was significant association of the gender, with post-testmean practice score on bag technique among nursing students.

### **Conclusion**

After the comparison of post-test mean practice scores of both the groups, it was found that the post-test mean practice score of group-I (lecture cumdemonstration) was  $32.23 \pm 10.54$  and group-II (video assisted teaching) was  $40.13 \pm 6.47$ . So, video assisted teaching proved to be more effective than lecture cumdemonstration in improving the practice of bag technique among nursing students.

### **Recommendations of the study:**

1. Similar study can be done on a larger sample with same demographicvariables.
2. Similar study can be done with the same research design for senior year students, who have already learned bag technique.
3. Using the interventions of the present study various nursing concepts andprocedures can be taught and its effectiveness can be determined.
4. A follow-up study can be done for testing the retention of knowledge andpractice among nursing students.

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