



A COMPARATIVE STUDY TO ASSESS THE EFFECTIVENESS OF THE CLASSROOM TEACHING AND VIDEO ASSISTED TEACHING ON THE LEVEL OF KNOWLEDGE REGARDING NEONATAL RESUSCITATION AMONG NURSING STUDENTS AT SELECTED NURSING COLLEGES OF HARIDWAR

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Abstract:

Introduction: Neonatal resuscitation is a critical intervention in ensuring the survival of newborns, especially in developing countries where access to quality healthcare may be limited. This study aims to compare the effectiveness of classroom teaching and video-assisted teaching on the level of knowledge regarding neonatal resuscitation among nursing students.

Methods: A comparative study with a pre-experimental pre-test/post-test design was conducted among nursing students in selected colleges in Haridwar. The study included a total of 60 participants, divided into two groups: classroom teaching and video-assisted teaching. Data were collected using structured questionnaires assessing knowledge of neonatal resuscitation. Descriptive and inferential statistical analyses were performed to compare pre-test and post-test scores between the two groups.

Results: The findings indicate that both classroom teaching and video-assisted teaching were equally effective in improving the knowledge of nursing students regarding neonatal resuscitation. There was no significant difference in the effectiveness between the two teaching methods.

Keywords: Neonatal resuscitation, nursing students, classroom teaching, video-assisted teaching, comparative study.

Introduction:

Neonatal resuscitation is a critical aspect of newborn care, particularly in regions with limited access to healthcare resources. The effectiveness of educational interventions in training healthcare professionals, particularly nursing students, in neonatal resuscitation techniques is paramount. This study aims to compare the efficacy of two teaching methods, classroom teaching and video-assisted teaching, in improving nursing students' knowledge of neonatal resuscitation.

Objectives of the study

1. To assess the knowledge regarding Neonatal resuscitation among both groups in pre-test score.
2. To assess the knowledge regarding Neonatal resuscitation among both groups in post-test score.

To find the association between knowledge regarding neonatal resuscitation in both groups with selected demographic variables

Hypothesis

H₀: There will be significant co-relation in the level of knowledge of the nursing students on Neonatal resuscitation before and after class room teaching and video assisted teaching program.

H₁: There will be significant associations between the pre and post test knowledge of the subject on neonatal resuscitation with their selected demographic variables.

Materials and Methods:

This comparative study utilized a pre-experimental pre-test/post-test design among nursing students enrolled in selected colleges in Haridwar. A total of 60 participants were divided into two groups: classroom teaching and video-assisted teaching. Data were collected using structured questionnaires to assess the participants' knowledge of neonatal resuscitation. Descriptive statistics were used to analyze demographic variables, while inferential statistics, including repeated measures ANOVA and t-tests, were employed to compare pre-test and post-test scores between the two groups.

Study the Effect of the Classroom Teaching on the Level of Knowledge Regarding Neonatal Resuscitation

Null hypothesis H₀: There is no significant effect of the class room teaching on the level of knowledge regarding Neonatal Resuscitation.

	Pre-Test	Post-Test
Mean	5.96	10.8
Standard Deviation	2.17	5.16
Sample size	30	30

Study the association between classroom teaching group and video assisted teaching group knowledge (using post-test scores).

Null hypothesis H₀: There is no significant difference between classroom teaching group and video assisted teaching group knowledge.

Alternative hypothesis H₁: There is significant difference between classroom teaching group and video assisted teaching group knowledge.

	Class Room Teaching	Video assisted Teaching
Mean	10.8	10.23
Standard Deviation	5.27	3.5
Sample size	30	30

Correlation coefficient = 0.19

t- Test: Two Sample for Means (assuming equal variance)

Degree of freedom	58
T	1.04
Table Value	2
Level of significance (α)	0.05
p-value	0.29

Herep value $> \alpha$, there is no significant difference between classroom teaching group and video assisted teaching group knowledge.

Result

The result of this study shows that the students of video assisted teaching and class room teaching showed same effected of result. There is no difference of effect between class room teaching and video assisted teaching

Concusion

The finding of the study has showed that there is no major difference between class room teaching and video assisted teaching. The students have understood the programme of neonatal resuscitation by both ways.