

AHMADU INUWA
REG. NO 114-045011-11575
EFFECT OF TRADITIONAL AND MULTIMEDIA TEACHING OF VITAL SIGNS ASSESSMENT
ON SKILLS ACQUISITION OF NURSING STUDENTS IN

ISLAMIC UNIVERSITY IN UGANDA

SEPTEMBER 2015

ABSTRACT

Changes in student population, increased use of educational technology and dramatic changes in the practice of nursing and health care policies have demanded new approaches to the transformation of nursing education. This necessitates the need for nursing education environment which provides avenue for students to build and acquire skills using contemporary teaching approaches to engage them fully and to suit their learning needs in terms of time, sequence and pace. Hence, this study considers the effect of the use of traditional and multimedia teaching of vital signs assessment on skills acquisition of nursing students. The objectives of the study were to determine the effect of multimedia teaching of vital signs assessment on skills acquisition of nursing students, determine the effect of traditional teaching of vital signs assessment on skills acquisition of nursing students and compare the effect of use of traditional and multimedia teaching of vital signs assessment on skills acquisition of nursing students at IUIU. Experimental design was used for the study and a sample of 62 students was randomly selected. Skills acquisition levels of both the groups were compared using paired t - test and independent t- test. The study findings revealed a statistically significant difference on both knowledge, $t(30) = 4.42, p < 0.05$ (two tailed) and practical $t(30) = 7.08, P < .05$ (two tailed) skills acquisition after the multimedia intervention. Both knowledge and practical skills acquisition scores significantly improve after the traditional intervention and there was a statistically significant difference in knowledge, $t(30) = 7.99, P < .05$ (two tailed) and practical, $t(30) = 6.00, P < .05$ (two tailed). There was no statistically significant difference between post test knowledge scores of students in both groups $t(60) = .061, P > .05$ and practical scores $t(60) = .315, P > .05$. The mean knowledge post test of traditional was slightly higher than multimedia, while the mean practical post test of multimedia was slightly higher than that of the traditional teaching methods. Therefore, it was recommended that multimedia method should be enhanced and used by the tutors to demonstrate procedures to students, traditional method should continue by the tutors more especially in teaching theoretical aspect of nursing procedures with nurse tutors combining this with multimedia method when teaching complex procedures. The management of IUIU should provide multimedia delivery tools such as television and videos in the skills laboratory to ensure delivery by tutors and students at their extra time.