



# A STUDY TO ASSESS THE EFFECTIVENESS OF PLANNED TEACHING PROGRAM ON KNOWLEDGE REGARDING GCS (GLASGOW COMA SCALE) AMONG NURSING STUDENTS IN SELECTED COLLEGE OF NURSING AT PATNA

**Prof. Daisy Rani**

*Professor, M.Sc. Nursing, Medical Surgical Nursing, MGM College of Nursing and Paramedical, Patna*

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## ABSTRACT

**STATEMENT OF THE STUDY:** A study to Assess the Effectiveness of Planned Teaching Program on Knowledge Regarding GCS (Glasgow Coma Scale) among Nursing Students in Selected College of Nursing at Patna.

**OBJECTIVE:** 1. To assess the effectiveness of planned teaching program regarding GCS (Glasgow Coma Scale) among nursing students in a selected College of Nursing at Patna. 2. To assess the knowledge level regarding GCS (Glasgow Coma Scale) among nursing students in a selected College of Nursing at Patna. 3. To find out the association between pre-test & post -test knowledge regarding GCS (Glasgow Coma Scale) with their selected Socio-demographic variables.

**MATERIALS AND METHODS:** A Non probability Convenience Sampling Technique was used for selecting a sample of 60 students. A questionnaire was made to assess the knowledge regarding Glasgow Coma Scale tool consist of socio demographic data, self- structured questionnaires. Expert opinion and content validity of the tool was established by experts.

**RESULTS:** The pre-test and post-test level of knowledge on Glasgow Coma Scale before and after Planned Teaching Program. It shows that before the Planned Teaching Program, 16.67% of students are having average knowledge, 18.33 % of them having good knowledge, 0% having excellent knowledge & 45% having poor knowledge. After the administration of planned teaching program, 48.33% of students are having good knowledge, 35% of them having excellent knowledge, 16.67% having average knowledge & 0% having poor knowledge.

**CONCLUSION:** Therefore, H1 and H2 hypothesis were accepted that there will be significant difference in pre-test and post-test knowledge score of nursing student after intervention of Planned Teaching Program regarding Glasgow Coma Scale which show level of post-test knowledge score is higher than level of knowledge score in pre-test.

**KEYWORDS:** Planned Teaching Program, Knowledge, GCS (Glasgow Coma Scale), Nursing Students

## INTRODUCTION

The Glasgow Coma Scale (GCS) was first created by Graham Tea Scale and Bryan Jannete in 1974. It is clinical scale to asses a patient's depth and duration of impaired consciousness and coma.

The healthcare practitioners can monitor the motor response, verbal performance and eye opening of the patient in the form of simple chart. The GCS is the most commonly used tool internationally for this assessment and has been translated into 30 languages.

The Glasgow Coma Scale was originally developed to help determine the severity of coma or dysfunction following a traumatic brain injury, but can be useful for any condition

leading to impaired consciousness.

The Glasgow Coma Scale is the best measure of the overall brain dysfunction caused by traumatic brain injuries. Traumatic brain injuries caused by motor vehicle accidents, falls is recorded as a leading cause of death and lifelong disability for young adults. Whenever there is an acute brain insult, whether from head injury or non-traumatic events such as stroke or poisoning or there is an immediate need to assess the degree of brain dysfunction. This is done using a Glasgow Coma Scale that determines what interventions are needed and provides a baseline to judge progress towards recovery.

The GCS score is one of the first thing assessed at time of injury and continues to be assessed throughout the course of treatment



in TBI patients. Every year, millions of people succumb to Traumatic Brain Injuries. Traumatic brain injuries are a leading cause of morbidity, mortality, disability and socioeconomic losses around the world. As per WHO estimates, nearly 1.5 to 2 million persons are injured and 1 million succumb to death every year in India. Immediate trauma care is a neglected area in India.

**METHODS**

Experimental design, with non-probability purposive sampling method was used. A conceptual framework or model is made up of concepts that are mental images of phenomenon. These concepts are linked together to express the relationship between the study design used to elicit the effectiveness of structured

teaching program on knowledge. The conceptual model for the study was developed by the investigator based on Bertalanffy's general system-theory. The review of the literature enabled the investigator to develop the questionnaires, methodology and plan for the analysis of the data. A One group pre-test and post-test research design research design was adopted to conduct the study. Target population is students of B.Sc. nursing 3rd year & G.N.M 2nd year at Patna. A Non probability Convenience Sampling Technique was used for selecting a sample of 60 students. A questionnaire was made to assess the knowledge regarding Glasgow Coma Scale tool consist of socio demographic data, self- structured questionnaires. Expert opinion and content validity of the tool was established by experts.

**DATA ANALYSIS AND INTERPRETATION**

**Table 4.9: Criteria wise Pre-test level of knowledge regarding Glasgow Coma Scale.**

| Knowledge | Frequency | Percentage |
|-----------|-----------|------------|
| Excellent | 0         | 0%         |
| Good      | 11        | 18.33%     |
| Average   | 22        | 36.67%     |
| Poor      | 27        | 45%        |

Shows the criteria wise pre-test level of knowledge regarding Glasgow Coma Scale among the nursing student studying in B.Sc. nursing 3rd year & G.N.M 2nd year. It shows that 36.67%

of students are having average knowledge, 18.33 % of them having good knowledge, 0% having excellent knowledge and 45% having poor knowledge.

**Table 4.10: Criteria wise Post-test level of knowledge according to criteria**

| Knowledge | Frequency | Percentage |
|-----------|-----------|------------|
| Excellent | 21        | 35%        |
| Good      | 29        | 48.33%     |
| Average   | 10        | 16.67%     |
| Poor      | 0         | 0%         |

Shows the criteria wise post-test level of knowledge regarding Glasgow Coma Scale among the nursing student studying in B.Sc. nursing 3rd year & G.N.M 2nd year. It shows that 35%

of students having excellent knowledge, 48.33% of them are having good knowledge, 16.67% of having average knowledge & 0% of having poor Knowledge.

**Table-1 Pre-Test and Post- Test of knowledge according to criteria score.**

|           | Pre-Test       |        | Post-Test      |        | Pearson Chi Square Test                                   |
|-----------|----------------|--------|----------------|--------|---|
|           | No. of Student | %      | No. of student | %      |   |
| Excellent | 0              | 0%     | 21             | 35%    | $x^2 = 16.27$<br>$p = 0.001$<br><br>DF = 3<br>Significant |
| Good      | 11             | 18.33% | 29             | 48.33% |   |
| Average   | 22             | 36.67% | 10             | 16.67% |   |
| Poor      | 27             | 45%    | 0              | 0%     |   |

Shows the pre-test and post-test level of knowledge on Glasgow Coma Scale before and after Planned Teaching Program. It shows that before the Planned Teaching Program, 16.67% of students are having average knowledge, 18.33 % of them having good knowledge, 0% having excellent knowledge & 45% having poor knowledge. After the administration of planned teaching program, 48.33% of students are having good

knowledge, 35% of them having excellent knowledge, 16.67% having average knowledge & 0% having poor knowledge.

**CONCLUSION**

There will be significant association between posts- test level of knowledge regarding GCS (Glass Coma Scale) with their socio- demographic variable is accepted in the area of gender,



age, course and previous knowledge regarding Glasgow Coma Scale and rejected in the previously performed GCS before and any special training attended before neurological assessment.

Comparison to assess the effectiveness of Planned Teaching Program on promotion of knowledge regarding Glasgow Coma Scale among nursing student.

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