A COMPARATIVE STUDY TO ASSESS THE EFFECTIVENESS OF OSCE VS. TRADITIONAL METHOD (ESSAY TYPE) IN TERMS OF KNOWLEDGE REGARDING ABG ANALYSIS AMONG B. SC NURSING STUDENTS

INTRODUCTION
Objective structured clinical examination (OSCE) has been widely used in the assessment of students' clinical performance. Research revealed that it is an effective evaluation tool for nursing students' clinical skills. The quality of an assessment depends on its reliability, validity, educational impact, acceptability and feasibility. Though marking should depend only on student and patient variability in a clinical examination, it is often seen that examiner variability based on subjectivity can significantly affect scoring. It was a real concern for those involved in education that the integration of theory and clinical skills revealed that it is an effective evaluation tool for nursing students. The quality of an assessment depends on its reliability, validity, educational impact, acceptability and feasibility. Though marking should depend only on student and patient variability in a clinical examination, it is often seen that examiner variability based on subjectivity can significantly affect scoring. It was a real concern for those involved in education that the integration of theory and clinical skills revealed that it is an effective evaluation tool for nursing students.

OBJECTIVES:
1. To assess and compare OSCE v/s Traditional method (essay type) in terms of level of knowledge regarding ABG analysis among B.sc nursing students.
2. To assess and compare OSCE v/s Traditional method (essay type) in terms of level of satisfaction regarding ABG analysis among B.sc nursing students.
3. To determine the association of level of knowledge regarding ABG analysis with their selected demographic variables.
4. To determine the association of level of satisfaction regarding ABG analysis with their selected demographic variables.

MATERIAL AND METHODS
The research approach adopted for the study was non-experimental with descriptive comparative design.

SAMPLE SIZE: The present study was conducted on eighty students (forty for each group) to assess their knowledge and satisfaction regarding type of examination among nursing students Ambala, Haryana.

SAMPLING TECHNIQUE: The sample was selected using random sampling technique.

SETTING: The study was conducted on B.sc nursing 2nd year students in MMCON.

TOOL DESCRIPTION: The tool developed and used for data collection was Structured knowledge questionnaire for OSCE and Traditional method and criterion measurement for level of satisfaction.

SECTION –I: Structured Questionnaire Socio demographic Variables

SECTION –II: Structured knowledge questionnaire for OSCE and Traditional method and criterion measurement for level of satisfaction.

TABLE 1: CRITERIA FOR ASSESSMENT OF LEVEL OF KNOWLEDGE

<table>
<thead>
<tr>
<th>LEVEL OF KNOWLEDGE</th>
<th>RANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVERAGE</td>
<td>0-3</td>
</tr>
<tr>
<td>GOOD</td>
<td>4-7</td>
</tr>
<tr>
<td>VERY GOOD</td>
<td>8-10</td>
</tr>
</tbody>
</table>

TABLE 2: CRITERIA FOR MEASUREMENT LEVEL OF SATISFACTION

<table>
<thead>
<tr>
<th>LEVEL OF SATISFACTION</th>
<th>RANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO COMMENTS</td>
<td>16-28</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>29-41</td>
</tr>
</tbody>
</table>
MAJOR FINDINGS

- In both the OSCE and the tradition method majority of student were in the age group of 19-21 i.e. 70% for OSCE and 60% for Traditional. Majority of students are females i.e. for OSCE 72.5% and Traditional 70%. Majority of students resides in hostel i.e. for OSCE 70% and Traditional 72.5%. Majority of students were having the previous knowledge regarding ABG analysis. Majority of students lies in the category of last year percentage 50-75% i.e. for OSCE 77.5% and for tradition is 80%.
- Level of knowledge of B.SC nursing students towards OSCE is good (42.5%) and in the tradition is average (62%)
- Majority of students i.e. 65% agree with OSCE method and for Traditional it is 30%
- Mean standard deviation for OSCE is 4.8± 2.28 and for Traditional it is 2.8±1.45.
- The mean scores found with the OSCE method (mean=4.8) and the score by Traditional method (mean=2.8) and there has been a significant difference between the scores (z=4.04).

<table>
<thead>
<tr>
<th>Method</th>
<th>Mean</th>
<th>MD</th>
<th>SEM</th>
<th>df</th>
<th>z-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>OSCE(n=40)</td>
<td>4.8</td>
<td>2.0</td>
<td>0.443</td>
<td>78</td>
<td>4.04</td>
</tr>
<tr>
<td>TRADITIONAL(n=40)</td>
<td>2.8</td>
<td>0.221</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

IMPLICATION OF THE STUDY

Nursing Administration:
- Nurse administrator can make effort to conduct in-service education program based on clinical skills of student nurses.
- Nurse administrator are in key position to prepare different methods of examination to evaluate knowledge of their nurses.

Nursing Education
- All nursing students can be taught about OSCE and Traditional methods skills.
- In nursing curriculum these methods must be involved for examination.

Nursing Research
- Present study generate specific literature for students to check the effectiveness of OSCE vs Traditional method in terms of knowledge regarding ABG analysis.
- Further research including more universities is recommended to identify the other factors that may influence the effectiveness of OSC vs traditions in terms of knowledge regarding ABG analysis.
- Knowledge level could be compared in groups who were oriented to both groups.

RECOMMENDATION

- A similar study can be conducted with a large sample.
- The study can be conducted in different setting.
- A comparative study can be conducted with different methods of examination.
- A experimental study can be conducted.
- A longitudinal study can be conducted.

CONFLICT OF INTEREST

No

SOURCE OF FUNDING

Self

ETHICAL CLEARANCE

Ethical approval to conduct the study was obtained from the institutional Ethical Committee of M.M University, Mullana, Ambala, Haryana.

REFERENCES