

Comparing Effects of Traditional and Multimedia Teaching of Vital Signs Assessment on Knowledge Acquisition of Nursing Students at Islamic University in Uganda.

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ABSTRACT

This study aims at comparing effect of traditional and multimedia teaching of vital signs assessment on knowledge acquisition of nursing students at IUIU. Quasi-experimental design was used for the study and a sample of 62 students were randomly selected. Knowledge 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 knowledge, $t(30) = 4.42$, $p < 0.05$ (two tailed) acquisition after the multimedia intervention. Knowledge 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). There was no statistically significant difference between post-test knowledge scores of students in multimedia and traditional groups $t(60) = .061$, $P > .05$. The mean post-test knowledge of traditional ($M = 19.79$, $SD = 1.93$) was slightly higher than multimedia ($M = 19.76$, $SD 2.21$). Therefore, it was recommended that multimedia method should be enhanced and used in combination with traditional method when teaching complex procedures. The management of IUIU should provide more multimedia delivery tools such as television and videos in the skills laboratory to ensure delivery by tutors and learning by students at their extra time.