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**J Samhitha**  
Assistant Professor,  
Department of CHN,  
Narayana College of Nursing,  
Nellore, Andhra Pradesh,  
India

**Latha P**  
Associate Professor,  
Department of OBG,  
Narayana College of Nursing,  
Nellore, Andhra Pradesh,  
India

**Dr. Indira Arumugam**  
Professor and Principal,  
Department of MSN,  
Narayana College of Nursing,  
Nellore, Andhra Pradesh,  
India

## Correspondence

**J Samhitha**  
Assistant Professor,  
Department of CHN,  
Narayana College of Nursing,  
Nellore, Andhra Pradesh,  
India

## A study to assess the knowledge on objective structured practical examination (OSPE) among B.sc Nursing students at selected college, Nellore

**J Samhitha, Latha P and Dr. Indira Arumugam**

### Abstract

**Background:** Objective structured practical examination [OSPE] is a new pattern of practical examination. In OSPE each component of clinical competence is tested uniformly and objectively for all the students who are taking up a practical examination at a given place. Incorporation of OSPE comprehensively assesses the examiner for their cognitive, psychomotor and affective learning abilities. OSPE is a modification of OSCE for evaluating practical skills in the pre and Para clinical subjects.

**Objectives:** 1. To assess the level of knowledge regarding OSPE among B.Sc. Nursing students. 2. To find out association between the level of knowledge regarding OSPE among B.Sc. Nursing students with their selected demographic variables.

**Methods:** A quantitative research with descriptive design was used. Through convenience sampling technique, 100 B.Sc. Nursing students were selected.

**Results:** Regarding level of knowledge among B.Sc. Nursing students, 18(18%) were had A level, 22(22%) were had B+ level, 18(18%) were had B level, 17(17%) were had C level and 25(25%) were had D level.

**Keywords:** knowledge, objective structured practical examination, B.Sc. nursing students

### Introduction

Learning is still data being driven by the anticipation of assessment in the recent times medical education is undergoing extensive revision and the faculty is being trained in a variety of methods of assessment including many methodologies. Medical education has always had challenges with respect to assessment method subjectively and inter examiner variation and bias has been the high light of most examinations<sup>[1]</sup>.

There have been attempts to improve and increase the objectivity of written examination by the introduction of structured easy question and multiple choices question. These have however been a lack of objectivity during the practical examination. Assessment of students should be on student variability in the skill being tested<sup>[2]</sup>.

Objective structured practical examination [OSPE] is a new pattern of practical examination. In OSPE each component of clinical competence is tested uniformly and objectively for all the students who are taking up a practical examination at a given place. Incorporation of OSPE comprehensively assesses the examiner for their cognitive, psychomotor and affective learning abilities. OSPE is a modification of OSCE for evaluating practical skills in the pre and Para clinical subjects. It has been felt that the traditional examination leads to overlooking of demonstration of individual competencies and the scoring system measures only the global performance of the examiners<sup>[3]</sup>.

### Need for the study

Studies have been shown that OSPE has been found to be the objective valid and reliable tool for assessment which also eliminates examiner fear. OSPE examination consists of requisite number of stations. Each station is designed to test a component of experimental competencies at procedure station; students are given tasks to perform on sample and instrument only. At all such stations there are observers with agreed back lists to mark the student's performance. At other stations called 'Response stations' students write the answers of the objective type question or interpret data or records their findings of the previous procedure stations<sup>[4]</sup>.

In March 31<sup>st</sup> 2010 a study conducted on student perception of OSPE compared to conventional practical examination the result shown that assessment of practical skill is often

neglected to contributing factor is the un satisfactory nature of assessment instrument commonly used, the OSPE is practical reliable and valid alternative [5].

In April 7, 2007 a study conducted on OSPE as a method of learning and evaluation for undergraduate students of pharmacology, the feedback questionnaire was 0.71 with high internal consistency. 70% students felt that the question asked and syllabus taught were and correlated in psychomotor domain.81% students opened that it was associated with less stress than clinical practical examination on overall assessment [6].

A study to evaluate the OSPE towards undergraduate students. The scores of 40 undergraduate medical students were analyzed of S.R.T.R Government Medical College, Ambaiogai in Maharashtra, India. A Likert scale containing 9 items was used to assess the attitude of student towards OSPE in pharmacology. The overall mean attitude of score was 3.99. The response of male students towards OSPE (4.2) was more favorable as compared to that of female students (3.9) students strongly agreed that OSPE covers wide range of skills and it is a good form of examination and learning experience [7].

**Statement of the problem**

A study to assess the knowledge on objective structured practical examination (OSPE) among B.Sc. Nursing students at selected college, Nellore.

**Objectives of the study**

- To assess the level of knowledge regarding OSPE among B.Sc. Nursing students
- To find out association between the level of knowledge regarding OSPE among B.Sc. Nursing students with their selected demographic variables

**Delimitations**

**The study is limited to;**

- Nursing students studying at Narayana Nursing Institutions, Nellore.
- Sample size of 100.
- Period of two week data collected only.

**Methodology**

**Research Approach**

A quantitative approach was adopted to determine the research study.

**Research Design**

The present study was conducted by using descriptive research design.

**Setting of the Study**

The setting of the study is Narayana Nursing Institutions, Nellore.

**Target Population**

The target population for this present study includes the all B.Sc. Nursing students.

**Accessible Population**

The accessible population for the present study includes all B.Sc. Nursing students studying in Narayana Nursing Institutions, Nellore.

**Sample Size**

The sample size of the present study is 100 B.Sc Nursing students.

**Sampling Technique**

Non probability convenience sampling technique was adopted for this study.

**Inclusion criteria**

B.Sc. Nursing students who are;

- Available at the time of data collection.
- Willing to participate in the study
- Studying in Narayana Nursing Institutions, Nellore

**Exclusion criteria**

B.Sc. Nursing students who are;

- Who are sick or on leave

**Variables of the Study**

**Demographic variables:** Demographic variables like age, gender, educational qualification, and language.

**Research variables:** Knowledge on Objectives Structured Practical Examination (OSPE).

**Description of the Tool**

**Part-A:** Demographic variables include age, gender and educational qualification.

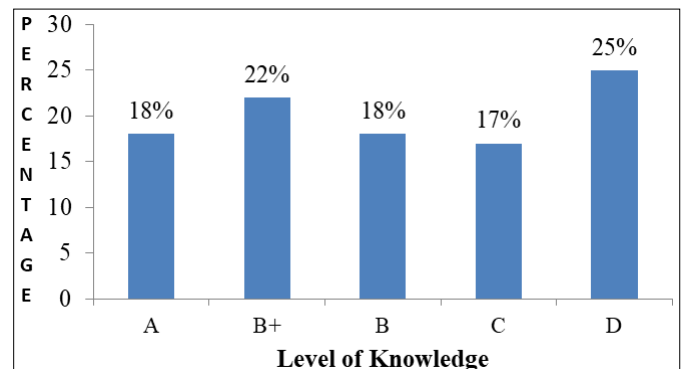
**Part-B:** Deals with Structured questionnaire on knowledge on Objectives Structured Practical Examination (OSPE).

**Data Analysis**

**Table 1:** Level of knowledge on OSPE among B.Sc. Nursing students. (N=100)

Level of knowledge	Frequency (f)	Percentage (%)
A	18	18
B+	22	22
B	18	18
C	17	17
D	25	25
Total	100	100

Table No-3: Shows that with regard to level of knowledge among B.Sc Nursing students, 18(18%) were had A level, 22(22%) were had B+ level, 18(18%) were had B level, 17(17%) were had C level and 25(25%) were had D level.



**Fig 1:** Percentage distribution of level of knowledge regarding OSPE among B.Sc. Nursing students.

**Table 2:** Mean and standard deviation of level of knowledge regarding OSPE among B.Sc. Nursing students. (N=100)

Category	Criteria	Mean	Standard deviation
B.Sc. Nursing students	Level of knowledge	18.86	4.23

Table 2: Shows that the mean knowledge score of B.Sc. Nursing students was 18.86 and standard deviation was 4.23.

**Table 3:** Association between levels of knowledge regarding OSPE among B.Sc. Nursing students with their socio demographic variables. (N=100)

S. No	Demographic variables	A		B+		B		C		D		Chi square
		F	%	F	%	F	%	F	%	F	%	
1.	<b>Age</b>											C=15.594 T=9.49 df=4 P<0.05 S*
	a. 17-18 years	18	18	22	22	17	17	17	17	24	24	
	b. 19-20 years	-	-	-	-	1	1	-	-	1	1	
2.	<b>Source of information</b>											C=24.78 T=21.03 df=12 P<0.05 S*
	a. Internet	3	3	4	4	8	8	3	3	7	7	
	b. Mass media	2	2	5	5	4	4	5	5	5	5	
	c. Curriculum	-	-	4	4	2	2	2	2	8	8	
	d. Peer group	13	13	9	9	4	4	7	7	5	5	

**Major findings of the study**

- Regard to level of knowledge among B.Sc. Nursing students, 18(18%) were had A level, 22(22%) were had B+ level, 18(18%) were had B level, 17(17%) were had C level and 25(25%) were had D level.
- The mean knowledge score of B.Sc. Nursing students was 18.86 and standard deviation was 4.23.
- There was a significant association was found between level of knowledge and socio demographic variables such as age and source of information at P<0.05 level.

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**Conclusion**

The study concluded that, significant percentage of B.Sc. Nursing students 25(25%) had very poor knowledge on Objective Structured Practical Examination (OSPE). Hence, more effort must be taken to motivate the students to develop the positive attitude towards learning and to improve their knowledge level regarding OSPE.

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