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This study determined the effectiveness of mnemonics in improving memory among nursing students in GCON, Bikaner

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Abstract

Background: This study determined the Effectiveness of mnemonics in improving memory among nursing students in GCON, Bikaner.

Materials and Methods: Quantitative research Approach was considered suitable for assessing the effectiveness of mnemonics with Pre-experimental Approach with one group pre-test and post-test design was used to assessing the effectiveness of mnemonics to improve memory of the b.sc nursing 1st year students. Data collection was done on September 2021 regarding demographic characteristics and effectiveness of mnemonics using a closed-ended questionnaire.

Results: It is evident that there is a remarkable increase in the score of students regarding effectiveness of mnemonics. The mean pre-test score was 23.33 and the mean post-test score was 26.76. No students had a score above 15 in the pre-test but n the post-test all had score above 15.

Conclusion: It is evident that there is a remarkable increase in the score of students regarding effectiveness of mnemonics. The mean pre-test score was 23.33 and the mean post-test score was 0.446. Highly significant difference ($t=0.74$) was observed between the pre-test and post-test scores of students regarding effectiveness of mnemonics.

Keywords: Memory, effectiveness, B.Sc. nursing, mnemonic

Introduction

“The only thing more expensive than education is ignorance”-Spanish proverb

It is difficult to say exactly when the first ideas of memory were integrated. However, scholars attribute it to the Greeks about 600 years before Christ. The term memory comes from a Latin word ‘memoric’, meaning “to be mind full of “or “to serve as a reminder “ the term memory refers to what is retained-the total body of remembered experience, as well as a specific experience, that is being recalled. So memory is either retaining experiences or identifying, recalling them successfully at the right moment.

Mnemonics are memory devices or learning techniques that help in retention of information. Mnemonics are used to translate information into a form that is easy for the human brain to store and retain.

Basic Principles of Mnemonics: Meaningfulness, Organization, Association, Visualization, Attention.

Research on Mnemonics began in 1960’s. By the early 1970’s several psychologists and researchers had suggested the potential value of mnemonics in education.

The researcher is going to study the effect of Mnemonics on the acquisition of ANATOMY on B.Sc Nursing 1st year students. The researcher has chosen the following Mnemonics especially for students.

Acronyms Picture making Pyramid Homophones Repetition of Rules Creativity.

Material and Methods

a. Research Approach: Experimental Quantitative research.

b. Research Design: Pre-experimental Approach with one group pre-test and post-test design

c. Setting of the Study: Students studying in the B.Sc Nursing 1st year GCON, Bikaner.

d. Participant and Procedure: A closed-ended questionnaire designed. Data’s confidentiality maintained.

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e. Sample Technique: Simple random sampling technique.

f. Sample Size: The Sample size was 60 students.

g. Inclusion Criteria

1. The B.Sc. Nursing 1st year students those who are studying in GCON, BIKANER.
2. The B.Sc. Nursing 1st year students who are willing to participate.
3. The B.Sc. Nursing 1st year students those who knows English, Hindi, local language.
4. The B.Sc. Nursing 1st year students who are available at the time of data collection.

h. Exclusion Criteria

1. The B.Sc. Nursing 1st year students those who are not interested to participate in this study.
2. The B.Sc. Nursing 1st year students those who are not present at the time of data collection.

i. Variables under Study

1. Dependent Variable: The achievement of the students in the Pre-Test and Post-Test were the dependent variables.
2. Independent Variables: Mnemonics were independent variables.

j. Description of the Tool: A closed-ended questionnaire was prepared containing informed consent along with 2 sections. (I.e. Socio-demographic, effectiveness of mnemonics).

1. **Socio-Demographic Data:** Included six demographic variables such as age, gender, area of living, religion, family income, previous education status of students.
2. **Effectiveness of mnemonics:** includes 30 items to estimate effectiveness of mnemonics among B.sc nursing 1st year students.

Effectiveness of mnemonics: To describe the effectiveness of mnemonics in improving memory. The level of effectiveness is grouped into three. Good (score 20-30), average (score 10-19), and poor (score 0-9). One group pre-test (A1) and post-test (A2) design is used (before and after study design) to evaluate the effectiveness of the structured teaching programme. Further statistical significance of the effectiveness of the structured teaching programme is analysed by paired 't' test.

Reliability of the Tool: Reliability was assessed by collecting data from 6 nursing students by Cronbach's alpha formula. The reliability was $r = 0.90$. It was statistically significant and thus reliable.

Statistical Analysis: The data obtained was analyzed using descriptive and inferential statistics. Descriptive statistics include calculation of Mean, Median, and Standard deviation to describe the measures of central tendency of the data. Inferential statistics was done using "T" test to find effectiveness of mnemonics to improve memory with selected variables.

Result

Table 1: Frequency and percentage distribution of subjects according to demographic variable.

N=60			
S. No	Demographic variable	Freq	%
1	Age		
	A. 17 – 19 years	38	63.33333
	B. 19 – 21 years	22	36.66667
	C. 21 - 23 years	0	0
	D. Above 23 years	0	0
2	Gender		
	A. Boy	25	41.66667
	B. Girl	35	58.33333
3	Area of living		
	A. Urban	37	61.66667
	B. Rural	23	38.33333
4	Religion		
	A. Hindu	55	91.66667
	B. Sikh	0	0
	C. Muslim	5	8.333333
	D. Christian	0	0
5	Family Income		
	A. below 5000	0	0
	B. 5000-10000	8	13.33333
	C. 10,000-15,000	18	30
	D. Above 15,000	34	56.66667
6	Previous education status of student		
	A. 10+2	60	100
	B. Undergraduate	0	
	C. Postgraduate	0	
	D. Other/ Any Diploma	0	

Section A: This section provides a comparison of pre-test and post-test scores

Table 2: Evaluation of the effectiveness of planned teaching programme (PTP) on effectiveness of the mnemonics among B.sc 1st year students.

	Pre-test	Post-test
Mean	23.33	26.76
Median	3	13.5
Mode	13	16
Standard Deviation	29.37	29.97
Range	7-15	15-20

Conclusion

On the basis of the findings of the study the following conclusion were drawn.

It is evident from the graph that there is a remarkable increase in the score of students regarding effectiveness of mnemonics. The mean pre-test score was 23.33 and the mean post-test score was 26.76. Highly significant difference ($t=0.74$) was observed between the pre-test and post-test scores of students regarding effectiveness of mnemonics.

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