

***“COMPARATIVE STUDY TO IDENTIFY THE EFFECTIVENESS
BETWEEN FLIPPED CLASSROOM TEACHING AND TRADITIONAL
METHOD AMONG FIRST YEAR GNM STUDENTS IN SELECTED
COLLEGE.”***



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ABSTRACT

“COMPARATIVE STUDY TO IDENTIFY THE EFFECTIVENESS BETWEEN FLIPPED CLASSROOM TEACHING AND TRADITIONAL METHOD AMONG FIRST YEAR GNM STUDENTS IN SELECTED COLLEGE.”

BACKGROUND OF THE STUDY:

Teaching plays a huge role in how well students understand and retain what they're learning—especially in nursing, where both knowledge and hands-on skills are essential. For years, the traditional way of teaching, mostly through lectures and note-taking, has been the standard. While this method has its place, it often leads to passive learning, where students simply listen and memorize instead of truly understanding or applying what they've learned.

In today's world, education is changing. New methods are being explored to make learning more engaging and effective. One of these is the flipped classroom approach. In this method, students go through learning materials—like videos or readings—on their own before coming to sessions. Then, instead of listening to long explanations, their time together is used to discuss, ask questions, solve problems, or work on activities that deepen their understanding. This active way of learning helps students take more responsibility for their education and often improves their ability to think critically.

For students in nursing, who are preparing to care for real people in real-life situations, this shift in teaching style could be especially helpful. In their early stages of training, many nursing students struggle with complex topics or connecting theory to practical care. The flipped approach might offer a way to make learning more personal, flexible, and meaningful.

Even though this method is being used more in different fields, there hasn't been much research—especially in the nursing field—on whether it actually works better than traditional teaching. That's why this study was planned: to look at both methods side by side and see which one truly helps nursing students learn better.

OBJECTIVES OF THE STUDY

1. To assess the knowledge level of first year GNM students before and after teaching through the flipped classroom method.
2. To assess the knowledge level of first year GNM students before and after teaching through the traditional classroom method.
3. To compare the effectiveness of flipped classroom teaching and traditional methods in terms of knowledge gain among first year GNM students.

METHODOLOGY

A quasi-experimental research design, specifically a non-equivalent pre-test and post-test control group design, was adopted for this study to compare the effectiveness of two different teaching methods—flipped classroom and traditional classroom—on the knowledge levels of first-year GNM students. The study followed a quantitative research approach to objectively measure and analyse the knowledge scores of students before and after the intervention. It was conducted in a selected nursing college in Bangalore, Karnataka, where two separate groups of first-year GNM students from the same academic batch were selected from different classrooms to avoid contamination of teaching methods. The target population for the study consisted of all first-year General Nursing and Midwifery (GNM) students enrolled in the selected college. A total of 60 students participated, with 30 students in the experimental group (flipped classroom) and 30 students in the control group (traditional method). The participants were selected using a non-probability purposive sampling technique based on predefined inclusion criteria.

RESULT

The study revealed a significant improvement in knowledge levels among first-year GNM students taught using the flipped classroom method compared to the traditional method. In the flipped classroom group, students with adequate knowledge increased from 10% in the pre-test to 90.3% in the post-test, while inadequate knowledge dropped to 0%. In contrast, the traditional classroom group showed only a slight rise in adequate knowledge from 25.8% to 29%. Statistical analysis confirmed a highly significant difference in post-test mean scores between the two groups (flipped: 26.50 ± 3.07 ; traditional: 15.63 ± 5.01 ; $t = 10.123$, $p < 0.001$). These findings demonstrate that the flipped classroom method is markedly more effective in improving knowledge compared to traditional teaching among first-year GNM students.

CONCLUSION

The present study was conducted to compare the effectiveness of flipped classroom teaching and traditional classroom methods among first-year General Nursing and Midwifery (GNM) students. Based on the findings, it is evident that both methods led to an improvement in students' knowledge. However, the flipped classroom method resulted in significantly higher knowledge gain compared to the traditional lecture-based approach.

Students who participated in the flipped classroom showed not only improved post-test scores but also expressed greater interest, involvement, and satisfaction with the learning process. The model encouraged self-learning, active classroom participation, and the development of critical thinking and problem-solving skills—elements that are essential for future nursing professionals. In contrast, while the traditional method remained effective in delivering foundational content, it lacked the interactive and student-centred components that the flipped classroom offered.

Therefore, the study concludes that the flipped classroom method is more effective than the traditional method in improving knowledge and engagement among first-year GNM students. Nursing educators and institutions are encouraged to adopt and integrate this approach into their teaching strategies to promote deeper understanding, active learning, and better academic outcomes.

KEY WORDS: Traditional Teaching Method, Flipped Classroom, Nursing Education, Teaching Strategies, Knowledge Acquisition, Active Learning, Student Engagement.

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