

Thesis Title A Comparison of Cognitive Domain Competency on Primary
Health Care of Students Taught by Problem-Solving
Inquiry-Oriented Approach and by Traditional Teaching
Method : A Case Study of Saraburi Nursing College

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Date of Graduation 27 May B.E. 2536 (1993)

ABSTRACT

The purpose of this research was to compare Cognitive Domain Competency on Primary Health Care between two groups of nursing students who were taught by Problem-Solving Inquiry-Oriented Approach and by Traditional Teaching Method. And compare the opinion about teaching method that they received.

The subjects were the first-year nursing students who were studying Community Health Nursing I of Saraburi Nursing College in the semester of 1992. They were divided into an experimental and controlled group by systematic random sampling method. The experimental group of 38 students was taught by Problem-Solving Inquiry-Oriented Approach and the controlled group of 38 students was taught by Traditional Teaching Method. Each group was taught two hours a week

for four weeks. The instruments for collecting data were the Cognitive Domain in Primary Health Care test and opinionnaire about Primary Health Care teaching method. Data was analyzed by using independent t-test, paired t-test and F-test ANCOVA.

The results of the study revealed that :-

1. Nursing students being taught by different methods revealed no statistically significant different at the 0.5 level in both total Cognitive Domain and each levels of Cognitive Domain in Primary Health Care.
2. Both groups of nursing students had statisically significant different in mean score of Cognitive Domain before and after being taught at the 0.5 level.
3. Both groups of Nursing students had statistically significant different in mean score of opinion about teaching method at the 0.5 level in topic of learning in real situation, freedom of learning, thinking development and applying knowledge but the topic of team work and suitable of learning activities had no statistically significant different at the 0.5 level.

Recommendation : This teaching method, Problem-Solving Inquiry-Oriented Approach should be tried to confirm the effectiveness.