SJIF Impact Factor (2025): 8.688| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 10 | Issue: 8 | August 2025 - Peer Reviewed Journal

The main study was conducted over a period of four weeks. A total of 30 B.Sc Nursing First Year Students were selected using a convenient sampling method. After obtaining written consent, the participants were comfortably seated in a waiting hall. A structured questionnaire was administered to assess their pre-test level of perceived memory regarding mnemonics. The assessment lasted for 45 minutes.

On the following day, a structured teaching program was conducted for the same participants. After seven days, a post-test was administered to evaluate their level of perusing the same structured questionnaire. Previous studies have shown that educational interventions significantly improve the level of perceived memory among B.Sc Nursing First year. Throughout the data collection process, all participants cooperated well, reinforcing the feasibility of educational strategies in improving the level of perceived memory.

3. RESULTS

The table presents the frequency and percentage distribution of demographic variables among the study participants.With regard to age the majority 30(100%) of B.Sc., nursing first year students were in the age group of 18-19 years.

With regards to religion, the majority 25 (83.3%) of B.Sc., nursing first year students were belongs to Hindu, 3(10%) of B.Sc., nursing first year student belongs to Muslim, and 2(6.6%) of B.Sc., nursing first year students belongs to Christian.

With regard to father's occupation the majority 14 (46.6%) of B.Sc nursing first year students fathers were farmers, 8(26.6%) of B.Sc nursing first year students fathers were daily waged workers, 1(3.3%) of B.Sc nursing first year students fathers were self-employee/ business, 7(23.3%) of B.Sc nursing first year students fathers were employed.

With regard to mother's occupation the majority 12(40%) of B.Sc nursing first year students mothers were farmer, 3(10%) of B.Sc nusing first year students mothers were daily waged worker, 2(6.6%) of B.Sc nursing first year students mothers were self employee/business, 5(16.6%) of B.Sc nursing first year students mothers were employed, 8(26.6%) of B.Sc nursing first year students mothers were unemployed/ house wife.

With regard to family income the majority 2(6.6%) of B.Sc nursing first year student's family income were less than Rs 5,000, 11(36.6%) of B.Sc nursing first year student's family income were between Rs 5,001-Rs 10,000, 10(33.3%) of B.Sc nursing first year student's family income were between Rs 10,001-Rs 15,000, 7(23.3%) of B.Sc nursing first year student's family income were above Rs 15,000.

With regard to duration of study time the majority 3(10%) of B.Sc nursing first year student's study time were less than 1 hour, 19(63.3%) of B.Sc nursing first year student's study time were between 2-3 hours, 7(23.3%) of B.Sc nursing first year student's study time were between 4-5 hours, 1(3.3%) of B.Sc nursing first year student's study time were more than 6 hours.

With regard to wake up time the majority 1(3.3%) of B.Sc nursing first year students waking time were before 3'o clock, 9(30%) of B.Sc nursing first year student's waking time were between 4-5 hours, 20(66.6%) of B.Sc nursing first year student's waking time were after 6 hours.

With regard to duration of sleep time the majority 12(40%) of B.Sc nursing first year student's sleeping time were 8 hours, 17(56.6%) of B.Sc nursing first year student's sleeping time were 6 hours, 1(3.3%) of B.Sc nursing first year student's sleeping time were 4 hours.

With regard to previous knowledge the majority 5(16.6%) of B.Sc nursing first year student's were exposed to previous knowledge regarding mnemonics, 83.3% of B.Sc nursing first year student's were not exposed to previous knowledge regarding mnemonics.

EFFECTIVENESS OF STRUCTURED TEACHING PROGRAM

In the pre-test assessment of level of perceived memory regarding mnemonics among college students, majority 60% of them had inadequate level of perceived memory, 36.6% of them had moderately adequate level of perceived memory, 3.3% of them had adequate level of perceived memory. Where as in the post test level of perceived memory among B.Sc nursing first year students revealed that 100% of them had adequate level of perceived memory.

The comparison of pre-test and post-test scores revealed that the pre-test mean score was 54.2with a standard deviation (SD) of 18.75whereas the post-test mean score was 124.7with an SD of13.36. The calculated 't' value was 18.67, which was greater than the tabulated value at $p < 0.05$, indicating statistical significance. Therefore, the research hypothesis (H_1) was accepted, confirming that the structured teaching program was effective in enhancing level of perceived memory regarding Mnemonics among college students.

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Figure1: Percentage distribution of pre-test level of perceived memory regarding mnemonics among B.Sc Nursing First Year Students.

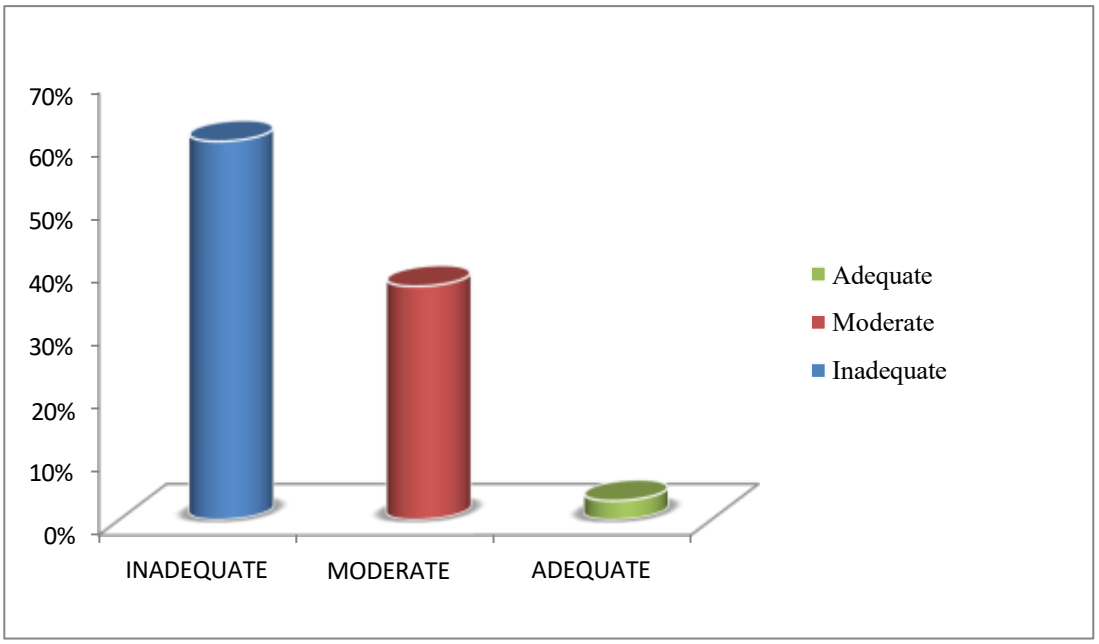
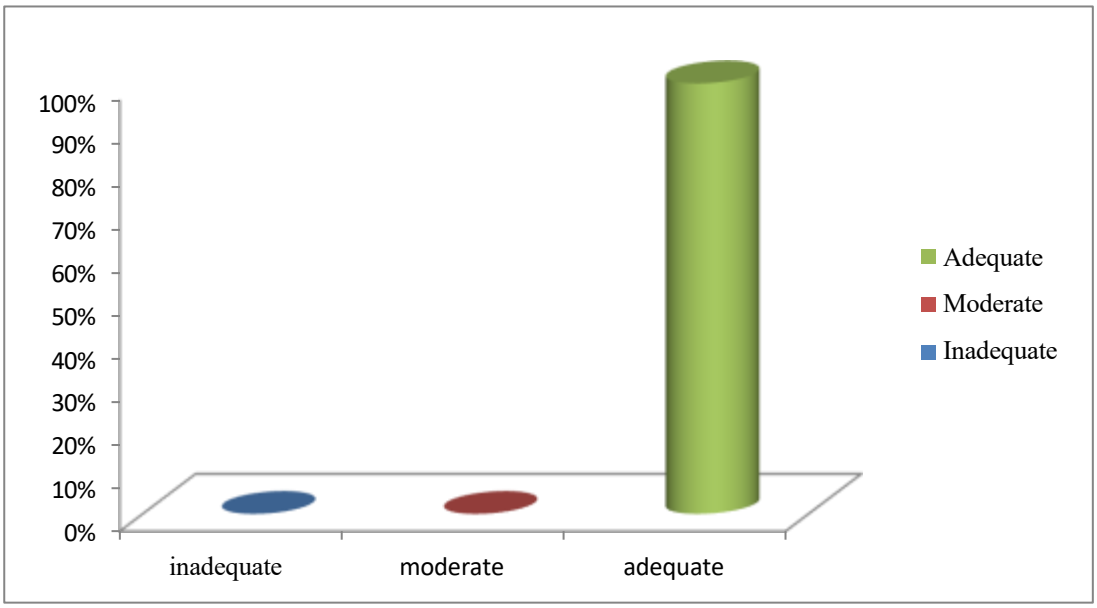


Figure2: Percentage distribution of post-test level of perceived memory regarding mnemonics among B.Sc Nursing First Year Students.



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Table1:Comparison of pre-test and post test scores of effectiveness of structure teaching programme on knowledge regarding prevention and control of hyperlipidemia.

Variables	Mean	S.D	Paired't'test&Value
Pre-test	54.2	18.75	**t**=18.67
Post-test	124.2	13.36	**p=0.05*, S***

*p<0.05,S–Significant

4. DISCUSSION

A pre-experimental research design was used to select the sample. A total of 30 B.Sc Nursing First year Students were selected using a convenience sampling technique. The primary aim of the study was to assess the effectiveness of aStructured Teaching Programme on enhancing the level of perceived memory.

The first objective was to assess the to assess the level of perceived memory among B.Sc nursing first year students. In **pretest** the majority 60% of them had inadequate level of perceived memory, 36.6% of them had moderately adequate level of perceived memory, 3.3% of them had adequate level of perceived memory and where as in the **post test** level of perceived memory among B.Sc nursing first year students revealed that 100% of them hadadequate level of perceived memory

The second objective was to estimate the effectiveness of structured teaching program on regarding mnemonics in enhancing the perceived memory among B.Sc nursing first year students. The overall pretest mean score of B.Sc nursing first year students was 54.2 with the standard deviation 18.75, after structured teaching programme and the overall posttest mean score of B.Sc nursing first year students was 124.7 with the standard deviation 13.36, it shows that the mean score of the posttest are higher than the mean score of the pretest.

The overall improvement mean score of the students regarding mnemonics in enhancing the perceived memory were analyzed by **paired 't' test** t= 18.67, p = 2.05, p = 0.05.

The third objective was to find out the association between the level of perceived memory among B.Sc nursing first year students with their selected demographic variables. Analytical assessment using pearson's chi- square test, from the analytical assessment the perceived memory will be more associated with demographic variable such as age, sex, religion, occupation of father, occupation of mother, family income, duration of study time, wake up time, duration of sleep, previous knowledge about mnemonics had shown statistically significant association with posttest level of perceived memory among B.Sc nursing first year students.

5. CONCLUSION

Based on the study findings, it was concluded that the structured teaching program was highly effective in enhancing the level of perceived memory among B.Sc Nursing First year students. The results demonstrated a significant increase in post-test knowledge scores, confirming the effectiveness of the intervention.

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