# An Assessment of class teaching strategies among nursing students of Public & Private Nursing School of Sindh Province

Ahsanullah Qureshi[1], Pir Bux Jokhio[2], Rashida Ahsan[3], Moti Ram Bhatia[4], Gotum Kumar Jeswani[5], Rashid Hussain Burdi[6]

## ABSTRACT

**Introduction**: The need of modern teaching methods and educational policies are considered vital in this era among nursing schools and educational centers in developing and developed countries for transferring of knowledge,skills, education and attitude to nursing students in order to achieve objectives of nursing curriculum for effective patient centered care. The survey was conducted for assessing of the knowledge of nursing students about effective teaching strategies for enhancements of students centered learning and later on teachers can adopt effective teaching and learning strategies. **Objective**: Present study was designed to assess the teacher's methodologies and strategies' in nursing students of diploma and ascertain reasons for perceiving any teaching methods effective for diploma nursing students. **Design of study:** Cross-sectional study. **Place & Duration:** The study was conducted in Four Nursing schools of District Nawabshah two were private and two public from January to June 2017. **Materials and Methods:** For these study 100 students were selected through convince sampling and subdivided into four groups, 25 students were taken from each cluster in which 11 participants were dropped. Self-administered Questionnaire were distributed among targets students they were 37 male and 52 female (total 89) participated in the study; Each participant was individually explained purpose of the study and written consent was signed before hand covering questionnaire for study. **Result**: There is significant change was seen in interactive teaching session in teaching methodology about 99% of students were supported that strategy.Secondly,87% students participants were support in video learning, Thirdly 78% strongly agreed with relevant material provided during teaching as an effective teaching strategy. **Conclusion**: Interactive teaching session with provision of relevant material enhancing learning among nursting students, so interactive session along with material provided would useful strategies among nursing of schools of sindh.

**Keywords**: Perception, Nursing students, teaching strategies.

1. Assistant Professor, Nursing Department, PUMHSW, SBA.

2. Assistant Professor, Nursing Department, PUMHSW, SBA.

3. Nursing Instructor Department School of Nursing Peoples Medical College Nawabshah

4. Assistant professor Department of Psychiatry PUMHSW, SBA.

5. Assistant Professor, Community Medicine Department, PUMHSW, SBA.

6. Nursing lecturer B.B.S.I.O.N,

**Corspandance:** Ahsanullah Qureshi, Assistant Professor, Nursing Department, Peoples University of Medical and Health Sciences for Women Nawabshah.

## INTRODUCTION

Perception defined as a person's view about a person or an idea, thought about a person. It changes time to time and person to person. Relevant medical research shows that a person can change his/ her thinking, point of view about existing ideas to a particular situation or circumstances[1].

Teaching & learning Strategies are the methods or ways adopted by teacher to deliver course contents effectively. It is demonstrated that there are variety of students in context of habits, personality and motivation towards learning. A single strategy always fails to produce desired results. Therefore, effective teacher has variety of methods in his/her pocket to show and deliver course contents However human learning is comprising on three domain such as cognitive, psychomotor and affective domain we need to teaching accordingly[2].

Education is fundamental to the professional development of any discipline. Nurses are professional and they need better professional education exposure. Nurses are the back bone of health care system and occupy the major portion of health care team[3]. To perform this significant role, nursing students require a conducive educational environment with a diverse range of knowledge and skills. The nursing students must prepare themselves to indulge themselves in various educational activities of continuous quality improvement programs. By performing in such varied roles through quality education will enables them to deliver quality education and practice on a continuum basis[4]. Teachers who are better prepared in transferring teaching methods and strategies can give the best benefit by encouraging the students in their classroom in the field of learning. Teachers use variety of methodologies and strategies to enhance teaching and learning experience. A slight research work has been done to evaluate nursing student's perception about teacher's effective teaching and learning strategies. If student's feedbacks are incorporate, then better results can be achieved, because teaching and learning is not one way process. It is a two way process or mutual understanding between teachers and students[5].Different studies shows that many professional nursing schools keep specific journals for keen interest on distributing of discipline-specific information on effective clinical teaching and student learning strategies. This study has identified the perception of the basic nursing students about the teaching strategies used in classroom as well as in clinical setting. The proper identification of an educational environment is one of the most important factors determining the success of an affective curriculum[6].The quality of educational environment has been identified to be crucial for an affective learning. Curriculum's most

significant manifestation and conceptualization is the environment, educational and organizational which embraces everything that is happening in the nursing schools[7].Nursing education assumes that teachers and students are collaborators in the teaching and learning process. Students bring their own life experiences which enrich the learning atmosphere. Professional nurses, needs effective teaching methods and strategies and are driven slowly to achieve desired goal. Those pre-planned goals can be accomplished through variety of methods. More importantly, using film as a teaching source is also valued on top. Commonly used time tested method ''lecture'' is beneficial for large groups. The important benefit of lecture is a teacher can teach a lot of material during limited time period 6. But one of drawback of lecture is it becomes boring when, its duration exceeds. Students may lose concentration and engage in other activities rather than focusing on lecture. Effective learning depends on effective teaching methods and strategies. Once students' perceptions about their teachers' teaching strategies are documented, one can identify the strong points and weak points easily. Then, we can suggest on evidence base, how strong points be enhanced further and weak points remedied [6,7].There is scarcity of data in Pakistan Hence, the objective of the study was to explore the perceptions of the diploma nursing students about the teaching strategy and further discover the reasons for perceiving any teaching method effective for diploma nursing students.

**MATERIALS AND METHODS**

The cross-sectional study was conducted on nursing students at four nursing schools, two were private and two were government in Sindh and before implementing the study we did the pilot study for proper administration of study.

The proper permission was taken from the concerned head of nursing school / institute of nursing and Jinnah post graduate medical centre (JPMC) Karachi. The proper briefings were given before the participants / respondents, after they were agreed to participate in this study and their consents were taken on the consent form designed by the college of nursing, JPGMC Karachi. Both private and public sector were among those institutes that are providing basic nursing education, so both sectors were chosen in this study.

**SAMPLE TECHNIQUE**: Convenient on-probability sampling was done. Based on the availability of participants at the right place at the right time and was mostly used in the research surveys. In this research /study, two techniques of sampling were used for data collection30. Each participant was instructed to return the filled questionnaire after 30 minutes. Principal investigator collected all filled questionnaires.

Sample Size / Study population: Samples of 100 nursing students were selected according to the eligibility criteria (inclusion and exclusion criteria) of this study. A number of equal participants were selected 25 from each four nursing institutes. The two nursing institutes having male nursing students and two nursing institutes having female nursing students participated in the study. Study duration was comprises on six month from January 2017 to June 2017.

We had included Diploma nursing students are having minimum of 70% regular attendance and Students / institute who are registered with Pakistan nursing council. Ex-diploma and dropped out students were excluded from study.

Self-structured questionnaire was used to collect data from the participants. It contained into two sections A & B In first sections – A section contain demographic Variable and in the second sections – B that contain 10 close ended questions .These questions required answer on 05 point likerts scale. Where one represent 1 = Strongly Agree, (SA) 2 = Agree, (A) 3 = Some Extent, (SE) 4 = Disagree (DA) and 5 = Strongly Disagree (SDA).

Study tool was designed in easy English/Sindh/Urdu language that was easy for participants to comprehend. Minor queries of students were also addressed at the time of questionnaires.

Descriptive statistics were used for data analysis. The data collected was entered into computer software Statistical Package for the Social Sciences (SPSS:21) for storage and analysis after coding responses, chi-square statistical test was performed for results Lastly double checks were performed on receiving the questionnaire to see for missing data. In the end data was presented in form table and bar chart.

**RESULTS**

The results of this study show that 99% of participants support teaching as an interactive endeavor. Active learning helps and promotes critical thinking and problem-solving abilities. Features of active learning include student involvement through more than just listening, emphasis on developing cognitive skills, student engagement in activities such as reading, writing and discussion, and a greater emphasis on exploration of a student's own attitudes and values. Active learning means students will take greater responsibility for their own learning and become more involved in the educational process. Active learning methods help students move away from being "spoon-fed" facts and figures to developing concepts, understanding principles and applying knowledge in clinical work. These methods leave students with a greater level of knowledge and better learning skills interactive teaching and learning strategies such as teacher-students interaction, students-

students interaction, use of video and audio-visual and hands on exercise or demonstration 8.(Table1).

**Table-1 Interactive teaching and learning strategies.**

| Variable | Frequency | Percent | Valid Percent | Cumulative % |
|---|---|---|---|---|
| Strongly Agree | 88 | 99.0 | 99.0 | 99.0 |
| Agree | 1 | 1.0 | 1.0 | 100.0 |
| Some Extent | 0 | 0.0 | 0.0 | 0.0 |
| Disagree | 0 | 0.0 | 0.0 | 0.0 |
| Strongly Disagree | 0 | 0.0 | 0.0 | 100 |
| Total | 89 | 100 | 100 | |

The results of this study show that Samples of 100 nursing students were selected; a number of equal participants of 25 were selected from each nursing institute. The researcher chose four (4) nursing institutes having male and female nursing students who participated in the study (Table-2).

**Table2 : Male & Female Participants (Gender Distribution)**

| Gender/ Variable | Frequency | Percent | Valid Percent | Cumulative % |
|---|---|---|---|---|
| Female | 52 | 58.43 | 58.43 | 58.43 |
| Male | 37 | 41.57 | 41.57 | 41.57 |
| Total | 89 | 100.00 | 100.00 | 100.00 |

The results of this study show that, the Researcher distributed 100 questionnaires among participants and return back 89 filled questionnaires that makes response rate at 89% that was favors for this study, out of which 11 participants were dropped out from the study.(Table-3).and 11 participants were dropped out.(Table-4)

**Table 3: Participants of study in 4 nursing institutes**

| School ID | Number of Participants | Cumulative age% |
|---|---|---|
| A – 1 | 25 | 25% |
| B – 1 | 25 | 50% |
| C – 1 | 25 | 75% |
| D – 1 | 25 | 100% |

**Table-4**

| Total Participants | Participants | Total dropout |
|---|---|---|
| 100 | 89 | 11 |

The results of this study show that 87% of participants were Strongly Agreed with video teaching technique, 5% of participants were against as asked in response. Video has been found beneficial for teaching in nursing for a wide range of areas, including training in clinical skills and simulation of clinical situations. The use of video has thus been recommended across nursing education. Diploma Nursing students are strongly interested in the psychological aspects of Nursing and that video-based teaching may have a considerable influence in learning behavior 9 (Table-5).

**Table 5: Videos as teaching strategies.**

| Variable | Frequency | Percent | Valid Percent | Cumulative % |
|---|---|---|---|---|
| Strongly Agree | 77 | 87.0 | 87.0 | 87.0 |
| Agree | 3 | 3.0 | 3.0 | 90.0 |
| Some Extent | 2 | 2.0 | 2.0 | 92.0 |
| Disagree | 3 | 3.0 | 3.0 | 95.0 |
| Strongly Disagree | 4 | 5.0 | 5.0 | 100 |
| Total | 89 | 100 | 100 | |

The results of this study show that 68% of participants were strongly disagreed that mostly teachers provide relevant teaching material, and only 7% of participants were strongly agreed that irrelevant teaching material provided. It can create the confusion.

They don't read all the notes. It is really good to give them minimum material which they can understand easily and memorized. Every day we are faced with challenges and opportunities for growth and change both at personal and professional level. As Advanced Practices Nurses (APNs), we can capitalize on these opportunities provided we are willing to step out of comfort zone. For most individuals, professional speaking, handout is important to get baseline information [10] (Table-6)

The results of this study show that, 75% of participants were strongly agreed with Usefulness of multimedia in teaching and usually students and faculty members preferred to learn through multimedia. Educators in allied health and medical education programs utilize instructional multimedia to facilitate psychomotor skill acquisition in students. This study examines the effects of instructional multimedia on student and instructor attitudes and student study behavior[12].(Table 07).

**Table 6: Do you think all relevant teaching material delivered.**

| Variable/Study Item | Frequency | Percent | Valid Percent | Cumulative % |
|---|---|---|---|---|
| Strongly Disagree | 61 | 68.0 | 68.0 | 68.0 |
| Disagree | 9 | 10.0 | 10.0 | 78.0 |
| Some Extent | 7 | 8.0 | 8.0 | 86.0 |
| Agree | 6 | 7.0 | 7.0 | 93.0 |
| Strongly Agree | 6 | 7.0 | 7.0 | 100 |
| Total | 89 | 100 | 100 | |

**Table 07: Usefulness of multimedia in teaching.**

| variable | Frequency | Percent | Valid Percent | Cumulative % |
|---|---|---|---|---|
| Strongly Agree | 67 | 75.28 | 75.28 | 75.28 |
| Agree | | | | |
| Some Extent | 15 | 17.0 | 17.0 | 92.28 |
| Disagree | 2 | 2.24 | 2.24 | 95.0 |
| Strongly Disagree | 2 | 2.24 | 2.24 | 97.0 |
| Total | 3 | 3.37 | 3.37 | 100 |
| | 89 | 100 | 100 | |

The results of this study show that 62% of participants were strongly disagreed maintaining the lecture material and instructions of lecture that were delivered to them, 10% of participants were strongly agreed that maintaining lecture material. Lack of preparation is the single-greatest contributor to fear and nervousness. Preparation encompasses both the construction of the content and sufficient number of practices to ensure adequate knowledge and comfort with the material. Therefore, maintaining lectures is helpful when students are fully prepared to take care of their notes and read them afterward [11, 13,14] (Table-11).

**Table No.8 : Do you maintain the lecture delivered to you? If yes how much.**

| Variable | Frequency | Percent | Valid Percent | Cumulative % |
|---|---|---|---|---|
| Strongly Disagree | 55 | 62.0 | 62.0 | 62.0 |
| Disagree | 10 | 11.0 | 11.0 | 73.0 |
| Some Extent | 7 | 8.0 | 8.0 | 81.0 |
| Agree | 8 | 9.0 | 9.0 | 90.0 |
| Strongly Agree | 9 | 10.0 | 10.0 | 100 |
| Total | 89 | 100 | 100 | |

## DISCUSSION

In the contemporary teaching traditional teachers of nursing use multimedia techniques in the class room frequently. The visual and audio multimedia technologies have become very popular instructional aids in education. Introduction of technology to the education environment enables generation of effective learning environment. Nursing students had a positive perception on the impact of using information technology (IT) on teaching and learning the critical care nursing course. Students wanted access to information technology (IT), faculty nursing institute expressed their need for more training on using Internet and Microsoft Power Point and for information technology (IT) resources in classrooms [16].

The training sessions with videos give students the opportunity to practice their clinical reasoning based on both their theoretical and their practical knowledge. Through video - based training, students are able to practice their skills and learn in a safe environment, without risk of patient injury. In this training environment, students can also learn from mistakes that may be made visible during the practical exercise [15,17,18].

Is teaching interactive, yes and also enjoyable? Nurse educators struggle to find the best ways to prepare nursing students to care for patients in the increasingly complex health care environment. New nurses must be prepared to solve problems and think critically in order to provide high-quality care to patients, and they must be able to work collaboratively, analyze data, interpret results, think critically, draw reasoned conclusions and make complex decisions. Integrated technological approaches may be one of the solutions of these problems. Students' perception may be considered to add the relevant technological support to tailor the teaching methodology in the affective way [17,19]. Becoming a competent nurse requires that theoretical and practical knowledge is integrated and adapted to meet the needs of individual patients.

Handout provided by faculty at the end of lectures is less important than giving reference to material which is helpful in their future use. Students can't grasp the idea of power point presentations (ppts) only because they are very short. Teachers make PowerPoint (ppt) according to their own understanding. Although, most of the students are comfortable with given handouts, teachers should focus on making students independent rather than dependent on notes. The instructional materials helped to carry out the achievement of the Nursing program by engaging students in interactive learning and considering the varied interest, abilities and maturity levels of the student [18,20,23].

The effective nurse educator, whether operating in the clinical setting or classroom, must demonstrate of good judgment interpersonal skills, clinical competency, professionalism, and an understanding of the principles of adult learning. Therefore, humor is one of the best strategies being used by faculty to make students more comfortable and focus on retaining attention. It is being

linked to optimal performance and outcomes. A pivotal factor for student success is the teacher's interpersonal and instructional abilities [21].

Most of the participants emphasized on using debate as a teaching strategy to be used in nursing programs. Some of the students have experienced debate in classes. It is termed as less adopted strategy because of short time space available. Although, it has more benefits that others. Nurse faculty should seek to be positive role models for students and should establish a relationship of mutual respect. Debate creates various angles of human thoughts and some critical points raised by students may challenge faculty. Therefore, mutual respect is an essential component in this direction. Although high standards must be upheld and difficult situations occasionally arise, educators should be tolerant of minor student inadequacies and sensitive to student anxieties. Faculty should attempt to understand learners' fears and stressors and truly care about the students [22].

Practical training to give injections is vital because it is major that patients are not becomes experiments. Nursing students who had been trained for how to inject recorded during an examination session and who had received feedback on their knowledge and skills reported different but overall positive experiences. However, the training also created tension. The dialogue with and responses from the teacher in connection with the visualized feedback were perceived as positive, and the students saw the method as providing an extra learning opportunity [23]. Finally, Instructional materials are the tools teachers use to teach their students. Excellent instructional material has an important impact on the students learning. Since students learn most by doing together with the excellent instructional materials. Engaging the hands on activities provides the learners the idea

that how this experience can be applied in a real life [24].

Importance of to maintain lectures delivered has very important impact on the memory. If students are ready to maintain it, it shows they are very much interested in keeping the pace of learning intact. While a teacher's job does not end in managing the classroom, planning and evaluating, the instructional materials also has important part in teaching learning process. Student's enthusiasm, involvement and willingness to learning process greatly rely on the material that the teacher used in the classroom. Instructional materials must serve as a vehicle for improving the quality of learning for every student [25].

It is well understood that lengthy assignments are big problems for students' educational and professional growth. Most of the students termed it as time consuming. Main reason was student's inability to complete lengthy assignments on time. It showed that teachers were less concerned with student's aims and objectives. If assignments were given according to objectives, students will have learned more. Faculty may be receptive to students' ratings and comments in end-of-semester evaluations. Students' feedback provides the critical evaluation for the improving of the course and instructional strategies. Research indicates that students' suggestions regarding teaching style, course design, and delivery of material in the classroom or in the clinical settings had been providing valid and authentic feedback and may not be devalued [23,26].

## CONCLUSION

After selecting the learning outcome of topic and assessment for presentations, we need to revisit various instructional strategies; Instructional strategies which are depend on content of topics/course. During nursing education emphasis should be given on practical learning for nursing education. This

Study proved that interactive teaching along with provision of relevant notes and practical learning is effective learning method in conducive learning environment for nursing students.

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