

ORIGINAL ARTICLE

A Cross-sectional study of Mobile phone use by Teachers and their dress attire in class room of Nursing Student's in Medical Universities of Sindh-Pakistan.

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ABSTRACT

Background: The necessity of modern teaching methods and educational policies are considered important in this period among undergraduate nursing students and educational centers in developing and developed countries who are responsible for transferring of knowledge, skills, and attitude to nursing students in order to achieve objectives of nursing curriculum for effective patient centered care. The research was conducted for assessing of the use of mobile phone, dress code and sense of humor of teachers of nursing students about effective teaching.

Objective: Present study was designed to assess the teacher's dress code, use of mobile and sense of humor during class of nursing students of diploma and ascertain reasons for target variables.

Design of study: Cross-sectional study.

Place & Duration: The study was conducted in Four Nursing schools of province of Sindh, two were private and two public sector from October 2017 to March 2018.

Materials and Methods: For this study 100 students were enrolled through non-probability sampling and further divided into four groups, 25 students were taken from each cluster in which 11 participants were unable to join study. Self-administered Questionnaire were distributed among target 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 taken before giving proforma for study.

Result: There is significant change was seen in use of mobile phone by teacher during teaching class about 74% of students were not support about use of mobile phone in class. Secondly, 69% students were saying that teachers should wear formal dress, Thirdly 62% strongly agreed with that teacher should use sense of humor in class.

Conclusion: Prohibition of use of mobile phone by teacher in class room is better for effective teaching and learning with formal dress and sense of humor used by teacher related to topic or in class room is beneficial for students.

Keywords: Sense of humor, dress code, effective teaching

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INTRODUCTION

Teaching & learning Strategies are the methods or ways adopted by teacher to deliver course contents effectively. If teacher maintain ground rules of class room wise such as dress code, not using mobile phone during class and having good sense of humor and deals students in class room professionally. It is demonstrate

that there are variety of teachers in context of habits, personality and motivation towards learning. Therefore, effective teacher has variety of methods in his/her pocket to show and deliver course contents along with practicing proper norms and culture of class room.¹ 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 so teachers also show professional attitude towards his students and impart himself and students professionals skills² To perform this significant role, nursing students require a conducive educational environment with a diverse range of knowledge and skills additionally well trained teacher . The nursing students must prepare themselves to indulge themselves in various educational activities of continuous quality improvement programs and behavioural and communication skills trainings.³ 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 and support professionalism during class by wearing formal dress, not using mobile phones and not calling students informally . It is a two way process or mutual understanding between teachers and students ⁴. Different studies shows that many may teachers not delivering professionally and they are not well dresses and not following the ground rules of class room for improvmenet of that observation school management keep specific journals for keen interest on distributing of discipline-specific information on effective training of teacher before they joint the or before sartting class teaching .This study has identified the perception of the basic nursing students about the mobile phone use by teacher, dress code and how teachers are dealing with students.

The best possible recognizable proof of an instructive situation is one of the most significant variables deciding the achievement of a full of feeling curriculum.⁵ The nature of instructive condition has been distinguished to be urgent for an emotional learning. Educational program's most critical sign and conceptualization is the earth, instructive and hierarchical which grasps everything that is going on in the nursing schools ^{6,7}. Nursing instruction expect that educators and understudies are partners in the educating and learning process. Students bring their own background which enhance the learning environment. 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. 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 ^{5,6}.

There is scarcity of data in paksitan Hence, the objective of the study was to explore the perceptions of the diploma nursing students about the teachers professional behaviour and ground rules of class room and further discover the reasons for perceiving any teacher's attitude.

MATERIALS AND METHODS

The cross-sectional study was conducted on nursing students at four nusing 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 best possible consent was taken from the concerned head of nursing school/establishment of nursing and Jinnah post graduate clinical focus (JPMC) Karachi. The best possible briefings were given before the members/respondents, after they were consented to take an interest in this examination and their assents were taken on the assent structure planned by the school of nursing, JPGMC Karachi. Both private and open part was among those foundations that are giving fundamental nursing instruction, so the two segments were picked in this examination.

Sample strategy: non-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 collection. Each participant was instructed to return the filled questionnaire after 30 minutes. Principal investigator collected all filled proforma. 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 colleges. 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 from October 2017 to March 2018. We had included Diploma nursing students are having minimum of 70% regular attendance and Students /institutue 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 questionaries. Descriptive statistics were used for data analysis.The data collected was entered into computer software Statistical Package for the Social Sciences (SPSS:18) 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 ,the total participants 69% were strongly agree with teachers' formal dressing, 5% participant were strongly disagreed. Most of them participants were comfort with the formal dressing of the teachers.Participants expressed views about dress code of Faculty during classes. The impression of expert clothing of understudies and workforce were analyzed and discovered suitable answer at times improper. The instrument surveyed impacts of segment factors, for example, age, sexual orientation, and educational program level. Furthermore, questions surveyed subject's assessments about clothing alternatives, for example, jumpsuits, "cleans," tee-shirts; sweatshirts, hemlines, customary white uniform, road garments, hair length, adornments, and nail length. Since instructors said that clothing (garments) inclination altogether associated with staff age and educating level. The more established staff favored increasingly customary clothing (dress, garments) and workforce in the upper division of the educational program favored progressively nontraditional clothing. This equivalent relationship was found for more established understudies and for understudies tried out the upper division. Personnel effect on understudies' view of clothing was additionally tended to. Understudies announced that staff emphatically affected their impression of expert picture. Understudies additionally accepted those

resources were expertly attired in the study hall and clinical setting⁷ (Table-1).

Table-1 Teachers with formal dressing.

| Pyramids | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Strongly Agree | 61 | 69.0 | 69.0 | 69.0 |
| Agree | 10 | 11.0 | 11.0 | 80.0 |
| Some Extent | 9 | 10.0 | 10.0 | 90.0 |
| Disagree | 4 | 4.0 | 4.0 | 95 |
| Strongly Disagree | 5 | 5.0 | 5.0 | 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).

Table-2 : Male & Female Participants (Gender Distribution)

| Gender Variable | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------------|-----------|---------|---------------|--------------------|
| 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.and 11 participants were dropped out.(Table-3)

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% |

In this connection that the majority of female and male participants' professional qualification of respondents were second year nursing students 46.06%, third year nursing students 33.70% and Nurse Midwife students were 20.22%,(Table-4)

Table- 4 Female and Male participants’ Professional Qualification

| Variable | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------|-----------|---------|---------------|--------------------|
| Second Year | 41 | 46.06 | 46.06 | 46.06 |
| Third Year | 30 | 33.70 | 33.70 | 80.0 |
| N. | 18 | 20.22 | 20.22 | 100 |
| Midwife Total | 89 | 100 | 100 | |

Academic qualification, 50 participants (56%) were with matriculation and 39 participants (44%) have had with Intermediate, while no one participants were graduate and master.(Table-5)

Table No:5 Academic Qualification of Participants

| Variable | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------|-----------|---------|---------------|--------------------|
| Matriculation | 50 | 56.0 | 56.0 | 56.0 |
| Intermediate | 39 | 44.0 | 44.0 | 100.0 |
| Bachelor | 0.0 | 0.0 | 0.0 | |
| Master | 0.0 | 0.0 | 100.0 | |
| Total | 89 | 100.0 | | |

The vast majority of the respondents 45 = (51%) were participants Sindhi ethnic background, 20 = (22.43%) were participants Punjabi ethnic background, 15 = (17%) were participants Sarikee and while only 9 = (10%) were participants from Urdu Ethnic background (Table-6)

Table No: 6 Ethnic background of participants

| Variable | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------|-----------|---------|---------------|--------------------|
| Punjabi | 20 | 22.43 | 22.43 | 22.43 |
| Sindhi | 45 | 51.0 | 51.0 | 73.43 |
| Urdu | 9 | 10.0 | 10.0 | 83.0 |
| Sarikee | 15 | 17.0 | 17.0 | 100.0 |
| Total | 100 | 100.0 | 100.0 | |

Table No: 7 Number of Drop out participants

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

The aftereffects of this examination show that, the greater part of members 74% emphatically differ that Teacher utilizes Mobile telephones in homerooms. While 11% members were emphatically concurred that instructors utilizes cell phone in the study hall. Cell phones are each day need these days. Mobile phone innovation stays an extraordinary specialized device. However, inside the setting of confirmation in nursing training PDAs hold blended worth. Passing on the requirement for a situation helpful for instructing and learning is basic for scholarly achievement. Most of understudies and personnel shared that mobile phones were diverting during class. More than one-portion of the respondents knew about arrangements with respect to the utilization of phones in class. Be that as it may, with over 40% of the understudies utilizing mobile phones during class (content informing, checking telephone messages, and utilizing backdrop illuminations in faintly light study halls) caused interruption ⁸ (Table-8)

Table 8 : Teacher uses Mobile phones in class rooms.

| Pyramids | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Strongly Disagree | 66 | 74.0 | 74.0 | 74.0 |
| Disagree | 6 | 7.0 | 7.0 | 81.0 |
| Disagree | 2 | | 2.0 | 83.0 |
| Some | 5 | 2.0 | 6.0 | 89.0 |
| Extent | 10 | 6.0 | 11.0 | 100 |
| Agree | 89 | 11.0 | 100 | |
| Strongly Agree | | 100 | | |
| Total | | | | |

The results of this study show that ,69% participants were strongly disagreed with this attitude that Teacher calls you informally or with frankness. 11% participants were strongly agreed about frankness with students.

According to some nursing theorists, including Watson, nursing schools should acknowledge the “hidden learning” that occurs outside the classroom can foster and facilitate development of students as whole human beings, not just professional nurses. According to Watson, Curriculum development may have combination and integration with aesthetic art, ethics, intuition, and spirituality of human-to-human interactions ⁹ (Table-9).

Table 9: Teacher calls you informally or with frankness.

| Variables | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Strongly Disagree | 61 | 69.0 | 69.0 | 69.0 |
| Disagree | 7 | 8.0 | 8.0 | 77.0 |
| Disagree | 3 | 3.0 | 3.0 | 80.0 |
| Some Extent | 8 | 9.0 | 9.0 | 89.0 |
| Agree | 10 | 11.0 | 11.0 | 100 |
| Strongly Agree | 89 | 100 | 100 | |
| Total | | | | |

The results of this study show that ,62% of participants were strongly agreed that Teacher Uses Sense of Humor during Lectures, 16% of participants were strongly disagreed with sense of humor and justified for the neglecting of humor giving teaching.

Sense of humor is very important teaching strategy. It refreshes students a lot. Teacher also comes to know how much students are more interested in continue of lecture. Amusingness is a significant showing apparatus for setting up a study hall atmosphere helpful for learning. The applicable investigation distinguishes open doors for joining humor in the school homeroom. Fitting and auspicious cleverness in the school study hall can cultivate shared receptiveness and regard and add to by and large showing viability ¹⁰.,(Table-10)

Table No:10 Do teacher uses sense of humor during lectures?

| Pyramids Variable | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| trongly Agree | 55 | 62.0 | 62.0 | 62.0 |
| Agree | 4 | 5.0 | 5.0 | 67.0 |
| Some Extent | 7 | 8.0 | 8.0 | 75.0 |
| Disagree | 8 | 9.0 | 9.0 | 84.0 |
| Strongly Disagree | 15 | 16.0 | 16.0 | 100 |
| Total | 89 | 100 | 100 | |

DISCUSSION

In the current era still traditional teachers of nursing class still using mobile during class and not behaving properly with students. Based on our resreach it is proved that teachers should be trained before taking class and he should not use mobile phone during class and behave professionally with students with wear formal dress.eventually that will lead to effective learning of students. The majority of students shared their view that teacher is our role model.

Another issue is use of mobile during classes by faculties of Nursing. Although, mobiles have become an everyday necessity in to-days world but its use during classes by faculties is major concern. It impedes flow of class as well as a big distraction. Increased cell phone use

by faculty member is associated with decreased lecture effectiveness. Interruptions during class because of those ailing in PDA manners bring down ideal instructing and learning. ¹¹⁻¹⁴

Educators are best good examples for their understudies. It fills in as an essential method to affect understudies look for importance, reason, and incentive in their own and expert life. Accordingly, to have the option to evaluate what understudies apparent about their workforce approach as job demonstrating, Dress clothing is a significant viewpoint. In a similar line, resources assumes an essential job in making positive learning condition and fill in as a good example in the advancement of information, abilities and demeanor in students¹⁵.

Instructors' casual mentality and honesty demolishes understudies' confidence. Resources may put forth every sensible attempt to cultivate fair scholarly lead and to guarantee that the assessments of understudies mirrors their actual legitimacy. Instructors may guarantee regard and confer the private idea of the connection among staff and student. ^{16, 17, 18}.

Understudies recognition about diversion utilized during addresses got a positive pictures nurture personnel; we continually endeavor to be the best educators that we can be. The powerful medical attendant teacher, in the case of working in the clinical setting or study hall, must exhibit of practical insight relational aptitudes, clinical competency, polished skill, and a comprehension of the standards of grown-up learning. In this manner, humor is probably the best methodology being utilized by personnel to make understudies progressively agreeable and center around holding consideration. It is being connected to ideal execution and results. An essential factor for understudy achievement is the educator's relational and instructional abilities¹⁹.

The viable medical caretaker instructor, in the case of working in the clinical setting or study hall, must show of practical insight relational aptitudes, clinical competency, polished methodology, and a comprehension of the standards of grown-up learning. Hence, humor is perhaps the best methodology being utilized by workforce to make understudies increasingly agreeable and center around holding consideration. It is being connected to ideal execution and results. A urgent factor for understudy achievement is the instructor's relational and instructional capacities ²⁰.

CONCLUSION

After selecting the teacher in college or university, Institute need to give training to teacher on various instructional strategies along with behaviour and communication skills, effective class room management and professionally dealing with students. This Study proved that for effective learning teacher should avoid use of mobile phone during class and wear formal dress and during teaching use sense of humor relevant to topic is beneficial for class room learning.

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