

SCIENTIFIC PAPER PRESENTATION : PLENARY SESSION I
Sub-theme: Change is a Challenge : Student's Perspective

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A study to assess nursing students' perception regarding conventional and innovative teaching strategies at selected institutions of Bhopal (MP)

The fast developments in the 21st century and necessity to manage the same has put novel challenges on our nursing education systems. There has been a growing awareness on the part of nursing institutions need to consider necessary modifications in curricula as well as pedagogy so that the upcoming students are able to deliver goods in new health scenario.

Teaching strategies are stimulating and challenging to students to learn, enhancing realisation of the values of a subject helping them to bring resources in formulating and pursuing a method of learning. Lecture has been the conventional teaching strategy utilised since the conception of education, but the complex healthcare demands inception of different innovative strategies according to ability levels, learning styles, personality characteristics and cultural background.

Objectives: (i) Assessing nursing students' perception regarding conventional teaching strategy; (ii) Assessing nursing students' perception regarding selected innovative teaching strategies; (iii) Recommending strategies for effective teaching learning process.

Review of literature

Chilwant KS (2012) conducted a study on comparison of two teaching strategy (Conventional lectures and Interactive lectures). Students were divided into two groups and exposed to structured interactive lectures and conventional lectures separately. Effect of these two teaching methods on students was evaluated by administering questionnaire and a MCQ Test conducted in the topics covered. The study showed that there were no significant differences in average MCQ marks of two groups. But the outcome of questionnaire was in favour of Structured Interactive Lecture Method. The study concluded that structured interactive lectures may be better than conventional method as a teaching method.

Winters Karen P (2005) conducted a study to determine and evaluate nursing students' perceptions of effective teaching methods in pharmacology. A descriptive survey design consisting of eight questions was utilised to evaluate students' preferences for teaching methodologies that are perceived to enhance learning in pharmacology. The sample con-

sisted of 74 first year undergraduate baccalaureate nursing students enrolled in a pharmacology course during the Fall 2004 semester. Results indicated that a majority of the students (68.9%) favoured alternative teaching strategies in pharmacology; however, 75.7 percent (n=56) still preferred some form of didactic lecture. Case study and lecture proved to be most popular with 83.8 percent (n=62) preferring a combination of both teaching methods. Also, the majority of students believed that the combination of case study and didactic lecture enhanced critical thinking and reinforced pharmacology content (90.5%).

Interestingly, however, 83.8 percent did not wish to participate in web-based study. This data provides insight into student perceptions of learning styles and teaching methods to better enhance learning and critical-thinking in pharmacology. This data also shows that there may be differences in student and faculty perception of the value of web-based study.

Conceptual Framework: The conceptual framework was modified from "Framework for designing, implementing and evaluating teaching strategies in Nursing" by Jeffrie (2005)

Methodology

Research approach: Quantitative Research Approach. *Research design:* Non-experimental explorative survey. *Setting :* Three private sector nursing institutions with BSc Nursing programme. *Variables: Independent variables:* Conventional and selected innovative strategies. *Dependent variables:* Nursing students' perception regarding conventional strategy and selected innovative strategies. *Population:* BSc Nursing Students. *Sample:* BSc Nursing Final Year Students selected from three private sector nursing institutions with BSc Nursing programme. *Sample size:* 150 samples. *Sampling technique:* Probability sampling (simple random technique).

Development and Description of Tool: The present study aimed at nursing students' perception regarding conventional strategy and selected innovative strategies. The conventional strategy chosen was lecture and innovative strategies selected were Simulation and Computer-assisted Instruction (CAT). The tool (Struc-

tered rating scale) was developed through extensive literature review of books, journals, published and unpublished articles and reports. The structured 5-point rating scale consists of five broad areas (Cognitive, Affective, Behavioural/Psychomotor, Self Efficacy and Confidence level). The Responses were categorised as Strongly Agree (5 marks), Agree (4 marks), Undecided (3 marks), Disagree (2 marks), Strongly Disagree (1 mark). The maximum score of the tool was 100 and minimum score was 25.

Data Collection Procedure: Formal administrative approval was taken from concerned authorities. Verbal consent was taken from samples. The tool was administered to samples selected through probability sampling.

Findings: The data was analysed using Descriptive statistics (frequency, percentage) and itemwise analysis was also done.

The overall perception of nursing students' regarding Simulation (mean = 82.3, SD = 2.31) was greatest than CAT (mean = 72.1, SD = 3.1) whereas perception regarding conventional strategy only (mean = 64.8, SD = 2.86) was least.

With respect to the Cognitive area, majority of students (72%) felt that lecture was more beneficial than simulation in terms of knowledge and comprehension of content. In relation to Affective area, most of the nursing students (54%) perceived that simulation and CAT created interest and simplified the topic as compared to conventional strategy. Moreover innovative helped in better analysis of content. Regarding Psychomotor / Behavioural area almost all nursing students (99%) perceived that simulation method was best in enhancing behavioural skills. Almost equal percentage of nursing students (48%, 51%) expressed increment in Confidence Level latter to the utilisation of selected innovative strategies whereas only (23%) expressed increase confidence levels after conventional strategy. With regard to Self Efficacy, majority of nursing students (76%) felt that simulation is beneficial in improving self-efficacy levels followed by CAT (56%). Nursing students perception on improvement in self-efficacy by Conventional strategy was least. Opinion regarding modification/ replacement of learning method was sought and it was found that 47 percent of nursing student were willing to modify the conventional strategy with innovative strategies. Only 3 percent of nursing students express their wish to continue with conventional strategy only.

Conclusion: Nursing students are faced with the challenge of providing relevant and effective nursing education programme in an increasingly complex health care environment. This paper explored nursing students' perception about conventional and selected innovative strategies. This study demonstrated that simulation and CAT format provided a satisfactory and effective teaching alternative for better learning methods.

Nursing students have positive image regarding transition from conventional learning methods to innovative methods of learning. Teaching and learning is one of the areas in education which has been influenced by the rapid rate of innovation in technology. The researchers found that simulation is a better learning method. This study also depicts that traditional lecture method is having many lacunae which needs to be addressed. There is a need to modify the present learning Teaching Strategies. Though learning methods have positive impact on the cognition and self-efficacy levels as perceived by nursing students. Integration and application of innovative learning method in nursing curriculum is needed for positive medium of learning. Nursing educational programme must incorporate combined methods of instruction for better understanding and positive correlation of theory with practice.

Recommended Teaching Learning Strategies: On the basis of study findings, the recommended points are : (1) Combination of conventional teaching strategy and innovative strategies should be utilised for better and effective teaching learning process; (2) For classroom teaching, teachers should use simulators with advanced simulators; (3) Every nursing institution must utilise CAT as their institutional teaching strategy; (4) Inception of SMART classes in nursing education too; (5) In-service training of teachers on how to utilise the innovative strategies of teaching to enhance the teaching and learning process.

Recommendations

1. Similar study can be conducted to understand students' perception regarding other innovative strategies.
- (2) Similar study can be conducted on larger samples for generalisation of findings.
- (3) Further research is needed to understand the best practices for implementing innovative learning methods and modifying the conventional teaching practices.
- (4) Government should provide tools and equipment in the tertiary institutions to enable the teachers use both methods of teaching maximally to promote the teaching and learning process.
- (5) Nursing students should be encouraged to utilise innovative strategies for their teaching practices.

References

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