

# Preferred Teaching and Learning Method among Final Year BSc Nursing Students

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## **Abstract**

*Teaching learning process is a means where by society trains its citizens in a selected environment as rapidly as possible to have a better homeostasis to the world in which they live, teaching learning process enhances education.*

*The present study was intended to assess the teaching and learning methods among final year BSc students. The objective of the study was to assess the teaching preference, to assess learning preference and to find out association between learning preference of the final year BSc Nursing students with selected socio demographic variables. The descriptive research design and purposive sampling technique was used in this study. Structured and semi structured questionnaires was used for data collection. The analysis was made by frequency, percentage and chi square test. The result showed that 41% of students preferred lecture cum discussion, 28% of students preferred lecture method, 13% of students preferred demonstration and discussion, 7% online teaching, 5% role play, respectively as their preferred teaching methods. With respect to second objective, the result showed that majority 51% preferred kinaesthetic followed 36% (14) auditory, 13% (5) visual, as their preferred learning methods. By finding the association between learning preference and demographic variables like (age, qualification, occupation, types of family, board of examination) after intervention, the result found that there is no significant association between learning preference and socio demographic variables with 0.05 level of significance.*

**Keywords:** *Teaching, Learning Nursing.*

## INTRODUCTION

In ancient India, education was imparted through the Gurukul system. It was known as the guru shishya parampara, the objective of this form of education were improvement of character, generation of friendliness or social mind fullness ,fundamental personality development, proliferation of virtue.

The foundation of professional nursing was laid by Florence Nightingale, was a significant era in nursing. Nursing education is professional education meant to prepare professional nurses. The aim of nursing education includes harmonious development, including right attitude, knowledge skill, professional development, leadership development, and thus ultimately building up a socially acceptable career.

As per the report by some nursing educationalists, learning styles can be beneficial to both teacher and students. Teacher should try various teaching methods, according to the pupil's style of learning. The teacher and student should have devotion and commitment towards their role as teachers and learners for effective teaching and learning. Thus there will be more productivity in teaching and educational technology. Advancement in technology should be incorporated to achieve high quality in modern teaching.

Lecture, demonstration, discussion, symposium, seminar, simulation exercises, simulation games, role play, microteaching, care plan, case study, bedside clinic, conference, clinical rounds, individual conference and group conference are some of the methods used for teaching in nursing.

Nursing education is the key to development and excellence in nursing practice. Study methods were limited to lectures, tutorials and self study in the earlier days. Lecture method was commonly used by the teachers. Various research studies in India showed that 72% students choose lecture methods as their most preferred teaching and learning method and 20% choose discussion, and 8% preferred AV aids. In the present scenario, due to the development of virtual technology, there was a rapid shift in the teaching learning process. A good and competent teacher should know the potentials,abilities,motivation,attitude and interest of his/her students towards learning and should select the method of teaching and use of audio visual aids accordingly. Thus a teacher can mould a student as an effective learner.

A study was conducted in Basaveshwa Medical College and Hospital, Chitradurga; to assess and compare the learning styles of first, second and final year MBBS students by using VARK questionnaire, the most preferred style of learning among all the medical students was kinesthetic (66%), followed by aural (55%), visual (40%). There is a paucity of this type of study in India, more related studies was done in western countries.

T.D. Dissanayakonal (2014) conducted a study on teaching and learning methods among pharmacotherapy students. Samples include 36 first year students. The most preferred to least preferred teaching learning methods were ranked from lecture, tutorials, practical and self study. The result revealed that majority pointed out lectures 61% as the first preferred method, followed by practical (27%), self study (6%) and tutorials as their choice. There was no significant difference among male and female students on the preferred VARK mode.

### **Problem Statement**

“Preferred teaching and learning method among final year BSc nursing students, LFCON, Trivandrum”.

### **Objectives**

1. To assess the preferred teaching method among final year BSc nursing students.
2. To assess the preferred learning method among final year BSc nursing students.
3. To find the association between learning preference of final year BSc nursing students with selected socio demographic variables.

### **Research approach**

Quantitative approach

### **Research design**

Descriptive design

### **Variables**

Socio demographic variables. The socio demographic variables in the study were age, income, qualification, occupation, type of family.

## Setting of the study

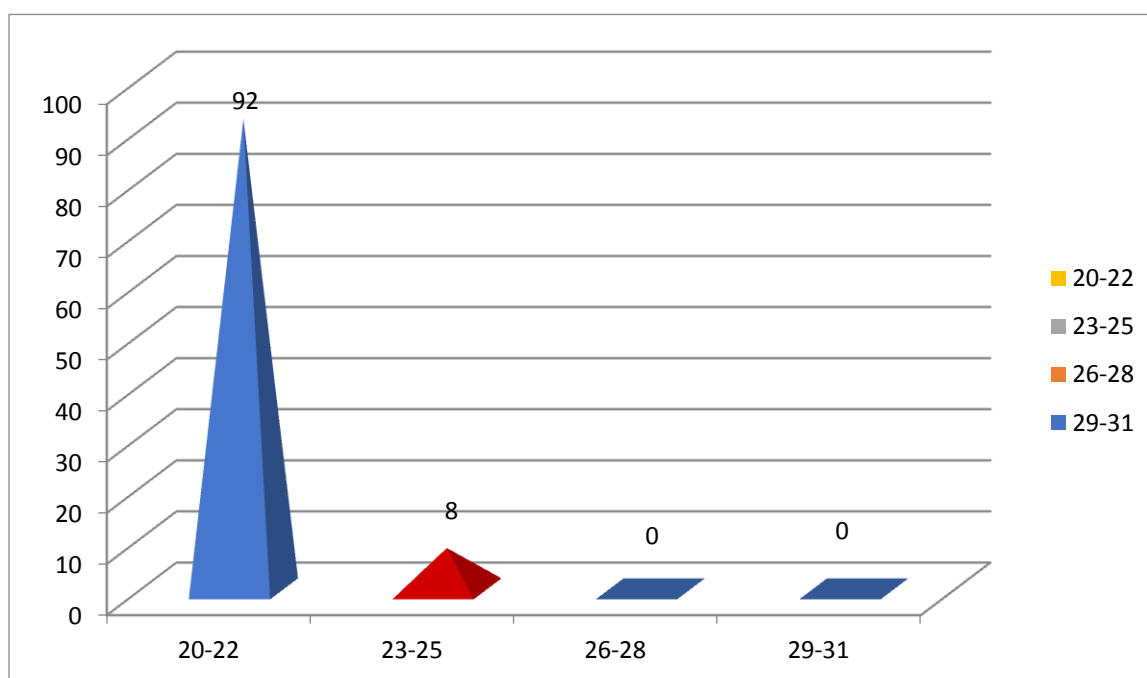
The research setting for the study was Little Flower College of Nursing, Trivandrum.

## Population

Nursing students.

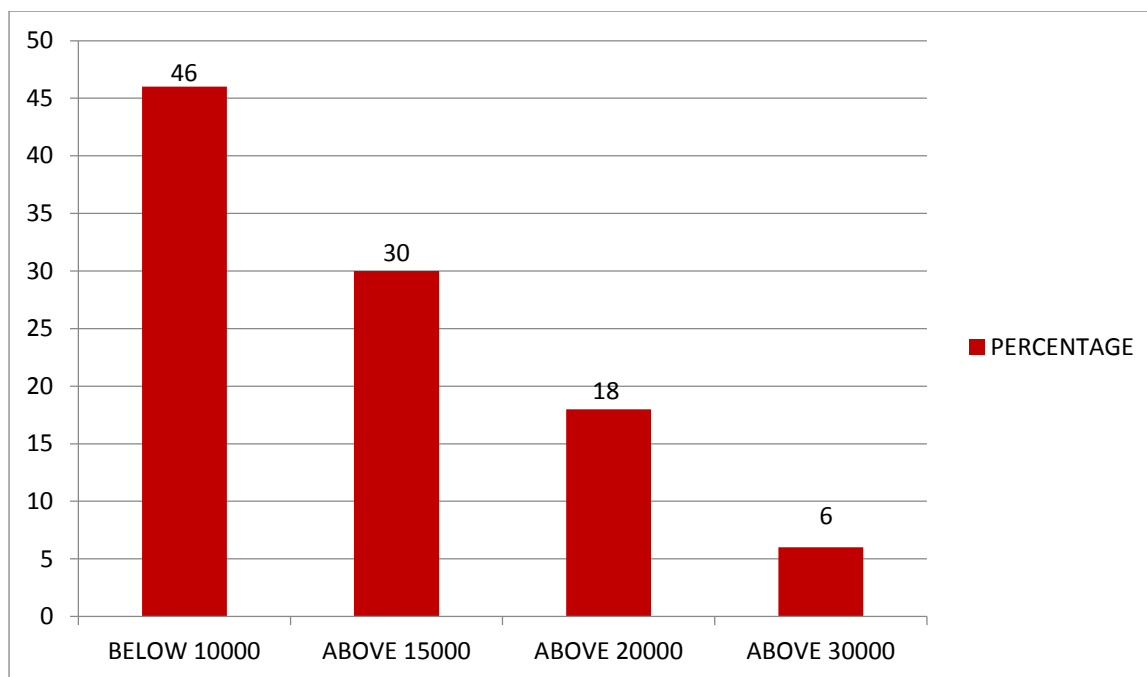
## Sample and sampling technique

- Sample size was 39.
- Purposive sampling technique



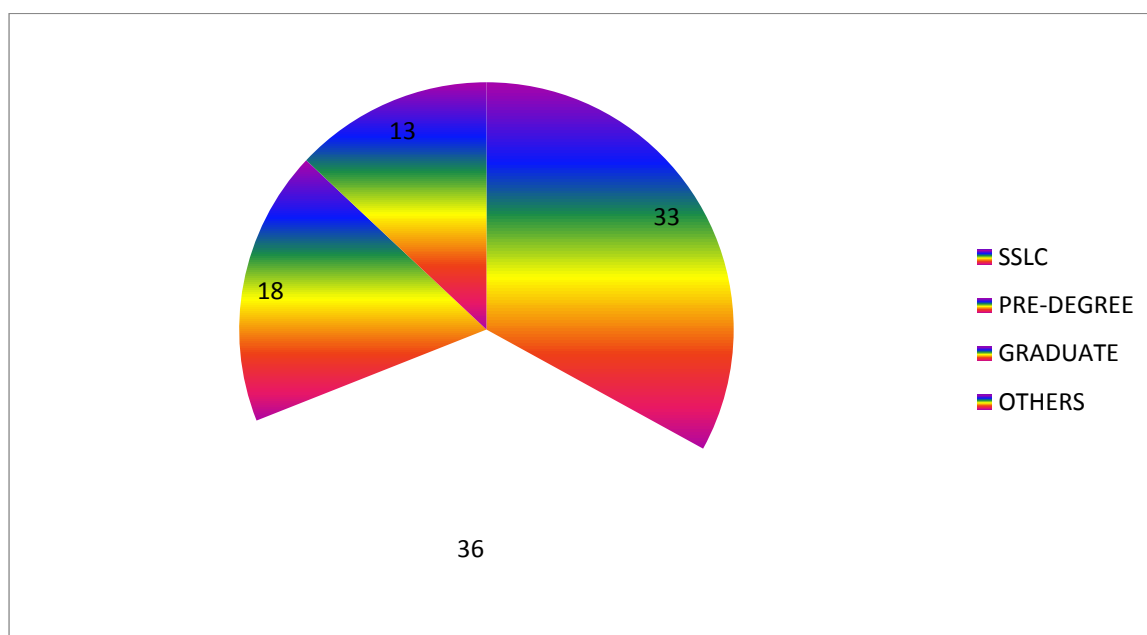
**Figure 1: Distribution of data according to age**

Figure 1 explores that highest number of samples 92% (36) belonged to age group of 20-22 years and others 8% (3) were between 23-25 years of age.



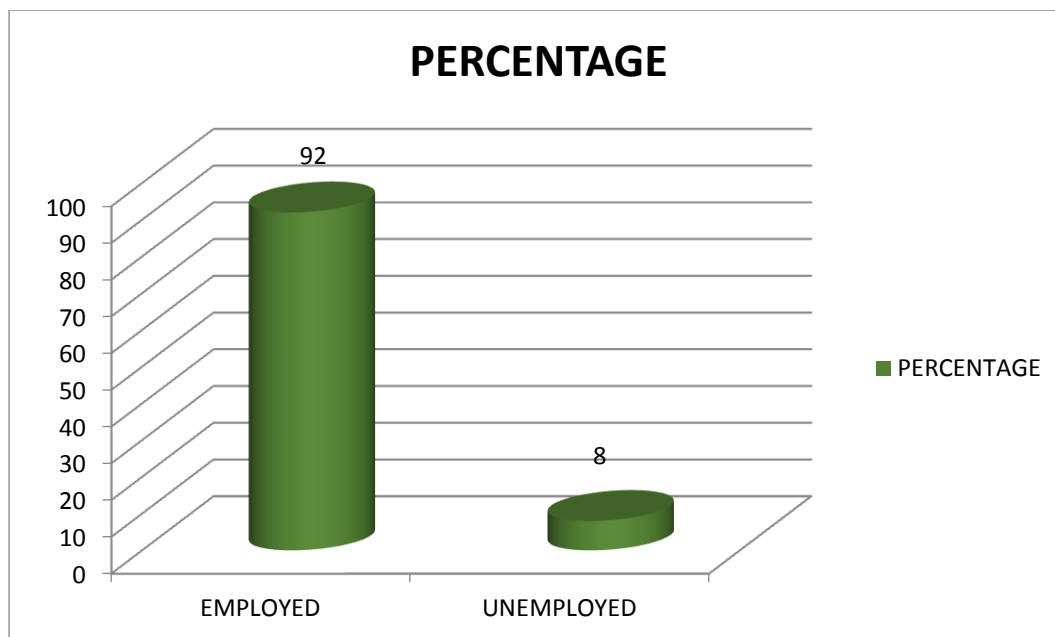
**Figure 2: Distribution of data according to the income of parent**

Figure 2 identifies that majority of sample 46% (18) were having monthly income of below Rs.10000, were as 30% (12) of samples had monthly income of above Rs. 15000, 18% (7) of samples had monthly income above Rs. 20000 and only (2) had monthly income above Rs. 30000.



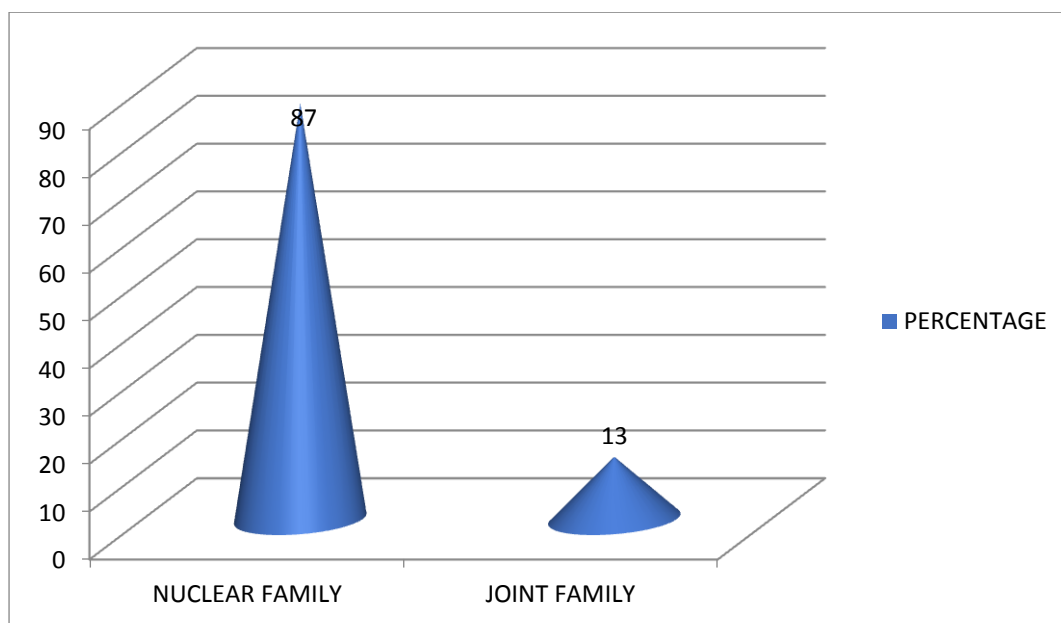
**Figure 3: Distribution of samples data according to the qualification of parent**

Figure 3 shows that majority 36% (14) of samples parents were having pre degree qualification, where as 33% (13) of samples parents were having SSLC qualification, 18% (7) of samples parents were graduate and 13% (5) belongs to other category.



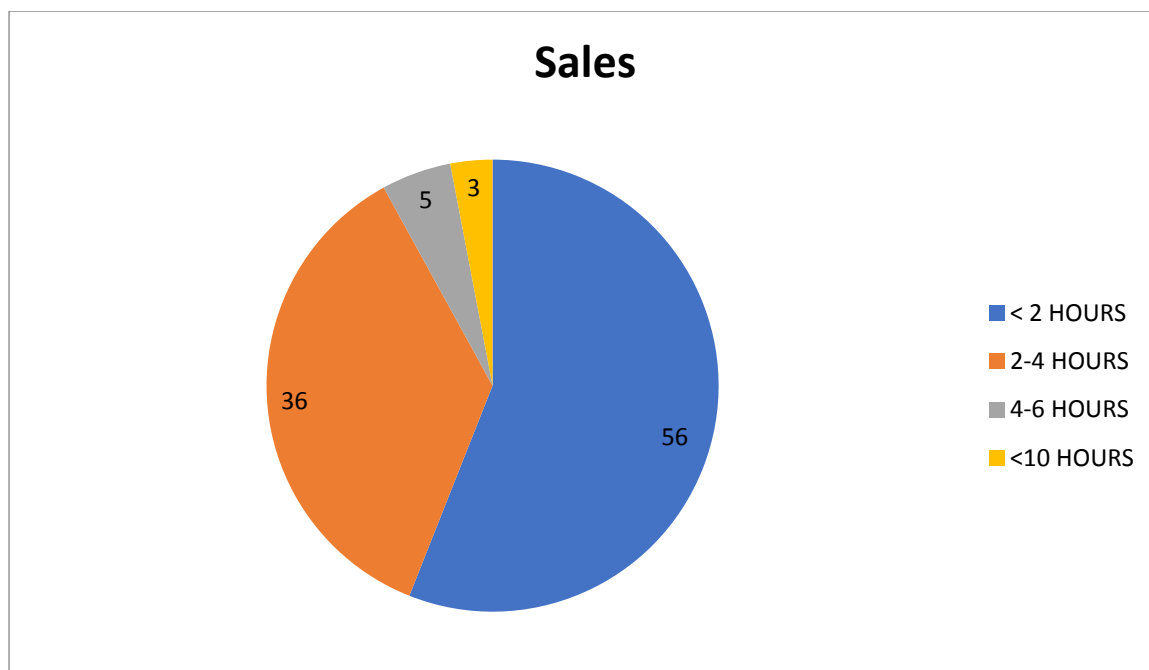
**Figure 4: Distribution of samples data according to the qualification of parent**

Figure 4 shows that majority 92% (36) were employed, whereas 8% (3) were unemployed.



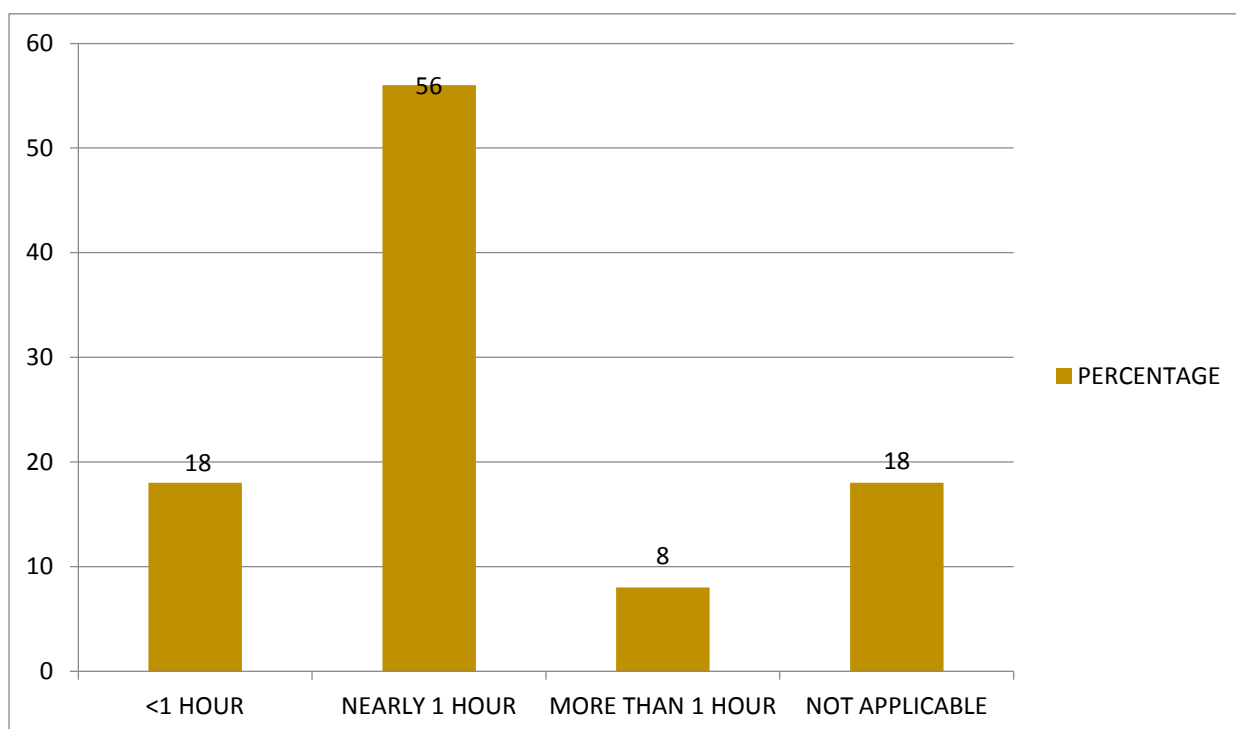
**Figure 5: Distribution of samples according to type of family**

Figure 5 shows that the majority of 87% (34) of samples were from nuclear family and 13% (5) of samples from joint family.



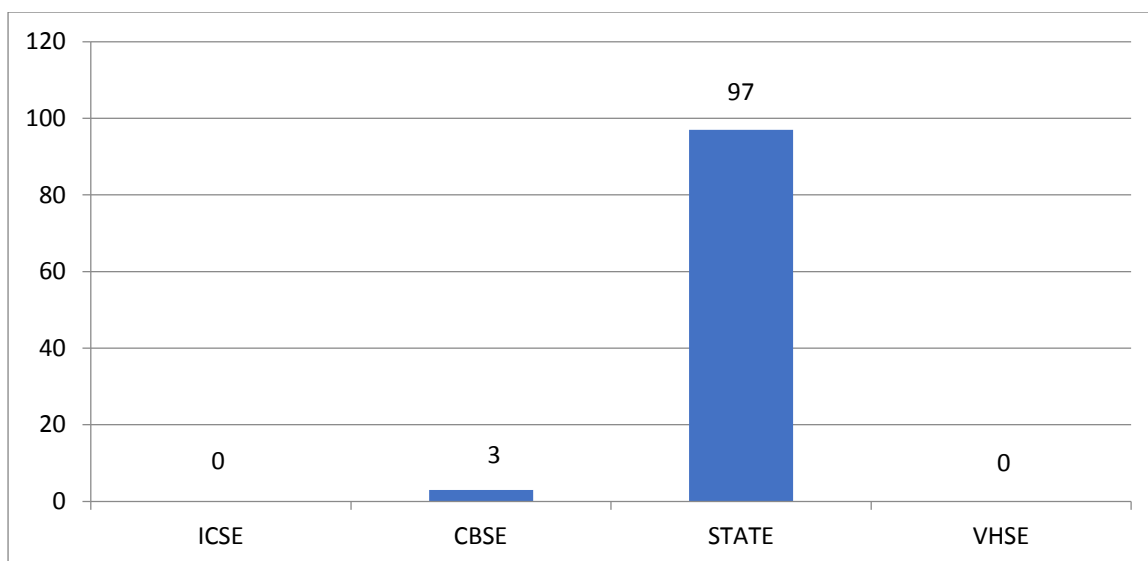
**Figure 6: Distribution of data according to average number of hours spend per day to study.**

Figure 6 shows that the majority of samples 56% (22) were spending less than 2 hours to study, 36% (14) were spending 2-4 hours to study, 5% (2) were spending 4-8 hours to study and only 3% (1) spend more than 10 hours to study.



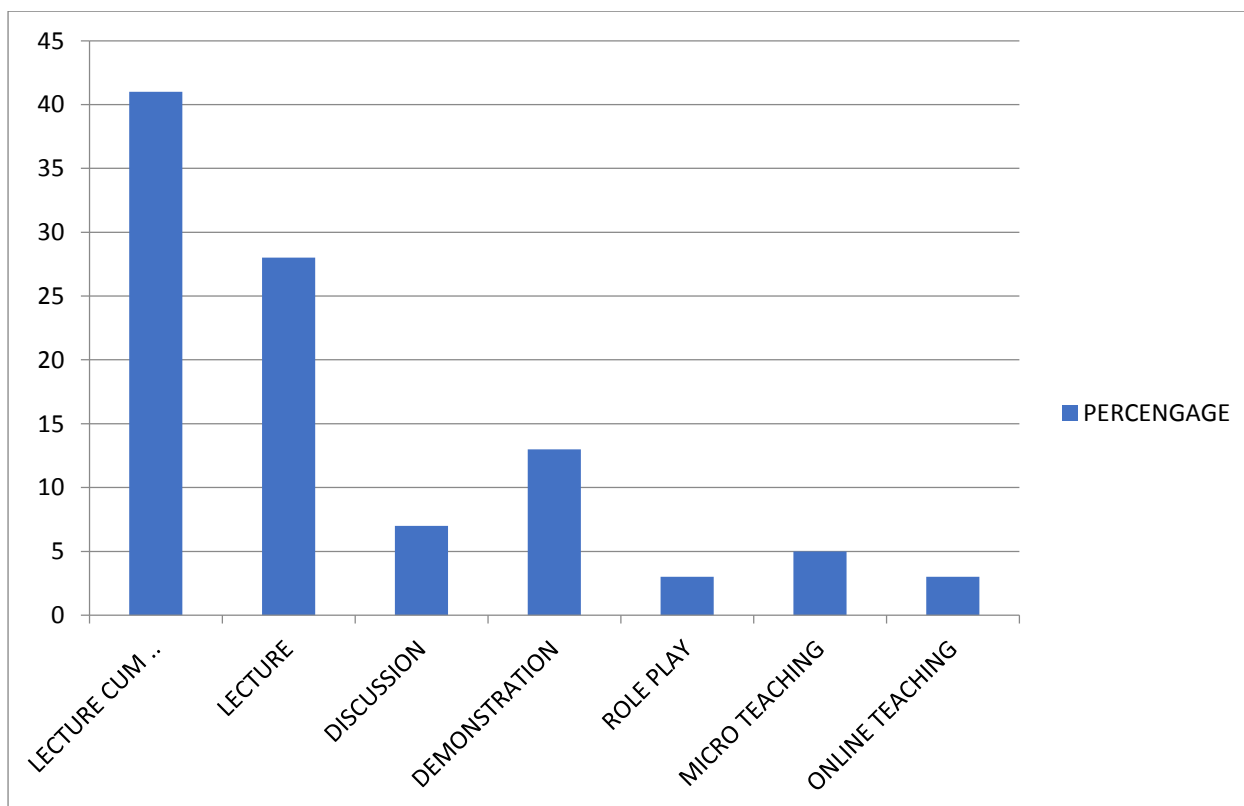
**Figure 7: Distribution of data according to hours spend for travelling from home**

Figure 7 shows that majority of samples 56% (22) travel nearly one hour from home, 18% (7) travel less than half an hour and 8% (3) travel more than one hour for travelling and remaining 18% (7) were of not applicable.



**Figure 8: Distribution of samples according to the board of examination**

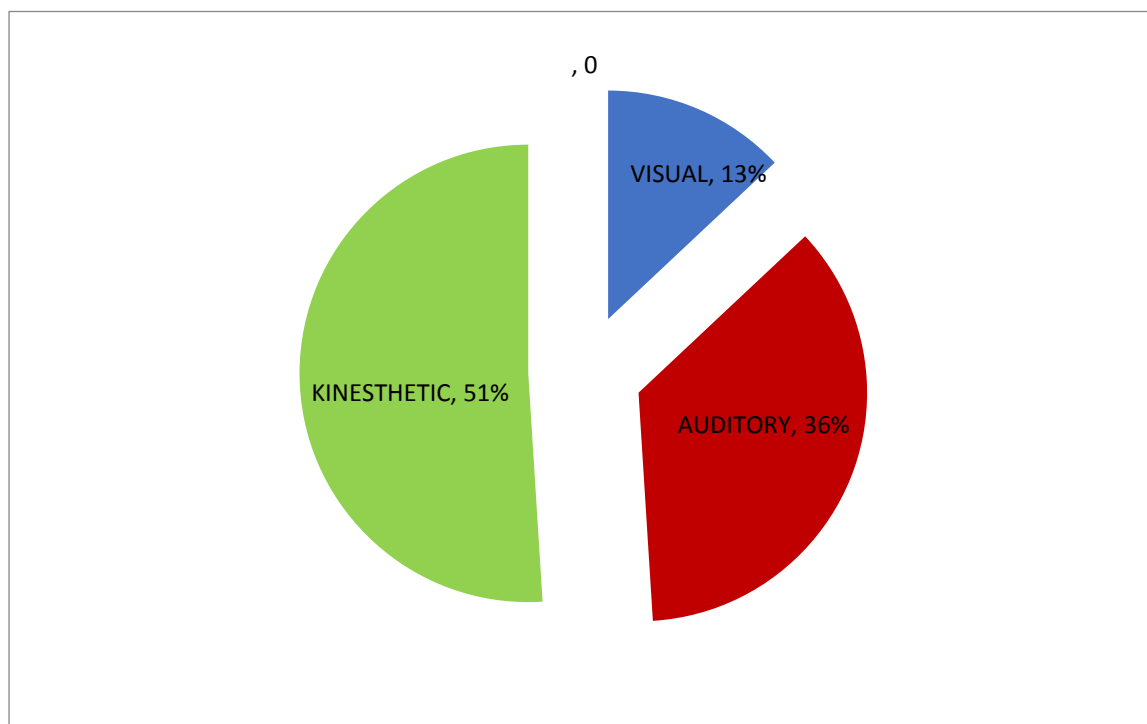
Figure 8 shows 97% (38) were from state syllabus, 3% (1) from CBSE syllabus.



**Figure 9: Distribution of data according to teaching preference.**



Figure 9 reveals that 41% (16) of students preferred lecture cum discussion, 28% (11) of them preferred lecture methods, 13% (5) of students preferred demonstration followed by discussion 7% (3), online teaching 5% (2), role play 3% (1), microteaching 3% (1) respectively as their teaching preference.



**Figure 10: Distribution of data according to learning preference**

Figure 10, points out that the majority 51% (20) preferred kinaesthetic model, 36% (14) preferred auditory method and only 13% (5) preferred visual method. **Association between learning preference and socio demographic variables**

Variables	Frequency	$\chi^2$	df	Table value
<b>Age</b>				
20-22	36	0.184	2	5.99
23-25	3			
<b>Qualification</b>				
SSLC	13			
Pre-Degree	14	2.74	6	12.29
Graduate	7			
Others	5			
<b>Occupation</b>				
Employed	36	0.127	2	5.99
Unemployed	3			
<b>Type of family</b>				
Nuclear family	34	3.83	2	5.99

Joint family	5			
Board of Examination				
STATE	38	0.492	2	5.99
CBSE	1			

(\*0.05 level of significance) There is no significant association between learning preference with socio demographic variables.

## RESULTS

### Description of socio demographic variables.

- ❖ Among 39 samples the majority 92% (36) were in the age group of 20-22 years and remaining 8% (3) were in the age group of 23-25 years of age.
- ❖ The majority of sample 46% (18) were having monthly income below Rs.10000, where as 30% (12) were having monthly income above Rs.15000, 18% (7) samples above 20000 and only 6% (2) of samples were having monthly income above 30000.
- ❖ When considering qualification of parent majority of samples 36% (14) were having pre degree qualification where as 33% (13) of samples parents were having SSLC qualification 18% (7) of samples parents were graduated and 13% (7) belongs to other category.
- ❖ Regarding the occupation of the parent, majority 92% (36) were employed where as 8% (3) were unemployed.
- ❖ The majority of samples, 87% (34) of samples were form nuclear family and 13% (5) of samples were from joint family.
- ❖ When considering the average number of hours spend per day to study majority of samples 56% (22) were spending less than 2 hours to study 36% (14) were spending 2-4 hours to study 5% (2) were spending 4-6 hours to study and only 3% (1) spend more than 10 hours for study.
- ❖ The hors spend for travelling from home, majority of samples 56% (22) travel nearly 1 hour from home 18% (7) travel less than half than hour and 8% (3) travel more than 1 hour for travelling.
- ❖ Regarding the SSLC board of examination majority of students 97% (38) were from state syllabus were as others 3% (1) from CBSE syllabus.

### **Description of samples according to teaching preference**

Regarding the teaching preference of the students majority 41% (16) of students preferred lecture cum discussion, 28% (11) of them preferred lecture method, 13% (5) of students preferred demonstration followed by discussion 7% (3), online teaching 5% (2) role play 3% (1), micro teaching 3% (1) respectively as the teaching preference.

### **Association between learning preference of final year BSc. Nursing students with selected socio demographic variables.**

From the present study it was evident that there was no significant association between learning preference of final year BSc. nursing students with selected socio demographic variables. Hence research hypothesis was rejected and null hypothesis was accepted.

### **Conclusion**

The most preferred teaching method among final year BSc. Nursing students were lecture cum discussion following lecture method. The most preferred learning method among final year BSc. nursing students was kinaesthetic following auditory and visual.

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