

Practices of faculty members regarding teaching and learning strategies in nursing education

Shams Ul Huda, Tazeen Syed Ali, Kashmira Nanji, Shanaz Cassum

Shifa Tameer-e-Millat University, Islamabad and Aga Khan University, Karachi, Pakistan

Objective: To determine the different teaching learning strategies utilized, percentage of faculty members utilizing these teaching strategies and faculty perceptions regarding effectiveness of these in undergraduate nursing degree programs in Khyber Pakhtunkhwa (KPK), Pakistan.

Methodology: Cross sectional descriptive design was used to conduct this study. The sample size was 42. The faculty members were recruited from different nursing institutes offering degree programs in KPK, Pakistan. Statistical analysis was done using SPSS & STAT.

Results: Discussion, lecture, group discussion, and PPT were used by 78.6%, 73.8%, 73.8%, and 69% of the faculty members, respectively.

However, other learning strategies like debate, PBL, case study, and role play were used by fewer members of faculty; 44.2%, 47.6%, 38.1, and 40.5%, respectively. Faculty reported discussion (88.1%), group work (81%), lecture (61.9%), and video (59.5%) as the most effective teaching strategies.

Conclusion: Nursing institutes in KPK are still using passive learning strategies in nursing education. It is recommended that faculty development programs should be initiated to enhance utilization of active learning strategies. (Rawal Med J 201;42:258-261)

Key words: Effective learning strategies, teaching practices, teaching strategies,

INTRODUCTION

Different types of teaching and learning strategies are used in undergraduate nursing programs to enhance critical thinking and problem solving skills in students. The focus of nursing educators is to produce nursing graduates who are equipped with skills, knowledge, and attributes to face challenges of dynamic health care systems. It is highly important for nurses to have critical thinking skills to confront complex health care issues.¹ Commonly used teaching strategies in are broadly divided into teacher centered and learner centered teaching strategies. Teacher centered strategies are very effective in imparting more content in less time.¹ Contrary to it, students centered strategies are very helpful to address the complex issues.²

Some of the most common teacher centered strategies are lecture and power point presentation (PPT). Teaching strategies, which involve only PPTs and lectures, are ineffective in the development of critical thinking.³ In learner centered strategies, students contribute in the learning process through interaction with the facilitator as well as with each other.⁴ Problem based learning (PBL) is an active

learning strategy which has been extensively utilized in nursing education for the last several decades. PBL is utilized in higher education as a self-directed learning strategy, with a focus on issues.⁵ Case study is also an active learning method in which a scenario is presented in class and students acquire knowledge through discussion.

The issue of teaching strategies has attracted very little attention from scholarly communities in Pakistan. Surprisingly, teaching strategies in nursing education yet has not been extensively studied. Case study, demonstration, PBL, lecture and PPTs are practiced in medical and nursing discipline.⁶⁻⁸ However, most of the previous work focus on effectiveness of different types of teaching strategies. To date, there has been little conclusive evidence that which type of teaching strategies are utilized in undergraduate nursing institutes. The purpose of this study was to determine the different teaching learning strategies utilized, percentage of faculty members utilizing these teaching strategies and faculty perceptions regarding effectiveness of these strategies in undergraduate nursing degree programs in Khyber Pakhtunkhwa (KPK), Pakistan.

METHODOLOGY

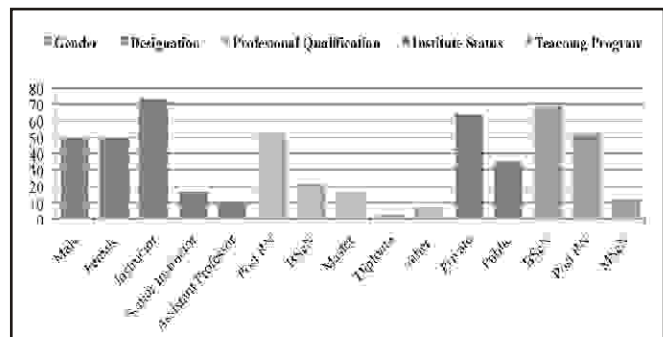
The quantitative research approach, utilizing a cross-sectional design, was used to guide the research study. The study was conducted in degree awarding nursing institutes of Peshawar and Swat KPK. All the institutes were offering degree program and recognized with Pakistan Nursing Council were selected. Data were collected from faculty members meeting the inclusion criteria. The inclusion criteria was faculty involved in teaching and having at least bachelor qualification. The faculty members working on managerial posts were excluded from the study.

Faculty members were recruited through the consecutive purposive sampling technique. The Sample size was calculated with the WHO software for sample size determination. Sample size was adjusted using sample adjustment formula for finite population. The sample size was 42. Tool for the data collection was adopted from another study⁹. After, written permission of the author tool was modified according to local context. Draft was presented to nurse educator for clarity and relevancy. Pilot testing was done on 10% of sample size. The tool consists of demographic data, the number of time learning strategies were used along with their effectiveness. Self-administered tool was administered in personnel to collect data. Permission was taken from institutional heads; Approval was sought before data collection from the University Ethics Committee. The participants were informed about the purpose, process, potential benefits, and outcome of the research. Data was collected from January 2015 to June 2015. The duration of study was from December 2014 to December 2015. Statistical analysis was performed using SPSS version 19 and STATA version 11. Descriptive statistics was used to analyze the data. For continuous variables, mean and standard deviation were computed, while for categorical variable, frequencies and percentages were calculated for all demographic data. Mean number of different learning strategies used in last semester were calculated. Effectiveness of learning strategies was categorized in to three categories effective, ineffective and neutral. Percentage of educators using different learning strategies was calculated.

RESULTS

Forty-two faculty members participated in the study, of which half were male (21 [50%]) and half were female (21 [50%]). Majority of the faculty members were full time (85.7%), and 64.3% were from private institutes. Most of the faculty members were Instructors (31 [73.8%]), some were Senior Instructors (7 [16.7%]) and a few (4 [9.5%]) were Assistant Professors (Fig. 1).

Fig. 1. Demographic characteristics of faculty members.



Academic qualification of, most faculty members was Bachelors degree (18 [42.9%]), some had a Masters degree (13 [31%]) and a few had studied up to intermediate (11 [26.2%]). The mean teaching experience of faculty members was 4.7; similarly, the mean clinical experience of faculty members was 5.

Table 1. Number of different learning strategies utilization per semester (Faculty: n=42).

Strategy	Faculties Perceptions	
	Sum	Mean±SD
Debate	53	1.26±1.499
Discussion	492	11.71±12.57
Group Work	266	6.33±7.261
Lecture	966	23±19.80
Power point	925	22.02±21.45
PBL	86	2.05±3.385
Socratic Questions	149	3.55±9.534
Case Study	95	2.26±5.147
Role Play	70	1.67±3.042
Pair/Discussion	113	2.69±4.039
Gallery Walk	13	0.31±0.95
Video	87	2.07±2.423

Lecture and PPTs were the most common teaching strategies used, with a mean number of utilization being 23 and 22.02, followed by discussion with

11.71, and group work with 6.33. PBL, role play, debate, and case study were reported as the least utilized strategies with a mean number of 2.05, 1.67, 1.26, and 2.26, respectively (Table 1).

Table 2. Number of educators using following teaching strategies in class (Faculty, n=42).

Strategy	% Educator using this
Debate	44.2
Discussion	78.6
Group Work	73.8
Lecture	73.8
Power point	69
PBL	47.6
*Questions	52.4
Case Study	38.1
Role Play	40.5
Pair/Discussion	47.6
Gallery Walk	11.1
Video	52.4

In table II the percentages of faculty utilizing different learning strategies were also calculated. Discussion, lecture, group discussion, and PPTs were used by 78.6%, 73.8%, 73.8%, and 69% of the faculty members, respectively. However, other learning strategies like debate, PBL, case study, and role play were used by fewer number of faculty members ; 44.2%, 47.6%, 38.1, and 40.5 % respectively (Table 2). They stated that gallery walk and role play were utilized by a few faculty members.

Table 3. Faculty rated effectiveness of different teaching strategies (Faculty, n=42).

Strategy	Faculty perceptions		
	Ineffective	Effective	Neutral
Debate	5 (11.9)	14 (33.3)	23 (54.8)
Discussion	1 (2.4)	37 (88.1)	4 (9.5)
Group Work	1 (2.4)	34 (81)	7 (16.7)
Lecture	4 (9.5)	26 (61.9)	12 (28.6)
Power point	5 (11.9)	23 (54.8)	14 (33.3)
PBL	3 (7.1)	20 (47.6)	19 (45.2)
*Questions	2 (4.8)	18 (42.9)	22 (52.4)
Case Study	4 (9.5)	15 (35.7)	23 (54.8)
*Role Play	9 (21.4)	14 (33.3)	19 (45.2)
Pair/Discussion	5 (11.9)	14 (33.3)	23 (54.8)
Gallery Walk	5 (11.9)	14 (33.3)	23 (54.8)
Video	2 (4.8)	25 (59.5)	15 (35.7)

Faculty reported discussion (88.1%), group work (81%), lecture (61.9%), and video (59.5%) as the most effective teaching strategies. Surprisingly, Role play, pair discussion, and debate were considered ineffective teaching strategies by 21.8%, 11.9%, and 11.9% of faculty members, respectively (Table 3).

DISCUSSION

In current study, faculty members stated that the use of PPTs, lecture, discussion, and group work were amongst the frequently practiced teaching strategies. These findings are consistent with other studies. Most of the faculty members in associate degree program were using PPTs, and lecture. Likewise, didactic learning and lectures are a common way of teaching in Pakistan.^{7,9} These findings could be explained that lack of professional development programs left faculty members with only one choice of using traditional learning strategies. Besides these, group work and discussion were among frequently utilized teaching strategies, which are student centered teaching strategies that provides opportunities to students to be actively involved in the classroom.

Contrary to the findings of the current study, different studies report that role play, discussion group work etc., increase interactions between students.¹⁰⁻¹² Unlike the findings of the current study, PBL is considered an effective teaching strategy in medical education that is practiced across many medical universities in Pakistan.⁵ This difference in current finding could be due to the reason that, most of the faculty members did not receive proper training on how to conduct PBL and they are more comfortable with the use of traditional learning strategies.

There is also a shift in the nursing education paradigm from teacher-centered strategies to learner-centered strategies.¹³ However, in spite of research proven benefits of AL strategies, many nursing educators are still practicing traditional learning strategies. The reason of underutilization of AL strategies such as PBL, case studies, role play and debate in the current study could be due to lack of the faculty training. These findings may support the hypothesis that there is no proper system for

faculty development.

There are still many unanswered questions about teaching strategies. Further work is required to investigate possible causes which hinder faculty members from utilization of learner centered teaching strategies. The current research has not been established any association between different demographic variables and utilization of different type of teaching strategies.

CONCLUSION

Learner centered teaching strategies were least utilized as compared to teacher centered strategies. Most of the faculty members were utilizing passive learning strategies in classes. This is the first study to determine practices of faculty members regarding teaching strategies. Further studies are needed to identify the causes of least utilization of learner centered teaching studies.

Author Contributions:

Conception and design: Shams UI Huda
Collection and assembly of data: Shams UI Huda
Analysis and interpretation of the data: Tazeen Syed Ali, Kashmira Nanji, Shanaz Cassum, Shams UI Huda
Drafting of the article: Shams UI Huda,
Critical revision of the article for important intellectual content:
Statistical expertise: Shams UI Huda, Tazeen Syed Ali, Kashmira Nanji

Final approval and guarantor of the article: Shams UI Huda, Tazeen Syed Ali, Kashmira Nanji

Corresponding author email: Shams UI Huda:
shamsnogram@gmail.com

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