

Assessment of teaching strategies used by lecturers at the College of Nursing and Midwifery, Yola, Adamawa State

Galadima, A.U.

Adamawa State College of Nursing and Midwifery Yola, Adamawa State

Corresponding author:

Galadima, A.U. Adamawa State College of Nursing and Midwifery Yola, Adamawa State. Email:

galadimawa2002@gmail.com

Abstract

Background: The need for utilization of various teaching strategies by lecturers when facilitating learning cannot be overemphasized. Teaching strategy refers to methods used to help students learn the desired course contents and be able to develop achievable goals in the future. In other words, teaching techniques are teacher's activities in the class to involve students in the subject matter, and requires that students participate in learning activities, share equally with other learners, and react to the learning experience. This study assessed the teaching strategies of nurse educators in a College of Nursing and Midwifery.

Methods/Result: Data for the research was collected from both primary and secondary sources. The primary data was gathered with the consolidated questionnaire while the secondary data was collected through literature review. The instrument was administered to the participants within a period of two weeks. Descriptive statistics was used to summarize the data regarding the type of teaching strategies used. Two null hypotheses were set and tested using cumulative frequency. The data revealed that the teaching strategies mostly utilized were teacher-centered namely, Lectures 18 (60%) and Discussions 11 (36.6%). The majority of the respondents 16 (53.3%) were utilizing whiteboard as teaching aid at the expense of CD/discs and Video/DVDs.

Conclusion: Various teaching strategies have been used to facilitate learning in learners at the place of study. However, they were not utilized to the full extent. Teacher-centred teaching strategies have been found to be so commonly used by lecturers in our school. If the lecture teaching strategy is combined with other teaching strategies, the outcome might yield more effective learning among nursing students.

Key words: Teaching strategies; Lecturers; students; Teacher-centred teaching

Introduction

The need for utilization of various teaching strategies by lecturers when facilitating learning cannot be overemphasized. Teaching strategies are methodologic teaching techniques described as teacher's activities in the class, to involve students in the subject matter, and requires that students participate in learning activities, share

equally with other learners, and react to the learning experience¹. While engaged in the teaching activities, the recognition of individual differences in the learners is a basic concept for the teachers. This is hinged on the fundamental assumption of strategic teaching and learning, that what we choose to teach in the classroom, should be an interaction of what we know about, the variables of instruction, learning,

achievement, and contextual factors. This assumption has driven the strategic teaching quest as individuals and groups to develop an instructional framework².

Application of teaching strategies to nursing education is of dual purpose. That is what nurse tutors and nursing students do in the classroom is important for passing knowledge and also in readiness for patient's care. Hence, teaching activities for nurse tutors strive to provide real life experience and opportunities in the transfer of knowledge, which are adapted to practical clinical scenarios for students.

To justify the enormous activities in the classroom and clinical education in nursing, nurse tutors must have clear, realistic expectations of the desired outcome of both classroom and clinical learning process. This is because the effectiveness of classroom and clinical teaching should be judged by the extent to which it produces the standardized outcomes. This is only done if nurse tutors follow the teaching strategies that are student centred with all the teaching needs available. Such strategies in gaining and keeping students' attention, according to Yelon³ is by: varying instructional procedures as in a lesson is to break up explanations with examples, demonstrations, practice, and feedback; varying program format across

lessons like explaining the idea to students, making learners to discover the concept from examples provided, facilitating students' discussion that will bring out the meaning of a subject/study, and sometimes run a simulation; making students work individually and/or in groups; utilizing varied techniques within a lecture for instance, using a series of short lectures followed by exercises, intersperse short readings or videos in the lecture; and by asking students to briefly discuss a point with a partner or write a reaction to an issue during a lecture.

There are numerous teaching strategies that suit the pedagogical learning but not all can yield the desired outcome and be properly applied by nurse tutors in both classroom and clinical area⁴. The Nursing and Midwifery Council of Nigeria (NMCN) shares the same view. In order for this goal to be achieved, the NMCN emphasize the integrating of theory with related practical demonstration and clinical experience. The council recommended interactional teaching methods to achieve the desired outcome and may include a combination of the followings: lecture, discussion, practical demonstration, clinical practice, group discussion, projects, clinical rounds, field trip, role play/skit, group work, patient/client care study, role modelling, tutorial, clinical conference,

problem solving technique, team teaching, electronic assisted techniques e.g. Video, Computer etc., seminar, and problem-based learning curriculum for general nursing education in Nigeria.

Objectives of the Study

The aim of the study was to establish if the lecturers at College of Nursing and Midwifery Yola were utilizing various teaching strategies prescribed by the Nursing and Midwifery Council of Nigeria to facilitate learning to ensure the personal development of nursing learners.

Methodology

A descriptive survey method was used to assess and describe the teaching strategies used by lecturers at the College of Nursing and Midwifery Yola (CONMY). The sample population in this study comprised all lecturers in the school. Data were collected through structured close ended questionnaires; the instrument was administered to the participants within a period of two weeks. The questionnaire which upon completion was retrieved by the researcher. Simple descriptive statistic (using frequency and percentage) in tabular form was employed to analyse data in this study.

Results

Table 1 shows that majority of the participants were above 29 years of age (96.7%), of male gender (53.3%), nursing lecturers (70%), teaching for more than 5 years (60%), and more than half belong to the department of Nursing and Midwifery (56.6%). As shown on Table 2, the most frequently used means of teaching students were lecturing (80%), practical demonstration (63.3%) and team teaching (46.7%). Table 3 reported the most widely used teaching aids were white board (96.7%) and models (40%).

Discussion

The findings of this study revealed that more men are now teaching in the College of Nursing and more nurses and midwives are now pursuing higher educational qualification unlike before. This might be related to the starting of Bachelor of Nursing Science (BNS) degree in Nigeria.

The use of teaching strategies that are teacher-centered (i.e. lecturing and practical demonstration) was reported by the majority of participants as their favourite teaching strategy. This response suggested that the participants preferred non-active learner participation and probably due to the large

Table 1: Socio-demographic characteristics of participants (N = 30)

Categories	Frequency	Percentages (%)
Age of participants (years)		
20 – 29	1	3.3
30 – 39	13	43.3
40 – 49	8	26.6
50 and above	8	26.6
Sex of participants		
Male	16	53.3
Female	14	46.6
Rank of participants		
Lecturer	21	70
Nurse/Midwife Educator	9	30
Clinical Instructor	0	0
Teaching experience of participants		
Less than 1 year	3	10
1 – 5 years	9	30
6 – 10 years	5	16.6
11 – 15 years	7	23.3
16 years and above	6	20
Department of participants		
Nursing	11	36.6
Midwifery	6	20
General Studies	5	16.6
Basic Science	8	26.6
Educational Level of participants		
Diploma	3	10
HND	1	3.3
Degree	17	56.6
Masters	9	30

number of students per class. This agrees with the findings of VanWyngaarden⁵, which revealed that formal lectures were still very much utilized by nurse educators as a teaching strategy with 76% response. However, the rate in this study is still lower than in the South African study (60%). This difference might be related to different region of study and nature of study participants.

The use of learner-centred strategies frequently used in this study (i.e. team teaching = 40%; discussion and project = 36.6% each; seminar = 23.3%; group work = 20%) is lower than in a previous South African study by Maunye and colleagues⁶, where majority of the participants (86%) preferred to give students formal/informal assignments and facilitate learner led class

Table 2: Types of teaching strategies used by participants (N = 30)

Variables	Frequency	Percentages (%)
Lecture		
Rarely-Sometimes Used	6	20
Frequently-Heavily Used	24	80
Discussion		
Rarely used	3	10
Rarely-Sometimes Used	13	43.3
Frequently-Heavily Used	17	56.6
Practical Demonstration		
Not Used	1	3.3
Rarely-Sometimes Used	10	33.2
Frequently-Heavily Used	19	63.3
Clinical Practice		
Not Used	6	20
Rarely-Sometimes Used	13	43.3
Frequently-Heavily Used	11	36.6
Group Discussion		
Not Used	4	13.3
Rarely-Sometimes Used	20	66.6
Frequently Used	6	20
Project		
Not Used	5	16.7
Rarely-Sometimes Used	9	30.0
Frequently-Heavily Used	16	53.3
Clinical Round		
Not Used	12	40.0
Rarely-Sometimes Used	10	33.3
Frequently-Heavily Used	8	26.7
Field Trip role/Skit		
Not Used	17	56.7
Rarely-Sometimes Used	10	33.3
Frequently-Heavily Used	3	10.0
Group Work		
Not Used	4	13.3
Rarely-Sometimes Used	19	63.3
Frequently-Heavily Used	7	23.3
Patient/Client Care Study		
Not Used	9	30.0
Rarely-Sometimes Used	7	23.3
Frequently-Heavily Used	14	46.7
Role Modelling Tutorial		
Not Used	4	13.3
Rarely-Sometimes Used	19	63.3
Frequently-Heavily Used	7	23.3

Table 2 continues:

Variables	Frequency	Percentages (%)
Clinical Conference		
Not Used	11	36.6
Rarely-Sometimes Used	15	50.0
Frequently-Heavily Used	4	13.3
Problem Solving Technique		
Not Used	4	13.3
Rarely-Sometimes Used	17	56.6
Frequently-Heavily Used	9	29.9
Team Teaching		
Not Used	5	16.7
Rarely-Sometimes Used	11	36.6
Frequently-Heavily Used	14	46.7
Electronic Assisted Technique		
Not Used	3	10
Rarely-Sometimes Used	18	60.0
Frequently-Heavily Used	9	30.0
Seminar		
Not Used	3	10
Rarely-Sometimes Used	19	63.3
Frequently-Heavily Used	8	26.7
Problem-Based Learning		
Not Used	5	16.7
Rarely-Sometimes Used	18	60.0
Frequently-Heavily Used	7	23.3

presentations. This is surprising considering more teachers in this study had postgraduate Masters degree (30%) when compared to the south African study (14%) carried out several years ago. This difference might be related to the older age of the South African study participants (71% are more than 45year-old) compared to the current study (53.2% are more than 39 year-old).

On using teaching aid during teaching-learning process, this research findings revealed that majority of the participants

were using white board as teaching aid (96.7%), and occasionally used power-point presentation (26.6%). This is quite different from a previous south African study⁵ where use of white board as a teaching aid was 47% and power-point presentations was 53%⁵. This reverse observation is quite surprising considering that this study being recent ought to have improved on prior research findings. Some limitations of this studies include the omission of supportive resources (like library, simulation room, model room, and

Table 3: The extent of use of teaching aids by the participants (N = 30)

Variables	Frequency	Percentages (%)
White board		
Rarely used	1	3.3
Most of the time	13	43.3
All the time	16	53.3
Power point presentation		
Not at all	2	6.6
Rarely used	8	26.6
50% of the time	12	40
Most of the time	6	20
All the time	2	6.6
Model		
Not at all	3	10
Rarely used	7	23.3
50% of the time	8	26.6
Most of the time	9	30
All the time	3	10
Poster		
Not at all	7	23.3
Rarely used	13	43.3
50% of the time	4	13.3
Most of the time	5	16.6
All the time	1	3.3
Overhead projector		
Not at all	6	20
Rarely used	7	23.3
50% of the time	11	36.6
Most of the time	5	16.6
All the time	1	3.3
Training CD's/Disc		
Not at all	10	33.3
Rarely used	13	43.3
50% of the time	4	13.3
Most of the time	3	10
Videos/DVDs		
Not at all	11	36.6
Rarely used	14	46.6
50% of the time	2	6.6
Most of the time	3	10

one-way mirror ect.) that are available in the place of study and some variables that should enhance use of learner-centred teaching (e.g.

human resources, teachers-learners ratio, capacity building, and management support).

Conclusion

This study found that teachers-centred approach to teaching is the most common practice in the place of study. This were demonstrated by the use of white board makers and lecturing as the most widely used method of teaching. The study recommended that nursing education that should yield optimum outcome to meet the dual purpose of teaching could benefit by modifying its strategies towards learner-centred approaches.

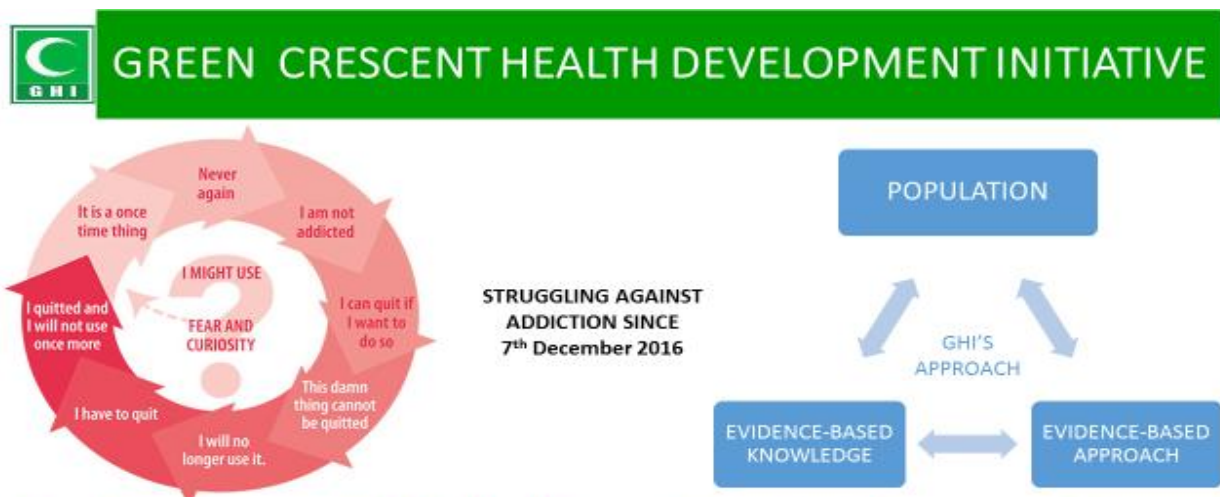
Reference

1. Kassem, A. K. Teacher Perceptions of Agricultural Teaching Practices and Methods for Youth and Adults in Iowa. Doctoral dissertation, Iowa State University. Proquest Dissertations Publication, 1992. 9311501. Available at

<http://www.proquest.com/openview/03525783e52768da9851d4/1?pq-origsite=gscholar&cbl=18750&diss=y>.

2. Jones, B. F., Palincsar, A. S., Ogle, D. S., & Carr, E.G.. Strategic Teaching and Learning Cognitive Instruction in the Content Areas. Association for Supervision and Curriculum Development in cooperation with the North Central Regional Educational Laboratory 1987.: p. 5
3. Yelon, S. L. Powerful Principles of Instruction. Lancing. Human Resource Development Quarterly, 1996;8(2):190-192. Available at <https://doi.org/10.1002/hrdq.3920080213>
4. Mbirimtengerenji, N.D. and Adejumo, O. Utilization of Teaching Strategies among Nurse Tutors in Malawi Nursing College. Journal of Nursing, 2015;5:276-294. Available at <http://dx.org/10.4236/ojn.2015.53031>
5. VanWyngaarden, A. Teaching Strategies for Theory Content in an Outcome-and Problem-Based Nursing Education Programme. Unpublished project work, University of Pretoria. South Africa; 2008.
6. Maunye, T.J., Meyer, S.M. and Van Velden, C.E. An Assessment of Teaching Strategies Used by Lecturers at a Nursing College in Mpumalanga. Curationis; 2009; 32: 30-37.

Conflict of interest: Nil



GHI is a Non-Governmental Public Health Organization using evidence-supported approach to struggle against all forms of addictions through rapid roll out of public awareness, power and resources to scale down addiction and addiction-related activities and timely scale-up of professional services like addiction counseling, treatment and rehabilitation

ICON IN MEDICINE



LATE
**PROF. ABDULKAREEM
JIKA YUSUF**

MBBS, MD (ABU), FWACP FMCPsych.

1971 - 2021

PIONEERING IDEAS/ACTIVITIES:

- Old Age Psychiatry in Northern Nigeria.
- Community Mental Health Services for the Elderly in Zaria City, Nigeria.
- Research work in the field of Psychogeriatrics.

CALLING:

Service to his Creator and Humanity.

POSITIONS:

- Medical Director Federal Neuropsychiatric Hospital, Bamawa, Kaduna State.
- Head of Department of Psychiatry Ahmadu Bello University Zaria, Kaduna State.
- Psychogeriatric Section of Association of Psychiatrists in Nigeria.
- Curriculum reviewer of Old Age Psychiatry/Psychogeriatrics for National Postgraduate Medical College of Nigeria.
- Member Faculty board of Studies ABU Zaria.
- Departmental Examination Officer ABU Zaria.
- Lifetime Member Association of Resident Doctors.
- Honorary Consultant Psychiatrist ABUTH.

EDUCATION:

- Polytechnic Road Primary School, Kaduna.
- Government Secondary School, Kumi-Mashi, Kaduna State.
- Graduate: Ahmadu Bello University.
- Postgraduate: West African College of Physicians.
National Postgraduate Medical College of Nigeria.
Doctor of Medicine (MD).

SPECIALTY:

- Old Age Psychiatry (with special interest in Dementia).

JOIN US

In delivering knowledge for total well-being



IMAN
MEDICAL JOURNAL