



Evaluation of Nurse Educators' Teaching Effectiveness of Medical-Surgical Nursing Course among Nursing Students in Selected Schools of Nursing in South-Western Nigeria

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Abstract

Background: Over time, it has been noted that certain student nurses perform atrociously in professional examination in Nigeria as result of nurse educators' teaching ineffectiveness among other things. **Purpose:** The study evaluated nurse educators' teaching effectiveness among nursing students in selected schools of nursing in South-Western Nigeria. **Methodology:** This study employed a survey design with three nursing schools participated. The target population consisted of final-year nursing students. A sample size of 133 was purposively selected in the schools chosen. A self-administered questionnaire was used to collect the data. Data collected were analysed using Statistical Package for Social Science (SPSS) version 21. Descriptive statistics in the form of frequency table, and percentage and inferential statistics in the form of Pearson Correlation with level of significance set at 0.05 (5%). **Results:** Findings revealed that Lecture method (70.1%), practical/demonstration and clinical teaching (65.5%), group discussion/tutorial (58.6%) and seminars (58.2%) are the common teaching strategies adopted by the educators. The findings also revealed that tutor's gender to a great extent has no significant influence on their teaching effectiveness. Educators methods of teaching has an impact on the overall level of satisfaction on the tutor effectiveness in selected schools of nursing ($r = .215$; $p < .05$). **Conclusion:** The study concluded that continuous training of nurse educators should be adopted by nursing institutions to equip educators on available teaching strategies to aid student's leaning, improved their teaching effectiveness as well as provide them with modern technology and other innovative teaching strategies as a tool to facilitate teaching and learning.

Keywords: Educator, Nursing Student, School of Nursing, Teaching effectiveness, Teaching Methods.

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Introduction

Teaching in nursing has been described as a multifaceted process that integrates the science and art of nursing and clinical exercise into teaching-learning process. (Jamshidi, 2012; McSharry & Lathlean, 2017). The increasingly sweeping changes in the society today has in a way affected higher education and nursing education. The forces driving these changes are numerous and include; growing technological advancement and corresponding increase in knowledge, the continuous and yearning need for lifetime learning; and the rising demand from public

for accountability and transparency of quality educational outcomes among others are factors that faculty across nursing institutions must put into consideration as they fulfil their obligation as educators.

In recent past, the changes in the world economy and budgetary provisions have affected higher education. These current realities and the need for accountability have made the evaluation of educators across nursing institutions become an important issue which cannot be overemphasized. Effective nursing audit in nursing institutions should

include documentation of nurse educators' teaching effectiveness and this is critical to accountability of nursing education to the public it offers services as well as the profession itself. Furthermore, scholars have argued that for the teaching of student nurses in nursing institutions to remain a dynamic and effective exercise, a steady and consistent evaluation is important (Ahmad , Haneen , & Ruba , 2015; Merchant, 1988; Owen, 1992).

The nursing education like other medical program involves theoretical education processes whereby nursing courses are taught by nurse educators followed by clinical laboratory demonstration and clinical practice in hospitals mainly supervised by Clinicians/Clinical Instructors (Jamshidi, 2012; McSharry & Lathlean, 2017). Following completion of their 3 years and 5years nursing education program in Schools of Nursing and Universities in Nigeria respectively, nurses participate in the general nursing professional examinations conducted by the Nursing and Midwifery Council of Nigeria. This examination is equivalent to the North American Registered Nurse (RN) examinations and serves as nursing registration/licensing examinations in the United States. Students' success in the Nursing and Midwifery Council of Nigeria's Professional Examination for General Nurses is critical for nursing institutions in Nigeria, as it not only enables newly qualified graduate nurses entry into nursing profession and practice in the country, but also serves as one of the major criteria for Council in assessing the effectiveness of nursing education programs in schools. Therefore, lower pass rates in Council's examination may have several implications on the school generally.

One of the major challenges for educators in nursing educational institutions is to plan and execute delivery of a robust instruction that would be effective in assisting student's nurses perform excellently in the professional examination (Adunola, O. 2011). To assist nurse faculties provides direction on how to appreciate and bring about significant

improvement nursing education in Nigeria, there is need to assess the educators' teaching effectiveness especially educators teaching medical-surgical nursing course which perhaps takes larger percentage in cognitive and psychomotor training in the nursing education curriculum.

Nurse educators have a precise and lasting influence on student learning ability as well as their academic performance. These educators impact on student learning outcomes have constantly raised significant interest in nursing education and research (Hightower, 2011). However, continuous evidence-based research on teaching and learning continuously will attempt to examine the extent to which various teaching methods enhance growth in student learning.

Ayeni (2011) in his view argued that, any process that brings about expected changes in students to attain precise outcomes is teaching. Adunola (2011) in his own position, maintains that for teaching method used to be considered as effective, educators must be familiar with several teaching approaches having considered the degree of difficulty of the concepts to be taught. Research evidence from previous research findings indicates that the alignment of teaching methods with learning needs of students and student's learning preference influence students' academic success (Zeeb, 2004). Moreover, effective teaching methods suit students' learning needs (student-centered) should be emphasized as it engages students in the learning process and helps them develop critical thinking skills (Bharadwaj & Pal, 2011; Gill, 2016; Janice, 2010) and the utilisation of a various types of teaching methods should encourage acquisition of new skills and knowledge as inadequate teaching has been identified as one of the problems of science education in Nigeria ((Li, Chen, & Tsai, 2008; Omorogbe & Ewansiha, 2013).

Despite the shortcomings of the traditional teaching methods they are still in use because the methods are easy to implement, economic and efficient (Gita & Mahnaz, 2013; Manoj,

InDu, Jayballabh, & Sangeeta, 2015; Pale, 2013; Roya and Faramarz, 2014; Sandhu, Rich, Magas & Walker, 2015;). However, the consensus among Scholars is that there is needs for exploration of alternate teaching methods that are effective to arouse enthusiasm and interest of students. (Tsai, Cheng, Chang, and Liou, 2014).

Significantly, many scholars have argued that consistent poor performance in academic activities by the majority of students in a class is primarily connected to utilisation of less productive teaching approaches by educators who impact knowledge on students (Adunola, 2011). In addition, abysmal performance of some schools' student nurses in professional examination in Nigeria has been observed over time and this has been presumed to be as a result of lack of teaching effectiveness of Nurse Educators in many of the schools of Nursing in Nigeria among other factors. It is on this basis that the researchers undergone a study on Evaluation of Nurse Educators' Teaching Effectiveness of Medical-Surgical Nursing Course among Nursing students in selected Schools of Nursing in South-Western Nigeria.

Hypotheses

- Ho1 There is no significant relationship between the gender of educators and overall students' satisfaction with educator's teaching approach among students in selected schools of nursing in Nigeria.
- Ho2 There is no significant relationship between students' rating of educators' methods of teaching and overall level of satisfaction with educators' effectiveness in selected schools of nursing in Nigeria.
- Ho3 There is no significant gender influence on students' rating of educators' methods of teaching and effectiveness in selected schools of nursing in Nigeria.

Materials and Methods **Research Design**

A survey design was used in this study. The study was designed to evaluate of educators' teaching effectiveness of medical-surgical nursing course among nursing students in selected schools of nursing in south-western Nigeria. The study was carried out in selected schools in Ekiti, Oyo, and Ondo States southwestern parts of Nigeria. At present, there are eighteen (18) Schools of Nursing offering professional diploma in nursing in southwestern Nigeria. However, the study was conducted in three schools of Nursing namely; School of Nursing (SON), Federal Teaching Hospital, Ido -Ekiti, Ekiti State. Proprietor is Federal Government of Nigeria, SON, Akure, Ondo State. Proprietor is Ondo state government and SON, Baptist Medical Centre, Saki. Proprietor (Mission) is Nigerian Baptist Convention all in southwestern Nigeria.

Target Population

The target population consist of the final year (year 3) in selected schools of Nursing Only final year (year three) students were selected because they were the only class who were more exposed to various teaching methods and assessment procedures/examinations utilized in the school. More so, they were likely to have been taught by most of the educators if not all the educators teaching the course and may possibly do objective assessment on these educators.

The inclusion and exclusion criteria are stated below;

Inclusion Criteria: -- the student nurses in their final year (year 3) in the selected schools. Final year student nurses from the selected schools who were willing to participate in the study.

Exclusion Criteria: student nurses in lower classes and those who did not give consent were excluded from participating in the study.

Sample size and Sampling Technique

There are eighteen (18) Schools of Nursing in the six states in south-western Nigeria as at the time the study was conducted, out of which six (6) schools were owned by federal

government but were located in five states, eight (8) schools were owned by state governments and were located in 6 states while four (4) schools were owned by missions but were located in three states. Further investigations by the researcher revealed that between three and seven nurse educators were teaching medical-surgical nursing course in each of these eighteen schools. However, six schools (three federal, one state and two mission schools) were found to have five educators teaching Medical-Surgical course in each of these six schools.

Based on the above, the only state government owned school with five educators teaching the subject was selected while simple ballot was used to select two other schools (one state, one federal) located in different states. This means a total of 3 schools out of 18 were selected and the sample size was based on the total number of students in the final year.

Therefore, a sample size of 133 respondents (all the final year students) were purposively selected. It is important to note that each respondent completed five copies of questionnaire one to assess each of the five educators.

Instrument

Data was collected with the use of self-administered, Likert scale type questionnaire developed by the researcher. It consists of five sections which are A, B, C, D and E. Section A consist of demographic data. Section B had question designed to elicit information on teaching methods used by educators and the respondent was to tick the method as being used by faculty in their school. The options are; Frequently, sometimes and never. Section C had questions on teacher's assessment procedures with the scale ranges from Always (3) to never (1). Section D consisted of information on general rating of teachers' effectiveness and the scale ranges from excellent (5) to poor (1) to. Section E captured questions on overall level of student satisfaction and the scale ranges from excellent (5) to poor (1).

Validity and reliability of the Instrument

Content and face validity was ensured by experts in the field of nursing and examination. The instrument was subjected to a pre-test testing among fifteen (15) student nurses of School of Nursing, Gwagwalada, FCT Abuja. This was to test and improve on the proposed questionnaire to be used for the study. All the fifteen (15) copies distributed were recovered, where a section by section reliability test results yielded the following value: Section B- 0.77, Section C- 0.80, Section D- 0.78, and Section E- 0.75.

Method of Data Collection

Student nurses in final year were identified and invited to participate in the study through the principal (head), schools of nursing. The researcher visited all the schools to administer the questionnaire. The heads of the schools were contacted to seek the school consent and their assistance in the distribution and collection of the questionnaire in their respective schools. Completed questionnaires was returned to the researcher on spot after completion by the respondents.

Method of Data Analysis

The data were statistically analysed using SPSS version 21.0 software package. Both descriptive and inferential statistics were used. Descriptive statistics in the form of frequency table, and percentage. And inferential statistics in the form Pearson Correlation with level of significance set at 0.05(5%).

Ethical Clearance

Ethical approval was obtained from Babcock University Health Research and Ethical Committee (BUHREC345/17).

Results

A total of 665 questionnaires were completed from three schools as follows; SON FTH, Ido-Ekiti-255, SON Akure- 210 and SON BMC Saki -200. Each respondent completed five copies of questionnaire one for each of the educators. Table 1 showed the demographic distribution of the study. From the table it can be observed that majority (70%) of the participants were within the age bracket of 21-

25years. Gender shows that 84.3% of the respondents were female while 15.7% were male. The results of the respondents based on school location showed that majority (49.3%) of the respondents were from Ondo State School of Nursing Akure. The students' population in class ranges from 40 to 51. Out of the respondents' responses to the gender of their educators, 56.3% affirmed that their educators are female and 43.6% are male.

Test of Research Questions

Research Question 1: What are the teaching methods used in schools of Nursing?

Table 2 showed a variety of teaching strategies adopted by the teachers in the teaching of students in School of Nursing. Among the teaching strategies adopted by the teachers as rated by the students in order of importance are: lecture method (72.7%), followed by demonstration (67.5%), practice in clinical areas (65.2%), special studies/ project and writing were rated 61.2% respectively.

Research Question 2: Are students satisfied with the educators' teaching approach in schools of Nursing?

Table 3 revealed the extent to which students were satisfied with the educators' teaching approach in schools of Nursing. The students' overall mean score is 2.829 which is equivalent to 70.7%. Therefore, it could be said that students in nursing schools are satisfied with their educators' teaching approach. This is because their mean score is above average (50%), and the minimum score of 1(25%). It could then be deduced generally that students' perceptions of satisfaction with the educators teaching approach was probably as a result of service quality encountered during their course of program, which may be as a result of some factors inherent in the students or in the school.

Research Question 3: What are the opinions of students on educator's assessment procedure?

Table 4 showed a variety of assessment strategies adopted by the teachers in evaluating their students in schools of Nursing

as perceived by the students. Sixty (45.1%) of the participants claimed that the teacher's assessment criteria are always clear, 51.9% percent claimed sometimes and 3% claimed never. However, majority 58.6% of the students affirmed that there was always fairness in the educator's questions and scoring procedure. On whether the teacher returns graded assignments, tests and examinations promptly, 43% claimed always, 42.8 claimed sometimes, and 14.2% never. The table equally revealed that 54.1% of the students affirmed that the teacher's comment on tests, assignment and Mid-semester examination in correcting errors were always useful, 42.1% claimed sometimes, and 3.8% never.

Research Question 4: There is no significant difference in the teaching methods used by educators in the chosen schools?

The results presented in Table 5 on the differences in the teaching methods used by educators in the three chosen schools showed that school A has a mean score of 65.349, school B has 65.758, and school C has 64.973. It was found out from the three schools that there were no statistical significant differences in the teaching methods used by educators. The mean difference between school A and B is 0.409, B and C is 0.785, and A and C is 0.376.

Test of Hypotheses

H₀₁ There is no significant association between the gender of educators and overall student satisfaction of educator's teaching approach among students in selected schools of nursing in Nigeria.

The results in Table 6 revealed a negative and weak significant relationship between gender of educators and overall students' satisfaction with teaching approach among students in selected schools of nursing ($r = -.084$; $p < .05$). The hypothesis which stated that "There will be no significant relationship between the gender of educators and overall students' satisfaction with educator's teaching approach among students in selected schools of

nursing” was rejected. This implies that the gender of educators to some extent will have something to do with the overall level of students’ satisfaction with educator’s teaching approach.

H₀2 There is no significant association between student rating of educators’ methods of teaching and overall level of satisfaction on the educator effectiveness in selected schools of nursing in Nigeria.

The results in Table 7 revealed low but positive significant relationship between students’ rating of educators’ methods of teaching and overall level of satisfaction on the educator’s effectiveness in selected schools of nursing ($r = .215$; $p < .05$). The hypothesis which stated that “There will be no significant relationship between student rating of educators’ methods of teaching and overall level of satisfaction with educator’s effectiveness in selected schools of nursing” was rejected. This implies that students’ rating of educators’ methods of teaching has an impact on the overall level of satisfaction on the educator effectiveness in selected schools of nursing.

H₀3: There is no significant gender influence on student rating of educators’ methods of teaching and effectiveness.

Going by the result presented in Table 8a indicated that the analysis of variance of the multiple regression data produced an F-ratio value was not significant at 0.05 level ($f_{(1, 688)} = .167$; $P < 0.05$). It could be seen that the calculated value of $f = 0.167$ indicated that educator’s gender did not influence educator’s teaching effectiveness.

In order to confirm this report further, the participants also demonstrated a mean value difference of 0.165 at p value of .087 which is also a strong conviction that educator’s gender did not influence educator’s teaching effectiveness [see Table 8(b)]. It could then be deduced that educator’s gender to a great extent has no significant influence on their teaching effectiveness.

Discussion

Discussion on the teaching methods used among the schools of Nursing

It was shown that a variety of teaching strategies were adopted by the educators in the teaching of students in the three Schools of Nursing under study. Among the teaching strategies adopted by the teachers as rated by the students in order of importance are: lecture method (72.3%), followed by demonstration (67.2%), practice in clinical areas (64.4%), special studies/ project and writing were rated 60.5% respectively. Although no one strategy was used by all of the participants, all strategies identified in the research study were being utilized in the nursing classroom. Lecture was by far the most frequently used teaching strategy, with questioning being the next most frequently used methods.

The only reason that could be deduced for this finding is that all over the world today, nurse educators try to prepare nursing students to the best of their knowledge to care for patients in an increasingly complex healthcare setting. Faculty are examining dynamic teaching strategies that aimed at involving student nurses in active learning. Combining more than one teaching method in one's teaching in nursing education programme could help prepare students to solve problems and evoke critical thinking while caring for clients.

This study is in tandem with the previous researcher (Doran & Mulhall, 2007; Horan, 2009; Partin, *et al.*, 2011) who noted an increase confidence and development of critical thinking when other methods are used to augment lecture. Thus, enhanced learning could be promoted by combining more than one teaching methods.

Discussion on how satisfied students are with the educators’ teaching methods/strategies

The study showed the extent to which students are satisfied with the educators’ teaching approach in schools of Nursing. Majority of the students in nursing schools

were satisfied with their educators' teaching approach. No significant differences were observed in the students' perception of satisfaction about educators' teaching approach from different school of nursing and they all agree to the same most important characteristics. It could then be deduced generally that students' perceptions of satisfaction with the educators teaching approach was probably as a result of service quality encountered during their course of program, which may be as a result of some factors inherent in the students or in the school. This is in congruent with a similar foreign study by Madhavanpra, Bhakaran, Shukri, Hayudini, and Narayanan (2013). They found that both male and female Omani nursing students rated professional competence of instructors as the most important characteristic and instructors' relationship with students as the second most important characteristic without any discrepancy. Also, many researchers agree that the best clinical teachers are clinically competent and know how to teach effectively along with a sound interpersonal skills and ability to provide feedback. Teacher's knowledge about the curriculum, clinical setting, the learner and teaching/learning theory appeared very important to students' views of effective clinical teaching. Clinical teachers with effective clinical teaching characteristics are always appreciated as good role models. Even though the respondents were satisfied with the teaching approach of their teachers, this finding could not be used to justify if these students level of satisfaction influenced their performance in all their examinations since the study did not focus on that.

Discussion on the variety of assessment strategies used in evaluating students

The results showed a variety of assessment strategies adopted by the teachers in evaluating their students in school of nursing as perceived by the students. Majority of the participants claimed that the teacher's assessment criteria were always clear. Also, majority of the students affirmed that there

was always fairness in the educator's questions and scoring procedure. Most of the students reported that the teachers always return graded assignments, tests and examinations promptly. most of the teachers used quizzes, tests and assignment as part of continuous assessment, and the students affirmed that the teacher's comment on tests, assignment and mid-semester examination in correcting errors were always useful.

Discussion on the differences in the teaching methods used by educators in the chosen schools

The outcome of the question on how satisfied students were with the educators' teaching methods/strategies in the three chosen schools showed that school A has a mean score of 65.349, school B has 65.758, and school C has 64.973. It was found out from the three schools that there was no statistical significant differences in the teaching methods used by educators. Five main methods were mostly used. Out of these, the lecture method was ranked first (70.1%), followed by practical/demonstration method and clinical that are rated second (65.5%) respectively, group discussion/tutorial method (58.6%), and lastly by the seminars (58.2%). From these findings, it could be deduced that there were no differences in the teaching methods used by educators in the chosen schools while Lecture teaching methods are mostly used before any other methods.

The implication of this study is that nurse educators were using a variety of instructional strategies in the classroom to enhance student learning and develop critical thinking, although lecture continues to be most prevalent method utilized. This is in line with the works of Adunola (2011) that maintained that in order for the method used for teaching to be effective, teachers need to be familiar with several teaching approaches having considered the magnitude of complexity of the concepts to be covered.

Discussion on the relationship between educators' gender, teaching approach and student satisfaction

The outcome of this study indicated that educator's gender influence educator's teaching effectiveness. It could then be deduced that educator's gender to a great extent has no significant influence on their teaching effectiveness. The results equally revealed a negative and weak significant relationship between gender of educators and overall student satisfaction of educator's teaching approach among students in selected schools of nursing ($r = -.084$; $p < .05$). This implies that the gender of educators to some extent will have something to do with the overall student satisfaction of educator's teaching approach in a negative manner.

Discussion on the relationship between educators' methods of teaching effectiveness and students' level of satisfaction

The results revealed a positive significant relationship between students' rating of educators' methods of teaching and overall level of satisfaction on the educator effectiveness in selected schools of nursing ($r = .215$; $p < .05$). This implies that students' rating of educators' methods of teaching has an impact on the overall level of satisfaction on the educator effectiveness in selected schools of nursing. This is in congruent with a study that concluded that association of teacher preparedness with student satisfaction was immensely affected by the approach of teachers towards their profession of teaching and how much they get ready before conveying lecture. (Luo , Niamatullah, Jianying , Dan , & Khurram , 2015). This study proved that teaching methods adopted by the educators, student-teacher relationship, experiences provided to the students and teacher preparedness contribute to the satisfaction of nursing students in training institutions.

Conclusion

This study therefore concluded that for Nurse educators teaching efforts to be effective in

student learning process, there is need for creative teaching strategies to be adopted to engage student nurses in active learning for them to be adequately equipped to provide excellent nursing care in the multifaceted healthcare industry.

Recommendations

Based on the findings of this study, the following are recommended by the researchers as a tool for stakeholders in nursing education and researchers to achieve the desired goal in nursing education.

1. A good educator- student interaction in the classroom should be promoted with a conducive environment to facilitate learning
2. Adequate program budgetary provision should be made by nursing program administration to provide modern technology and other innovative teaching strategies as a tool to facilitate teaching and learning.
3. Continuous training and retraining of nurse educators should be adopted by nursing program administrators to further equip educators on available teaching strategies to aid student's leaning and improved their teaching effectiveness.

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