

# Effective Teaching Methodologies

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**Abstract:** Effective teaching method seems easy. It helps students in thinking, getting new ideas, applying the student's new thoughts and dealing with new formed complex task. Pakistan is a developing country where its literacy rate is almost 60%. In Pakistan nursing profession is becoming very popular among the youth of Pakistan. "Effective teaching methods "according to general nursing students and their work performance at Faisalabad. Descriptive and inferential Survey was adopted as research design for the study in which twenty-one research questions and one hypotheses were calculated. Data was collected from general nursing students of Allied Hospital Faisalabad. A total of 135 students were conveniently selected for the study. An adopted questionnaire consisted of Likert scale questions was distributed among the students.

The use of descriptive statistics frequency, percentages and graphs were used to examine the data, while Chi-square ( $X^2$ ) analysis was used to test the research hypotheses. Study findings show that there are significant findings indicate from the frequency tables and chi-squared tests that The study was conducted at Faisalabad upon the students of general nursing in order to examine the Effective teaching methodology on their learning performance

The results findings indicate from the frequency tables and chi-squared tests above we find that almost all the respondents preferred the effectiveness of multimedia projectors for best teaching and learning method. The study was conducted at Faisalabad upon the students of general nursing in order to examine the Effective teaching methodology on their learning performance. The results findings indicate from the frequency tables and chi-squared tests above we find that almost all the respondents preferred the effectiveness of multimedia projectors for best teaching and learning method. The study was conducted at Faisalabad upon the students of general nursing in order to examine the Effective teaching methodology on their learning performance. The results findings indicate from the frequency tables and chi-squared tests above we find that almost all the respondents preferred the effectiveness of multimedia projectors for best teaching and learning method.

**Keywords:** Significant, literacy, nursing students, Faisalabad.

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## 1. INTRODUCTION

Effective teaching method seems easy. It helps students in thinking, getting new ideas, applying the student's new thoughts and dealing with new formed complex task. Teachers are giving lecture providing new unique and explain works and support the students morally and intellectually so that the students can get effective learning. Effective teaching methodology explain well. They are receiving the fruits of lesson plan that were informed or are delicate to some unique requirements and the hidden abilities which are present in them.

Effective teaching methods is impressive and storable. Effective teaching method for effective is key to promote knowledge and skill for general nursing student. Due to great pressure of 21th century it could be suggestive reduce the cost and increased number of student to improve quality of education for evidence based practice in clinical education. There is no simple answer to this question because several teaching methods are used. Most commonly used methods are lecture method, dialogue. Cultural method, electronic learning, individual learning, large group, small group, team work,

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online teaching, internet or web based learning. In my college teaching method applied by most of the teacher are lecture based, team learning and other method are used effectively.

Clinical study has great impact on the students as for as knowledge and skills are concerned. Continuous learning builds up strong relationship between teacher and student through reflection and feedback. It further improves student competence, motivation and self-esteem. Describes those students who are motivated by supervisor are good students.(Dearnley, McClelland et al. 2013).

Recently a new educational standard of evaluation was introduced in school and colleges showing responsibility of student nurses in clinical side is to assess and evaluate. There is big difference between practice and theory. Writer says without practice is like bee without honey. Learning have some challenges for nurses but today have great need to improve communication between student and teacher, language related barrier. Educational gap between theory and practice depending upon the type of learner. To maximize the knowledge and skill among nursing student's utilization of computer, multimedia device in class based learning can make teaching and learning process effective.

Education is important element of nursing profession to continuous professional development process. Effective teaching methodology is as important for planning lessons and answering to the students work as it is about accomplishing. Much of the achievements lies in what has occurred before and after the teacher left the class-room rather than in real application itself although a single person should not miscalculate the energy of pleasing and keen activity. Effective teaching methodology is struggle and deep thinking. It includes organizing, judging, understanding information and replying to the information in different that could carry independent, students while at the same time appearing to the classroom community.

This is not a publication about the types of leadership encourages effective teaching methodology values are about the institutions traditions that encourages the progress and distribution of construction application. However, I acknowledge critical signification of the institution surrounding in which teaching methodology works.

The main **objectives** of this study are: -

- a) To find out the most effective method of teaching.
- b) To increase the student learning.
- c) To make the student active learner.
- d) To help the teachers in teaching.

**Significance:**

Effective teachers tried to motivate and engage all their students in learning so they adopt effective teaching methodology. Teachers have high expectations from their students. Teachers closely monitor their students and provide feedback.

**Teaching methods are no doubt very essential for ideal results:**

- Encourage student to learn.
- To improve learning methods.
- It is helpful to identify the problems of students in learning process.
- To improve teaching abilities.
- To determine the activities of teachers and students.
- To identify the significant knowledge gap between the lecture and audience

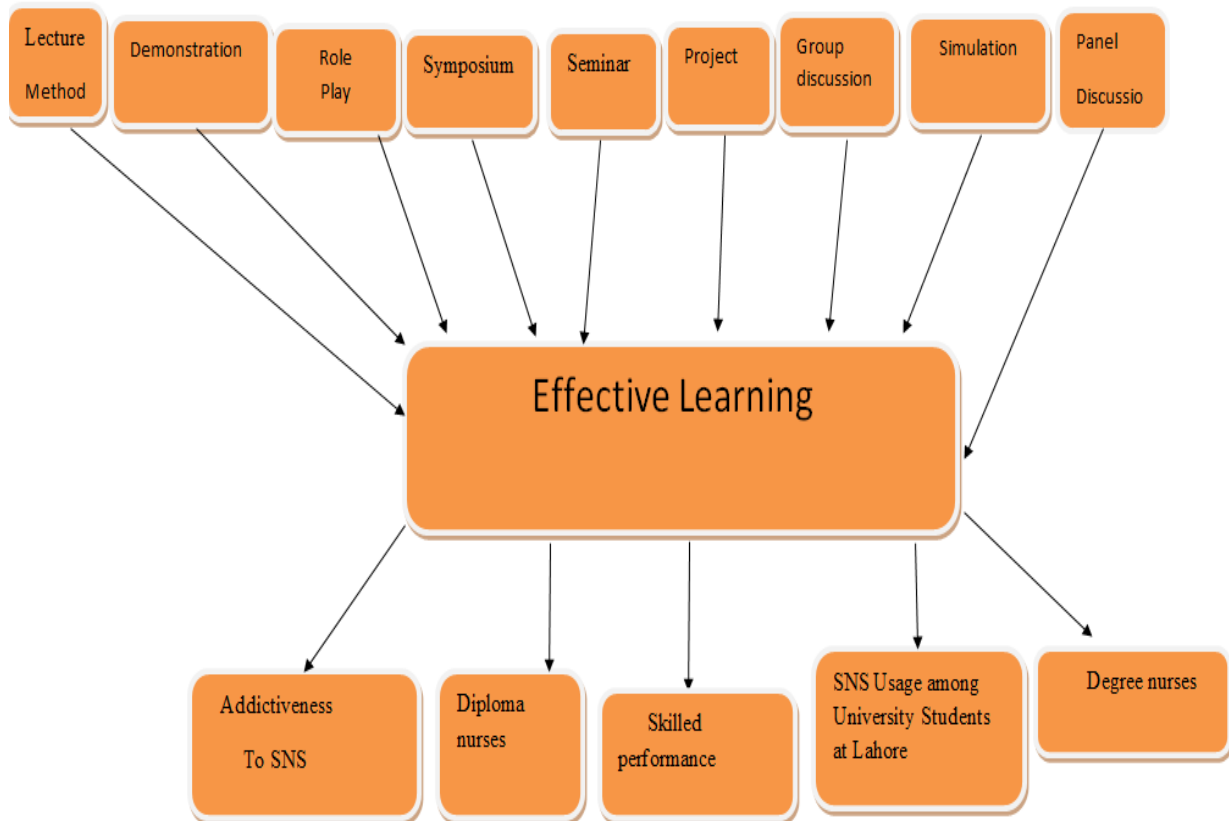
**Research Hypothesis;****HYPOTHESIS:**

**HO:** There is no significant difference between teaching methodologies.

**Ha:** There is a significant difference between teaching methodologies.

**Conceptual Framework:**

The conceptual framework depends on ten variables i-e lecture method, demonstration, role play, symposium, seminar, project, group discussion, simulation, panel discussion and work shop. Students learn through effective teaching methodology their knowledge may influence the work performance. These variables discussed in this research work.



**Significance of the Research:**

The results of the research will personally accomplish my academic goal of undertaking research work. It is expected that the results of the study will benefit the students of various nursing schools to know about the effective teaching methodologies. Methodologies effect on their work performance and on the learning. The work is expected to provide new findings regarding the issue and be a part of the existing literature.

The research results will help administrators and PNC officials to control the education process by the method of effective teaching for better learning.

In addition, the research results will help in the production steps in the implementation of all the teachers of the Ministry of Health nursing school opportunities.

**2. LITERATURE REVIEW**

Meanwhile, I tried to read quite widely in an attempt to gain some understanding of “Effective teaching methodologies”. I found too many research on this topic in the field, some of them are given below: -

(Woo and Kimmick 2000). The research was comparing lecture instructional methods for teaching the Internet than their title. The main purpose of this study to compare the use of the Internet with traditional lecture instruction. Use the prospective study design between the two groups. The students use the Internet as a report.

Lanier (2003). Nursing research on the students 'and lecturers' objective point of systematic clinical examination (OSCE). The study "published in Nurse Education" (journal name) today. The main purpose of this study to investigate the

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perspective of knowledge nursing student and lecturer. He used a posttest group said they viewed more positively than expected at the OSCE session. Mixed methods that were appreciated by the students and the examiner said.

(Maneval, Filburn et al. 2011). He did research between teaching methods and critical thinking skills. Assess which method is the most appropriate way to develop critical thinking. The main purpose of this research to identify to identify teaching methods that demonstrate a positive impact on the development of critical thinking skills of students and can translate for their teaching methods best nursing students I had to.

Mohammed and Ali (2011) This research aims Saudi nursing students teaching methods to determine the Saudi nursing students to the teaching method of teaching methods in general nursing priorities by has been described. The use of cross-sectional study design.

(Rahman, Khalil et al. 2011) from Allama Iqbal Open University (Allama Iqbal Open University) in early childhood education and primary teacher education. Lecturer Department. He did research on the effects of the way the debate on student performance. He is an art to help students to learn in teaching students. All good teachers are characterized by appropriate teaching method. Nursing This study was undertaken to investigate the effectiveness of teaching methods to students. The study was experimental in nature and was used a pretest / posttest control group design. The study sample consisted of 62 students in General Nursing. Two teaching methods (discussion and lecture method) was used in the study. While the control group was taught with the lecture method was taught with the procedures discussed with the experimental group lectures. Each period lasted 45 minutes. Post-test results revealed that there was a significant difference in mean scores between the experimental and control groups.

(Althea Mighten EdD 2005) he did research on the teaching strategies of the lecture together with lecture notes vs. organized group discussion. The study group discussion than lecture notes published research in the Journal of Nursing Education.in. The result of the posttest study design used in the two groups was no significant difference between the value of research, experimental and control groups, means test.

(Theroux and Pearce 2006) he published his research in the Journal of the American Academy of Nurse Practitioners pelvic exams when students had to learn that the descriptive study explored the perceptions of students to perform. Students (n = 13) we were taught by volunteer teachers exam times, others (n = 15) were taught with traditional practice. Learning more than 70% on China pelvic exam techniques for students in each group were given notice and feeling in medical experiments. SP more positively rated their learning experiences and reported a better understanding of techniques other than the test group.

(Clark, Nguyen et al. 2008). if the team-based learning (TBL) experience in an undergraduate nursing course. They published their research in the Journal of Nursing Education. Study evaluated by the experience better attitudes about the value of using groups for community engagement and learning. Than the group taught by lecture. They used the study design with two groups, pretest / posttest. Statistics increased competition TBL group with a lecture group. The lecture group there was a significant difference between high engagement and engagement. Students rated their attitudes about the value of higher teams.

(DeBourgh 2008) to promote the use of higher-level reasoning skills classroom were "the clickers". He published his research in Nurse Education in Practice. The study examines the classroom response system concepts students develop higher-level reasoning skills. A group, posttest. The increase response systems interact during the learning process and reflect the content of understanding is the faculty with the option to provide immediate feedback.

(McLafferty, Dingwall et al. 2010) did research on using gaming workshops to prepare nursing students to care for older people in clinical practice. They published their research in the International Journal of Older People Nursing. The study design used by a group, pretest / posttest

### 3. RESEARCH METHODOLOGY

#### Research Design:

Descriptive and inferential survey was the research design adopted for the study. This was considered appropriate for the study as it is comprised of standard way of collection of participants' responses through a well-developed and highly structured research instrument, and also well-defined concepts and related variables.

**Population of the study:**

The target population for the study was the general nursing students at Faisalabad city. As there are a lot of Hospitals in Faisalabad, hundred students of general nursing available in Faisalabad. so select the students from Allied Hospital.

**Intrinsic Criteria:**

The students, of Allied hospital without any workplace restriction were able to participate in the study. Students from Allied Hospital Faisalabad were considered as part of the study. The participants who were willing to participate in the study were reflected as part of the study.

**Extrinsic Criteria:**

The students who were not willing to participate in the study were not considered as the part of the study. Also the students, who didn't belong to the mentioned organization, were considered as excluded from the study.

**Population:**

Population of the study was composed of 135 participants. 135 participants were selected from Allied Hospital after taking valid written permission from the principal school of nursing. Convenient Sampling Technique was applied in which only those participants were selected who were easily accessible, and willing to participate in the research. This method is also called opportunity Sampling.

**Research Instrument:**

The research instrument was divided into three sections. Section A was comprised of demographic data like name, age, gender etc. Section B was comprised of 21 items that included on likert scale adopted from the study "Effective teaching methodology. Section C comprised of consent from each student to participate willingly in the study. Questionnaire was used after pilot study.

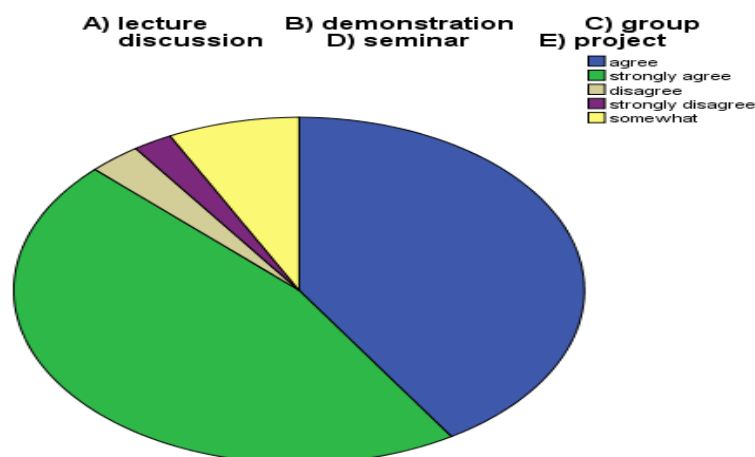
**Data Collection:**

Allied Hospital Faisalabad was selected for data collection. Prior to data collection a permission letter was signed from the principal of organization. After that, data was collected conveniently with collaboration of my friends from the concerned Hospitals within one week.

**Data Analysis:**

The collected data was analyzed using descriptive statistics and inferential statistics of Chi-square through excel sheet.. Data collected from "Section-A" and "Section-B" of the questionnaire, which were consisted of demographic data, and likert scale were analyzed via descriptive and inferential statistics like frequencies, percentages and chi square. Descriptive and inferential statistics of frequency counts and percentages was used.

**4. DATA ANALYSIS AND DISCUSSION**



## Results:

Effective teaching methodology						
No.	Nursing Profession is	Strongly Agree	Agree	Some what	Strongly Disagree	Disagree
1	Are you satisfied with existing teaching methodologies?	65(48%)	29(21%)	17(12%)	14(10%)	11(8%)
2	Do you perceive the usefulness of teaching methodology?	64(47%)	32(23%)	23(17%)	8(5%)	9(6%)
3	Do you agree with the role of mathematics teaching methodology?	51(37%)	27(20%)	26(19%)	11(8%)	21(15%)
4	Do you support the role of information technology in teaching methodology?	52(38%)	76(56%)	8(5%)	0(0%)	9(6%)
5	Do you agree with the way of lecture being given?	54(40%)	33(24%)	23(17%)	15(11%)	11(8%)
6	Would you prefer to make changes in teaching methodology?	56(41%)	65(48%)	8(5%)	6(4%)	1(0.74%)
7	Do you agree that demonstration is more useful than other methods?	34(25%)	42(31%)	18(13%)	33(24%)	9(6%)
8	Do you agree with doing group discussion?	31(22%)	61(46%)	16(11%)	20(14%)	8(5%)
9	Would you agree on suggestion of your team mate if it is better than yours one?	56(41%)	55(40%)	16(11%)	5(3%)	3(2%)
10	Do you agree that there should be seminars for teaching methodology?	58(42%)	54(40%)	16(11%)	3(2%)	5(3%)
11	Would you like to attend such seminars?	45(33%)	82(60%)	9(6%)	0(0%)	0(0%)
12	Would you agree in hearing symposium?	50(37%)	58(42%)	12(8%)	16(11%)	0(0%)
13	Do you agree that symposium is really effective with teaching methodology?	45(33%)	47(34%)	22(16%)	11(8%)	11(8%)
14	Would you agree that panel discussion is effective for teaching methodology?	71(52%)	44(32%)	11(8%)	5(3%)	5(3%)
15	Would you agree in playing role?	74(54%)	49(36%)	8(5%)	0(0%)	5(3%)
16	Do you agree that playing role is important for teaching methodology?	64(47%)	61(45%)	1(0.74%)	5(3%)	5(3%)
17	Do you agree with the role of project in teaching methodology?	58(42%)	56(41%)	10(7%)	6(4%)	6(4%)

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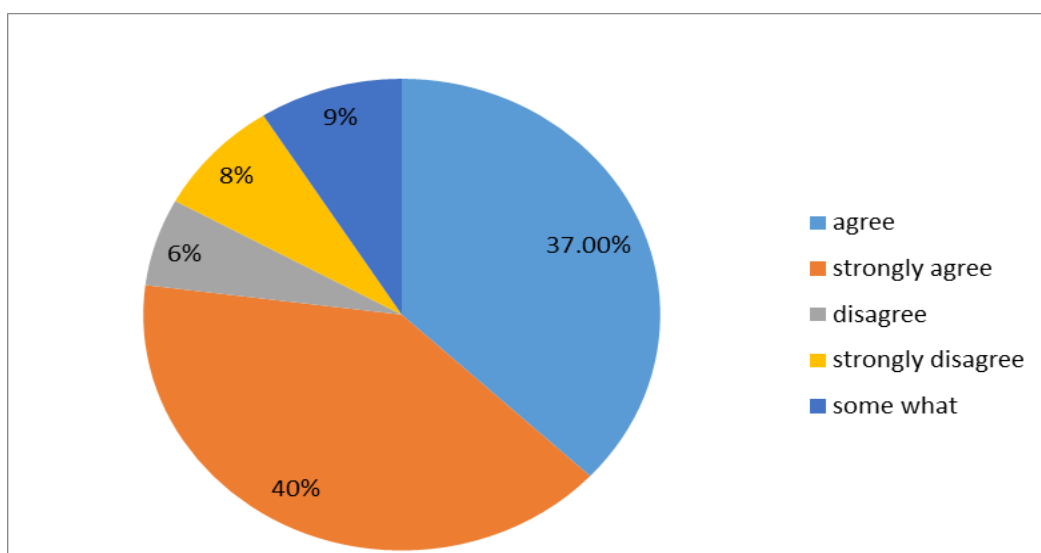
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18	Do you agree that it is good way of effective teaching methodology?	53(39%)	64(47%)	11(8%)	6(4%)	2(1%)
19	Do you agree that workshop is necessary for teaching methodology?	31(22%)	61(45%)	18(13%)	15(11%)	10(7%)
20	Do you agree with the role of simulation in teaching methodology?	61(45%)	56(41%)	11(8%)	3(2%)	5(3%)

21) Which method would you consider most appropriate one?

- A) Lecture    B) demonstration    C) group discussion    D) seminar    E) project  
 F) Symposium    G) panel discussion    H) role play    I) workshop    J) simulation

Over all Pie chart



Result:-

Students overall 40%, strongly agree with the technique methods 37%, agree 9%, students told somewhat, 8% strongly disagreed and 6% disagree with the effectiveness of teaching method.

CHI-SQUARE TABLE

TABLE: CHI SQUARE ANALYSIS FOR STUDENT ACTIVE LEARNING AND TEACHING HELP.

Variable	(N)	(df)	$\alpha$	$X^2_{tab}$	$X^2_{cal}$	Decision
Student Learning						
Teaching Help	135	15	0.00	119.35	320.45	Ho rejected

The above table shows that the calculated value for Chi Square ( $X^2_{cal}$ ), i.e. 320.45 is far greater than the table value for Chi Square ( $X^2_{tab}$ ) i.e. 119.35. Therefore the null hypothesis which states that there is no significant difference between teaching methodologies. Hence it is proved that there is a significant difference between teaching methodologies.

Discussion:

The findings of this study reveal that the students prefer lecture methods this study correspond with the wu and gimmick, zooo. In American that internet with lecture instructions. The finding of this study reveal that lecture method, multimedia, demonstration are the best method this study corresponds with lanier, zooz. In America this study corresponds with the



mix methods of teaching methods. This study prefers multimedia this study corresponds with (2006) Fazlur Rahman, (2011) In Pakistan this study corresponds the effectiveness of teaching methods.

## 5. SUMMARY, CONCLUSION & RECOMMENDATION

### Summary of the finding:

Summary of the study findings are given below;

1. Majority of the general nursing students at Faisalabad have knowledge about teaching methods.
2. Most of the general nursing students at Faisalabad have opinion that lecture method, multimedia, group discussion and projects are most important to learn actively. low working skills as compare to degree nurses.
3. Multimedia is necessary for any department. It is the greater part of the nurse's knowledge.
4. Hypothesis was tested and it was concluded that there is significant difference between the teaching methods.

### Conclusion:

The study was conducted at Faisalabad upon the students of general nursing in order to examine the Effective teaching methodology on their learning performance. The results findings indicate from the frequency tables and chi-squared tests above we find that almost all the respondents preferred the effectiveness of multimedia projectors for best teaching and learning method.

### Recommendations:

The study is only driven by quantitative method, but that would be a better approach to drive the study on both quantitative and qualitative methods as by conducting interviews from the participants in order to know about their behaviors and opinions. The popularity of effective teaching methods is increasing day by day; hence educationist must find certain ways to integrate these services for educational purposes.

The following recommendations are based on the findings of this study;

1. The students should be taught about the influence of education on their work performance which will ultimately change the students approach towards practical skills.
2. Teachers should encourage the students' engagements towards education so that they do their practice more efficiently.
3. The Health ministry should ensure to give opportunities to every teacher so that they can implement the effective teaching methodology.
4. Students should manage their time properly and should give time to seek knowledge properly.
5. The education policies should be modified and new policies should be shaped for the purposes of academic enhancement.
6. The students should focus only their study related contents.

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