



Knowledge Regarding Innovative Teaching and Learning Strategies among Nursing Teachers in Selected Nursing Schools and Colleges in View to Develop Information Booklet

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ABSTRACT

Introduction - Innovation is the act of constructive thinking, grouping knowledge, skills, and attitude into new, original & rational ideas. Nurse educators are obligated to create learning environments that support critical thinking. Not only it is important what students learn, but also equally important that how they learn. Traditional teaching methods should be transformed to improve learning experiences and facilitate lifelong learning. Teaching strategies that involve experience by “doing” and dialogue with “others” will promote more significant learning. Creativity can be developed and innovation benefits both students and teachers.

Materials and Methods: A Non experimental descriptive research design was adopted with 60 nursing faculties in selected nursing schools and colleges. Sampling technique used was Non probability convenience sampling. A self-structured questionnaire tool consisting of 30 questions was developed to collect the data.

Results and Discussion: Assessment of knowledge regarding innovative teaching and learning strategies among nursing teachers in selected nursing schools and colleges shows that, no one of teacher had poor, 86.67% average knowledge and 13.33% of teachers had good knowledge. Average knowledge score was 16.05 with standard deviation of 3.07. The minimum score of knowledge was 11 with maximum score of 24. For demographic variables, gender and religion, p value of the association test with knowledge was less than 0.05. That means, the knowledge regarding innovative teaching and learning strategies among nursing teachers was associated with these demographic variables. For demographic variables, age, qualification, designation etc., p value of the association test with knowledge was more than 0.05. That means, the knowledge regarding innovative teaching and learning strategies among nursing teachers was not associated with these demographic variables.

Conclusion: We must re-engineer our teaching-learning system, which will promote quality. Every teaching method will be a success if the teacher decides and puts effort. Teachers should embrace newer methods each day, which will make learning interesting to the students. There must be a high commitment on the part of a teacher.

INTRODUCTION

Innovative teaching means creativity and novelty of the teacher which changes the style and method of teaching. All over the world, educational institutions implementing new ideas, methods, technology based innovations to enhance the students knowledge. Innovative teaching is necessary for the present and future of education to help students to reach their full potential. Higher education should serve the long term intellectual needs of the student, for example, whether providing new material by teachers helped the student to gain new insights or opened up new channels of intellectual stimulation or enhanced student’s essential and creative thinking power? Innovative teaching is a necessity for all teachers in order to meet the educational needs of the new generations.¹ However, teachers’ competency for innovative teaching is a key factor influencing innovative teaching performance. Some research points out that many teachers lack competencies for innovative teaching! There are many theories for innovative teaching related to students’ behaviors, methods, approaches, and strategies (Anderson, 2008), but the competence of educators is an important factor in implementing innovative teaching in universities. Innovative teaching is a necessity for all lecturers to meet the educational needs of the new



generation. Therefore, the competence of lecturers for innovative teaching is a key factor influencing innovative teaching performance. Several studies show that many educators still lack competence for innovative teaching.²

REVIEW OF LITERATURE

Lin, Y.M. (2002) stated that instructional innovation indicated teachers must be open-minded and have the ability of introspection; They should have the ability of reflection, questioning, deconstruction, and reconstruction, using these abilities to guide students on the right learning path and cultivating Students"; judgment and creativity; furthermore, teachers should show their morality and positive characteristics to students", helping change and influence students"; behaviours unobtrusively and imperceptibly. They should also help students build good moral values and positive philosophies.³

Brindley, Blaschke, and Walti (2009), research outlined strategies that foster a healthy teaching learning process. In their research they identified that readiness for group work; providing scaffolding for developing skills; establishing a healthy balance between structure (clarity of task) and learner autonomy (flexibility of task); nurturing the establishment of learner relationships and a sense of community development are all that factors that help to concrete a healthy relationship between the tutor and the student.

Likewise a tutor must also actively monitor group activities and making indulge in providing group tasks by providing sufficient time for collaborative learning activities to increase student performance and participation.⁴

Kalyani & Rajasekaran, (2018), Innovative teaching means the creativity and novelty of teachers who change teaching styles or strategies. As all over the world, educational institutions are implementing new technology-based ideas, methods, and innovations to enhance learners' knowledge. Innovative teaching is necessary for the present and future education to help learners reach their full potential. Higher education must serve the intellectual needs of students in the long term.⁵

PROBLEM STATEMENT

"STUDY TO ASSESS KNOWLEDGE REGARDING INNOVATIVE TEACHING AND LEARNING STRATEGIES AMONG NURSING TEACHERS IN SELECTED NURSING SCHOOLS AND COLLEGES IN VIEW TO DEVELOP INFORMATION BOOKLET."

Objectives of the study

The proposed study has the following objectives.

1. To assess knowledge regarding innovative teaching learning strategies among nursing teachers in selected nursing schools and colleges.
2. To associated the knowledge score with selected demographic variables.

Hypothesis: This study is generating study.

Inclusion Criteria:

- Full Time Nursing teachers is selected nursing schools and colleges
- Nursing teachers who are willing to participate in study
- Nursing teachers who are able read, write and understand English

Exclusion Criteria

Nursing Teachers who are or on leave at the time of data collection in selected nursing schools and colleges

METHODOLOGY

1. Study Design: Descriptive Design
2. Study Setting: A study will be conducted at selected nursing schools and colleges
3. Study Population: Nursing Teachers working in selected nursing schools and colleges
4. Sample Size: 60 working Nursing faculties.
Sampling Technique: To choose a representative sample the researcher has used non-probability convenience sampling.



DESCRIPTION OF THE TOOL

The investigator developed the tool necessary for the study after updating the theoretical and practical knowledge regarding innovative teaching and learning strategies, guidance from the experts and along with the review of literature.

The data collected of the study was classified, organized and analyzed under following sections:-

SECTION I- Deals with analysis of demographic data of nursing teachers in selected nursing schools and colleges in terms of frequency and percentage.

SECTION II - Deals with analysis of data related to assessment of knowledge regarding innovative teaching and learning strategies among nursing teachers in selected nursing schools and colleges in terms of frequency and percentage.

SECTION III - Deals with analysis of data related to the association between knowledge score regarding innovative teaching and learning strategies among nursing teachers with their selected demographic variables.

PROCEDURE FOR DATA COLLECTION

Permission was obtained from the principal of the nursing schools and colleges.

1. Before giving the questionnaire self introduction was done by the investigator and the purpose of the study was mentioned.
2. Consent of the samples was taken.
3. Pre test was conducted by using self structured questionnaire.

PLAN FOR DATA ANALYSIS

The data analysis was planned to include descriptive and inferential Statistics. The following plan of analysis was developed with opinion of experts. The analysis was to be done based on the objectives. The demographic data was to be analyzed in terms of descriptive statistics. The investigator planned to analyze the data in the following manner. A) Demographic data to be analyzed using frequency and percentage. B) Data from the self structured questionnaire to be analyzed using frequency and percentage.

RESULT

DATA INTERPRETATION, ORGANIZATION OF DATA: TABLES, FIGURES AND GRAPHS

The data collected of the study was classified, organized and analyzed under following sections:-

SECTION I –

Deals with analysis of demographic data of nursing teachers in selected nursing schools and colleges in terms of frequency and percentage.

SECTION II –

Deals with analysis of data related to assessment of knowledge regarding innovative teaching and learning strategies among nursing teachers in selected nursing schools and colleges in terms of frequency and percentage.

SECTION III –

Deals with analysis of data related to the association between knowledge score regarding innovative teaching and learning strategies among nursing teachers with their selected demographic variables.

SECTION – I

Deals with analysis of demographic data of nursing teachers in selected nursing schools and colleges in terms of frequency and percentage.



Table 1: Frequency & percentage distribution of nursing teachers in selected nursing schools and colleges

Sr. No.	Variable	Groups	Frequency	Percentage
1	Age of the nursing teacher (in years)	21-25	26	43.33
		26-30	18	30.00
		31-35	16	26.67
		36 & above	0	0.00
2	Gender	Male	27	45.00
		Female	33	55.00
		Transgender	0	0.00
3	Religion	Muslim	0	0.00
		Hindu	48	80.00
		Christian	2	3.33
		Buddhist	10	16.67
		Any Other	0	0.00
4	Qualification	B.SC. / PBBSC Nursing	33	55.00
		M.SC. Nursing	25	41.67
		Ph.D. in nursing	2	3.33
5	Designation	Principal	0	0.00
		Vice Principal	2	3.33
		Professor	6	10.00
		Associate professor	2	3.33
		Assistant professor	9	15.00
		Tutor / Clinical instructor	41	68.33



Sr. No.	Variable	Groups	Frequency	Percentage
6	Year of experience	Fresher - 3 yr	41	68.33
		3 yr. & 1 day - 6 yr	2	3.33
		6 yr. & 1 day - 9 yr	15	25.00
		9 yr. & 1 day and above	2	3.33
7	Monthly income	Rs. 10,000 - 20,000	39	65.00
		Rs. 20,001 - 30,000	12	20.00
		Rs. 30,001 - 40,000	9	15.00
		Above Rs. 40,001	0	0.00
8	Previous knowledge	Yes	19	31.67
		No	41	68.33
9	Source of information	Media	23	38.33
		Colleagues	20	33.33
		Article / Journal	16	26.67
		Information Booklet	1	1.67

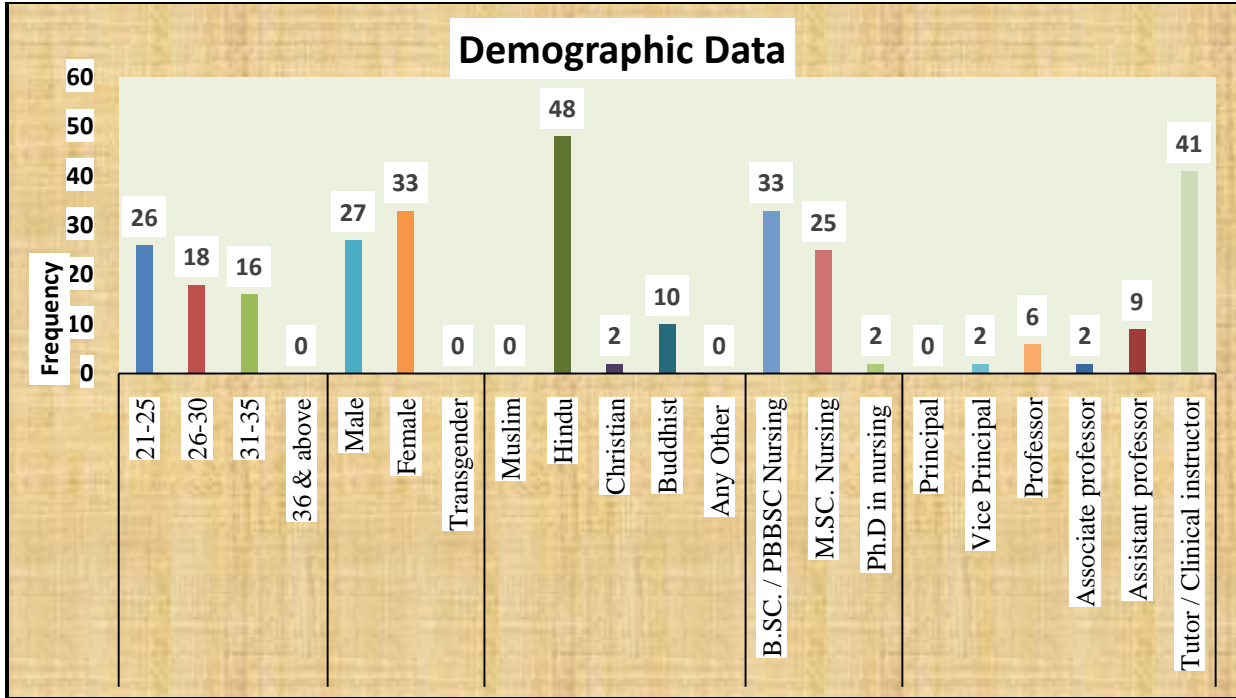


Figure No-1: Distribution of nursing teachers in selected nursing schools and colleges

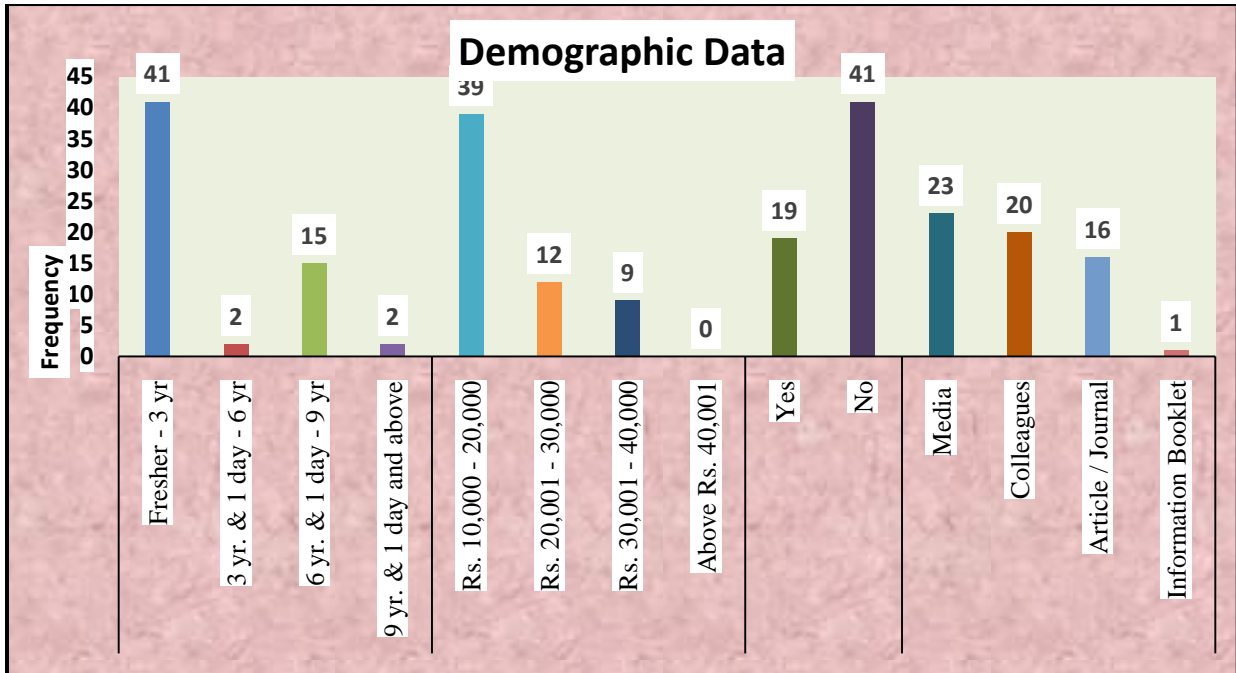


Figure No-2: Distribution of nursing teachers in selected nursing schools and colleges

Section II

Deals with analysis of data related to assessment of knowledge regarding innovative teaching and learning strategies among nursing teachers in selected nursing schools and colleges in terms of frequency and percentage.

Table 2: General assessments of Knowledge regarding innovative teaching and learning strategies

Variable	Groups	Score	Frequency	Percentage
KNOWLEDGE	Poor	0-10	0	0.00
	Average	11-20.	52	86.67
	Good	21-30	8	13.33
KNOWLEDGE	Minimum		11	
	Maximum		24	
	Average (SD)		16.05 (3.07)	

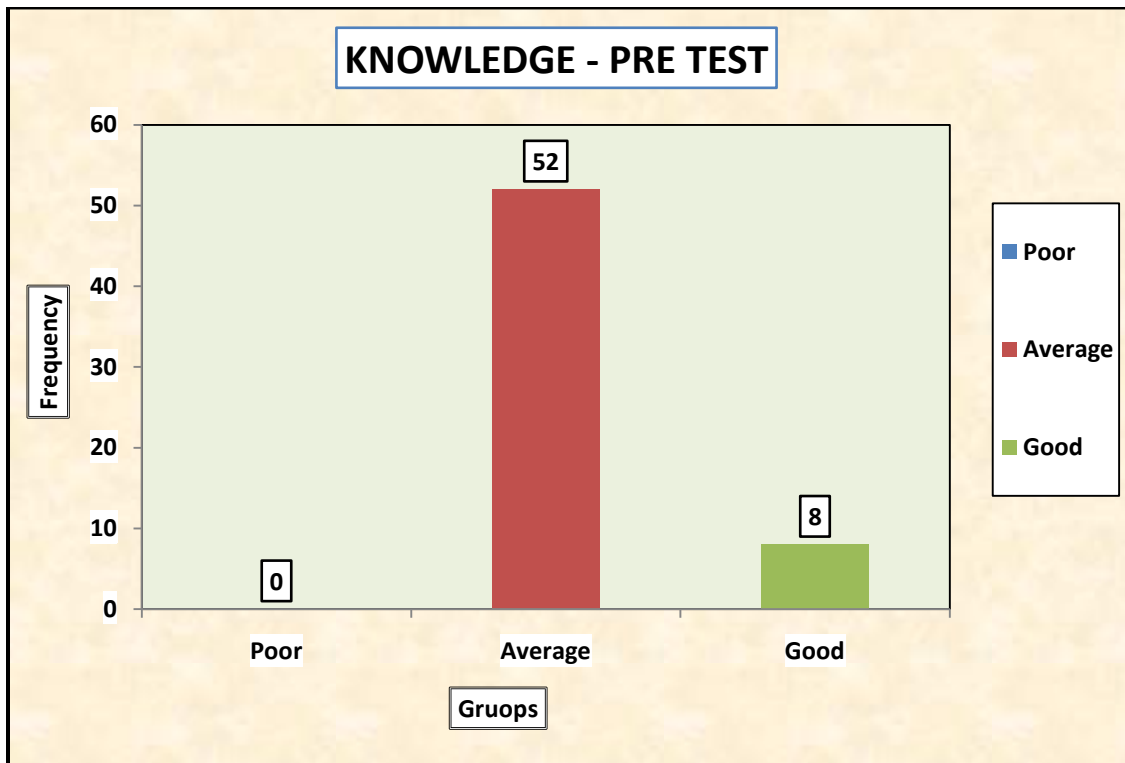


Figure No-3: General assessments of Knowledge regarding innovative teaching and learning strategies

General Assessments Of Knowledge Regarding Innovative Teaching And Learning Strategies

For assessment purpose the total score of knowledge regarding innovative teaching and learning strategies among nursing teachers in selected nursing schools and colleges was divided in to three groups like poor (0-10 score), average (11-20 score) and good (21-30 score).

Assessment of knowledge regarding innovative teaching and learning strategies among nursing teachers in selected nursing schools and colleges shows that, no one of teachers had poor, 86.67% average knowledge and 13.33% of teachers had good knowledge.

Average knowledge score was 16.05 with standard deviation of 3.07. The minimum score of knowledge was 11 with maximum score of 24.



Section III

Deals with analysis of data related to the association between knowledge score regarding innovative teaching and learning strategies among nursing teachers with their selected demographic variables.

Association of Knowledge Score In Relation To Demographic Variables

Table 3: Association of Knowledge with demographic variables

Variable	Groups	KNOWLEDGE		Chi Square	d.f.	P value	Significance
		below median	Above median				
Age of the nursing teacher (in years)	21-25	16	10	0.13	2	0.94	Not Significant
	26-30	11	7				
	31-35	9	7				
	36 & above	0	0				
Gender	Male	11	16	7.59	1	0.006	Significant
	Female	25	8				
	Transgender	0	0				
Religion	Muslim	0	0	6.34	2	0.042	Significant
	Hindu	25	23				
	Christian	2	0				
	Buddhist	9	1				
	Any Other	0	0				
Qualification	B.SC. / PBBSC Nursing	18	15	1.16	2	0.56	Not Significant
	M.SC. Nursing	17	8				
	Ph.D. in nursing	1	1				
Designation	Principal	0	0	2.31	4	0.68	Not Significant
	Vice Principal	1	1				
	Professor	2	4				
	Associate professor	1	1				
	Assistant professor	6	3				
	Tutor / Clinical instructor	26	15				
Year experience of	Fresher - 3 yr	26	15	3.28	3	0.35	Not Significant



	3 yr. & 1 day - 6 yr	0	2				
	6 yr. & 1 day - 9 yr	9	6				
	9 yr. & 1 day and above	1	1				
Monthly income	Rs. 10,000 - 20,000	25	14	2.12	2	0.35	Not Significant
	Rs. 20,001 - 30,000	5	7				
	Rs. 30,001 - 40,000	6	3				
	Above Rs. 40,001	0	0				
Previous knowledge	Yes	12	7	0.12	1	0.73	Not Significant
	No	24	17				
Source of information	Media	12	11	2.96	3	0.40	Not Significant
	Colleagues	11	9				
	Article / Journal	12	4				
	Information Booklet	1	0				

ASSOCIATION OF KNOWLEDGE SCORE IN RELATION TO DEMOGRAPHIC VARIABLES – PRE TEST

The chi square test was used to see association between knowledge score regarding innovative teaching and learning strategies among nursing teachers with their selected demographic variables. The test was conducted at 5% level of significance.

Significant Association:

For demographic variables, gender and religion, p value of the association test with knowledge was less than 0.05. That means, the knowledge regarding innovative teaching and learning strategies among nursing teachers was associated with these demographic variables.

Concludes that, there was significant association of these demographic variables with the pre test knowledge.

No Significant Association:

For demographic variables, age, qualification, designation etc., p value of the association test with knowledge was more than 0.05. That means, the knowledge regarding innovative teaching and learning strategies among nursing teachers was not associated with these demographic variables.



Concludes that, there was no significant association of these demographic variables with the pre test knowledge.

DISCUSSION

The finding of the study was discussed with reference to the objectives and the findings of the other studies in this section. The present study was undertaken to assess the knowledge regarding innovative teaching and learning strategies among nursing teachers in selected nursing schools and colleges in a view to develop information booklet.

In the present study, the total score of knowledge regarding innovative teaching and learning strategies among nursing teachers in selected nursing schools and colleges was divided in to three groups like poor (0-10 score), average (11-20 score) and good (21-30 score).

Assessment of knowledge regarding innovative teaching and learning strategies among nursing teachers in selected nursing schools and colleges shows that, no one of teachers had poor, 86.67% average knowledge and 13.33% of teachers had good knowledge.

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Concludes that, there was no significant association of these demographic variables with the pre test knowledge.

CONCLUSION

We must re-engineer our teaching-learning system, which will promote quality. Every teaching method will be a success if the teacher decides and puts effort. Teachers should embrace newer methods each day, which will make learning interesting to the students. There must be a high commitment on the part of a teacher. Nursing education is evolving with time and trends. So, a teacher is responsible to adopt her or himself with the dynamic and innovative trends emerging in the field of nursing education. Along with the academics, clinical experience in nursing is also considered an essential part of nursing education as it transforms the theoretical knowledge into practice and the keystone of nursing as a profession related to health. The novice demand for nursing education in this era is to help reduce the competition among the students by promoting cooperation and help in boosting a healthy study environment by embracing contemporary teaching methods.

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