

## Research Article

## Student feedback on novice nursing teachers in different dimensions of teaching effectiveness

R. Ponchitra<sup>1\*</sup>, T. Sivbalan<sup>2</sup>

<sup>1</sup>Pravara Institute of Medical sciences, Loni, Ahmednagar, MS, India

<sup>2</sup>College of Nursing, Loni, Ahmednagar, MS, India

### Abstract

The quality of education is determined by the quality of teachers. Teachers are the main stay of the education system. Student's ratings are a necessary source of evidence of teaching effectiveness for both formative and summative decisions. Aim: The purpose of this study is to assess the teaching effectiveness, different dimensions of teaching effectiveness of Novice Nursing Teachers as perceived by nursing students and to Rank order the teaching dimensions as perceived by nursing students. Methods: A sample of 100 nursing students who were taught by Novice Nursing Teachers was selected as samples by convenient sampling technique. A descriptive survey design was used to collect the data by using Modified Mahfooz Ansari and Mustafa Achouchi Ansari Teaching Feedback survey scale (2000) which consists of 30 items in a likert scale. Result: The result shows that 69% of nursing students has perceived the teaching effectiveness of Novice Nursing teachers as moderately effective and 17% as highly effective. Among the teaching Dimensions 16% has perceived the delivery of information as highly effective, 17% has perceived that the information was highly meaningful, 22% has perceived that Novice Nursing Teachers gave Feedback and Fair treatment in a highly effective manner. Encouraging students to ask questions, using clear and understandable language, finishing classes on time, encouraging student participation and clear presentation has been ranked in the top 5 ranks by the Nursing students. Conclusion: Teaching effectiveness is a very important aspect of education because effective help student learning as well as enhances student's academic performance.

**Keyword:** Novice Nursing teachers, Student's ratings, teaching effectiveness, teaching feedback. Teaching dimensions

**\*Corresponding author: Mrs. R. Ponchitra** Msc (N), PhD scholar, Pravara Institute of Medical Sciences, Loni B. K. 413736, Tal. Rahata, Dist. Ahmednagar. (MS), India Email: ponchitra76@yahoo.co.in

### 1. Introduction

An educational institution performs a significant function of providing learning experiences to lead their students from the darkness of ignorance to the light of knowledge. The key personnel in the institutions who play an important role to bring about this transformation are teachers. Teaching skills would include includes effective classroom management skills, preparation and use of instructional materials and communication skills [1]. Over time as nursing education has moved from the service sector to college and university campuses, the role of nursing faculty has evolved and become increasingly complex. As higher education and the science of nursing have developed, the impact on nursing education has been tremendous [2]. From the very first day that a new teacher enters the classroom, she becomes responsible for the intellectual, emotional,

and social development of a diverse group of students. Despite being a novice with little understanding of the institution and how it works, she typically is expected to slide gracefully into her role as teacher with all the facility and acumen of a seasoned veteran [3]. This demand coupled with quality improvement movement has resulted in comparable performance data on teacher quality [4]. One of the most vital teacher related variable which affects students academic achievement is teaching effectiveness. Ronald A. Berk through his study identified 12 potential sources of evidence of teaching effectiveness. 1) Student ratings, 2) Peer ratings, 3) Self evaluation, 4) Videos, 5) Student interviews, 6) Alumni ratings, 7) Employer ratings, 8) Administrator ratings, 9) Teaching scholarship, 10) Teaching awards, 11) Learning outcome measures, 12) Teaching port folio. A survey of 40,000 department chairs (US Department of Education, 1991) Indicated that 97% used student evaluations to asses teaching performance [5]. In this

context a study was conducted to assess the feedback by students on Novice nursing teachers teaching effectiveness.

The objective of the study was to assess the teaching effectiveness of Novice Nursing Teachers as perceived by nursing students. To assess the teaching effectiveness of different dimensions of teaching of novice nursing teachers as perceived by nursing students. To Rank order the teaching dimensions as perceived by nursing students.

## 2. Methods

A Descriptive survey was used to conduct the study. The study was conducted in selected Nursing Institutions. 100 Nursing Students who are taught by a Novice Nursing Teacher participated in the study.

### Sampling technique

Convenient Sampling technique was used in the selection of the sample.

### Tool of the study

Modified Mahfooz Ansari and Mustafa Achouchi Ansari Teaching Feedback survey scale (2000) was used for collecting the data. The scale consists of 30 items with three different dimensions of teaching. The items 1-14 were indicators of latent delivery of information, items 15-22 were indicative of latent meaningful information, items 23- 27 were indicative of latent feedback and Fair treatment and items 28-30 were indicative of latent Religious orientation. The scale was a five point likert Scale i.e. strongly Agree (S.A). Agree (A), Neutral (N). Dis-Agree (D), Strongly Disagree (S D).

### Data collection and scoring

The tool was administered to 100 nursing students who were taught by a Novice Nursing teacher. The total score obtained by the students on the scale has been classified based on the normal distribution and by applying a Formula ( $M \pm \sigma$ ) here a score of above 122.9 denotes highly effective, a score of 122.9 to 101.9 denotes moderately effective, a Score of below 101.9 denotes Low effective.

## 3. Result

Table No 1: Mean score of teaching effectiveness of novice nursing teachers as perceived by nursing students

Mean Score	SD
112.32	10.9

Table 1 show that the mean score of teaching effectiveness of novice nursing teachers as perceived by

nursing students. In this total mean score was 112.32 and SD was 10.9.

Table No 2: Novice nursing teacher's level of teaching effectiveness as perceived by nursing students

Scores	Frequency	%	Level of Teaching Effectiveness
Above 122.9	17	17	Highly effective
Between 122.9 >101.9	69	69	Moderately effective
Below 101.9	14	14	Low effective

Table 2 show that the novice nursing teachers level of teaching effectiveness as perceived by nursing students, scores 122.9 >101.9 showed the highest percentage i.e. 69, but highly effective score above 122.9 in 17%

Table No 3: Mean scores of teaching dimensions

Teaching Dimensions	Mean Score	S.D
Delivery of information	53.09	6.00
Meaningful information	30.09	4.15
Feedback & Fair treatment	18.78	2.69
Religious orientation	9.11	2.93

Table 3 showed that the mean scores of teaching dimensions, delivery information showed the highest information i.e. 53.09 and SD 6.00

Table No 4: Levels of teaching effectiveness on teaching dimensions

Dimensions	Mean Scores	Frequency	%	Level of Teaching Effectiveness
Delivery of information	Above 59.09	16	16	Highly effective
	47.09 < 59.09	66	66	Moderately effective
	Below 47.09	18	18	Low effective
Meaningful information	Above 34.24	17	17	Highly effective
	25.94 < 34.24	77	77	Moderately effective
	Below 25.94	6	6	Low effective
Feedback and fair treatment	Above 20.79	22	22	Highly effective
	16.09 to 20.79	56	56	Moderately effective
	Below 16.09	22	22	Low effective

Dimensions	Mean Scores	Frequency	%	Level of Teaching Effectiveness
Religious orientation	Above 12.04	12	12	Highly effective
	6.18 < 12.04	65	65	Moderately effective
	Below 6.18	23	23	Low effective

Table 4 Showed that the levels of teaching effectiveness on teaching dimensions, Dimensions; Delivery of information means score 47.09 < 59.09 showed the highest percentage i.e. 66% and level of teaching

effectiveness was moderate. Meaningful information means score 25.94 < 34.24 showed the highest percentage i.e. 77%. Feedback and fair treatment mean score was between 16.09 to 20.79 showed the highest percentage i.e. 56% and level of teaching effectiveness was moderate.

Religious orientation means score 6.18 < 12.04 showed the highest percentage i.e. 65% and level of teaching effectiveness was moderately.

Table No 5: Rank order of the teaching dimensions

Items	Teaching dimensions	Frequency of Strongly Agree	Percentage	Rank
Item 22	Encourage students to ask questions	34	34	1 <sup>st</sup>
Item 9	Use clear and understandable language	30	30	2 <sup>nd</sup>
Item 4	Finish classes on time	29	29	3 <sup>rd</sup>
Item18	Encourage students participation	27	27	4 <sup>th</sup>
Item 8	Clear in presentation	25	25	5 <sup>th</sup>
Item 12	Come prepared to class	25	25	5 <sup>th</sup>
Item 19	Make the students work hard	24	24	6 <sup>th</sup>
Item15	Welcome students comments	23	23	7 <sup>th</sup>
Item17	Encourage students opinion	23	23	7 <sup>th</sup>
Item 21	Encourage additional learning	23	23	7 <sup>th</sup>
Item 27	Discuss test results in the class	23	23	7 <sup>th</sup>
Item13	Have proper pace of teaching	21	21	8 <sup>th</sup>
Item10	Follow the course outlines	19	19	9 <sup>th</sup>
Item 11	Well organized	19	19	9 <sup>th</sup>
Item 3	Clear pronunciation and intonation	18	18	10 <sup>th</sup>
Item 1	Good knowledge of subjects	17	17	11 <sup>th</sup>
Item 26	Return assignments with comments	17	17	11 <sup>th</sup>
Item 16	Use variety of teaching methods	16	16	12 <sup>th</sup>
Item 2	Systematic in delivering lectures	15	15	13 <sup>th</sup>
Item5	Use class time effectively	15	15	13 <sup>th</sup>
Item24	Give attention to the weak	15	15	13 <sup>th</sup>
Item 30	Use examples that are religious	15	15	13 <sup>th</sup>
Item 14	Act as model teachers	14	14	14 <sup>th</sup>
Item 23	Prompt in giving feedback in exams	14	14	14 <sup>th</sup>
Item 28	Relate topic to religious teaching	13	13	15 <sup>th</sup>
Item 20	Encourage critical thinking	11	11	16 <sup>th</sup>
Item 29	Promote religious values	11	11	16 <sup>th</sup>
Item 6	Have mastery of subjects	10	10	17 <sup>th</sup>
Item 25	Fair & just in grading	10	10	17 <sup>th</sup>
Item 7	Use non verbal communication	5	5	18 <sup>th</sup>

The analysis shows that 69% of nursing students has perceived the teaching effectiveness of Novice Nursing teachers as moderately effective and 17% as highly

effective. Among the teaching Dimensions 16% has perceived the delivery of information as highly effective,

17% has perceived that the information was highly meaningful, 22% has perceived that Novice Nursing Teachers gave Feedback and Fair treatment in a highly effective manner. Encouraging students to ask questions, using clear and understandable language, finishing classes on time, encouraging student participation and clear presentation has been ranked in the top 5 ranks by the Nursing students. Good knowledge about subjects and using variety of teaching methods has been ranked as 11<sup>th</sup> and 12<sup>th</sup>. Mastery of subjects has been ranked 17<sup>th</sup> by the Nursing students.

#### 4. Discussion

The quality of education is determined by the quality of teachers. Teachers are the main stay of the education system. Student's ratings are a necessary source of evidence of teaching effectiveness for both formative and summative decisions [6]. Teaching effectiveness is a very important aspect of education because it help student learning as well as enhances student's academic performance [7]. The mean score of teaching effectiveness of novice nursing teacher was 112.32 and SD was 10.9. The novice nursing teachers level of teaching effectiveness as perceived by nursing students, Mean scores 122.9 >101.9 showed the highest percentage i.e. 69%, but highly effective score above 122.9 in 17%. In overall mean scores of teaching dimensions delivery of information showed the highest percentage with mean score 53.09 and SD 6.00. In the levels of teaching effectiveness on teaching dimensions, Delivery of information mean score 47.09 < 59.09 showed the highest percentage i.e. 66% and level of teaching effectiveness was moderately. Meaningful information means score was between 25.94 < 34.24 and showed the highest percentage i.e. 77%. Feedback and fair treatment mean score was between 16.09 to 20.79 and showed the highest percentage i.e. 56% and level of teaching effectiveness was moderate. Religious orientation means score was between 6.18 < 12.04 and showed the highest percentage i.e. 65% and level of teaching effectiveness was moderate [8]. The analysis shows that 69% of nursing students has perceived the teaching effectiveness of Novice Nursing teachers as moderately effective and 17% as highly effective. Among the teaching Dimensions 16% has perceived the delivery of information as highly effective, 17% has perceived that the information was highly meaningful, 22% has perceived that Novice Nursing Teachers gave Feedback and Fair treatment in a highly effective manner. Encouraging students to ask questions, using clear and understandable language, finishing classes on time, encouraging student participation and clear presentation has been ranked in the top 5 ranks by the Nursing students. Good knowledge about subjects and using variety of teaching methods has been ranked as 11<sup>th</sup> and 12<sup>th</sup>. Mastery of subjects has been ranked 17<sup>th</sup> by the Nursing students [9, 10].

#### Conclusion

Evans (2006) also defined that teaching effectiveness as a manifestation of knowledge of contents, skills in lesson presentation and creating desirable atmosphere for learning [11]. Mahfooz ansari and Mustafa Achoui Ansari (2000) have suggested that teaching effectiveness is a multi trait and Multi dimensional phenomenon in which many characteristics of the instructor are involved [12]. The result in this study indicated a need for a redesign in the training programme which includes more emphasis on instructional planning, creating more attractive teaching methods for students, evaluating student achievements. There must be an induction into teaching helping novice teachers to develop their cognitive and skill based development.

#### Acknowledgement

Author would like to thanks all the students who willingly participated in the study and express gratitude to the Head of the institutions for supporting.

#### Conflict of interest

There is no conflict of Interest for the study.

#### Reference

1. Judy Boychuk Duchscher RN, PhD, *From Surviving To Thriving* Navigating the First Year of Professional Nursing Practice; 2102.
2. Stephen F. Austin .Mentoring New Teacher. by the College of Education; 2015
3. Billings, D. M., & Halstead, J. A. (2015). *Teaching in nursing: A guide for faculty*. Elsevier Health Sciences.
4. Ibrahim, M. (2012). A Psychometric Evaluation of Two Teaching Effectiveness Scales. *Journal of Sustainable Development*, 5(7), 91.
5. Barman, P., & Bhattacharyya, D. (2015). Teaching Effectiveness of Teacher Educators in Different Types of B. Ed Colleges in West Bengal, India. *American Journal of Educational Research*, 3(11), 1364-1377.
6. Coates, V. E., & Gormley, E. (1997). Learning the practice of nursing: views about preceptorship. *Nurse Education Today*, 17(2), 91-98.
7. Luhanga, F. L., Dickieson, P., & Mossey, S. D. (2010). Preceptor preparation: An investment in the future generation of nurses. *International journal of nursing education scholarship*, 7(1), 1-18.
8. Halfer, D. (2007). A magnetic strategy for new graduate nurses. *Nursing Economics*, 25(1), 6.
9. Crosby, R. H. J. (2000). AMEE Guide No 20: The good teacher is more than a lecturer the twelve roles of the teacher. *Medical teacher*, 22(4), 334-347.
10. Ramani, S., & Leinster, S. (2008). AMEE Guide no. 34: Teaching in the clinical environment. *Medical teacher*, 30(4), 347-364.
11. Broad, K., & Evans, M. (2006). A review of literature on professional development content and delivery modes for experienced teachers. University of Toronto, Ontario Institute for Studies in Education.
12. Ansari, M., Achoui, M., & Ansari, Z. Development of a measure of teacher effectiveness for IJUM. *Intellectual Discourse*. 2000; 8(2): 199-220.