

Effect of action research in students' performance with special reference to demonstrative teaching of nursing procedures in University of Nursing, Yangon, 2004

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Abstract

An action research was conducted to find out factors enhancing the effectiveness of practical demonstrative teaching of nursing procedures (DPT of NP) among the first year nursing students of University of Nursing, Yangon, 2004. Teaching staff and students participated in this study. Problem issues were explored by baseline study and these factors were taken into consideration for change in teaching methods. Therefore, participatory Learning Action (PLA) method was chosen by a series of meeting with researcher, teachers and students. A total of ten students were selected according to set criteria. An appropriate plan for teaching was then developed. All students in the class were divided into three groups, to include three or four selected students in each group. The selected students have to attend in the group while teaching staff demonstrated NP. After demonstration by three teachers the selected students divided into subgroups respectively in which they performed as demonstrators and led the discussion. The research instrument Allgood's score card (modified) was developed for them as guide lines for demonstration. Thirty students were randomly selected for in-depth interviewing on their opinion on the practical demonstration led by the selected students. Post intervention performance ability testing of NP was undertaken by using a checklist. Then pre and post test performance was compared. Students could see and hear clearly what one demonstrates. Most students got the chance of demonstration. One's difficulties could be eased by discussion among peers. Student's performance ability markedly improved from 33.3 to 64.6. Students' participation in demonstrative teaching is a valuable teaching method.

INTRODUCTION

Teaching and learning of nursing skills is all important fact in nursing education. It depends on the curriculum drawn, the number of teaching staff available, the number of students and facilities and time allotted.

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In a practical demonstration which last about 45 minutes period, one teacher is responsible to an average of 55 students where demonstration took place such as bed making, bandaging, insertion and removal of Ryles tube, etc are taught. The demonstration is surrounded by students in a particular site (around the bed or table) followed by return-demonstration and practice by the students within the allotted time. An average of 3-4 students were able to take part in return-demonstration because of time constraint, the

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According to baseline study,

- Student in a group for practical demonstrative teaching of nursing procedures was large
- Students could not see and hear demonstration and discussion.
- Students could not practice and return-demonstrated, only three of four get the chance
- All students wanted to be skilful in performing nursing procedures.
- Students' performance ability score of nursing procedures was 33.3.

- Students had anxiety upon practical examination and application in clinical area.
- Staffs and students were not pleased regarding current way of practical demonstrative teaching of nursing procedures.

General Objective

To find out factors enhancing the effectiveness of practical demonstrative teaching of nursing procedures.

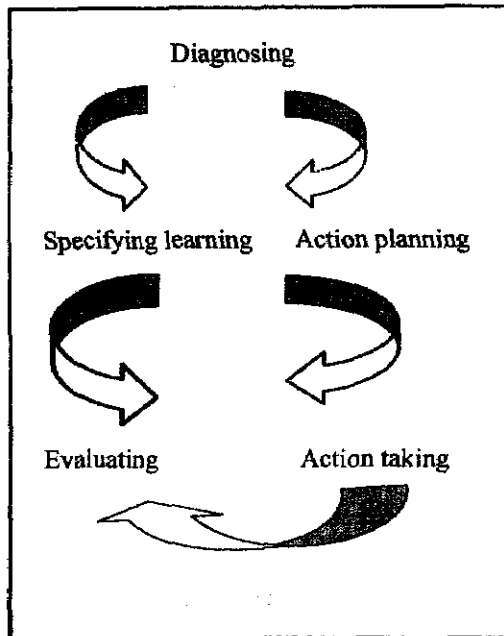
Specific objectives

- To choose a feasible solution for the existing difficulties.
- To develop a plan for enhancing the effectiveness of practical demonstrative teaching of nursing procedures
- To implement the planed activities by all participants
- To analyze the outcome data of the activities carried out
- To report the findings

METHODOLOGY

Susman's Action Research Method was used. It involved a cyclical process of:

- diagnosing
- action planning
- action taking
- evaluating and
- specifying learning .



Study area and Population

- Study site was the skill laboratory of the Department of fundamental nursing , UON,Ygn.
- Teaching staff from all Nursing Departments of UON,Ygn and 1st Year (Generic) students were study population.

Sample Size and Sampling Method

➤ For Qualitative Assessment

- 3- Teaching staff were purposively selected with the criteria of having more than 3 years of teaching experience and they were mostly concerned with practical demonstrative teaching of nursing procedures

- 10 - First-year (Generic) students were purposively selected with the criteria of being bright, active in learning, helpful to peers and good in social dealing with peers.
- They were coded as stu(1) ,stu(2), stu(3), etc.
- 50 - First year students were randomly selected to interview their opinion

➤ For Quantitative Assessment

- 30 out of the fifty students were also randomly selected to test their performance ability of NP

Methodology

Diagnosing Phase

- To realize the present situation of practical demonstrative teaching of nursing procedures, researcher presented the finding of the baseline study.
- Student in a group for practical demonstrative teaching of nursing procedures was large
- Students could not see and hear demonstration and discussion.
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- Students had anxiety upon practical examination and application in clinical area.
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- By actively participating in discussion, participants express their ideas of possible solutions for the existing difficulties.

The 2nd meeting was conducted to choose the best possible solution.

- To explain the nursing procedures the other again by the students who could see and hear what the teaching staff demonstrated.
- To demonstrated by using video tape or CD.
- To provide the space where every students will be able to see.
- To select ten or fifteen students, they will be taught the procedures first and follow by return-demonstration, they then will teach other students.
- A possible solution chosen was student's participation in practical demonstrative teaching of nursing procedures.
- 10 purposively selected students were also agreed as student demonstrators.

Method of Data Collection and Analysis

- Group meetings were done for free flow information between participant staff and students and the researcher. Group meeting were held not less than six times. The participant teaching staff and students, the responsible personnel of the Department and the researchers presented their

opinions, desires and view points. And then they got agreement according to the respective objective of each meeting.

- Student's opinion upon selected demonstration approach was interviewed and transcribed.
- Performance ability test (post-intervention) was done and calculated.
- Pre and post intervention score was compared (Student's t test)

Action Taking Phase

- After implementing 3 nursing procedures (occupied bed making, bed bath, oral hygiene procedure), each student demonstrator got the chance to implement the activities three times.
- And then another three nursing procedures (bed massage, post operative bed making, assessing blood pressure), were chosen to continue to implement the plan.

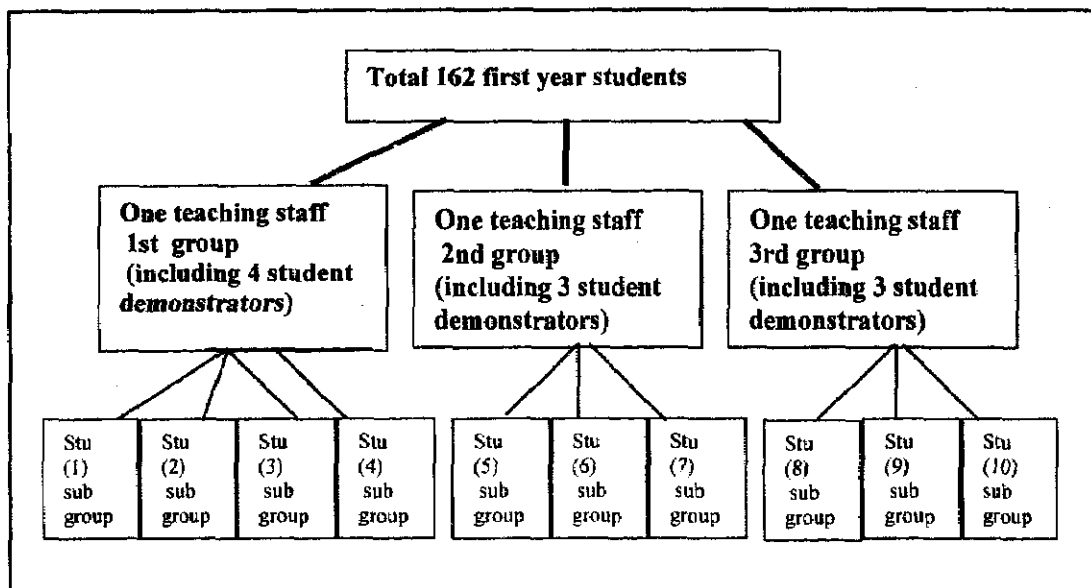
Evaluation Phase

- Making in-depth interview of students' opinion on the practical demonstration led by the students.
- Checking performance of the students
- Comparing pre-intervention and post-intervention performance score.

Findings/ Discussion

Qualitative Findings;

- "Students in subgroups see and hear clearly and get opportunity to discuss."



- *"This method reduces the number of students in a group which I think is good and it reduce noise also."*
- *"More of us can return-demonstrate."*
- *"We have more chance to discuss among ourselves."*
- *"When we can return -demonstrate, we know whether we are doing it correctly or not."*
- *"Each steps of nursing procedure could be performed accurately."*
- *"Increased interest than before and facilitate learning."*
- *"I dare to discuss frankly."*
- *"Time saving and become more effective."*
- *"I could consult and discuss in detail about the practice among ourselves."*
- *"The steps of the procedure was learnt accurately."*

- *"Could see and hear the demonstration of NP at present is greater than that in the past."*
- *"It was found out that discussing made learning easier."*

Specifying learning

The researcher presented the general findings to the responsible person of the department. The findings were the following;

- Students could learn in the sub-groups which contain only fifteen to eighteen students .
- They could see and hear clearly what one demonstrated or return-demonstrated.
- Difficulties were solved by discussing among peers.
- More students could participate in return-demonstration.

- Each stage in nursing procedure could be performed correctly
- Students' performance ability markedly increased

In the study, researcher and all participating teaching staff and students successfully identified a factor that enhance the effectiveness of practical demonstrative teaching of nursing procedures (PDT of NP). The fact was student's participation in PDT of NP. This study provides an interesting, exciting and rewarding experience for students. Students show more initiative and independence in their learning habits, an improvement in their willingness and abilities to keep their skill competence. The problem explored was solved by student's own idea, their participation and supports gained from their teaching staff.

Conclusion

- It is significant that students' participation in practical demonstrative teaching of nursing procedures was effective.

Acknowledgement

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