

PERCEPTION OF NURSING STUDENTS REGARDING LEARNING ENHANCING ATTITUDES AND BEHAVIOURS OF TEACHERS

Sajad Hussain¹, Rahila², Rahmat Ali Khan³

ABSTRACT

OBJECTIVES

The purpose of this study was to identify the perceptions of nursing students regarding learning-enhancing factors of teachers' attitudes and behavior.

METHODOLOGY

A descriptive cross-sectional study was conducted using a convenient sampling technique. Data were collected through a questionnaire from 125 nursing students at two public sector nursing colleges in Peshawar, Pakistan. Ethics approval was obtained from Institutional Review Board. Data were analyzed using SPSS version 20.

RESULTS

Out of the total selected sample, 31 participants were males and 94 were females. The mean age of respondents was 30 years. All the participants agreed that the attitude and behavior of teachers affected students learning. The most enhancing factors for the learning of nursing students were "Giving value to teaching", "Motivation towards teaching", "Accept Responsibility for the lecture", "Having good knowledge of the subject matter", and "Confidence in delivering the lecture", "Interest in the lecture", "Regular and punctual for class", "Use Polite Language to students" etc.: While, "being suspicious about students success", "Extra Expectation from students", "Favoritism in students", "Late for class", "Punishing the students", etc.: were regarded as not enhancing factors.

CONCLUSION

The nursing students were not fully satisfied with the nursing institutional environment. So, the teacher must adopt all those attitudinal and behavioral parameters which were perceived enhancing factors and avoid others.

KEYWORDS: Perceptions, Learning, Attitude, Behavior, Teachers, Nursing Students

How to cite this article:

Hussain S, Rahila, Khan RA. Perception of Nursing Students Regarding Learning Enhancing Attitude and Behaviours of Teachers. J Farkhanda Inst Nur Pub Health. 2022;2(1): 26-29

Correspondence

¹Sajad Hussain, Assistant Professor, Fatima College of Nursing Health Sciences Swat

✉: sajjad185@yahoo.com

☎: +92-346-3284574

²Nursing Instructor, Govt: College of Nursing, Bannu

³Head Nurse, SGTH Swat

INTRODUCTION

Teachers play a pivotal role in the development of

an individual, group, community society and nation. Teachers have a basic role in students learning. Learning is affected by many factors in which the behavior and attitude of teachers are the two factors which affect nursing students learning. Behavior may be observed directly by others in their surroundings.¹ The role of the teacher has evolved beyond traditional lecture delivery to their role as facilitator, mentor and guide for students. The characteristics of good teachers are the ability to explain clearly, not to criticize students in front

of others, to be confident, to be supportive and encouraging students etc.² When teachers and students respect one another a trusting environment is formed, which is necessary for learning. Good communication of teacher shows respecting manner toward the students, and it increases student's learning. A good teacher behaves positively with students in a respectful manner.^{3,4} Literature suggests that best teaching practices include good rapport with students, preparation for the course and its delivery, students' encouragement and fairness.^{5,6} Negative behavior of teachers perceived by the students include; rude gestures, aggression and not giving enough time to students which may lead to a stressful relationship between students and teacher resulting in a disruptive teaching-learning environment.^{7,8} Attitude is how one feels and thinks about his/her environment. Attitude is not directly observable and can be reflected in behavior.⁹ Teachers' attitudes, practices, and beliefs have a significant impact on student achievement.¹⁰ Nursing education is in the transformation stage from diploma in Nursing to Baccalaureate, master and doctorate programs in Pakistan. However, little is known regarding the behavior and attitude of nurse educators and their impact on students learning in Pakistan. The current study was therefore aimed to address this knowledge gap. The key objective of this study was to determine the perception of nursing students regarding educators' attitudes and behavior toward students learning.

METHODOLOGY

The current study adopted a descriptive cross-sectional design using a self-administered questionnaire as a tool for collecting the data. Nursing students from two public sector nursing colleges in Peshawar were recruited for the study as per pre-defined eligibility criteria. Using a convenient sampling technique, a total of 125 participants were included in this study. Students who were enrolled in a degree or post-basic speciality program for at least six months were invited to participate in the study while all those who had spent less than six months of time in the institutes were excluded. Ethics approval was obtained from Institutional Review Board and permission was secured from the heads of the institutions prior to collecting the data. Written informed consent was obtained from the participants with full autonomy to voluntarily join and withdraw at any stage of the study. To ensure anonymity all personal record of the participants was kept secret. Data were analyzed through SPSS

software version 20.0. The frequencies and percentages of the respondents were calculated for the descriptive data analysis.

RESULTS

The demographic data depicted that most of the participants 94 (75.2%) were females while only 31 (24.8%) were males. Most of the participants n=77 (62%) had a Diploma in General Nursing plus post-basic diplomas in different specializations. Participants in this study had a wide range of work experience, with the majority (n=38) having 6 to 10 years of experience followed by n=33 participants having 1 to 5 years of experience, while only 13 participants out of the total had the experience of 16 or above years.

Table 1: Demographic Data

Participants	Frequency	%Age
Total	125	125%
Male	31	24.8%
Female	94	75.2%
Institution	Frequency	%Age
Post Graduate College of Nursing	73	58.4%
Khyber Medical University	52	41.6%
Qualification	Frequency	%Age
Fsc	23	18.4%
Diploma in General Nursing	10	8%
BSc N generic or Post R. N	15	12%
Specialty Plus Diploma in General Nursing	77	61.6%
Experience	Frequency	%Age
No Experience	24	19.2%
1 to 5 years	33	26.4%
6 to 10 years	38	30.4%
11 to 15 years	17	13.6%
16 and above	13	10.4%
Total	125	100%
Program of Study	Frequency	%Age
Post RN BSc Nursing	74	59.2%
BSc Nursing Generic	23	18.4%
Specialty	15	12.0%
MSc N	13	10.4%
Semester	Frequency	%Age
Specialty(Senior)	15	12%
Third	65	52%
Fourth	45	36%

Table 2: The Enhancing Attitudinal Parameters for Nursing Students' Learning.

Attitudinal Parameter	Yes (%)	No (%)
Give value to teaching	100%	0%
Motivated towards teaching	100%	0%
Accept Responsibility for the lecture	98.4%	1.6%
Having good knowledge of the subject matter	98.4%	1.6%
Confidence in delivering the lecture	98.4%	1.6%
Interest in lecture	98.4%	1.6%
Optimists about student's success	94.4%	5.6%
Student's Acceptance	95.2%	4.8%
Commitment to course completion	92.8%	7.2%
Offering self for students help	92.0%	8.0%
Perceiving the students positively	92.0%	8.0%
Respecting the students	91.2%	8.8%

Table 3: The Enhancing Behavioral Parameters for Nursing Students' Learning

Behavioral Parameters	Yes (%)	No (%)
Regular and punctual for class	98.4%	1.6%
Good communication skills	98.4%	1.6%
Encouraging the students to participate in class	98.4%	1.6%
Rules and regulation follower	98.4%	1.6%
Caring the students	97.6%	2.4%
Preparation for (class) lecture	97.6%	2.4%
Allowing students to ask question	97.6%	2.4%
Helping the students	96.8%	3.2%
Lecture in time	96%	4%
Praising the students for well done work	96%	4%
Assertiveness towards students	94.4%	5.6%
Use Polite Language to students	94.4%	5.6%
Active Presentation Gesture (body movement)	94.4%	5.6%
Constructive Feedback to students	93.6%	6.4%
Good Personality (Attractive Physical look)	92.8%	7.2%
Proper teaching style or method	92.8%	7.2%
Welcoming the students	89.6%	10.4%

DISCUSSION

The key aim of this study was to determine students' perceptions regarding learning enhancing attitudes and behaviors of their teachers. All the participants agreed that the attitude and behavior of the teacher can affect students learning. These findings are consistent with previous studies which reported that the attitude and behavior of the teachers affect the students' performance in the class.^{11,12} Attitude of teachers has a significant role in the learning of nursing students as 100% of participants of the current study agreed that the attitude of nursing teachers can affect students' learning. Literature also supports these findings; A good teacher has a positive effect on students' learning and development through the knowledge of all the contents, the expertise of different teaching methods, and communication skill.¹³ Teachers encouragement inculcate the feeling of happiness, satisfaction, dedication, and

commitment among students.¹⁴ Similarly, findings of another study showed that "exhibiting responsibility" was an important behavior of the nursing teacher. The findings of the current study showed that "helping the student" by the teachers was the most important behavior of the nursing teacher. The most enhancing factors for the learning of nursing students are "Regular and punctual for class, Good communication skills, encouraging the students to participate in class, etc. Similarly, the literature showed, that dealing with own time well, giving confidence to participation and backing students are the most important behaviors. Likewise, "respecting the student as individuals" by the teacher is also the most important behavior of the nursing teachers.¹⁵ Our study notes that punishing students, assigning them extra work, pressurizing students, being aggressive and hostile and threatening students are the negative behaviors that demotivate students. These findings are supported by a study conducted in a nursing school in Peshawar, which showed that 79.3% of the total replied, feel worried that their performance did not meet the expectation of the teacher.¹⁶ These findings are also consistent with another study from Japan which reported that negative comments by teachers, discouraging students, not giving them time etc. are the demotivating factors for students.¹⁷ Behavior of teachers has an eminent source that affects nursing students learning.¹⁸ The most enhancing factors for the learning of nursing students are "Regular and punctual for class, good communication skills, encouraging the students to participate in class, while punishing students, threatening them and discouraging negatively impacts students learning.

LIMITATIONS

This Study recruited a small sample size and was limited to only two nursing colleges in Peshawar. Future studies may include large sample size and more nursing colleges.

CONCLUSION

The findings of the current study suggest that the attitude and behavior of nursing teachers affect students learning to a great extent. Students learning is positively influenced by those behaviors and attitudes which are usually considered ethical and professional. However, students learning is negatively impacted by those parameters which are considered unprofessional.

CONFLICT OF INTEREST: None

FUNDING SOURCES: None

REFERENCES

1. Haakma I, Janssen M, Minnaert A. Understanding the Relationship Between Teacher Behavior and Motivation in Students with Acquired Deafblindness. *Am Ann Deaf.* 2016;161(3):314–26.
2. Collier AD. Characteristics of an effective nursing clinical instructor: The state of the science. *Journal of Clinical Nursing.* 2018;27(1-2):363-74.
3. Madudili CG. Conducive learning environment: A critical necessity for students "academic achievement in Nigeria. *Chukwuemeka Odumegwu Ojukwu University Journal of Science Education and Allied Discipline.* 2021;3(1).
4. Wafaa GA. Caring and Effective Teaching Behavior of Clinical Nursing Instructors in Clinical Area as Perceived by Their Students. *J Educ Pract.* 2016;03(07).
5. Van der Lans RM, Van de Grift WJ, van Veen K. Developing an instrument for teacher feedback: using the rasch model to explore teachers' development of effective teaching strategies and behaviors. *The journal of experimental education.* 2018;86(2):247-64.
6. Iqbal S, Gul R, Lakhani A, Rizvi N. Teachers" accounts of their perceptions and practices of providing written feedback to Nursing students on their assignments. *Int J High Educ.* 2017 Aug 1;3(3):70–80.
7. Elkader A, Aref S, Abood S. Perception of Unethical Behaviors among Nursing Educators, Students, and Staff in El Minia University. 2012. 1;8. available from <https://www.researchgate.net/publication/279920137>.
8. Howe LC, Krosnick JA. Attitude Strength. *Annu Rev Psychol.* 2017 Jan 3;68:327–51.
9. Greenwald AG. Why attitudes are important: defining attitude. *Attitude structure and function.* 2018 18;429.
10. Bambaeroo F, Shokrpour N. The impact of the teachers" non-verbal communication on success in teaching. *Journal of advances in medical education & professionalism.* 2017 (2):51.
11. Nagase K, Tsunoda K, Fujita K. The effect of teachers" attitudes and teacher efficacy for inclusive education on emotional distress in primary school teachers in Japan. In *Frontiers in Education 2020* (p. 196)..
12. Pit-ten Cate IM, Glock S. Teachers' implicit attitudes toward students from different social groups: a meta-analysis. *Frontiers in psychology.* 2019. 13;10:2832.
13. Biftu BB, Dachew BA, Tiruneh BT, Ashenafie TD, Tegegne ET, Worku WZ. Effective clinical teaching behaviors views of nursing students and nurse educators at University of Gondar, Northwest Ethiopia: Cross-sectional institution based study. *Journal of caring sciences.* 2018;7(3):119-123.
14. Khan N, Alam B, Sabiha. Views of Nursing Students about Clinical Instructor behaviours That Affect the Development of Self-Confidence, Peshawar, KP, Pakistan. *Int J Innov Res Dev.* 2015.
15. Hussain H, Rehman IU, Bashir S, Begum M, Jehan S. Prevalence and factors associated with harassment in female doctors and nurses in teaching hospitals of KPK. *Journal of Gandhara Medical and Dental Science.* 2019 Sep 1;6(1):9-14.
16. Haidar S, BiBi R. Factors of Stress in Nursing Students Thesis of the degree of Post R.N BSc Nursing. 2015.
17. Takase M, Niitani M, Imai T, Okada M. Students" perceptions of teaching factors that demotivate their learning in lectures and laboratory-based skills practice. *International journal of nursing sciences.* 2019 ;6(4):414-20.
18. Ghiyasvandian S, Bolourchifard F, Yekta ZP. Humanistic Approach to Nursing Education: Lived Experiences of Iranian Nursing Students. *Glob J Health Sci.* 2015;7(2):87–93.

CONTRIBUTORS

1. **Sajad Hussain** - Concept & Design; Data Acquisition; Data Analysis/Interpretation; Drafting Manuscript; Critical Revision; Final Approval
2. **Rahila** - Concept & Design; Data Acquisition; Drafting Manuscript; Final Approval
3. **Rahmat Ali Khan** - Concept & Design; Data Analysis/Interpretation; Drafting Manuscript; Critical Revision; Final Approval