

Attitude of B.Sc. Nursing Students towards the Lecture Method of Teaching in a Selected College of Nursing, East Khasi Hills District

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Abstract: Background: the Lecture method is one of the oldest method of teaching which is based on the philosophy of idealism. It is also a method of teaching and learning that is used widely in Nursing Education. Objectives: 1) To assess the attitude of B.Sc. Nursing students towards the lecture method of teaching. 2) To find the association between the attitudes of B.Sc. Nursing students and the level of semester. Material and method: The study was conducted in a selected college of nursing, descriptive research design was used in this study. 40 B.Sc. Nursing students were selected for this study using simple random sampling technique. Result: 67.5% has a positive attitude towards the lecture method of learning, whereas 32.5% has a negative attitude. The Chi square, X^2 is 6.32, hence there is significant relations between the level of attitudes and level of semesters. Conclusion: Lecture method is still the preferred methods of teaching in nursing.

Keywords: Assess, Attitude, Lecture, BSc. Nursing students

1. Introduction

The termed lecture was derived from the Latin word 'Lectare' which means to 'read loud'.¹ According to James Michael Lee, "Lecture is a pedagogical method whereby the teacher formally delivers a carefully planned expository address on some particular topic".¹

The lecture method is the oldest method of teaching based on the philosophy of idealism and is an autocratic style of teaching. This centres on the presentation of content and does not consider the learner's abilities, interest and personality

Radhika Kapoor in her study about 'Lecture method: The comprehensively used pedagogical method' mentioned that in the implementation of this method, the instructors are making use of modern, scientific, technical and pioneering methods of teaching. Apart from this, there are usage of technologies as well. The instructors clarify the content matter to the students, so they are able to acquire and understand the lesson plans and academic concepts in an efficacious manner. The instructors make use of gestures, simple devices by changing voice, positions and facial expressions. Within the classroom settings, computers and projectors are made use to impart information to the students in terms of lesson plans and academic concepts. The instructors are more active and students are passive.²

With the evolving landscape of education especially with the integration of digital tools and learner-centred techniques, student's preference and attitudes towards traditional lecture-based methods may be changing. Understanding these attitudes is crucial to improving teaching strategies and student learning outcomes.

2. Need of the Study

Lecture method is the oldest and the most common method of teaching. It is one of the most highly effective thinking method, through which educational purposes are served. Most of the institutions are still using this method of teaching.

Studies on lecture method has been done in different parts of the world and it has been found that most of the students still prefer the lecture method for learning.

Alex Amartei Marmah in his research of Student's Perception about the Lecture Method of Teaching, he concluded that students still prefer the lecture method of teaching since the student believes that they pay fees in order to be taught and not for them to go and look for information on their own. He also states that the lecture method will continue to be the dominant method of teaching in tertiary institution.³

However, with the emerging trends of nursing, education has slowly shifted from the traditional method of teaching to a more advanced technology. This study focuses on the attitude of the nursing students in Shillong, the capital of Meghalaya, whether the nursing students still prefer the lecture method for their learning purpose and to understand the students for their better learning outcomes.

Problem Statement

A study to assess the attitude of B.Sc. Nursing students towards the Lecture method of teaching in a selected College of Nursing, East Khasi Hills District.

Objectives

- To assess the attitude of B.Sc. Nursing students towards the lecture method of teaching.
- To find the association between the attitudes of B.Sc. Nursing students and the level of semester.

Inclusion criteria:

- Random students of 4th and 6th semester B.Sc. Nursing students of College of Nursing, Dr. H. Gordon Roberts Hospital, Shillong.
- Nursing students who were willing to participate in the study.
- Nursing students who were present during data collection.

Assumptions

The higher the level of semester the more positive attitude towards lecture method of teaching.

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Hypothesis

Null Hypothesis: There is no significant association between the level of semester (4th and 6th) and the level of attitude (positive or negative) among students.

3. Review of Literature

Joanne Lewohl (2023) conducted a study to examine student perceptions of traditional lectures combined with active learning strategies and online resources. He concludes that students valued face-to-face classes and active learning activities, associating them with improved understanding of course content. However, factors such as class schedules and personal commitments influenced attendance, suggesting that flexibility in learning formats is crucial for students' engagement.⁴

Gerard W O'Keeffe, Aileen M Sullivan, Marian M McCarthy (2017). In an attitudinal survey conducted with undergraduate neuroscience students revealed that over 90% of participants considered lectures beneficial to the learning. The study identified engagement, time, and varied formats as key elements that contribute to effective lectures. These insights can inform the design of teaching approaches to enhance student engagement and learning outcomes.⁵

Farzad Zareie, Rahim Baghaei, Naser Sheykhi, Davood Rasouli (2025) in their study quasi-experimental study involving nursing students explored the effect of integrating Audience Response Systems (ARS) into traditional lectures. The results showed a significant improvement in students' attitudes towards lectures, including increased participation and reduced boredom. The majority of students expressed a preference for continuing the use of ARS in future courses, highlighting its potential to enhance lecture effectiveness.⁶

Eiman Abdel Meguid and Matthew Collins (2017) in their research comparing traditional lectures with interactive teaching methods, such as the use of Poll Everywhere ARS, found that students favoured interactive approaches. The interactive lectures led to higher participation rates, better comprehension and increased motivation to learn. This suggests that incorporating interactive elements into lectures can significantly enhance students' engagement and learning outcomes.⁷

Alex Amartei Marmah (2014) in his study 'students' perception about the lecture as a method of teaching in Tertiary Institutions' has confirmed that the lecture method will continue to be the dominant method of teaching in tertiary institutions.³

WS Khampam (2024) in his comparative study about the effectiveness of lecture method and problem-based learning he found that problem-based learning is more effective than lecture method however he also mentions that a balanced approach of both methods can enhance overall educational effectiveness in nursing programmes.⁸

4. Methodology

A descriptive study was opted for the study. The study was conducted in a selected College of East Khasi Hills, Shillong,

Meghalaya. In this study the participants were the B.Sc. Nursing students. Probability simple random sampling were used to select 40 B.Sc. Nursing students. A self-structured attitude scale was used for this study

5. Major Findings of the Study

Section 1: Distribution of participants with regard to level of Semester.

Table 1: Percentage wise distribution of B.Sc. Nursing students according to their semester.

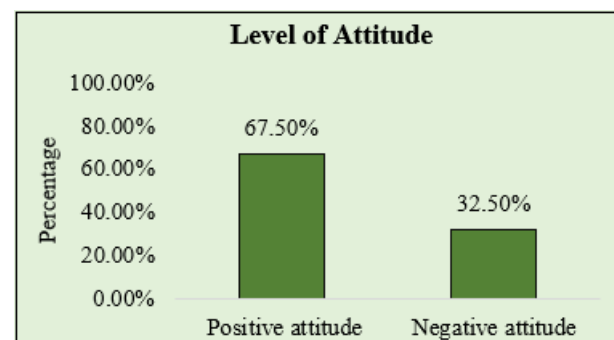
Sl. No	Semester	Frequency	Percentage
1	4 th semester	20	50%
2	6 th semester	20	50%

Data in table 1 shows that 50% of the participants belongs to the 4th semester B.Sc. Nursing and 50% are from 6th semester B.Sc. Nursing.

The distribution of B.Sc. Nursing student's attitudes towards the lecture method of teaching.

Section II:

Assessment of attitude of B.Sc. Nursing students towards the lecture method of teaching.



The above diagram shows that out of 40 students 67.5% has a positive attitude towards the lecture method of learning, whereas 32.5% has a negative attitude.

III. Association between the Attitudes of B.Sc. Nursing Students and the Level of Semester

Variable	X ²	df	P value	Interpretation
Attitude vs semester	6.32	1	0.012	No Significant association

P value>0.05- statistically not significant

The above table shows that there is no significant association between the level of attitudes and level of semesters.

6. Discussion

The primary objectives of the study is to assess the attitude of B.Sc. Nursing students towards the lecture method of teaching. The study finding shows that the attitude of the B.Sc. Nursing towards Lecture methods reveals that 67.5% of the students has a positive attitude towards the lecture method of teaching, whereas 32.5% has a negative attitude. The mean of the study (3.50) shows that the student has an overall positive towards the lecture method of teaching. Many of the

teaching learning method available in the contemporary nursing education still the students positive shows that lecture methods of teaching is still the preferred method.

Alex Amartei Marmah (2014) in his study 'students' perception about the lecture as a method of teaching in Tertiary Institutions' has confirmed that the lecture method will continue to be the dominant method of teaching in tertiary institutions.³

WS Khanpam include in their discussion that, the lecture method's structured approach facilitated quick knowledge dissemination and is more effective to teach in a large group of students. In their study found that the lecture method was effective in delivering foundational knowledge efficiently.⁹ In this study, that there is no statistically significant association between the level of attitudes and level of semesters.

7. Recommendations

- 1) A similar study can be conducted on a large sample to generalized the findings.
- 2) A similar study can be conducted among participants with different demographic characteristics.
- 3) A comparative study can be done between lecture method and other method of teaching.

8. Conclusion

This study was conducted to assess the attitude of B.Sc. Nursing students towards the lecture method of teaching. The findings revealed that most of the students has a positive attitude towards the lecture method of teaching and through this study we can state that the students still prefer the lecture method for their learning purpose.

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