

Teaching Style of Clinical Instructor on Students' Motivation in Nursing Health Assessment

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Abstract – *The respondents of this study are BSN Level 1 students who were enrolled in Nursing Health Assessment subject. In BSN 1A, 23 out of 25 got high grades in the NHA class. For students' motivation-attitude, the result shows that more than half of the respondents agreed that they are always excited to attend classes in the summer of the school year. The students also believed that the Nursing Health Assessment subject was fun and interesting. Similarly, the respondents agreed that Nursing is important for them. For student motivation-participation, the result shows that more than half of the respondents affirmed that they were always prepared in their NHA classes. In return, the students participated in return demonstration in Nursing skills activities. For the student motivation in skills workbook category, the result denotes that the students completed their task on time and others found health assessment as useful and important. For student motivation in grades, the students said that they had enough support to do their skills and finished it on time. Also, almost half of the class got good grades in the Nursing Health Assessment subject. More than half of the respondents disagreed that the terms or words used in the test were difficult to understand. Less than half of the respondents agreed that the tests measured their understanding of concepts and knowledge, while others thought that grading was fair.*

Keywords – *Teaching style, motivation, health assessment*

Introduction

Teachers, being the focal figures in education, must be competent and knowledgeable in order to impart the knowledge they have to their students. Good teaching is a very personal manner. Effective teaching is concerned with the student as a person and with their general development. The teacher must recognize individual differences among his/her students and adjust instructions to what best suits the learners. It is always a fact that as educators, we play varied and vital roles in the classroom. Teachers are considered the light in the classroom. They are entrusted with so many responsibilities that range from the very simple jobs to most complex jobs. Every day we meet them as part of the work or mission that we are in. It is very necessary that teachers understand the need to be motivated in doing their work well, as to have motivated learners in the classroom. When students are motivated, learning will easily take place. However, motivating students to learn is a very challenging role for the teacher. It requires a variety of teaching styles or techniques just to capture the students' interests. Above all, the teacher must come into possession of adequate knowledge of the objectives and standards of the curriculum, skills in teaching, interests, appreciation, and ideals. The teacher needs to exert effort to lead children or students into a life that is large, full, stimulating, and satisfying. Some students seem naturally enthusiastic about learning, but many need or expect their instructors or teachers to inspire or stimulate them. Effective learning in the classroom depends on the teacher's ability to maintain the interest that brought students to the course in the first place (Erickson, 1978). Not all students are motivated

by the same values, needs, desires, and wants. Some students are motivated by the approval of others or by overcoming challenges.

Teachers must recognize the diversity and complexity in the classroom, be it ethnicity, gender, culture, language abilities, and interests. Getting students to work and learn in class is largely influenced in all these areas. Classroom diversity exists not only among students and their peers but may be also exacerbated by language and cultural differences between teachers and students.

Since 2003, many professional teachers, particularly from different nursing schools, came to St. Dominic College of Asia to teach with a lot of knowledge of the school in different clinical settings. Nursing professors have distinct styles and expressions of teaching. They expect that education is interactive and spontaneous, that teachers and students work together in the teaching-learning process, that students learn through participation and interaction, that homework is only part of the process, that teaching is an active process, that students are not passive learners, that factual information is readily available, that problem solving, creativity and critical thinking are more important, that Nursing academicians should facilitate and model in problem solving, that students learn by being actively engaged in the process, and that teachers need to be questioned and challenged. However, many Nursing professors encountered many difficulties in teaching in private schools. Some of these problems may be attributed to students' behavior, such as attention seekers, and disrespect among others. Also, language barriers such as accent and poor understanding of languages other than usual English (e.g. Tagalog).

As has been said, what happens in the classroom depends on the teacher's ability to maintain the interest of the students. Thus, teachers play a vital role in effecting classroom changes.

As stressed in the Educator's Diary published in 1995, "Teaching takes place only when learning does." Considering one's teaching style of teaching and how it affects students' motivation greatly concerns the researcher. Although the researcher might think of other factors, emphasis has been geared towards the effect of a teacher's teaching style and student motivation.

Purpose of the Study

The main thrust of this study is to determine what teaching style would affect the learning motivations of BSN 1 students.

Statement of the Problem

This paper attested to answer specific questions such as: 1. What is the effect of a professor's different teaching strategies on students' motivation in the Nursing Health Assessment subject? 2. How does teaching style affect students' motivation? 3. What could be categories that make one's teaching style effective in motivating students?

Research Design/Methods of Collecting Data

The descriptive survey method was used in this study. Descriptive means that surveys are made in order to discover aspects of teaching style of instructors in BSN1A, and the word survey denotes an investigation of a field to ascertain its typical condition. The questionnaires were administered before and after classes were employed. Observation refers to what he/she sees taking place in the classroom based on a student's daily participation. Student interviews were done informally before, during, and after classes. Several categories affecting motivation were being presented in the questionnaire. The researchers employed random sampling technique.

Research Environment and Respondents

The research was conducted at St. Dominic College of Asia. Three teachers were the subjects of this research, plus the students of these teachers who were randomly specifically selected. The respondents were BSN level 1 students enrolled last summer AY. 2015- 2016. 25 students were selected and used as respondents.

To measure the students' motivation, the researcher used questionnaires which covered important categories namely, attitudes, student's participation, homework, and grades. The teaching style of BSN professors covered the various scaffolding strategies. The data collected from this research helped the teachers evaluate their strengths and weaknesses as to improve instruction. The results of this study could benefit both teachers and students.

Research Procedure

Data Gathering

The researcher personally distributed the questionnaires. Each item in each category ranges from a scale of 5-1 where 5 rated as Strongly Agree while 1 as Strongly Disagree. The questionnaires were collected, and the data obtained were tabulated in tables and interpreted using simple percentage. The researcher utilized the convenience sampling technique.

Review of Related Literature

Helping students understand better in the classroom is one of the primary concerns of every teacher. Teachers need to motivate students to enjoy and learn from a professor. According to Phil Schlechty (2007), students who understand the lesson tend to be more engaged and show different characteristics such as they are attracted to do work, persist in the work despite challenges and obstacles, and take visible delight in accomplishing their work. In developing students' understanding to learn important concepts, teacher may use a variety of teaching strategies that would work best for her/his students. According to Raymond Swarovski and Margery Cobra (2005), research has shown no teaching strategy that will consistently engage all learners. The key is helping students relate lesson content to their own backgrounds, which would include students' prior knowledge in understanding new concepts. Due recognition should be given to the fact that they are interested. In addition, Saucier (2008) says that this directly or indirectly contributes to all learning. Yet, it appears that many teachers apparently still need to accept this fundamental principle. Teachers should mind the chief component of interest in the classroom—a means of forming lasting effort in attaining the skills needed for life. Furthermore, teachers need to vary teaching styles and techniques so as not to cause the students boredom in the classroom. Seeking greater insight into how children learn from the way teachers discuss and handle the lesson in the classroom and teach students the life skills they need could be one of the greatest achievements in the teaching process.

Moreover, the researcher begun to identify some aspects of the teaching situation that help enhance students' motivation. Research made by Lucas (2013), Weinert, and Kluwe (2010) show that several teaching styles could be employed by the teachers to encourage students to become self-motivated independent learners. As identified, teachers must give frequent positive feedback using a learning feedback diary that supports the students' beliefs that they can do well, ensure opportunities for students' to give their feedbacks of what they've learned, be successful by assigning tasks that are neither too easy or too difficult, help students find personal meaning and

value in the material, and help students feel that they are valued members of a learning community. According to Brock (2012), Cashin (2009), and Lucas (2006), it is necessary for teachers to work with students' strengths and interests by finding out why students were in their class and what their expectations were. Therefore, it is important to take into consideration the students' needs and interests so as to focus instruction that is applicable to different groups of students with different levels.

Presentation, analysis and interpretation of data

Table 1: Grades in Nursing Health Assessment

Grades	100- 96	95-91	90- 86	85- 81	80- 76	75- 71	65- 61	Below 60	Incomplete
High		7	6	7	3	0	0	0	0
Low		0	0	0	0	0	2	0	0

Table 1 shows that 40% of the respondents had grades between 91- 95 in the Nursing Health Assessment subject as well as the range of 81-85. 30% of the respondents scored between 86-90, and 10% of the respondents had grades in the 61-65 range.

Table 2: Data on the Five Categories

Categories	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
A. ATTITUDE					
1. I am always excited to attend my nursing health assessment class this summer.	10	15			
2. NHA is fun and interesting.	9	16			
3. I hate NHA. It is not important for me.			5	10	10
4. I don't like Nursing at all. It is difficult to learn.			5	10	10
5. I love NHA. It gives me opportunities to show my skills and explore the things around me.	15	10			
B. PARTICIPATION					
1. I'm always prepared in my NHA class.	7	10	5	3	
2. I participate actively in NHA activities by asking questions.	10	10	5		
3. I do my NHA workbook consistently.	10	8	7		
4. NHA activities do not help me understand concepts easily.				25	
5. I feel bored in my NHA class.				25	
C.SKILLS WORKBOOK					

1. I complete my NHA workbook on time.		18	12	
2. I find workbook very useful and important.	5	10	10	
3. NHA workbook is difficult to do.	10	15		
4. I don't get enough support to do my workbook at home.				25
5. My teacher does not check my workbook at all.		5		20
D. GRADES				
1. I got good grades in NHA.	7	15		3
2. I study my lessons before a test or quiz.	10	15		
3. The terms/words used in the test are difficult to understand.	5		10	10
4. The test always measures my understanding of NHA concepts and knowledge learned.	10	15		
5. The grading is not fair.			5	20
E. TEACHING STYLE				
1. I have a good relationship with my NHA teacher.	18	7		
2. My NHA teacher uses materials that are easy to understand.	15	10		
3. My NHA teacher presents the lesson in a variety of ways.	10	15		
4. I don't understand the way my NHA teacher explains the lesson.			15	10
5. I don't get any feedback about my understanding of the lesson from my NHA teacher.		5	10	10

Table 2 shows that for students' motivation-attitude, more than half of the respondents agreed that they are always excited to attend classes this summer of school year. 75% of the students believed that the Nursing Health Assessment subject is fun and interesting. Similarly, 80% of the respondents agreed that Nursing is important for them and 60% said that they love the nursing profession.

For student motivation-participation, it showed that more than half of the respondents affirm that they are always prepared in their NHA classes. 75% of the students participated in return demonstration in Nursing skills activities while 50% did their part, especially assignments, consistently.

For the student motivation in skills workbook category, it could be noted that 60% of the students completed their task on time and 50% found the Nursing Health Assessment subject as useful and important. 85% of the students said that they had enough support to do their skills and finished it on time, while 90% said that the teachers checked their skills all the time.

For student motivation-grades, 65% got good grades in Nursing Health Assessment. 65% of the respondents said that they studied their lessons before a test or a skills demonstration. More than half of the respondents disagreed that the terms or words used in the test were difficult to understand. Less than half of the respondents agreed that tests measured their understanding of concepts and knowledge, while 80% thought that grading is fair. On the other hand, the data under teaching style as noted on table 4 showed that 65% of the students strongly agreed that they have a good relationship with their Nursing mentors and no one disagreed. 75% noted that their Nursing teachers used materials that were easy to understand. 60% said that their teachers presented the lessons in many ways. More than half of the students said that they understood the way their clinical professors explained the lesson while 25% were not sure of their answer. 75% said that they got feedback from their clinical teacher.

Conclusions

Characteristically, the respondents are BSN Level 1 students who were enrolled in Nursing Health Assessment. The grades of BSN 1A 23 out of 25 got a high grades NCH class. Categorically, the result shows that for students' motivation-attitude, more than half of the respondents agreed that they are always excited to attend classes during the summer of the school year. 75% of the students believed that the Nursing Health Assessment subject is fun and interesting. Similarly, 80% of the respondents agreed that Nursing is important for them, and 60% said that they loved the nursing profession.

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For student motivation in skills workbook, the results denote that 60% of the students completed their task on time, and 50% found health assessment as useful and important. 85% of the students said that they had enough support to do their skills and finished it on time, and 90% said that the teachers checked their skills all the time.

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Recommendations

Anchored on the results of the study, the following recommendations are listed by the researcher:

Firstly, the researcher recommends the use of different teaching modalities such as Problem-Based Learning and Case-Based Learning to improve the critical thinking strategies of the students, since the utilization of a workbook is considered effective for the students and serves as one of the students' requirements.

Secondly, every instructor should determine the predominant learning style of his/her students in every class on the first semester of academic year.

Lastly, a future study could be prepared, continuing from where the current researchers left off for the purpose of upgrading and updating information.

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