

THE INFLUENCE OF THE METHODOLOGY OF TEACHING AS AN MOTIVATION FOR NURSING STUDENTS

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The abstract

Improving teaching and learning methodology has been a constant concern for educators around the world. Nursing as a profession is developing but the quality of nurses produced by the current education system does not meet the European standards. The main purpose of this study is to provide an overview of the factors that influence the decline of nursing students' motivation in relation to time of studying and fulfilling everyday school assignments. Methodology: A descriptive qualitative study, involving 168 student of nursing was carried out during February - March 2023 in the Faculty of Technical Medical Sciences, Tirana. A standardized composite questionnaire with 25 questions was used to collect information about nursing student's motivation. The findings of this study have shown that students are less motivated to dedicate all the necessary time to studying. The majority of students have had other expectations, when they first chose the field of study. From the findings, it has emerged that the adaptation of the curricula and the alternation of the theoretical and practical hours would be a motivating factor.

As a result, the interactive methodology of teaching should be introduced by lecturers as a successful method to increase the student's motivation. This is an important issue that requires the intervention of the institution. It should also be taken into account that the school program must be adjusted from time to time to continually meet European standards. The faculty should consider the possibility to introduce in the curriculum other disciplines or specializations in the field of nursing.

Keywords: nursing, teaching, study, motivation to learn, employment.

Introduction

Motivation is one of the key factors in educational achievement. Like any other field of study, motivation in nursing is highly critical ^[i]. One of the most studied topics in educational psychology is academic motivation. Its direct and indirect influence on learning processes has been proven in numerous investigations ^[ii]. The instructor's knowledge about the teaching methods that are effective in motivating students enables them to adopt proper measures to improve the teaching efficiency ^[iii]. The changes and development of the medical field for nurses in Albania is a very important task. The increase in the quality of care is closely related to a number of factors, including academic performance and the enrichment of teaching methods where the priority is the preparation of nurses according to the standards set by the EU.

The development of technology and the possibility of receiving information quickly requires the preparation of nurses that are able to successfully face the current challenges. The

level of nursing education today in Albania starts at the bachelor's degree, then at the master's degree and continues with a PhD. Demands to pursue nursing studies in Albania are increasing. A large number of graduates have nursing as their major of choice. Public and non-public universities are showing more and more interest in this degree ^[iv]. This increasing need for health care professionals appears to be a global trend.

Improving teaching and learning methods has been a constant concern for lecturers all over the world. There are a number of questions that arise about the method of teaching and learning from students. Nursing educators should implement patient safety education in both theoretical and practical teachings and use multiple forms, especially simulation-based training, to strengthen safe nursing behavior ^[v].

Teaching methods today have advanced, adapting to technology and technology devices ^[vi]. The challenge Schools now face is to devise alternative ways to deliver the programmes, which will reduce class contact time without reducing the quality of the programme. E-learning is one such strategy (Kenny, 2000).

Collaborative learning had been employed in classroom teaching, clinical education and online course teaching. The strategy of instruction was found useful for improving nursing knowledge and skill performance, improving student clinical competency, as well as promote student group skills and learning behavior ^[vii].

Albania, as a developing country, is supporting new learning technologies. Nursing as a profession is developing, but the quality of nurses who graduate from the faculties with current education system does not meet European standards.

Goal

The main purpose of this study is to provide a complete overview of the factors that influence the achievement of students' knowledge, practicing their skills and how much they manage to obtain the competencies, comparing this with their perceptions, on what today's education offers.

The study assesses the following

Learning related to: learning methods, teaching load, time spent by students to fulfill school obligations, use of technology, learning settings and the influence on the motivation and professional dedication of the students nursing.

Methodology

The purpose of the study is to investigate the factors affecting student motivation and achievement, and the quality of teaching and learning. A cross sectional, quantitative research, was used during period February - March 2023. The study took place in Faculty of Medical Technical Sciences at Medical University of Tirana. 168 students of the first and second year of study agreed to complete the questionnaire. The sample was selected by randomization technique. All participants were studying nursing. For this study, a composite questionnaire with 27 questions was used: age, study program, way of learning, use of the Internet for study purposes, motivation to learn as well as the possibility of employment after graduating from the faculty, and at the end of the questionnaire a part was made available for comments and

suggestions about teaching and learning. The questionnaires were completed while the students were at school studying. Statistical analysis was performed using the SPSS program.

Limitation – only one University was included in the study.

Findings

From the sample of 168 students who agreed to participate in the study, 146 (86%) were female and 22 (13%) were male. Age ranges from 18 to 50 years old. Divided by age groups, the study included: students from 18 to 22 years old (n-111), students from 23-26 years old (n-26), students from 27-35 years old (n-7) and students over 35 years old (n-23). Regarding the distribution of students, the number of participants studying in the Master's program is 44% and the number of participants studying in the Bachelor's program is 56%.

When asked if the study program was their choice, 68% of the students referred that the program of study was their choice, 24% referred that the choice was forced by circumstances and 8% of the students referred that the choice was due to their family's influence.

In response to the question of how much time they dedicate to studying and how many pages they read on average in a day, the following answers were given: 41% of students reported that they study more than 10 hours a week and more than half of them reported that they study less than 10 hours a week. Most students read an average of 20 pages a day.

When asked about the study program, 55% of students think that the study program is relatively busy and 43% of students think that the program has a normal load.

Most of the students prefer to learn from books. In the study, it was observed that part of Nursing students (59%) do not spend all the necessary time to read the teaching materials. The majority of students, (61 %) of them, prefer class discussion about the subject as their preferred method. While 68% of students prefer to attend 3-4 hours of lectures per day.

To the question of how much time they give to reading during the week, 42% of students admitted that they devote 1-3 hours to reading a week, 30% of students' study 4-5 hours, and a small part of them or 9% of students prefer to study 5 -7 hours a week, and 19% of students' study 5-10 hours a week.

The place where they prefer to study, respectively, was observed, a significant part of them (n-125), prefer the home environment, and approximately (n-36), prefer to study in the library, (n-2) prefer public places, and (n-5) in other places.

In the study from the students' responses, it was observed that 64% of them agree that they learn better through reading, 24% think that it is more efficient through watching videos, 6% prefer through role playing and 6% of them prefer methods others.

It is noted that their most preferred method of learning is discussion, which includes a significant number of votes (n-103), use of videos a number of (n-28), and attending lectures in classroom settings a number of (n-23) and by means of question and answer results a number of (n-18).

Based on these findings, the majority of students would like to attend 3-4 hours of lectures per day (n-115), a smaller number would prefer to attend 5-6 hours of lectures per day (n-28) and the rest 1-2 hours (n-26).

Regarding the importance, they give to coursework, the majority of students admit that they value it very much and extremely (n=87), and some value it a little or not at all (n=46). Likewise, 46% of them agree that they like working on projects and 54% like working on projects less or not at all.

It seems that the internet is not the most used place for studying, as our findings show that only 59% of students' report spending 2 hours a week studying online.

The time that students spend doing research on the internet according to their answers is divided: 59% of them spend up to 2 hours, 32% up to 6 hours and the rest more than 7 hours a day.

To the question of how you see the future after finishing school, they answered: A percentage of 49% thought they were partially secure, 28% of them feel uncertain, 17% of them feel secure, 6% completely secure.

To the question about the opinion that completed education will open career doors abroad, they answered: 63% of students probably, 29% certainly and 8% no.

According to the analysis, a negative correlation (-0.27) is observed between age and hours spent studying, that is the older the student, the less time they spend studying.

A negative correlation is also seen (-0.16), between students' age and preferred learning methods. The younger the students, the more they like attending lectures and watching videos, the older they are, the more they like discussions and Q&A as a way of teaching.

A positive correlation is seen between age and optimism for the future, the older the age, the more hope and optimism for their future (0.51).

A positive correlation (0.29) was found between the time students normally spend studying and the time they spend studying for an exam.

A significant correlation is seen (0.17) between the time students spend on the internet and the time they spend on social networks. More time on one translates to more time on the other.

Women spend more time on social networks than men (-0.24).

Conclusions and recommendations

The discussion of the results of the study aims to determine the realization of the purpose of this study as well as the questions posed in the study, related to the factors that affect the achievements of students. The study showed that there is still a difference between women and men, which shows that this faculty continues to show the traditional tendency in nursing and is followed more by women than by men.

From the study it was found that more than half of the students studied up to 10 hours a week. This time is insufficient for a university student. Compared to the calculated minimum, which is 25 hours per week, this finding also does not accord with the standards followed by other universities in developed countries.

According to Balduf, Megan (2009) a university student should study depending on the number of subjects and the difficulty of the course she/he will attend each semester. That is: for difficult subjects, the sum of weekly lessons multiplied by 3. For subjects with medium

difficulty, weekly teaching hours multiplied by 2 and for easy subjects, the number of weekly teaching hours multiplied by 1.

Which means that at the Faculty of Medical Technical Sciences, students study an average of 8 subjects each semester, with 1 to 4 credits each. According to Balduf, Megan (2009), 25 teaching hours per week respectively require minimum 25 hours of study per week, up to 75 hours' maximum.

Even if we analyze the amount of pages that students read, we will see: According to the standards: "The average time spent to read 200-250 words is 2 min if non-technical materials are read and 5-6 min per page for technical materials. ". So mathematically, 5 technical materials pages will require reading about 25-30 min, 20 pages 100-120 min, 40 pages about 200-240 min. So students study from 30 minutes to 4 hours a day.

This time much lower as compared to the international standards of academic study. Most students read 20 pages a day, which equates to two hours of study per day and 14 hours of study per week. Compared to the calculated minimum, which is 25 hours per week, it again does not coincide with the standards of other reference universities in the USA. More than half of the students think that the program is busy and the other part think it has a normal load.

Recommendations

From the findings of the study, it has emerged that the students' perception of the suitability of the curricula is of a satisfactory level. This is a very favorable element of the institutions that offer these programs, but it should also be taken into account that these curricula must be updated from time to time in order to comply with the new standards and the development of technology and innovation. The possibility should also be seen to offer special disciplines or group of disciplines, for which there is interest in the market and for these to give specific credits.

Gradually move from subject-centered curricula to problem-centered curricula, as only these types of curricula are very close to the needs, and expectations and level of students

As the findings showed, implementation of applied and participatory methods in teaching process improved the academic motivation of nursing students. Therefore, using such methods, nursing instructors can improve the academic motivation of their students (Saeedi et al., 2021).

Our findings suggested that self-efficacy was related to age and educational levels, rather than gender and place of residence. Nursing managers should take measures to develop the self-efficacy of student nurses; when self-efficacy is developed, the achievement motivation may then be improved. Achievement motivation may also be improved through the improvement of self-efficacy.

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