EFFECTIVENESS OF THREE TEACHING STRATEGIES ON ACHIEVEMENT, PERFORMANCE, ACHIEVEMENT MOTIVATION, LEARNING STYLES AND ATTITUDE TOWARDS LEARNING EXPERIENCE OF B.Sc. NURSING STUDENTS REGARDING POSTNATAL MANAGEMENT

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ABSTRACT

Good teaching is an extremely difficult job, it is exhaustive and challenging. Nursing teachers need to be able to flexibly and creatively think, solve problems and make decisions in variety of situations to help the students in the learning process. The present study intended to compare the effectiveness of three teaching strategies on achievement, performance, achievement motivation, learning styles and attitude towards learning experience regarding postnatal management among B.Sc. nursing students in selected colleges of University of Calicut.

Objectives of the study were

☐ Develop and validate lesson plan on postnatal management for problem based learning, lecture method and role play.

☐ Determine the achievement motivation, learning styles and attitude towards learning experience of students.

☐ Find out the achievement and performance of the students regarding postnatal management.
Compare the effectiveness of teaching strategies in terms of achievement, performance, achievement motivation, learning styles and attitude towards learning experience.

Find out the correlation between achievement of students and achievement motivation, learning styles and attitude towards learning experience while using lecture method, problem based learning and role play.

Find out the correlation between performance of students and achievement motivation, learning style and attitude towards learning experience.

Find out the correlation between achievement and performance of students.

Find out the association of achievement, performance and selected variables.
Methods
The research design used for the study was experimental, post test only comparison group design. Fourth year B.Sc. Nursing students studying in selected Colleges of Nursing affiliated to the University of Calicut comprised the sample for the study. Conceptual framework was based on assure model. The sample size consisted of 276 students selected through multistage random sampling. In this study B.Sc. Nursing students were grouped in to three; Group I, II and III. The method adopted for teaching postnatal management were problem based learning, Lecture and role play for group I, II and III respectively. The tools used were questionnaire, achievement motivation scale, learning style inventory, attitude towards learning experience scale, achievement test and checklist to assess the performance on baby assessment, baby care, postnatal assessment and episiotomy care. Analysis of data were done using frequencies, percentages, mean, standard deviation, Independent t test ,Karl Pearson’s product moment correlation co efficient, ANOVA and post hoc comparisons.

Results
The findings of the study showed that majority of the students were motivated. Achievement motivation scores were high in role play group followed by PBL and Lecture group. Students were using all the learning styles and there were not much difference in different learning styles among the students in different groups except in the area of examination written style. Majority of the students in all the groups have a positive attitude towards learning experience and the PBL group students scored high, followed by Role play and Lecture groups. Mean achievement score was high in PBL group followed by Lecture and Role play groups. Mean total performance scores of students were high in Lecture group followed by Role play and PBL groups. There was highly significant positive correlation between achievement and achievement motivation of students in PBL group. Achievement was influenced by visual learning style in PBL group and social group learning style in Role play group. Achievement of students was influenced by attitude towards learning experience in PBL group and was statistically significant. In the other two groups there was no significant correlation between achievement and attitude towards learning experience of students. There was no statistically significant difference in mean scores based on gender, reason for joining nursing
achievement and aspiration of students in PBL, Lecture and Role play groups. There was no statistically significant difference in mean performance score of students based on gender, reason for joining nursing and their aspiration in PBL, Lecture and Role play groups.

**Key words**-Effectiveness of three teaching strategies, achievement, performance, achievement motivation, learning styles, attitude towards learning experience, postnatal management Problem based learning (PBL).