

## Teaching Methods; Perception of Students from a Tertiary Health Institution in Sokoto, Nigeria.

Musa Muhammad A<sup>1</sup>, Kakako Saheed L<sup>2</sup>, Najim Zainab<sup>3</sup>, Musa Salamatu<sup>3</sup>, Danjuma Balkisu<sup>4</sup>.

<sup>1</sup>Department of Anatomy, College of Health Sciences,  
Usmanu Danfodiyo University, Sokoto.

<sup>2</sup>Department of Chemical Pathology, Faculty of Medical Lab. Sciences,  
Usmanu Danfodiyo University, Sokoto, Nigeria.

<sup>3</sup>Center for Continuing Education,  
Shehu Shagari College of Education, Sokoto, Nigeria.

<sup>4</sup>Department of Chemistry / Computer Education,  
Shehu Shagari College of Education, Sokoto, Nigeria.

### ABSTRACT:

**Objective:** Teaching methods employed by educators play a vital role in the academic learning process. This study investigated how students of a tertiary health institution located in Sokoto, Nigeria perceive the teaching methods employed by their tutors.

**Methods:** A total number of 100 students from the School of Nursing Usmanu Danfodiyo University Teaching Hospital (UDUTH), Sokoto were recruited for this study. The instrument used in this study to collect data from the respondents was a well-structured type questionnaire

**Results:** Out of the total distribution, only 92 questionnaires were completed and returned (42.39% males and 57.61% females). A total of 51.08% of the participants agreed that Lecture Method was the most dominant teaching method employed by their tutors with only 2.17% not sure of the most dominant teaching method. A high percentage (70.65%) of the participants preferred Discussion Method of teaching.

**Conclusion:** We thus deduced that, students of the School of Nursing, Usmanu Danfodiyo University Teaching Hospital Sokoto preferred Discussion Method to all other teaching methods. It is highly recommended that school authorities of tertiary health institutions should from time to time carry out appraisals of teaching methods employed by tutors vis a vis preferred teaching methods by students. Also, tutors in such institutions should be encouraged to adopt student-centered teaching method (s) so as to enhance the quality of the learning process.

**Keywords:** Teaching methods, tertiary, health, students, Nigeria.

### INTRODUCTON

Teaching is a profession of continuous personal development and professional self-discovery alongside an emerging understanding of the teaching and learning process (Osakinle et al., 2010). When parents send a child to the higher institution, they expect the lecturers to educate him. By education, it is meant to train the child whole being, helping his mind, body and personality to grow to the full (Osakinle et al., 2010). The teacher decides on the best method for the lesson, class method, or group method and must think if any organization will be needed (Osakinle et al., 2010).

Teaching is performed by a faculty within a curriculum that is planned and offered in response to professional, societal, and educational expectations and demands, using available human, intellectual, physical, and financial resources—the context of the curriculum (Iwasiw et al., 2009). Therefore, the practice of teaching differs somewhat from program to program. It is not possible to recommend a set of teaching strategies that will be equally effective in every nursing education program. Rather, the school authorities

must make decisions about teaching methods that are congruent with the planned curriculum and relevant to its context (Iwasiw et al., 2009).

A teaching method comprises the principles and methods used for instruction. Commonly used teaching methods may include lecture method, discussion methods, discovery method, class participation, demonstration, recitation, memorization, or combinations of these (Okoro, 2008).

The choice of teaching method or methods to be used depends largely on the information or skill that is being taught, and it may also be influenced by the aptitude and enthusiasm of the students (Okoro, 2008). Two pedagogies commonly found in tertiary education today, are the teacher-centered and student-centered approaches. At any point in time, teachers may adopt one approach entirely, or use a combination of approaches (Okoro, 2008, Osakinle et al., 2010).

Lecturing is the most widely used teaching method in higher education (Okoro, 2008). Lectures are used to teach new knowledge and

skills, promote reflection and stimulate further work and learning (Okoro, 2008). A lecture is an oral presentation of information by the instructor. It is the method of relaying factual information which includes principles, concepts, ideas and all *theoretical knowledge* about a given topic <sup>[5]</sup>. In a lecture the instructor tells, explains, describes or relates whatever information the learners are required to learn through listening and understanding. It is therefore teacher-centered <sup>[5]</sup>. The instructor is very active, doing all the talking. Learners on the other hand are very inactive, doing all the listening <sup>[5]</sup>. Despite the popularity of lectures, the lack of active involvement of learners limits its usefulness as a method of instruction <sup>[5]</sup>.

Discussion Method involves a greater degree of teacher - pupil interaction than the lecture method (Okoro, 2008; Asman & Micheala, 2013). Communication flows from the teacher to pupils and eventually pupil to pupil. Discussion method involves two-way communication between participants (Asman & Micheala, 2013). During discussion, the instructor spends some time listening while the learners spend sometimes talking (Asman & Micheala, 2013). The discussion is, therefore, a more active learning experience for the learners than the lecture (Asman & Micheala, 2013). The discussion method also provides an opportunity to monitor learners learning. The answers provided by learners and the questions they ask, reveal the extent and quality of learning taking place (Asman & Micheala, 2013).

Discovery learning on the other hand is an inquiry-based approach in which students are given a question to answer, a problem to solve, or a set of observations to explain, and then work in a largely self-directed manner to complete their assigned tasks and draw appropriate inferences from the outcomes, "discovering" the desired factual and conceptual knowledge in the process (Bruner, 1961). In the purest form of this method, teachers set the problems and provide feedback on the students' efforts but do not direct or guide those efforts (Bruner, 1961). This method is rarely used in higher education, among other reasons because instructors who hear about it fear—probably with good cause—that they would only be able to cover a small fraction of their prescribed content if students were required to discover everything for themselves (Spencer & Jordan, 1996). Some studies suggest that discovery learning can enhance students' retention of material and others reach the opposite conclusion (Kittel, 1957; Kersh, 1962; Wittrock, 1963; Westbrook & Rogers, 1994).

The project method is one of the types of standard teaching methods <sup>[3]</sup>. The project method focuses on the purposeful activity and problem solving capacity of the students based on their needs, interest, attitudes and abilities (Kilpatrick, 1918).

This study therefore investigated the perception of students of the School of Nursing-a tertiary health institution in the Usmanu Danfodiyo University Teaching Hospital (UDUTH), Sokoto towards the above discussed teaching methods as well as their view on the predominant teaching method employed by their tutors. This will contribute towards addressing the issues of the application of inappropriate teaching methods in our higher institutions of learning.

## **MATERIALS AND METHODS**

### **Study Location:**

This study was conducted in the School of Nursing of Nursing Usmanu Danfodiyo University Teaching Hospital (UDUTH), Nigeria- a tertiary health institution located in Sokoto State, North Western Nigerian.

### **Study Design:**

This research is a descriptive survey focused on the School of Nursing students' perception of teaching methods employed by their tutors. The instrument used in this study to collect information from the respondents was a structured type 2-paged self-developed questionnaire.

The questionnaire had two sections A and B. The section A was descriptive in nature as it elicits information on the bio-data of respondents while section B was analytic in nature as it is concerned with relevant information needed to answer the hypothesis of this study. Content and face validity were ensured for the instrument by giving the questionnaire to experts in test and measurement. Suggestion made constituted the final form of the questionnaire.

### **Study Population:**

A total number of 100 students of the School of Nursing, Usmanu Danfodiyo University Teaching Hospital (UDUTH), Sokoto were recruited for this study. The selection was based on random sampling technique. One hundred (100) questionnaires were distributed to the students out of which only 92 questionnaires were fully completed and returned.

### **Data Analysis:**

The data obtained from the completed and returned questionnaires were typed into Microsoft Excel spreadsheet for further analysis. The data collected were analyzed using Data Analysis Software on Microsoft Excel.

### **Consent:**

Consent to participate in this study was obtained from the study participants after the authors explained in details the items on the questionnaire. The questionnaires were distributed and each student was allowed ample time to answer

the questions on the questionnaire and return back immediately.

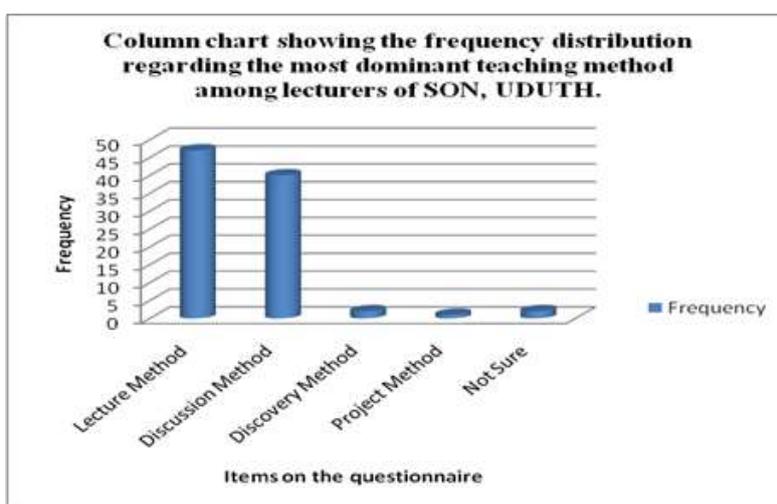
The participants were however encouraged to complete the questionnaires independently without being influenced by their friends or colleagues. Verbal informed consent was obtained from all the study participants.

**RESULTS**

A total of 100 questionnaires were distributed to students of the School of Nursing, Usmanu Danfodiyo University Teaching Hospital (UDUTH), Sokoto out of which, 92 questionnaires were completed and returned. Of the 92 questionnaires returned, 42.39% were completed by males and 57.61% were completed by females

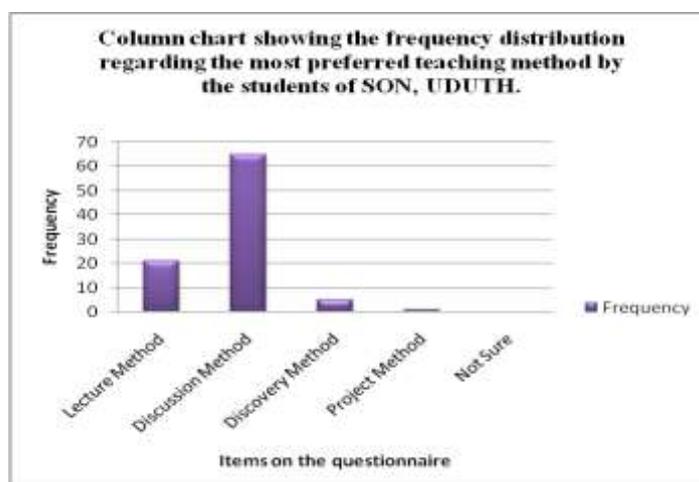
while 86.96% of the total sample size was single (i.e. not married) and 13.04% were married students.

The chart I below shows the frequency and percentage regarding the most dominant teaching method used by Tutors of the School of Nursing, Usmanu Danfodiyo University Teaching Hospital (UDUTH), Sokoto. As evident on the chart, a high percentage (51.08%) of students confirmed that the present dominant teaching method employed by their tutors/lecturers is Lecture Method, and then followed by Discussion Method with 43.48%. The Project method had the least frequency with a percentage of just 1.09%. About 2.17% of the students were not sure of which teaching method was predominant



**Fig I:** Showing the Frequency Distribution regarding the most Dominant Teaching Method among Tutors of School of Nursing, UDUTH, Sokoto.

The chart II below shows the frequency and percentage regarding the most preferred teaching method by students of the School of Nursing, Usmanu Danfodiyo University Teaching Hospital (UDUTH), Sokoto. Preference for Discussion Method had the highest vote with a percentage of 70.65% while Project Method had the least frequency with a percentage of 1/09%. Only 22.83% of the students preferred Lecture Method and 5.43% of the students preferred Discovery Method.



**Fig II:** Showing the Frequency Distribution regarding the Preferred Teaching Method among the Students of School of Nursing, UDUTH, Sokoto.

The table (I) below shows the frequency and distribution for the reasons why students choose Discussion Method (DM) as the most preferred teaching method. From our present study, 41.30% of the students agree to prefer discussion method because they enjoy the teaching and 26.09% strongly agree that they enjoy the discussion method while only 3.26 are not sure as to why they enjoy the discussion method. 36.95% of the students agree that they understand the discussion method better and 25% strongly agree that they understand discussion method. While 5.43% were not sure why they preferred discussion method, only 2.17% strongly disagree to understand teaching using discussion method and 29.34% find the discussion method very interesting while 27.17% of the students preferred the discussion method because it encourages them.

23.91% disagree and 21.74% strongly disagree that discussion method creates fear in students while only 10.87% agree and 4.35% strongly agree that discussion method create fear in students.

**Table I:** Frequency Table regarding the reason for choosing Discussion Method (DM) as the most Preferred Teaching Method among the Students of School of Nursing, UDUTH, Sokoto.

Items on questionnaire	Agree		Disagree		SA		SD		Not Sure	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Enjoy Discussion Method	38	41.30	0	-	24	26.09	0	-	3	3.26
Discussion Method makes understanding easy.	34	36.95	1	1.09	23	25.00	2	2.17	5	5.43
Discussion Method is more interesting	27	29.34	5	5.43	25	27.17	0	-	8	8.69
Discussion Method creates fear in students.	10	10.87	22	23.91	4	4.35	20	21.73	9	9.78
Discussion Method encourages students to learn.	25	27.17	1	1.09	33	35.87	3	3.26	3	3.26

NB: **Freq** = Frequency; **SA**= Strongly Agree; **SD**= Strongly Disagree; **%**=Percentage

## DISCUSSION AND CONCLUSION.

As evident in the above stated results, the research questions were answered using some of the items on the questionnaire.

Furthermore, from this present study it was deduced that the majority (70.65%) of the students of the School of Nursing, UDUTH prefer the discussion method of teaching than the lecture method. This probably explains why many (41.30%) of the students that selected the discussion method as most preferred because they enjoy the lectures while 36.95% of them find the discussion method of teaching very interesting. 27.17% of the total 70.65% of the students believe that the discussion method encourages students. See table 1.

The above findings do not agree with Osakinle et al., 2010 who reported that students in the Faculty of Education, Ado-Ekiti, Nigeria preferred the lecture method (74%) with only 26% disagreeing with that.

Furthermore, from the present study 41.30% of the respondents preferred the discussion method because they enjoy the teaching method. The reason for this could be associated to the fact that the discussion methods employed in SON,

UDUTH is participatory in nature since the students are being trained as health professionals dealing with human lives. This does not agree with reports from Ado-Ekiti where majority (80.80%) of the respondents preferred lecture method because they believe it encourages students (Osakinle et al., 2010).

However, 10.87% of the respondents agreed that the discussion method creates fear in students. An explanation for this could possibly be that this category of students feels shy to express their views and this probably hinders their participation during such lessons and subsequently affects their understanding of lesson.

## CONCLUSION

From this present study, it can thus be concluded that students of the School of Nursing, Usmanu Danfodiyo University Teaching Hospital, Sokoto- a tertiary health institution in Sokoto Nigeria prefer discussion method to all other teaching methods. And that presently the most dominant teaching method employed by their tutors is the Lecture Method.

## RECOMMENDATIONS

We highly recommend that the authorities of tertiary health institutions should from time to

time investigate the teaching method most preferred by their students and possibly encourage tutors/teachers to adopt *student-centered* teaching method (s). This will go a long way in enhancing the quality of the teaching and learning process.

#### LIMITATION OF THIS STUDY

The limitation of this study is the fact that the calculated sample size was small, thus the need

for a larger sample size subsequently. This will probably give a better idea as regards the most preferred teaching methods by students in the tertiary institutions.

#### CONFLICT OF INTEREST

The authors hereby declare that they have no conflict of interest.

#### REFERENCES

- Asman, M and Micheala, O. (Trainers' handbook - version 1. A 14 days teaching methodology course. Retrieved from <http://www.giz.de/Themen/en/dokumente/en-pedagogy-trainers-handbook.pdf>. Accessed on 3rd August, 2013.
- Bruner, J.S. (1961). The Act of Discovery. Harvard Educational Review, 31(1).
- Iwasiw, C.L., Goldenberg, D., Andrusyszyn, M. (2009). Curriculum development in nursing education (2nd ed.). Sudbury, MA: Jones and Bartlett.
- Kersh, B. (1962). Motivating Effect of Learning by Directed Discovery," J. Ed. Psychology, 53: pp. 65–71.
- Kilpatrick, W.H.(1918). The Project Method, Teachers College Record, Columbia, p 319-335.
- Kittell, J. (1957). An Experimental Study of the Effects of External Direction during Learning on Transfer and Retention of Principles. J. Ed. Psychology, 48: p 391–405.
- Okoro, R.U. *The Teacher and Effective Teaching*. King Treasure Publishing House, Sokoto, 2008.
- Osakinle, E.O., Onijigin, E.O., Falana, B.A. (2010) Teaching Methods and Learners' Environment in a Nigerian University. *African Journal of Basic & Applied Sciences*, 2 (1-2): p 7-10.
- Spencer, J.A., Jordan, R.K. (1996). Learner-Centered Approaches in Medical Education. *BMJ-British Medical Journal*, 313: p 275–283.
- Westbrook, S., Rogers, L. (1994). Examining the Development of Scientific Reasoning in Ninth-Grade Physical Science Students. *J. Research in Science Teaching*, 31(1): p 65–76.
- Wittrock, M.C. (1963). Verbal Stimuli in Concept Formation: Learning by Discovery. *J. Educational Psychology*, 54: p 183–190.