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EVALUATION OF NURSING STUDENTS' FEEDBACK ON LEARNING NEED ASSESSMENT: A DESCRIPTIVE ANALYTICAL STUDY

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ABSTRACT

Background: Assessment and evaluation are essential components of teaching and learning. Without an effective evaluation program, it is impossible to know whether students have learned, whether teaching has been effective, or how best to address student learning needs. Feedback drives the continuous cycle of teaching and learning, yet structured feedback on teaching-learning methods in child health nursing is rarely documented among undergraduate nursing students in India. **Objectives:** To identify nursing students' learning needs through a structured feedback tool and to determine the association between feedback scores and selected demographic variables. **Methods:** A descriptive analytical study was conducted among 60 third-year B.Sc Nursing students at Smt. Radhikabai Meghe Memorial College of Nursing, selected by simple random sampling. A validated ten-item Likert-scale checklist and focus group discussions were used. Reliability (Spearman-Brown r = 0.63, p = 0.03) and content validity (five experts) were established. Descriptive and inferential statistics (t-test, ANOVA) were applied at 5% significance. **Results:** Most participants (90.0%) were aged 19-22 years and 75.0% were female. The highest mean rating was for video-assisted teaching of procedures (4.63), followed by demonstration-based bedside teaching (4.51) and pre-lecture revision (4.51). Students rejected lecture-only teaching (reverse-scored mean 4.36) and did not find the subject boring (4.58). No significant association was found between feedback score and age ($t = 1.33$, $p = 0.18$), gender ($t = 0.98$, $p = 0.33$), medium of education ($F = 1.78$, $p = 0.16$), or additional qualification ($t = 1.17$, $p = 0.24$). **Conclusion:** The findings of the present study indicate that video-assisted teaching is an effective method for teaching paediatric nursing procedures. Most participants agreed that multimedia enhances understanding, interest, and retention of knowledge. These findings are consistent with the studies conducted by Everett and Wright (2012) and Kulik, which demonstrated the effectiveness of multimedia and computer-assisted instruction in improving learning outcomes. The study also revealed that the lecture method alone is not sufficient for effective teaching. Therefore, incorporating video-assisted teaching along with traditional teaching methods can improve students' learning experiences and academic performance in paediatric nursing.

KEYWORDS : Feedback, Learning needs assessment, Nursing education, Child health nursing, Undergraduate nursing students

INTRODUCTION

Feedback, described by Rowntree as the "lifeblood of learning," is the mechanism that translates evaluation into improved practice for both learner and teacher. Good educators continuously assess how students are thinking, using this understanding to refine instruction, making teaching an interactive and collaborative process.

Learning needs assessment is foundational in health professions education and is associated with a greater likelihood of translating classroom learning into practice, particularly when linked to real practice settings and reinforced over time. Within child health nursing specifically, students must master theory, psychomotor skill and communication with paediatric patients simultaneously, and there is a growing shift from lecture-dominant instruction toward video-assisted teaching and bedside demonstration. This study was therefore undertaken to evaluate nursing students' feedback on their learning needs in child health nursing and to examine whether this feedback varied by demographic characteristics.

OBJECTIVES

Short-term: (i) to identify nursing students' learning needs regarding teaching-learning methods in child health nursing; (ii) to determine the association between students' feedback and selected demographic variables (age, gender, medium of education up to 12th standard, and additional qualification after 12th standard).

Intermediate: to fulfil the identified learning needs through curricular and pedagogical modification. Long-term: to strengthen teaching effectiveness through institutionalised, need-based instruction. Research hypothesis (H_1): students will identify their learning needs through the structured feedback tool.

METHODOLOGY

A descriptive analytical design was used at Smt. Radhikabai Meghe Memorial College of Nursing, Sawangi (Meghe), Wardha. Sixty third-year Basic B.Sc. Nursing students who had completed one theory and clinical block in the paediatric area were selected by simple random (lottery) sampling. A structured checklist comprised Section I (demographic variables) and Section II (a ten-item, five-point Likert scale covering lecture method, video-assisted teaching, revision practice, demonstration, bedside clinics, clinical hours, posting duration, breadth of clinical exposure and case availability). Items 1 and 4 were negatively worded and reverse-scored; the remaining eight were scored directly. Ten focus group discussions (six students each, 15–20 minutes) supplemented the checklist. Content validity was established by five experts (two child health nursing faculty, one biostatistician, one English expert, one physician). Reliability was tested on six pilot participants using the Spearman-Brown formula (r = 0.63, p = 0.03). Following ethical approval and informed consent, the checklist (~10 minutes per participant) was administered before focus group discussions. Descriptive statistics (frequency, percentage, mean, SD) and inferential statistics (independent t-test, one-way ANOVA) were applied at 5% significance.

RESULTS

Ninety percent of the 60 participants were aged 19-22 years and 75.0% were female. Most (81.7%) had studied in English medium, and 96.7% had entered nursing directly without an additional course after the 12th standard (Table 1).

Table 1. Demographic Characteristics of Nursing Students (n = 60)

Demographic Variable	n	%
19-22 yrs	54	90.0
23-26 yrs	6	10.0
27-30 / >30 yrs	0	0.0
Male	15	25.0
Female	45	75.0
English medium	49	81.7
Marathi / Hindi / Other	11	18.3
Additional course after 12th	2	3.3
No additional course	58	96.7

Table 2: Table 2. Item-wise Evaluation of Feedback (n = 60)

S. NO	Items	SDA	DA	N	A	SA	Rating Average
1	Only lecture method is effective to improve teaching learning in Child health nursing.	33	16	11	0	0	4.36
2	Using videos in teaching will be more effective for teaching procedures in Child health nursing.	0	0	0	22	38	4.63
3	Revision of previous class is necessary before starting the subsequent lecture on the same topic.	0	0	1	27	32	4.51

4	Feeling bore while studying Child health nursing.	35	25	0	0	0.00	4.58
5	Lecture with demonstration in teaching will be more effective for gaining clinical competencies in Child health nursing.	0	0	1	28	31	4.5
6	Bedside clinics should be man-datory in Child health nursing to learn clinical competencies.	0	0	2	25	33	4.51
7	Clinical hours are sufficient to gain and improve skill in Child health nursing.	0	3	3	16	38	4.48
8	Period of clinical posting in pediatric care areas is sufficient to complete all required assignments.	0	0	5	22	33	4.46
9	All areas of pediatric care are covered during clinical posting.	2	3	5	33	17	4
10	Enough cases are available in clinical for learning required skills in Child health nursing.	0	2	4	24	30	4.36

Item-wise feedback ratings were consistently high (Table 2). The highest mean rating (4.63) was for video-assisted teaching of clinical procedures, followed by demonstration-based teaching and mandatory bedside clinics (4.51 each) and pre-lecture revision (4.51). On reverse-scored items, students disagreed that lecture-only teaching was effective (4.36) and disagreed that they felt bored studying child health nursing (4.58). The lowest-rated item (4.11) concerned adequacy of coverage of all paediatric care areas during posting, indicating room for improvement in breadth of clinical exposure.

Table 3. Association Of Feedback Score With Demographic Variables (n = 60).

Variable	Test statistic	df	p-value
Age	1.33	58	0.18, NS
Gender	0.98	58	0.33, NS
Medium of education	1.78 (F)	3,59	0.16, NS
Additional qualification	1.17	58	0.24, NS

No statistically significant association was found between total feedback score and age, gender, medium of education, or additional qualification; all calculated test statistics were below their tabulated critical values at $p < 0.05$ (Table 3), indicating that feedback was uniform across demographic subgroups.

DISCUSSION

The findings of the present study have been discussed with reference to the objectives of the research and compared with relevant literature.

- Everett F. and Wright W. (2012), in their study *"Using Multimedia to Teach Students Essential Skills,"* reported that 80% of respondents strongly agreed and 20% agreed that the instructional video demonstrated best practice. The study also highlighted positive student and peer evaluations of multimedia use and recommended its further development in teaching.
- In the present study, 63.3% of the participants strongly agreed and 36.7% agreed that using video as a teaching aid is more effective for demonstrating procedures in paediatric nursing. These findings are consistent with those of Everett and Wright (2012), indicating that multimedia enhances the effectiveness of teaching procedural skills.
- James A. Kulik, in his study *"A Meta-Analysis on the Effectiveness of Computer-Assisted Instruction (CAI),"* found that students taught through CAI had more positive attitudes toward their classes, learned in less time, and achieved better learning outcomes than those taught through traditional instructional methods.
- Similarly, the findings of the present study revealed that most participants agreed that the lecture method alone is not sufficient to promote effective teaching and learning. Students require a variety of teaching methods, including multimedia and video-assisted instruction, to sustain their interest and improve understanding of the subject matter. These findings support Kulik's conclusion that technology-assisted teaching methods can enhance student engagement and learning outcomes.

CONCLUSION

Undergraduate nursing students clearly and consistently identified their learning needs through a structured feedback tool, favouring video-assisted, demonstration-based and revision-oriented teaching over lecture-only delivery, consistently across demographic subgroups. Evaluation is not the end point of teaching but part of a continuous cycle, and feedback provides the information needed to close the loop between teaching intent and learning outcome. Regular, structured student feedback should therefore be institutionalised to continuously refine teaching-learning strategies in child health nursing.

Recommendations

(1) Extend structured feedback and needs assessment to other clinical nursing subjects.
(2) Conduct similar studies before periodic curriculum revision across nursing programmes.
(3) Use larger, multi-institutional samples in future studies.
(4) Conduct longitudinal follow-up to assess the impact of feedback-informed teaching changes.
(5) Formally incorporate increased video-assisted instruction, structured demonstration sessions, and a minimum one-week NICU posting into the curriculum.

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Conflict of Interest: None

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