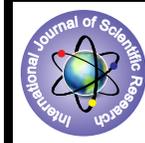


Partners; Effectiveness of Cooperative Teaching Learning on the Nursing Care of Patients with Gout among General Nursing Diploma Students



Education

KEYWORDS :

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ABSTRACT

Background: There are many studies conducted on CTL methods shows that it improves level of academic performance and satisfaction of the students; however this method is not much used in nursing discipline.

Methods: "Partners", a CTL method was imparted to students on nursing care of patients with "Gout" for 27 second year General Nursing Diploma students through Quasi Experimental one group post test design through convenient sampling method. The quiz was conducted after this method at one week interval. Students were asked feedback about the satisfaction of this method by completing the questionnaire.

Results: The result shows that this method was effective by improving the student's academic scores. In addition, the satisfaction tool reveals that the students were "satisfied".

Conclusion: Therefore, it can be concluded that this Partners; cooperative teaching method is effective and satisfying the nursing students.

INTRODUCTION

The use of innovative methods in educational institutions has the potential not only to improve education, but also to empower people, strengthen governance and galvanize the effort to achieve the human development (Damodaran, 2007). The cooperative teaching learning method is one of the innovative teaching and learning methods.

Recent research has shown that cooperative learning is highly valued especially among adult or non-traditional students (Musinski, 1999). Rowland (2006), reaffirms the above concept that older mature students are often more motivated in working in the small groups and learning through interaction, because of their richer life experiences and life roles (Hill 2003).

LITERATURE REVIEW

The Director General of Education and Training (DGET) Ministry of Health Sultanate of Oman emphasizes in the Mission Statement that "it is important for all nursing institutes to insist and incorporate the innovative educational methods in the curriculum" (DGET, 2010).

Cooperative Learning, an innovative methodology, occurs when students work together in groups to achieve shared learning goals. The learning environment in cooperative learning encourages all the students to work together on academic tasks "It is all for one & one for all" method which contributes to individual and the group's success for learning (Linda, 1995).

Cooperative learning is an instructional strategy whereby students learn to work in small groups to maximize the learning outcome. A cooperative learning environment exists if all of these five basic elements exist (Johnson et al, 1998, Rani Kanthan, and Sheryl Mills 2007),

- Face to face interaction
- Individual accountability
- Group processing
- Positive Interdependence
- Interpersonal skills

Cooperative learning has been used extensively in elementary and secondary education with many studies citing its benefits. Conversely research related to the use of group learning in nursing education is sparse (Susan, 2002).

Jean Gumms (2001), has investigated a study where the concept of cooperative learning was applied to nursing theoretical content in an effort to increase the nursing student's knowledge, the results reveals that there is increased knowledge was assessed by student's performance. In addition to that, Hanson Mary and Dona (2011), explored knowledge of the students of pharmacology and medical surgical nursing course by institut-

ing cooperative teaching. The results were positive and the students find this method very useful. Furthermore there are many studies reveals that the cooperative learning is applicable for all discipline thus nursing discipline is not an exemption.

Keeping the above concepts in mind the present study attempts to understand the effectiveness of Partners (cooperative teaching learning method) on the nursing student's knowledge.

AIM

The overall aim of the study is to assess the effectiveness of the cooperative teaching learning methods on the level of academic performance of the General Nursing Diploma Students at Oman Nursing Institute, Muscat.

OBJECTIVES

1. To institute the Partners (cooperative teaching learning method) to the students on "Nursing care of patients with Gout" to General Nursing Diploma students at Oman Nursing Institute.
2. To assess the effectiveness Partners method on the student's level of performance through the quiz.
3. To assess the students satisfaction of the cooperative teaching learning method.

METHODS AND MATERIALS

THE CONTEXT

The Oman Nursing Institute is a teaching institution which functions under Director General of Education and Training Department (DGET) of Ministry of Health runs three years nursing program for the students of Oman. Twenty seven (27) II year students of ONI who have taken Adult Health Nursing course were participated in the study. The Interrupted time series design which is categorized under Quasi Experimental Design (One group Post test Design) was adopted in the study.

INTERVENTION

The "Partners" was imparted to the students on nursing care of patient with "Gout" and quiz on the same topic was conducted after one week interval. The "Partners" method is explained in Annexure 1. At the end of the study, a questionnaire was given to the students on satisfaction of this innovative teaching method.

DATA ANALYSIS

The effect of this new method was analyzed through distribution table and percentage calculation. The effect of teaching method was assessed by performance of students in the quiz. The student's satisfaction was assessed through 5 point Likert scale.

ETHICAL CONSIDERATION

Ethical committee approval was obtained from the Research

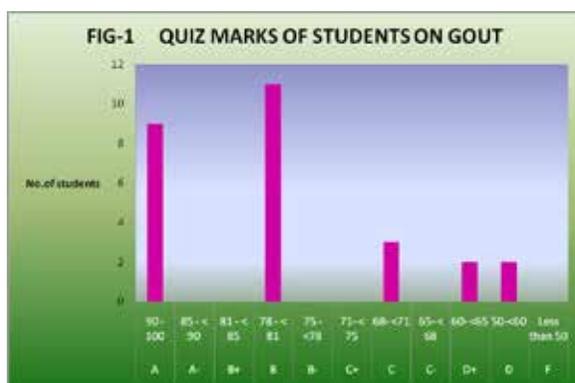
and Ethical Review Committee of Ministry of Health in Oman. An official permission obtained from the Dean of Oman Nursing Institute.

RESULTS

The (Table 1) represents the II year student’s accomplishment in the quiz on nursing care of patients with Gout. Nine students out of twenty seven (33percent) acquired Grade ‘A’ which is a note worthy feature. The highest number of students in the table are in Grade ‘B’ 11 students makes nearly 41 percent. Another striking feature of this table is failure rates. In Partners there are no failure rates. Few students (2) which make nearly 7 percent were seen in both D+ and D grades. On the whole nearly 86 percent of students, scored marks more than 68 percent. Overall the level of performance of II year students was excellent (Fig 1).

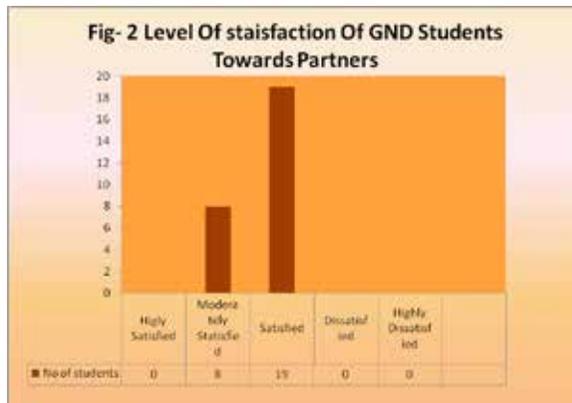
**Table .1
QUIZ MARKS OF NURSING STUDENTS ON GOUT**

Grade	Percentage	No. of Students	Percentage
A	90 - 100	9	33.33
A ⁺	85 - < 90	0	0
B ⁺	81 - < 85	0	0
B	78 - < 81	11	40.74
B ⁻	75 - < 78	0	0
C ⁺	71- < 75	0	0
C	68- < 71	3	11.11
C ⁻	65- < 68	0	0
D ⁺	60- < 65	2	7.40
D	50- < 60	2	7.40
F	Less than 50	0	0
Total		27	100



Just to compare the present partners score with the previous test scores the student t test was done. The mean difference in marks of previous test score and quiz on Partners were significant at (p < 0.0001) level. Henceforth it can be assumed that the ‘Partners’ is one of the effective methods.

The feedback analysis is showed in (Fig 2) indicates that the students are satisfied with this method. 8 students (39.6 percent) have said that they are moderately satisfied and about 19 (70.4 percent) of the students said that the “partners” method is satisfied. However, none said that this method is “highly satisfied, or dissatisfied” which indicates that the students liked this method.



DISCUSSION:

The findings of this research reveal that the majority of the students (86 percent) improved their academic level of performance. All of students revealed that they are more satisfied with this method.

There is no study conducted to test the “partners” method on the student level of performance nonetheless there are many methods utilized under cooperative methods which are proving that this method is effective.

There are over nine hundred research studies that corroborate the effectiveness of cooperative learning techniques over competitive and individualistic efforts. These research studies focus on a wide variety of outcomes. In fact, no other teaching methodology comes close to achieving such diverse outcomes (Johnson et al., 2000).

There are lots of studies supporting the present study results. Jean Gumms (2001) examined the study. The concept of cooperative learning was applied to nursing theoretical content in an effort to increase student’s knowledge, decrease attrition rates in a first level medical surgical course, and enhance communication skills. Increased knowledge was assessed by student’s performance in the examinations. The other studies done by various researchers reveal that the cooperative method is effective. (Huff 1997, Good fellow 1995, Daodee 2006, Hanson and Dona 2011, Rani Kanthan, and Sheryl Mills 2007).

The study results of Marks, (2000), Handlesman et al., (2005) and Robbins et al., (2006) reflects that the students are more satisfied with the cooperative learning method. In addition to that the students found the course more interesting and enjoyable and who feel they are supported are more likely to invest more effort into the course, potentially leading to improved learning outcomes (Norris Armstrong, 2007).

Cooperative Learning Methods can be used with all ages and for all subjects. Cooperative learning encourages the development of such important skills such as critical thinking, creative problem solving and synthesis of knowledge. Teachers also benefits as well. Teachers who before worked in isolation can now work collaboratively and share their expertise (Sapon & Duncan, 2002). Cooperative learning, not only enhances academic achievement, but also improves inter group relationships. Students learn how to depend on one another and help each other (California Department of Education, 2002).

LIMITATION

The study was conducted in only in one institution and only one technique of cooperative teaching learning method hence it is not possible to generalize the findings. It’s not adequate to authentically say that cooperative learning is the best method.

RECOMMENDATIONS

It will be effective if the study is conducted in pure experimental design. More than one cooperative teaching learning method can be tried to compare the effectiveness. This method can also

be compared with conventional (Lecture) teaching method. This technique could have been used for the entire semester to see the better result. The study need to be done in many nursing institutes for a more conclusive result.

Annexure-1 Teaching tool Partners

Group: II year Diploma Nursing Students

Sub: Adult Health Nursing-II

Topic: **Nursing care of patients with Gout**

No. of Students: 27 they are divided into 5-6 students.

Class Session: 10.B

Co operative Method of Teaching: Modified "Partners"

Learning Objectives (As per the Course Book)

At the end of the class session, the students will be able to:

1. Explain the role of genetic in the etiological process and the Pathophysiology of Gout.
2. Describe the significant clinical manifestations and diagnostic findings of patient with Gout.
3. Discuss the medical and nursing management of Gout.

PARTNERS (Kagan, 1984)

The class is divided into teams of four. Partners move to one side of the room. Half of each team is given an assignment to master to be able to teach the other half. Partners work to learn and can consult with other partners working on the same material. Teams go back together with each set of partners teaching the other set. Partners quiz and tutor teammates. Team reviews how well they learned and taught and how they might improve the process.

PARTNERS (Modified)

Steps

1. The students will be divided in to five groups. These five groups will be further subdivided. In each group partners will be chosen.
2. The groups will be moved to one side of the room.
3. Half of each team is given an assignment on Gout to master the content to teach others in the group (Answering group) for e.g: Two students will be responsible for etiology of Gout, other two will be responsible for Clinical manifestations and so on. Each partner first prepares and share with other partner. Hence each one will be thorough with the entire session
4. The other half were given a responsibility share and teach the information in the same above fashion and they are supposed to prepare questions.(Questioning group)
5. Partners work /learn and co consults other partners working on the same material.
6. The oral quiz will be conducted between the questioning group and answering group. The students should be completing the entire session in 1 hour.
7. The student leader should give report about their session.
8. After one week the MCQ test conducted on "Gout"

CONCLUSION

The findings of the present study not only demonstrate that the students are satisfied with Partners method but also improved their scores in the quiz. Hence the cooperative teaching is one of the effective teaching strategies incorporated to improve the nursing students' level of knowledge. If many sessions or the entire course is implemented through cooperative teaching learning method, the output will become much better.

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