

EFFECTIVENESS OF GUEST LECTURE ON THERAPEUTIC COMMUNICATION: SKILLS FOR INTERPERSONAL RELATIONSHIPS (IPR) TO ENHANCE THE LEVEL OF KNOWLEDGE AND SATISFACTION OF COLLEGE STUDENTS.

Nursing

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ABSTRACT

An autocratic style and oldest method of teaching i.e. lecture method has been used in current research study which focuses on the experience of students while attending it. This paper is an attempt to discover students' knowledge and satisfaction for the sessions, its benefits and drawbacks. Students' response as feedback was collected at the end of lecture session to evaluate the enhancement of knowledge, and to evaluate the effectiveness of the teaching method which was used in the study the researcher introduce guest speaker for delivering the session on Therapeutic Communication: Skills for interpersonal relationships (IPR). The concept of a guest speaker is usually associated with an expert coming from outside to provide knowledge regarding specific topic. The expert was associated with the profession to make participants understand and correlate the things easily. Quasi experimental research design (pretest–posttest design) was carried out among 62 (36 Female and 26 males) students to find out the effectiveness of guest lecture on therapeutic communication: Skills for interpersonal relationships (IPR) to enhance the level of knowledge and satisfaction of college students. The result findings suggests that there is enhancement in level of knowledge and satisfaction of the participants after attending the guest lecture.

KEYWORDS

Effectiveness, Guest lecture, Therapeutic communication, Interpersonal relationships, knowledge and Satisfaction

INTRODUCTION

Teaching is an interactive process which taken place between teachers and students to influence each other. **Acc. to Albert Einstein** “the supreme art of teaching is to awaken joy in creative expression and knowledge”.

As teacher one face the never ending challenge of making each class session up to date and interactive, for doing so one should apply teaching method that will never fade away for an interactive session i.e. inviting the guest lecturers to the classroom. This idea can give benefits to the learners, teachers, and the guest lecturers. Learners of all ages starve for variety, and having a different face in front of them can liven up the session; but there other pedagogical reasons were also there for using guest lecturers for the session like to have expertise person for delivering the session, so that it will be easy for the learner to learn new things as no one is expert in every field.¹

Giving invitation to speakers into ones classroom is a strategy for classic teaching. Welcoming extra voices inside the classroom give learners with access to different outlook, provide variation to the classroom routine, and demonstrates that education is a collective activity. By inviting a guest lecturer one can enhance opportunities in academic by disciplinary and professional storage.²

MATERIALANDMETHODOLOGY

In current study Quantitative research approach was used, Quasi experimental research design (pretest–posttest design) was carried out among 62 (36 Female and 26 males) students attended guest lecture in dev bhoomi institute of nursing, Dehradun. Data was collected by using structured questionnaire tool. Then lecture was given to the participants and on the same day post assessment was done after the guest lecture.

Analysis and Interpretation

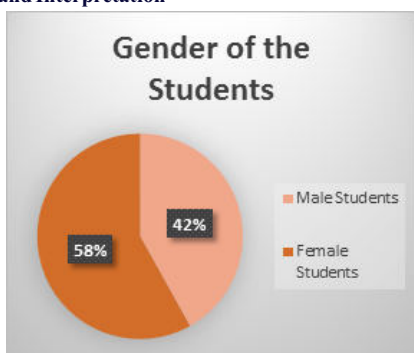


Figure No. 1 Percentage distribution of the base line data (Gender)

Figure no 1- Illustrates total number of participants was 62 in which 36

were female participants and 26 were male participants, majority of study participants were female (58%).

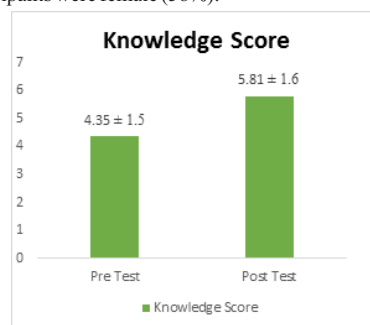


Figure No. 2 Mean Knowledge score

Figure 2 exhibits the pre and post knowledge levels of participants. Pre level knowledge mean score was (4.35 ± 1.5) and Post level knowledge mean score was 5.81 ± 1.6 which is enhanced after attending the guest lecture.

Satisfaction

Point 1. Has the lecture covered all the contents announced?

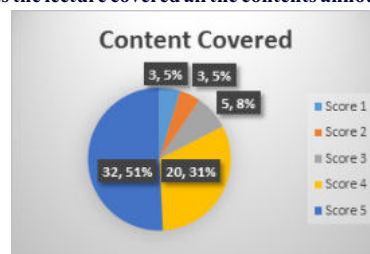


Figure 3 depicts that more than half (51%) participants were satisfied and given score 5 to coverage of content during lecture followed by 31%, 8%, 5% & 5% with score 4, 3, 2, 1 respectively.

Point 2. Have you gain any interest in the topic and to practice later.

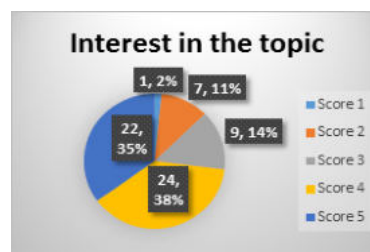


Figure 4 depicts that (38%) participants were given score 4 for the interest in topic followed by 35%, 14%, 11% & 2% with score 5,3,1,2 respectively.

Point 3. Have the lecturer clarified all your doubts and queries.

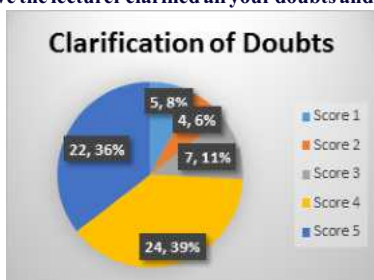


Figure 5. (39%) participants were given score 4 for clarification of doubt followed by 36%, 11%, 08% & 06% with score 5,3,1,2 respectively.

Point 4. Is the information presented, questions asked useful to get clarity?

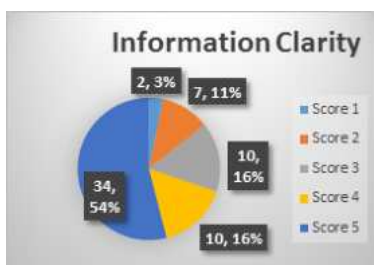


Figure 6 shows that more than half (54%) participants were have clarity for the information shared followed by 16%, 16%, 11% & 3% with score 4,3,2,1 respectively.

Point 5. Are the lecturer organized and planned for the session?



Figure 7 depicts that more than half (52%) participants were satisfied with session planning and organization given score 5 followed by 27%, 17%, 3% & 1% with score 4,3,1,2 respectively.

Point 6. Do you feel confident in what you have learned & to apply it where needed?

Point 7. Is lecturer delivered with great passion & expertise?

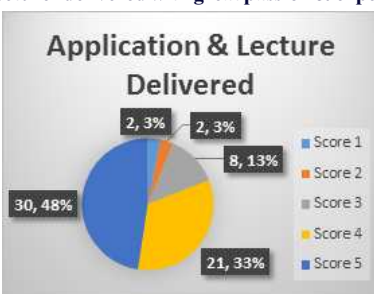


Figure 8 depicts that nearly half (48%) of the participants were satisfied and given score 5 for application and lecture delivery followed by 33%, 13%, 3% & 3% with score 4,3,2,1 respectively.

Point 8. Are you interested in any future knowledge sharing sessions from the team?

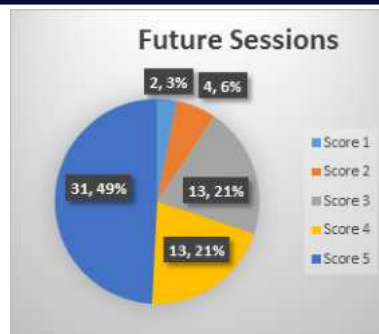


Figure 9 shows that almost half (49%) of the participants want more sessions in the future followed by 21%, 21%, 6% & 3% with score 4,3,2,1 respectively.

Point 9. What is your level of satisfaction with today event?



Figure 10 depicts that (45%) of the participants were satisfied with the session followed by 33%, 14%, 8% & 0% with score 4,3,2,1 respectively.

Point 10. How satisfied were you with the speaker of today's event?

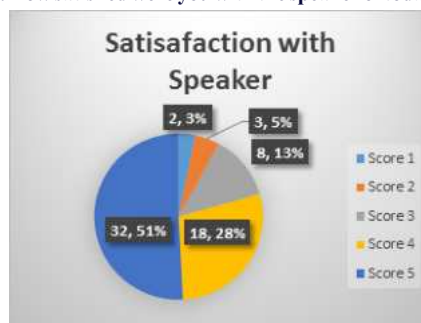


Figure 11 shows that more than half (51%) participants were satisfied with the speaker with score 5 followed by 28%, 13%, 05% & 03% with score 4,3,2,1 respectively.

Point 11. How satisfied were you with the session of lecture?

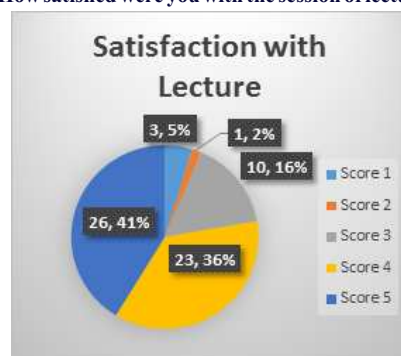


Figure 12 depicts that (41%) of the participants were satisfied with the lecture followed by 36%, 16%, 5% & 2% with score 4,3,1,2 respectively.

Point 12. Given the topic, was this lecture?

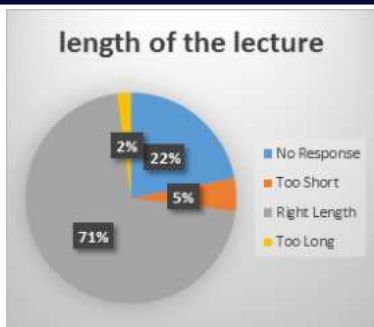


Figure 13 shows that most of the participants (71%) given score 5 for lecture being of right length followed by 22% no response, 05% too short & 02% too long respectively.

Point 13. Please rate the overall program

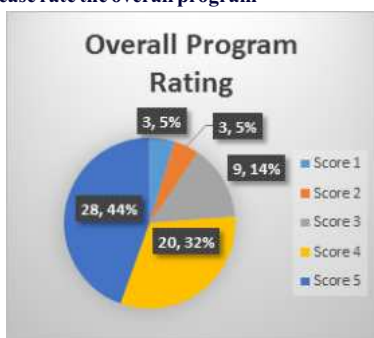


Figure 14 depicts that nearly half (44%) of the participants were given score 5, 32% given score 4, 14% given score 3, 5% given score 2 & 5% given score 1 for overall rating of the program respectively.

Point 14. What is the best part of the program?

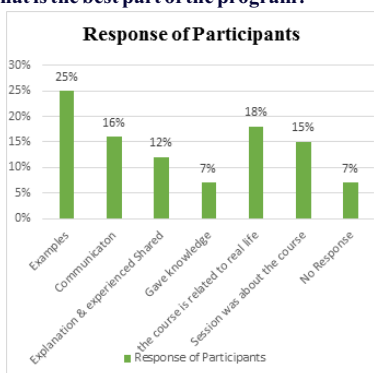


Figure 15 shows response of the participants regarding guest lecture, 25% participants said the examples given by the speaker was good, 18% says the course was related to life, 16% participants like the way of communication, 15% agreed that the session was about their course, 12% says that explanation and experiences shared was good, 7% says that the session gave them knowledge & 7% participants were given no response.

Discussion

Perceptions of learners' in-class activities proposed by the educator is always important. This is considered to be one of the important motivational factors which can impact performance of both learner and educator. In the era of springing teaching methods and approach, the educators have variety of gadgets in them with which they can create an engaging and motivating learning habitat in the room. Although there is limited resources that can confirm of the process and the significance of inviting guest speakers in nursing education. Inviting experts to our teaching rooms have become a universal exercise that put on the educational experience of the learner and exposes them into world of research as a particular discipline. The survey results indicated the importance of guest speaker presentations for having motivating impact on students', they also helped to pinpoint both liked and disliked approaches for directing the sessions in relation with

personal attributes of students.³

The findings suggests that after attending the session by the guest lecturer the students' knowledge and satisfaction has been improved. Similar findings were there with study use of guest speakers in nursing education: an integrative review of multidisciplinary literature by **Ping Zou, Winnie Sun et.al. (2019)** inviting guest speakers in higher education is an intervention that benefits students, educators, and guest speakers by closing knowledge gaps university educators are not able to; sharing meaningful career and personal experiences.⁴

CONCLUSION

Despite the fact that a very little known about the impression of guest lecturers on students' communication proficiency, some researches manifest the significance of guest lecturers as effective learning strategy.⁵ The present study conclude that guest lecture was effective in enhancing the level of knowledge and satisfaction of college students.

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