



A study to assess the effectiveness of “Partners” method on Nursing Care of Children with Gastro Intestinal Disorders among GND students

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ABSTRACT

Background: Partners is one of the important teaching techniques which is very effective in improving the knowledge of the students. This method is categorized under cooperative teaching.

Methods: CTL teaching technique (Partners) was instituted to students on “Nursing care of patients with Gastro Intestinal Disorders” for 127 third year GND students through Quasi experimental one group post test design through convenient sampling method. The quiz was conducted after this method was implemented at one week interval.

Results: The result shows that totally 62 percentage of the students have scored above 70 percentage of the marks hence this method is effective by improving the student's academic scores.

Conclusion: The Partners, a cooperative teaching method is effective in improving the knowledge of the nursing students.

Keywords : Cooperative Teaching and Learning (CTL), Effectiveness, General Nursing Diploma Students (GND) Partners, Quiz.

INTRODUCTION

The teachers are accountable to support the student's autonomy, aid the students to feel comfortable and make them competent and self sufficient during teaching and learning process. Furthermore a comfortable, informal, relaxed and non-judgmental atmosphere facilitates learning and creates a climate conducive to the student's active participation (Anwar, 2008). This concept is applicable to cooperative teaching learning method. Partners are one of the teaching techniques classified under CTL method.

The cooperative teaching method includes student participating in a small group which develops higher-order thinking skills and enhances individual abilities to use knowledge. In addition to that, it develops social and team skills thereby appreciating diversity. Furthermore the teacher is a facilitator/moderator/coach where she directs the students when they teach each other (Susan, 2002).

LITERATURE REVIEW

Cooperative teaching learning refers to a set of instructional methods in which students are encouraged or required to work together on academic tasks (Slavin, 1987). To make the CTL successful, there are five key components required namely, Face to face interaction, Individual accountability, Group processing, Positive interdependence and Interpersonal skills (Johnson and Johnson, 2003).

Since 1800s, the CTL was a teaching tool where research comparing learning approaches has been carried out (Norris, 2007) hence it is not a new concept however very little articles were found in nursing curriculum.

There are many studies reveals that the cooperative learning is applicable for all discipline. Although the studies in nursing are sparse, some studies proved that this method is effective increasing the academic level of knowledge among nursing students (Daodee, 2006, Jean Gumms 2001, Huff 1997, Susan 2002, Goodfellow 1995, Hanson Mary and Dona 2011).

Therefore, the present study attempts to understand the effectiveness of Partners method among nursing student's knowledge on nursing care of children with gastro intestinal

disorders.

AIM

The overall aim of the study is to assess the effectiveness of Partners method on the level of academic performance of the III year General Nursing Diploma Students.

OBJECTIVES

1. To impart the Partners method on “Nursing care of children with Gastro intestinal disorder” among III year General Nursing Diploma students
2. To assess the effectiveness Partners method on the student's level of performance through the quiz.

HYPOTHESIS

“Partners” method will significantly improve the student's level of academic performance.

METHODS AND MATERIALS

THE CONTEXT

The Oman Nursing Institute (ONI), Muscat, at Sultanate of Oman 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. One hundred and Twenty seven (127) III year students of ONI who have taken Child 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 method was implemented to the students on nursing care of children with gastro intestinal disorders and quiz on the same topic was conducted after one week interval. The “Partners” method is explained in detail at Annexure 1.

DATA ANALYSIS

The main thrust of the data analysis was to test the hypothesis. The percentage calculation and frequency distribution was also done. Although pretest was not given but the previous test score were taken just to compare the quiz results

through z- test. The effect of teaching method was assessed by performance of students in the quiz.

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.

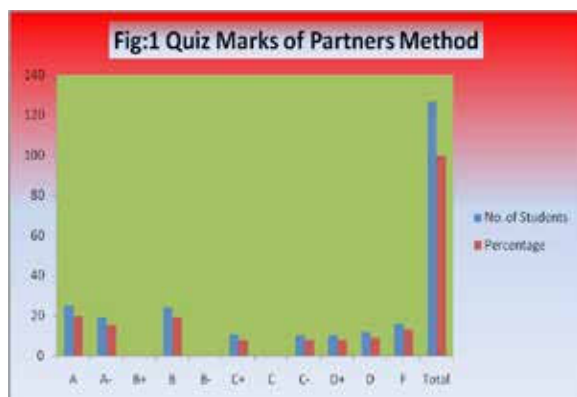
RESULTS

Table .1

Grade	Percentage	No. of Students	Percentage
A	90 - 100	25	20
A-	85 - < 90	19	15
B+	81 - < 85	0	0
B	78 - < 81	24	19
B-	75 - <78	0	0
C+	71- < 75	11	8
C	68- <71	0	0
C-	65- < 68	10	8
D+	60- <65	10	8
D	50-<60	12	9
F	Less than 50	16	13
Total		127	100

QUIZ MARKS OF "PARTNERS" METHOD

The (Table 1) represents the III year student's accomplishment in the quiz on nursing care of children with gastro intestinal disorders. Twenty five students (20 percent) which is the highest number of the table have acquired Grade 'A' which is a significant element. The second highest score in the table is 24 students (19 percent) have got 'B' grade which is also a good indicator. Nearly 62 percent of them have scored above 70 percentage of the marks which is a noteworthy feature. Nearly 8-9 percentage of students have attained C+, C-, D+ and D grades. Another striking attribute of this table is failure rates. There are only 13 percentage of students show the failure rate. Overall the level of performance of III year students was excellent (Fig 1).



The pretest was not done but just for comparison the previous test marks were taken. To compare the present partners score with the previous test scores the z test was done. The mean difference in marks of previous test score and quiz on Partners were significant at ($p < 0.001$) level. Henceforth it can be concluded that the 'Partners' is one of the effective methods.

DISCUSSION:

The findings of this research reveal that the majority of the students (87 percent) have passed and nearly 62 percentage of the students have scored more than 70 percentage of marks which shows that there is an improvement in the student's academic performance.

Cooperative Learning Methods can be used with all ages and

for all subjects (Sapon & Duncan, 2002) However, 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 many studies supporting the present study results. Many nursing and medical studies done at various places proven that the cooperative method is an effective method (Jean Gumms, 2001, Johnson et al., 2000, Huff 1997, Good fellow 1995, Daodee 2006, Hanson 2011, Rani 2007).

LIMITATION

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

RECOMMENDATIONS

This method can also be compared with conventional (Lecture) teaching method. 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 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 authentic result.

Annexure-1

Teaching method

"Modified Partners"

Learning Objectives (As per the course Book)

Upon the completion of this session, the students will be able to:

1. Assess the child with an altered gastro intestinal function.
2. Discuss the gastro intestinal system developmental disorders with their assessment findings and therapeutic management.(Inguinal Hernia and Imperforate Anus)
3. Describe the common gastro intestinal disorders in children with their assessment findings and therapeutic management.(Vomiting, Diarrhea, Food Poisoning, Dysentery, Appendicitis & Umbilical Hernia)
4. Explain the nutritional deficiency disorders with assessment findings and therapeutic findings. (Protein Energy Malnutrition and Iodine Deficiency)
5. Discuss the Nursing process for a child with an altered gastro intestinal function.

PARTNERS (Kagan Spencer,1994):

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.

MODIFIED PARTNERS

Steps:

1. The students were divided in to five groups. These five groups will be further subdivided. In each group partners will be chosen. The topic was chosen in the segments and given to each group.
2. The groups were moved to one side of the room.
3. Half of each team is given an assignment on Nursing care of children with gastro intestinal disorders in segment wise to master the content to teach others in the group (Answering group)
4. The other half were given a responsibility share and teach the information in the same above fashion and they were supposed to prepare questions on each segment. (Questioning group)
5. Partners work /learn and co consults other partners working on the same material.

6. The oral quiz was conducted between the questioning group and answering group. The students should be completing the entire session in 1 hour. The teacher was the facilitator/moderator for the entire session
7. The student leader gave report about their session.
8. After one week the quiz was conducted on the same topic

is an innovative teaching method apart from increasing the knowledge it also improves student's problem solving skills, decision making skills and communication skills. Therefore it can be concluded that CTL engages students in active learning.

CONFLICT OF INTEREST

None

CONCLUSION

A partner is the one of the cooperative teaching methods which improves the nursing students' level of knowledge. CTL

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