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Does Ongoing Feedback Based on Evaluation of Nurse Educator: Improve the Teaching Learning Skills in B.Sc. N Program in Karachi, Sindh, Pakistan?

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Abstract:

Background

Objective: To determine the effectiveness of ongoing feedback based on evaluation of nurse educators by the students in colleges of Nursing affiliated with Liaquat University of Medical and Health Sciences, (LUMHS) Jamshoro.

Purpose: To improve the nursing education through feedback based on evaluation of teaching and enhances the evaluation methodology of teaching in nursing education

Methodology: An experimental research design was used to assess the effectiveness and improvement of ongoing evaluation of nurse educator. Randomized control trail was done. Subjects were assigned to a group randomly. Random assignment accomplished by obtain a list of faculty members from both private and public-sector institutes of nursing, then the random sample of the desired size was draw. 18 Nurse Educators randomly were selected from different institutes for study, out of nineteen 9 were selected randomly for experimental and 9 for control group. Data collected by using pre-structured questionnaire composed of different parts

Analysis:

Data was analyzed on SPSS version 20. Chi square test was used for categorical variable. T- test of significant was used to find the association between independent variables and outcome variable 95% confident interval was calculated.

Results :

Descriptive statistics of the study Mean score with standard deviation achieved by Wilxon w test that is 46.3 \pm 9.5,, of control group and 37.4 \pm 10.12 of experimental group with $p=1.3$ ns. Chi square test was use for quantative analysis.

Conclusion:

Ongoing evaluation can be a positive experience for both the nurse educator and the evaluator's. The challenge for evaluator's is to make the evaluation process a meaningful experience. Based on the study findings, improving nursing student's achievements as well as teaching effectiveness require feed back by student to nurse educator. Educators encourage active learning and involve students in the educational process

Keywords: Ongoing feedback, nurse educator, students, teaching, learning, effectiveness

1. Background

The aim of nursing education is the transmission of nursing knowledge and skills associated with nursing practice. To enhance nursing skills generally nursing education designed on the three domains of learning that are cognitive, affective, and psychomotor (Alice, 2005). Evaluation on ongoing bases is considered as one of the ways to enhance nursing education. Researchers endorsed that over the time the interest in evaluating teaching effectiveness has increased. Furthermore, the acceptance to the need to evaluate teaching has consistently grown. However, definition of effective teaching is still challengeable (Applin et al, 2011). Teaching is an art. It is a complex and demanding activity that requires mastery over content, classroom control, techniques of organization, and command of teaching skills (Arthur et al, 2003). Provision of faculty development related to teaching and assessment strategies is widely perceived to be the essential ingredient. An effort to introduce new curricular approaches modifies the educational environment in academia (Canniford & Young, 2015).

Analyses of the outcomes of efforts to revise health professions curricula have identified the availability and effectiveness of faculty development as a predictor of the success or failure of reform initiatives (Curran et al, 2010). Regarding the Qualities of Effective Teachers, Stronge (2002) synthesizes research to identify specific teacher behaviors that contribute to student achievement, rather than looking at outside factors example demographics, District leadership, and state mandates, Stronge focuses specifically on strategies that could be controls teacher's own preparation, personality, and practices (Stronge, 2002). Still there is need of researchers to identify the specification such as definition of effective teaching skills, beliefs about the teaching and learning process educators and their student's hold, criteria to assess teaching effectiveness (Diefenbeck, 2015). Furthermore, right person to evaluate the various aspects of teaching, and last but not least the important elements of assessment of effective teaching in nursing education (Fitzpatrick, 2004). Evaluation is an effective means of measuring teaching and learning performances improving the teaching process. It can be used to trace both teaching procedures and learning progress through comparing their teaching to the syllabi and any other documents, teachers can evaluate their teaching and adjust their teaching strategies to meet the learners' needs and the requirements of the program (Fluit et al, 2010). The evaluation of teaching facilitates attainment of several important objectives: to improve the quality of teaching, to assist faculty to evaluate their own teaching, to fulfill the criteria of the academic institution, to improve accountability in education, and to identify the content areas for faculty development programs (Emamzadeh, 2014). Evaluation of teaching is important in the teaching-learning process. The review of evaluation data can identify areas of effectiveness, as well as problem areas in teaching. Ongoing feedback evaluation, which occurs during the progression of an action, is a widely used means of judging the progress and achievements of programs (Hasheesh, 2011). Developers and supervisors often use the results of their evaluations to rate programs. Evaluations may help directors decide such matters as ranking teachers, funding the programs, and promoting teachers. In some cases, evaluations include input from colleagues and supervisors, with teachers and learners playing only a passive role in the evaluation process (Houser, 2008). Many novice teachers focused on teaching, rather than on learning. However, in higher education, focus increasingly is on learners and learning, rather than teachers and teaching. The nursing faculty is insufficient in Sindh. So private sector is hiring visiting faculty in their institutions. Most of the Nursing Faculty themselves are also doing BScN in addition to their teaching responsibility. Because of this reason, ongoing feedback evaluation is very important to check effectiveness of teaching and learning strategies (Heshmati-Nabavi, 2010). This study is the first research endeavor into teaching effectiveness evaluation in the faculty of nursing in Sindh. The purpose of this study is to determine the effectiveness of ongoing evaluation of nurse educators at private and public sector by the students in nursing institutions affiliated with Liaquat University of Medical and Health Sciences (LUMHS) Jamshoro, Sindh.

2. Methodology

Eighteen Nurse Educators randomly were selected from different institute of nursing for study out of nineteen 9 were selected randomly for experimental and 9 for control group.

Study Setting and study participants. Ongoing evaluation form filled by students and then feed back was given to nurse educators. The duration of the data collection was four months. Nursing faculties of the colleges were participants and the Study was conducted in both public and private sector. Randomized control trail was done to meet the objectives. Subjects were assigned to a group randomly. Random assignment could be accomplished by obtained a list of faculty members from both private and public-sector institutes of nursing then draw random sample of the desired size. Data was collected by using pre-structured questionnaire composed of different parts. Measurement of exposure (questioner consist on demographic data Age, sex, training, teaching experience, name of institute, professional qualification) and evaluation tool filled by students. Measurement of outcome (teaching check list was used as evaluation tool, to assess the effectiveness of ongoing feedback).

2.1. Ethical Consideration

Study approval was taken from ERC. (Ethical review committee JPMC) Data was obtained anonymous questioner. The questionnaire was translated in to National Language also. Confidentiality was managed at each step of the study and the data was kept in locked cabinet only the Principal Investigator was given access.

2.2. Intervention

- **0 Session:** Met with principals, get institutions permission and taken participant list. Then consent form signed by nurse educators.
- **1st Session:** Evaluation form was filled on visits one by students and provided feed back to participant.
- **2nd Session:** After 15 days, again evaluation was done with feedback.
- **3rd Session:** After 15 days of 2nd session assessed the effectiveness of feedback and compiled the result

2.2.1. Stage 1

An initial ongoing evaluation will be carried out in the first week. For the base line assessment, the researcher was asked to participants about the Demographic data, and explained the process of research, and signed the consent. Teaching evaluation form filled by the eligible candidate and gave feedback to Nurse Educator. The researchers were actively involved in collecting and analyzing data periodically during the research.

2.2.2. Stage 2

A formal evaluation was done to measure the performance of the nurse educator. The learner was observed for their performance. Student responses were recorded by the teacher questions. The roles of learners play in the discussion during lecture. Learner (nurse educator) was received feedback from the students' responses on corrections. After 1 session feedback, researchers were observed again and done evaluation.

2.2.3. Stage 3

Previously data collection was studied to see the goal attainment. Comments and feedback was analyzed and shared with the participant. Final evaluation was done and feedback was given to nurse educators.

3. Results

Data was analyzed using SPSS version 20. Frequency with percentage was calculated for categorical variables i.e gender, academic and professional qualification, type of institution, while mean and standard deviation was used for continuous variable i.e experience, age, education of faculty. The Data was displayed through graph such as pie chart, bar graph for categorical. Chi square test was used for categorical variable. T test was used to find the association between independent variables and outcome variable 95% confidence interval was calculated.

All institutes of nursing those who are offering post RN BScN degree programme was selected in the study, after taking written permission from the head of institutes the list of nurse educators was obtained from the institutes both private and public sector. 21 participants were approached out of which 18 participants responded.

Variables	Control group (n=9)	Experimental group n=9	p-value	Test
Mean age (years)	46.3 \pm 9.5,	37.4 \pm 10.12	p=1.3 ns	Wilcoxon W
Median age (years)	50 years	35 years	p=0.07	t-test
Gender				
Male	4	6	p=0.63	Fisher's Test
Female	5	3		
Marital Status				
Married	6	8	0.57	Fisher's Test
Un-married	3	1		
Nature of Employment				
Full Time	4	8	0.13	Fisher's Test
Part Time	5	1		
Academic Qualification				
Postgraduates (M.A.)	2	2	0.537	Pearson chi-Square
Graduates (B.Sc.)	1	0		
Graduates (B.A.)	0	2		
Intermediate	5	4		
Matric	1	1		
Professional qualification				
BSc N	7	9	0.47	Fisher's Test
MSc. N	2	0		
Institution				
JPMC	1	3	0.122	Pearson chi-Square
ST. James	1	4		
Karachi King	5	1		
Life saving	2	1		
Mean Teaching experience (years)	3.2 \pm 1.2	4.7 \pm 1.9	p= 0.07 ns	Wilcoxon W

Table 1: Descriptive Variables in Control and Experimental Groups

3.1. Demographic Data of the Participants

There were total 18 participants 9 in the control group and 9 in the experimental group. The mean age of control group was 46 years whereas, experimental group was 37 years. Majority of the participant's age were 35 years. Most of the participants were married. 16 participants were having BSc N degree and two of them had completed their MScN. The percentage of participants with full time job was higher than the part time of four institute of nursing that was 66.7 %. Majority of the participant's teaching experiences was between 1 to 5 years.

The analysis of results showed that 55.6% need improvement in starting class on the given time. After second intervention the percentage decreases to 40%. 44.4% participants' paced topic effectively. After second intervention the percentage increases to 61.1%. 61.1% needs improvement in demonstrating the topic in sequenced logical manner. After second intervention the percentage decreases to 40%. 44.4% needs improvement in summarizing topic. After second intervention the percentage remains same. 55.6% needs improvement in presenting content clearly. After second intervention the 55.6% present content effectively. 50% were using good examples in class to clarify topics. After second intervention the percentage increases to 60%. 61.1% educators give varied explanations to respond to student's questions to clarify the points. 44.4% participants emphasized the important points. After second intervention the percentage increases to 70%. 50% needs improvement in using visual aids. After second intervention the percentage decreases to 38%. 44.4 % educators had appropriate voice volume and inflection. After second intervention the percentage increases to 66%. 61.1% educators' shows enthusiasm while discussions. After second intervention the percentage increases to 66%. 72.2% effectively response to student behavior. After second intervention the percentage decreases to 80%. 83.3% encourage students to raise questions. After second intervention the percentage increases to 90%. 77.8% asked questions to understand the level of students. After second intervention the percentage remains same. 50% provides enough opportunities for students to interact together to discover things. After second intervention the percentage increases to 60%. 61.1% shows the course content relevancy effectively. After second intervention the percentage increases to 70%. 55.6% had command on their subject. After second intervention the percentage increases to 60%. 72.2% showed respect to the student's question. After second intervention the percentage increases to 80%.

4. Discussion

To the best of our knowledge this study is the first attempt in Pakistan looking effectiveness of feed back to nurse educator by post RN BSc N Degree students. Teaching Effectiveness: Defining the Construct, why is measuring *teaching effectiveness* so important? Because the evidence produced is used for major decisions about our future in academe. There are two types of decisions: formative, which uses the evidence to improve and shape the quality of teaching, and summative, which uses the evidence to "sum up" our overall performance or status to decide about our annual merit pay, promotion, and tenure. The former involves decisions to improve teaching; the latter consists of personnel decisions. As faculty, we make formative decisions to plan and revise our teaching semester after semester. Summative decisions are final and they are rendered by administrators or colleagues at different points in time to determine whether we have a future. These decisions have an impact on the quality of our professional life. The various sources of evidence for teaching effectiveness may be employed for either formative or summative decisions or both (Ronald & Berk, 2005).

The study is investigating the relationships of central teaching characteristics to student learning. These characteristics include classroom climate, class organization, instructional practice, class interaction, mastery of content of the teacher, attitude of the teacher, emotional support for the students, and teacher's knowledge. For the study, the researchers worked with the post RN BScN students and nurse educators for the period of four month. Three times interventions were done to collect the evidence on a number of measures of teaching effectiveness. The Measures of Effective Teaching (MET) project seeks to develop an array of measures that will be viewed by teachers, unions, administrators and policymakers as reliable and credible indicators of effective teaching. By determining exactly what measures predict the biggest student achievement gains, the MET project will give teachers the feedback (including exemplary practices) they need to improve. In addition, a greater understanding about which teaching practices, skills and knowledge positively impact student learning will allow the institute to develop teacher evaluation systems that will help strengthen all aspects of teaching from recruitment through retention (Kashaninia, 2013).

Effective teaching requires nursing educators shift from a teacher centered to student - centered approach, which can foster independence in learning, creative problem- solving skills, a commitment to life- long learning and critical thinking. Nurse educator are often design to serve two purpose one is to measure the teacher competence and another is to foster professional development and growth. Evaluator should consider a variety of teaching skills. If the evaluators use several sources of information about a teacher's performance they can make a more accurate evaluation .class observation is one of the common activity. This is for by the most common form of data collection for evaluation. The goal of class observation is to obtain a representative sample of a teacher's performance in the class room. Evaluators can not accomplish this goal with a sample of only a few hours of observation or with an observation of only one class. Observation can be formal and planned or informal and unannounced. Both forms of evaluation can provide valuable information (Salsali, 2005). A post observation can give teachers feed back on their strengths and weaknesses. Evaluator must remember to deliver the feed back in a constitutive way and suggest changes that make sense to the teacher. It is important to maintain praise and criticism and give enough feed back to be useful but not so much that the teachers are overwhelmed (Kong, 2014). Educators and students reported that most

of the criteria for evaluating the inputs, the process, and the outputs of teaching were of "great" or "very great" importance. Also, they shared the same perceptions regarding the importance of the four categories of criteria used in the current study that were ranked in the following order: inputs into the teaching/learning process, instructor teaching behavior: student engagement, instructor teaching strategies, and instructor helping behavior. These findings are supported by the available literature. Researchers endorsed that teacher behaviors such as knowledge of subject-matter and instructor commitment (inputs to the teaching/learning process), the ability to inspire interest, instructor communication skills, and instructor use of organized material (student engagement variables), instructor flexibility and instructor ability to provide clear explanations (instructor teaching strategies), along with instructor enthusiasm, teacher-student relationship, and instructor ability to give students criticism in an appropriate manner (instructor helping behaviors) are all related to effective teaching (LoBiondo-Wood, 2013).

Important elements for evaluating teaching effectiveness were consistent with several studies reviewed in the literature which showed that instructor personality, instructor experience, and the psychological environment were important variables in teaching effectiveness as perceived by educators and by students (Mansoureh, 2015). In contrast with the literature, students' and educators' Perceptions in this study showed that teacher academic rank was viewed as an important variable for evaluating teaching effectiveness.

5. Conclusion and Recommendations

Ongoing evaluation can be a positive experience for both the nurse educator and the evaluator's. The challenge for evaluator's is to make the evaluation process a meaningful experience. Based on the study findings, improving nursing student's achievements as well as teaching effectiveness require feed back by student to nurse educator. Educators encourage active learning and involve students in the educational process. As for effective teaching, students must read, write, and discuss the material they are learning. They must also participate in high order thinking exercises, such as analysis, synthesis, and evaluation. Nurse educators are responsible for creating good environment in classroom settings that facilitates student learning and the achievement of desired cognitive, affective, and psychomotor outcomes. To facilitate learning effectively, the nurse educator implements a variety of teaching strategies appropriate to learner needs, desired learner outcomes, content, and context. Nurse educators must recognize multicultural, gender, and experiential influences on teaching and learning. Nurse educators practice skilled oral, written, and electronic communication that reflects an awareness of self and others, along with an ability to convey ideas in a variety of contexts shows enthusiasm for teaching, learning, and nursing that inspires and motivates students and demonstrates interest in and respect for learners uses personal attributes (e.g., caring, confidence, patience, integrity and flexibility). Nurse educator serves as a role model of professional nursing. Nurse educator should assist learners to develop the ability to engage in thoughtful and constructive self and peer-evaluation (Mansoureh, 2015).

For the Continuous Quality Improvement (CQI) the Nurse educators recognize that their role is multidimensional and that an ongoing commitment to develop and maintain competence in use knowledge of legal and ethical issues relevant to higher education and nursing education as a basis for influencing, designing, and implementing policies and procedures related to students, faculty, and the educational environment The need for greater accountability and improvement in the quality of teaching has become a major issue in higher education in recent years (Owen, 1992; Mansoureh, 2015). In response to this need, both governments and universities have attempted to institute policies and practices designed to measure, encourage and reward 'good teaching' (Patricia, 2002). The researchers of the present study recommend further researches to be conducted at nursing colleges.

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Appendix

Questionnaire for Post RN B.Sc. N Students

ID _____
 INSTITUTE NAME _____
 PART TIME / FULLTIME _____
 COURSE _____
 INVESTIGATOR _____
 DATE _____

Consider each teaching element below and evaluate the teaching skills of the instructor by placing a check mark under the term best describing your evaluation of the instructor's actions. Give comments on individual points where you feel you have observed enough to make them.

Class Organization The instructor:	1 Needs Improvement	2 Effective	3 Highly Effective
1. Started class on time.			
2. Introduced lesson (overview or focusing activity)			
3. Paced topics appropriately.			
4. Sequenced topics logically.			
5. Summarized or reviewed major lesson points.			
6. Ended class on time.			
Presentation The instructor	Needs improvement	Effective	Highly effective
7. Presented or explained content clearly.			
8. Used good examples to clarify points.			
9. Varied explanations to respond to student questions or needs for clarification.			
10. Emphasized important points.			
11. Used graphics or visual aids or other enhancements to support presentation.			
12. Used appropriate voice volume and inflection			
13. Presented information or led discussions with enthusiasm and interest.			
14. Responded appropriately to student behaviors indicating boredom or confusion.			
Class interactions The instructor	Need improvement	Effective	Highly effective
15. Encouraged student questions.			
16. Asked questions to monitor student understanding.			
17. Waited sufficient time for students to answer questions			
18. Provided opportunities for students to interact together to discover/discuss or practice content points.			
Mastery of Content The instructor:	Need improvement	Effective	Highly effective
19. Presented content at an appropriate level for the students.			
20. Presented material relevant to the purpose of the course.			
21. Demonstrated command of the subject matter.			
Instructor Attitudes The instructor	Need improvement	Effective	Highly effective
22. Showed enthusiasm for the content			