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Performance of Students toward small group teaching in University College of Sabya

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ABSTRACT

Background: Small group training may be incredibly useful for both learners and facilitators. Successful small groups, on the other hand, encourage active and deliberate participation and enhance student learning.

Main Body: The goal of this study was to see how students react to small-group teaching.

Patients and methods: A descriptive faculty-based study was done at Jazan University College of Sabya including 335 students from three departments participating in an online questionnaire about their knowledge, abilities, and attitudes toward small group teaching. **Results:** Most of the students had a high level of knowledge and abilities, as well as a good attitude toward small group instruction (67.75%).

Conclusion: These results highlight the importance of taking into account students' success in small group education.

Recommendations: recommend giving more attention to education through small group discussion

K**eywords:** student performance, knowledge, attitude, small group, teaching.

INTRODUCTION

Small group teaching is a popular, creative, and successful educational learning technique that strives to promote students' knowledge application, higher-order thinking, and self-directed learning abilities.[1] Small-group learning encourages active learning, retention, pleasure, and the development of problem-solving and collaboration abilities. However, little is known about students' opinions of various small group teaching styles, as well as their preferences.[2] Active facilitation and group management are critical to the success of SGTs and, as a consequence, to enhanced learning outcomes. When the facilitation talents of the clinical instructors develop, teaching becomes more effective, engaging, and the joyful for both the tutors and students.[3] SGT encourages students to share and debate their ideas in a secure learning environment free of tutor control.[4] Group discussions, feedback, role-playing, and web-based training are all possibilities. Increasing class numbers, changing learning preferences, and budgetary and logistical constraints have an impact on the design and delivery of communication skills in undergraduate veterinary education.[5-7]

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In order for Small Group Active Learning (SMAL) to be successful, students must actively engage in learning activities that help them increase their knowledge. Teachers may find it difficult to engage their pupils in this process. We employed the ideas of epistemic beliefs and learning techniques to determine the differences in medical students' enthusiasm for small group instruction to encourage participation [8]. Student happiness is an important aspect in the quality of healthcare education, and the results of this research might be useful in future curriculum development. According to the research given here, a curriculum is developed on a hybrid PBL modelled by professionals [9]. Healthcare students typically have a favorable attitude toward small-group, active learning approaches. The facilitator position, tutorial format, individual student considerations, case authenticity, improved feedback, and group cohesion are all important aspects impacting this degree of pleasure. Small-group instruction is a widely used educational strategy in several universities. Small group teaching is emphasized at Harvard University, Oxford and Cambridge, German universities, and the Chinese University of Hong Kong, which asserts that faculties and departments tend to prioritize specialized teaching and lectures [10]. The purpose of the new colleges should be to provide general education.

Small group instruction can help students achieve a number of critical higher education goals [9]. It teaches students to organize their thoughts by comparing ideas and interpretations and to give structure to their grasp of a subject by giving expression to it [11]. As a result, it is critical as a learning medium. In committees and in more general interactions with clients and colleagues, professionals are increasingly required to display oral skills. Cooperation and teamwork have become commonplace in most workplaces.

The aim of this study was to see how students' performance, knowledge, attitude, and abilities in small group teaching.

METHODOLOGY

Research design

The current study was conducted using a descriptive research methodology and 335 students from Saby Jazan University in Saudi Arabia were enrolled.

Study Setting

The study was conducted at Sabya University College, which is a major center of Jazan University. Sabya University College has three departments, of which the researcher sampled from the nursing department, computer science, and accounting.

Participants

A convenience sample technique was used to choose 335 students from three departments for this research. An online survey was administered to 199 (60%) nursing students, 73 (22%) computer science students, and 60 (18%) accounting students to assess their knowledge, abilities, and attitudes towards small group teaching.

Instrument

The researcher collected data on knowledge, abilities, and attitudes about small group teaching using structured online questionnaires. It was divided into four sections:

Part 1: demographics of the students such as age, specialty, and academic level.

Part 2: Twenty statements were prepared on the students' knowledge.

Part (3): Concerning the students' abilities, five statements were compiled.

Part (4): Five statements were compiled on the students' attitudes regarding them.

five (5) points For scoring, a Likert scale was used: Strongly Agree 5, Agree 4, Neutral 3, Disagree 2, and Strongly Disagree 1.The researcher used several statistical treatments as following treatments: Means : to extract

%ages and estimates The %age equation: to extract the %age of a single item, the equation is as follows: (means - 1) 2 x 100 Judgment and evaluation criteria for issuing judgment and estimating %ages, and it is as follows: 0%-%20 estimate V. low ,%20-%40 low. %40-60% medium ,60% -80% high and 80% - %100 V. high.

Data collection technique

This study was approved by Jazan University's Research Ethics Committee and the Deanship of Scientific Research. Students' responses to an online structured questionnaire regarding their knowledge, abilities, and attitudes toward small group training were gathered. The researcher's writing clearly establishes the study's advantages, and there is no damage to the volunteers. The aims of the research were specified on the informed consent form. It also described their freedom to refuse or withdraw from participation, as well as their anonymity. The researcher's contact information was given in the informed consent form so that participants may contact her if they had any issues. Every piece of information on the participants.

Data Management and Analysis

Cronbach's alpha values for the three questionnaire axes (knowledge, skills, and attitude), as well as the entire questionnaire, are (.956), (.960), (.942), and (.911), respectively, which are high and thus acceptable values, indicating the questionnaire's stability and thus its validity for use in the current study. To be sure, the researcher used two split-half methods to calculate the stability value of the questionnaire: Spearman-Brown and Guttman's methods, which yielded the following results: knowledge (.901-.896), skills (.876-.871), attitude (.928-.881), and the questionnaire as a whole (.906-.873), respectively. We see that all of these numbers are high and so acceptable, showing that the two scales are comparable.

RESULTS

We can see from the data in Table 1 that all items on the (knowledge) axis were within the range of high estimation ratios, meaning that they were limited between (61 % - 80 %), with the exception of items (13, 14), which were in the range of medium estimation ratios, with %ages of (50 % and 45.5 %, respectively). We

Table 1: Showing the %ages and estimates for the knowledge items for small groups (N335) teaching

NO	*items*	*Rank*	*Mean*	*Std. Deviation*	*%*	*Estimates*
1	Allowing students to engage with group	(8)	3.83	1.25	%70.75	high
2	Providing students active involvement	(5)	3.92	1.21	%73	high
3	develop student academic	(6)	3.90	1.27	%72.5	high
4	Helping students to share ideas	(1)	3.99	1.24	%74.75	high
5	Providing for students to receive more immediate feedback	(4)	3.95	1.24	%73.75	high
6	Encourage students independent learning	(9)	3.80	1.31	%70	high
7	Providing more opportunities for peer learning	(8)	3.81	1.26	%70.25	high
8	sharing responsibility	(7)	3.88	1.28	%72	high
9	develop critical thinking and problem solving	(2)	3.97	1.23	%74.25	high
10	develop skills in communication (listening, responding, interacting) and interpersonal relations	(3)	3.96	1.22	%74	high

NO	*items*	*Rank*	*Mean*	*Std. Deviation*	*%*	*Estimates*
11	5 to 8 students	(14)	3.66	1.39	%66.5	high
12	9 to 15 students	(16)	3.49	1.43	%62.25	high
13	16 to 30 students	(17)	3.00	1.54	%50	medium
14	above 30 students	(18)	2.82	1.61	%45.5	medium
15	problem based learning	(11)	3.77	1.24	%69.25	high
16	Role plays	(14)	3.66	1.31	%66.5	high
17	Case based teaching	(10)	3.79	1.24	%69.75	high
18	Student seminar presentations	(15)	3.58	1.28	%64.5	high
19	Simulations	(13)	3.67	1.27	%66.75	high
20	Films and videotapes	(11)	3.77	1.28	%69.25	high
21	bed side clinical teaching	(12)	3.73	1.34	%68.25	high
		The total of knowledge	3.71	1.30	%67.75	

Table 2: Showing the Percentages and estimates for the skills items for teaching small groups

NO	items	rank	Mean	Std. Deviation	%	Estimates
22	Team work and actively involved in process of learning	(5)	4.02	1.13	%75.5	high
23	Communication skills	(4)	4.03	1.16	%75.75	high
24	Share responsibility for the success of the group	(1)	4.08	1.10	%77	high
25	Accomplish the task	(2)	4.07	1.08	%76.75	high
26	Provide feedback	(3)	4.04	1.10	%76	high
		The total of practice	4.04	1.11	%76	high

should also mention that the lowest% of age came from item No. (14), with a% of age of 45.5 %, and the highest proportion came from item No. (4), with a% of age of 45.5 % (73.75%). Because the majority of the axis items in the range have high %ages, the overall estimate for the total score of the axis in the range (67.75 %) is high, with an arithmetic mean of (3.71). As a result, students have a high level of expertise regarding small group teaching.

We can see from Table 2 that all items on the (skills) axis arrived in a range of high estimation ratios, meaning that they were limited between (61 % - 80 %), and that the lowest %age came for item No. (22) The greatest percentage (75.5%) was for item (24), which had the highest %age (75.5%). (77 %). Because most of the axis items in the range have large %ages, the overall estimate for the total score of the axis in the range is high (76%) with arithmetic mean (4.04). As a result, the degree of student ability to teach small groups is high.

The data in Table 3 which included the %ages and estimation for the items of the (student's attitude) axis, we note that all items came in a range of high estimation ratios, meaning that they were limited between (61% - 80%), and we note that the lowest %age came for item No. (30) The %age reached (60.25%), while the highest %age was for item (28), where it reached (62.2%). Since the %ages of

Table 3: Showing the %ages and estimates for the student's attitude items for teaching small groups

NO	*items*	*rank*	*Mean*	*Std. Deviation*	*%*	*Estimates*
27	tutors talk too much during student discussion time	(2)	3.48	1.42	%62	high
28	Low level of participation from some students	(1)	3.50	1.33	%62.2	high
29	Poor facility for teaching small group	(3)	3.45	1.32	%61.25	high
30	Poor feedback from students	(5)	3.41	1.33	%60.25	high
31	Small group teaching needs more time to complete the course plan.	(4)	3.44	1.40	%61	high
The total of			3.45	1.36	%61.25	high

Table 4: Shows the %ages and estimates for the Performance axes of students toward small group teaching

NO	items	rank	Mean	Std. Deviation	%	*Estimates*
1	Knowledge	(2)(2)	3.71	1.30	%67.75	high
2	Practice	(1)	4.04	1.11	%76	high
3	Attitudes	(3)	3.45	1.36	%61.25	high
Total			3.70	1.25	%67.5	high

Table 5: Spearman Test Result relationship between the performance students in teaching small groups and their grade level

Variable					
Dependent Variable	*independent variable*	*N*	*Spearman's correlation*	*Sig. (2-tailed)*	*Inference*
Knowledge	Grade level	355	.251**	.000	Sig. positive relationship
Practice			.207**	.000	Sig. positive relationship
Attitudes			.146**	.007	Sig. positive relationship
Total			.253**	.000	Sig. positive relationship
**Correlation is significant at the 0.01 level (2-tailed). * The correlation is significant at the 0.05 level (2-tailed)					

most of the axis items in the range are high, the overall estimate for the total score of the axis in the range is high by (61.25%), with arithmetic mean (3.45). So, the result: The degree of student's attitude toward the small group teaching is high.

In the table 4, which included the %ages and estimation for the total Performance axis, we note that all items came in a range of high estimation ratios, meaning that they were limited between (61% - 80%), and we note that the lowest %age came for (Attitudes). The %age reached (61.25%), while the highest %age was for (Practice), where it reached (76%). The total estimate of the performance is high by (67.5%), with arithmetic mean (3.70).

In Table (5), we notice that all Spearman correlation values are statistically significant at the level of significance 01. Looking again at the signs of the correlation coefficients, we notice that they are all positive, which means that the rustle is :(There is a positive, statistically significant relationship between the performance of Sabya University College students in teaching small groups and their grade level.

DISCUSSION

The purpose of this study was to investigate the performance of students in small group teaching at University Saby College in order to determine knowledge, skills, and student attitudes. Participants who have a strong understanding of the benefits of small group instruction Several studies have demonstrated the benefits of small group education, including allowing students to interact with the group, providing students with active participation, developing student academics, and assisting students in sharing ideas. Making it possible for students to obtain more quick feedback, Encouraging students' self-directed learning, Increasing possibilities for peer learning, sharing responsibility, developing critical thinking and problem solving abilities, and developing communication (listening, responding, engaging) and interpersonal relations skills [12].

A small group size offers opportunities for interactive demonstrations and student participation, The participants highly about %66>5 mentioned their group size 5 to 8 students; furthermore, students were asked which teaching methods elicited the best quality of small group teaching shifted from traditional didactic lectures to this new teaching method strategies as the respondents could tick all teaching methods problem-based learning, role plays, case-based teaching, Student seminar presentations, Simulations , Films and videotapes and bedside clinical teaching students in university college Saber were satisfied about small group teaching and they enjoy the all method of small group teaching generate high quality. The finding of this study is similar to the finding of the study [13]. Even though the participants were particularly concerned their skills toward small group teaching as team work and actively involved in process of learning, Communication skills, Share responsibility for the success of the group, accomplish the task and provide feedback [14].

Among the problems which were faced participants by the experience of small group teaching, Students in particular emphasized that tutor talk too much during student discussion time %62 highly believing tutor-led discussion , Low level of participation from some students, Poor facility for teaching small group It has been reported that the main disadvantages of small Poor feedback from students , Small group teaching need more time to finished course [15].

CONCLUSION

These findings highlight the performance of students towards small group teaching that should be considered to counteract students' be evidence for the potential of this orientation in the search for continuity of new students' center learning approach.

Ethical clearance

Taken from Standing Committee for Scientific Research - Jazan University (HAPO-10-Z-001)

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