

Perception of Combined Method of Teaching on Learning among Student Nurses in Ebonyi State Nigeria: Lecture and Facilitation Methods

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Abstract

Introduction: Exploration of innovative teaching and learning methods to ascertain the modest means of imparting knowledge with the aim of producing ambidextrous students is ongoing; this study aims to determine the perception of the combined method of teaching on learning among student nurses in Ebonyi State, Nigeria: lecture and facilitation methods.

Method: Mixed design (survey and quasi-experimental research designs) was adopted. A purposive sampling technique was employed to collect data from 242 student nurses in Ebonyi State. A researchers-developed questionnaire was used for data collection while collated data were analysed and presented in percentages, means, standard deviations, and t-tests.

Result: The pre-intervention test was below average (25.5%), and the respondents perceive the combined lecture-facilitation method as not very effective in their learning; however, the post-intervention test results were 93.5% and 89.9% from each school, the result was statistically significant (P-value 0.000) which shows that the combined-facilitation technique is a very effective teaching method.

Conclusion: Despite the wide difference in the post test, which evidenced the effectiveness of the combined method, the student saw the method as not very effective, hence the need to emphasis and implement the use of the combined lecture-facilitation method to change their perception towards the teaching approach.

key Words: Perception, Teaching, Learning, Student nurses, Combined method

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Introduction and Background of the Study

Education is constantly evolving, and imparting worthwhile education may require the understanding of the relationship between teaching and learning vis-à-vis the individuals involved and the teaching environment. Teaching to meet all student needs is difficult because of their disposition and background^[1]; hence, increase interest in exploring various teaching methodologies to enhance learning outcomes. Medical Surgical Nursing is a core course in the nursing education curriculum, imparting relevant knowledge would improve quality of nursing care and help enhance nursing profession. It is evident among institutions of learning that there is gradual migration from military approaches and lecture-based to facilitation-based teaching approaches^[2].

The effectiveness of traditional lecture methods has been questioned over time^[3], especially in terms of fostering deep learning and critical thinking. Studies had shown that lecture methods are often criticised for their one-way nature^[4], where students passively receive information^[5]. However, they remain a staple in many educational settings due to their efficiency in delivering a large volume of content in a short period^[6].

On the other hand, facilitative teaching focuses on encouraging active participation, collaboration, and inquiry-based learning. This method has been shown to increase student motivation, engagement, and understanding^[7]. It emphasises a learner-centred environment where students take responsibility for their learning through discussions, problem-solving, and real-world applications^[8].

Recent studies indicated that blended or combined teaching methods (a mix of traditional lectures and facilitative approaches) may offer the best of both worlds. For instance, it was revealed that students in a blended learning environment performed better in assessments and demonstrated higher levels of critical thinking^[9].^[10] posited that combined method enables teachers to tailor their styles of teaching to student needs and appropriate subject matter. Teaching approaches can be differentiated instruction and a balanced blended style of teaching can meet all students need in a given classroom^[11] and not just

the few who respond well to one particular style of teaching.

Lecture method involves direct teaching, where the teacher imparts knowledge in a structured way, usually with little interaction. In contrast, a Facilitation approach involves the teacher acting more as a guide or facilitator, helping students to actively engage in their own learning^[12]. There may be no best approach to the imparting of knowledge however, both teaching and facilitation are effective instructional techniques, but each is appropriate for particular educational objectives and scenarios. Educators who are able to apply both methods strategically and effectively can realize greater success in delivering information and empowering students^{[11][13]}. This study therefore explores the integration of Lecture and Facilitative methods to improve student learning, understanding, and critical thinking skills. The primary aim is to determine Ebonyi state student nurses perception on the use of combine methods of teaching on learning.

Research questions

1. What is the pre-intervention performance of the students in schools of nursing Ebonyi State Nigeria?
2. What are the perceptions of students in schools of Nursing Ebonyi State with regard to effectiveness of lecture-facilitation teaching technique on their learning?
3. What is the effectiveness of the combination of lecture and facilitation methods of teaching on learning among students in school of Nursing, Ebonyi State?

Hypothesis

H₁. There is no Significant difference between pre and post intervention test results of the students in schools of nursing Ebonyi State Nigeria.

Material and Methods

Study Design: Mixed design (survey and quasi-experimental research designs) was adopted to meet the researcher objectives of study.

Setting/subjects: The population of the study were student nurses from the School of Nursing, Federal Teaching Hospital Abakaliki, and the School of Nursing, Mater Misericordiae Hospital Afikpo,

Ebonyi State; these schools were fully accredited by the Nursing and Midwifery Council of Nigeria at the time of this study. Purposive sampling technique was used in this study because of the homogenous nature of the courses taken by the students at that level. The total number of student (244) from both school was adopted for this study because of the small population size.

Table 1: Population distribution of the student

Year of Study	SON, FETHA	SON, Mater Hospital Afikpo	Total
Second year	48	66	114
Third year	60	70	130
TOTAL	108	136	244

Source of data: Class registers of students in each year and school

Inclusion Criteria: Only 200 and 300-level students of the selected schools of nursing, willing to participate and available at the time of the study.

Ethical Consideration: Before the collection of data from the participant. Permission was sought from Research and Ethical Committee of Federal Teaching Hospital Abakaliki (FETHA) and the administrator Mater Misericordiae Hospital, Afikpo. The sought and collected approval, dated 13th December 2019 with reference number FETHA/REC/VOL.2/2019/304 was presented to the head of department of nursing sciences in both schools independently.

Oral and written informed consent was obtained from participants after elucidating the purpose of this study. The right to refused participation, pledge of confidentiality and anonymity was also make known to the participant before data collection

Data Collection Instrument: Researchers-developed questionnaire titled Student's Opinion of Teaching Survey Questionnaire (SOTS-Q) was used to collect data for the study. The questionnaire had two sections. A 3-item section A for demographic characteristics of the respondents and a 10-item likert-like section B to elicit respondents opinions on their learning experiences regarding the effectiveness of combined teaching methods measured on a four-point scale of Strongly Agree 4 points, Agree 3 points, Disagree 2 points, Strongly Disagree 1 point.

Students' test results scores before and after exposure to teaching method formed the second part of the instrument for data collection. Face and content validity of the tool were determined by subject experts based on the objective of the study. Reliability of the instrument was determined by administering the instrument to 26 students of similar school of nursing, which gave a Cronbach alpha of 0.881.

Method of Data Collection: Baseline knowledge of the student participants was assessed through the administration of pre-tests on trauma and infection of the nervous system in medical-surgical nursing with the assistance of the lecturers in each school. The teachers in the two schools were requested to be engaged to teach the students on head injury (trauma), meningitis, and encephalitis (infection of the nervous system) using the combined lecture-facilitation method. This was because medical-surgical nursing is taught in second and third years. The topic was taught using the same method of teaching for the two Schools of Nursing. After the pre-test, student were given an assignment on head injury, meningitis and encephalitis same day, two days after, a two hour lecture on head injury was given followed by another two hours lecture on meningitis and encephalitis the next day: Then, a post-intervention test was administered a day after the two-day lecture. Altogether, five working days were utilised. This process was done simultaneously in both schools. Participants scores in the test were graded in percentages.

Method of Data Analysis: Collated data was entered in Statistical Package for Social Sciences (SPSS) Windows version 22 for analysis. The demographic data was analysed using frequencies while research questions were represented in percentages, means, and standard deviations. The means was determined using a score of 2.5 as decision criteria. The hypothesis was tested with a t-test at a 0.05 level of significance.

Result

Research Question 1. What is the pre-intervention test status/performance of the students in schools of nursing Ebonyi State Nigeria.

Table 2: Pre-intervention mean test Results of the Students in Schools of Nursing Ebonyi State.

Name of School	SON FETHA	SON Mater Hospital	Total (N)	Average score (%)
Number of Participants	108	134	242	
Scores of the Students (%)	21.6	29.4	51	25.5

Table 2 shows that the pre-intervention test scores of the participants before exposure to any of the teaching methods were 21.6% and 29.4% for SON FETHA and SON Mater Hospital, respectively. The overall percentage pre-test result was 25.5%. These results imply that the students' pre-test status/performance before the introduction of any of the

teaching methods was below average (less than 50%).

Research Question 2: What is the perception of students in schools of Nursing, Ebonyi State with regard to effectiveness of lecture-facilitation teaching technique in their learning.

Table 3: Perceptions of Respondents on Effectiveness of Combined Lecture-Facilitation Teaching technique

Question items	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	SD
Mental Activity: when combined lecture-facilitation is used to teach me:						
1. My critical thinking ability was stimulated	124(51.2)	108(44.6)	10(4.1)	0(0)	1.5289	0.57722
2. I am able to synthesize and organise ideas	94(38.8)	138(57.0)	8(3.3)	2(0.8)	1.6612	0.58407
Average mean score					1.59505	0.58065
Course Organisation and Planning: when combined lecture-facilitation method is used to teach me:						
3. Contents are presented in an organised way	111(45.9)	118(48.8)	12(5.0)	1(0.4)	1.5992	0.60468
4. The class time is well utilised	95(39.3)	126(52.1)	17(7.0)	4(1.7)	1.7107	0.66866
Average mean score					1.65495	0.63667
Communication: when combined lecture and facilitation is used to teach me:						
5. it was easy for me to ask questions during the class	109(45.0)	106(43.8)	26(10.7)	1(0.4)	1.6653	0.68137
6. my attentiveness during the class increased	118(48.8)	106(43.8)	13(5.5)	5(2.1)	1.6074	0.68689
Average mean score					1.63635	0.68412

Continue.....

Teacher/Student Interaction: when combined lecture-facilitation is used to teach me	107(44.2)	115(47.5)	17(7.0)	3(1.2)	1.6529	0.66583
7. My attentiveness is stimulated throughout the period of teaching	97(40.1)	125(51.7)	15(6.2)	5(2.1)	1.7025	0.67737
8. I learn more through my participation in the learning activities					1.6777	0.6716
Average mean score						
Course Outcomes: when combined lecture and facilitation is used to teach me;						
9. The quality of Instruction as it contributed to my learning is high	100(41.3)	127(52.5)	13(5.4)	2(0.8)	1.6570	0.61964
10. This method (combined Lecture-facilitation) is the most preferred teaching technique by me.	101(41.7)	113(46.7)	23(9.5)	5(2.1)	1.7190	0.71988
Average mean score					1.688	0.66976
OVERALL MEAN					1.65041	0.64856

Table 3 shows the perceptions of the respondents concerning the effectiveness of the combined lecture-facilitation teaching method. The table indicates that the average mean scores for each sub-section are as follows: Mental Activity: 1.59505; Course Organisation and Planning: 1.65495; Teacher/student Interaction: 1.63635; Teacher/student Interaction: 1.6777; Course Outcomes: 1.688, while the overall mean is 1.65041.

The results indicated that respondents perceive the combined lecture-facilitation method as not very effective in their learning.

Research Question 3: What is the effectiveness of the combination of lecture and facilitation methods of teaching on learning among students in school of Nursing, Ebonyi State.

**Table 4 Post Combined Lecture-Facilitation Teaching Method test
Performance of students in Schools of Nursing, Ebonyi State.**

Name of School	SON FETHA	SON Mater Hospital	Total (N)	Average score (%)
Number of Participants	108	134	242	
Scores of the Students (%)	93.5	89.9	183.4	91.7

Table 4 shows that the average values of post-tests for School of Nursing FETHA and SON Mater Hospital are 93.5% and 89.9% respectively. These results demonstrate that combined-facilitation technique is a very effective teaching method.

Hypothesis: There is no Significant difference between pre and post intervention test results of the students in schools of nursing Ebonyi State Nigeria..

Table 5: t-test of Comparison between the pre and post intervention test results of the students in schools of nursing in Ebonyi State, Nigeria (Combined Lecture-facilitation Teaching method)

Number of Participants	T	Df	P-Value
242	62.678	240	0.000

From table 5, the t-test is 62.678, and the P-value is 0.000 which is less than the level of significance 0.05. Therefore, the hypothesis that significant difference does not exist between the pre and post intervention test results of the students in schools of nursing in Ebonyi State Nigeria is rejected .Hence, significant difference exists between pre and post test pre- intervention test results(for combined lecture-facilitation teaching method) of the nursing students in Schools of Nursing, Ebonyi State.

Discussion

Research Question 1: What is the pre-intervention status/performance of the students in schools of nursing Ebonyi State Nigeria?

The pre-intervention status of the students was poor. The performance of the participants before the exposure to any of the teaching methods was below average for all the schools. This result is similar to the findings of [14], whose study revealed low performance among respondents. The poor performance of the participant could be attributed to the student, the tutor, or the environmental factor as Medical Surgical nursing is a core nursing course taught from second year and could be said not to be strange or too abstract to these students

Research Question 2: What are the perceptions of students in schools of Nursing Ebonyi State with regard to effectiveness of lecture-facilitation teaching technique on their learning?

The majority of the respondents viewed the combined lecture-facilitation method of teaching as

weak in stimulating their mental activity, teacher/student interaction, and course outcome. This finding is consistent with [15], where students reveal weak critical thinking after being exposed to the combined method of teaching in Indonesia. On the contrary, [11] [16] revealed improvement in student learning with a moderately high level of independence after exposure to the blended learning method. The outcome of this study perhaps could be attributed to anxiety and fear of making mistakes by the students in the course of expressing self during classroom interaction termed the inhibition factor [17]. Furthermore, lecture method being a prevalent mode of instruction, introduction of new and innovative instructional methodologies to these students might not be readily embraced by these student. Nursing and Midwifery Council of Nigeria has some years ago developed modules and trained nurse educators and inculcated students centred learning and innovative teaching strategies in it curriculum so this finding is surprising as it was expected that students ought to have been exposed to theses teaching learning methodologies from the inception of their studies and could have resulted to a more positive perception to these teaching learning strategies.

What is the effectiveness of the combining lecture and facilitation methods of teaching on learning among students in school of Nursing, Ebonyi State?

The findings in this study showed that the combined lecture-facilitation method of teaching is effective, as demonstrated by the students' post test scores. The result of this study is in consonant with the results of [11][16], whose findings revealed that the blended method improved student outcomes positively. Studies had shown that mixed teaching techniques improve student self-abilities by personalising learning and improving individual engagement in studies [10].

Ho. There is no Significant difference between pre and post intervention test results of the students in schools of nursing Ebonyi State Nigeria.

The result of this study shows that there is a significant difference between the pre- and post-test intervention test results of the students in schools of nursing in Ebonyi State, Nigeria. This finding is in tandem with [11][14], whose study revealed a higher

level of knowledge and understanding amongst the respondents after being exposed to the teaching.

Conclusion

The respondent perceived the combined lecture-facilitation method of teaching on learning as not very effective; however, there was an increase in knowledge gained by the students. which was reflected in the increase, above average in their post-test score. Therefore, the combined lecture-facilitation method is a very effective teaching/learning technique. Factors emanating from the student, the educator, and the environment could limit student performance. To this end, it is recommended that teachers continuously expose students to this method while other innovative pedagogies are looked into to get the best of every student in the classroom.

Compliance with ethical standard

Conflict of interest: There is no conflict of interest to be disclosed

Informed consent: Inform consent was obtained from each respondent in this study

Source of funding: The study was self sponsored

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