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Research Article

**ASSESSMENT OF SATISFACTION LEVEL AMONG BSC
NURSING STUDENTS REGARDING TEACHING METHOD**Aqsa Khursheed¹, Sanobia Manzoor¹, Munaza Cheema²¹Charge Nurse, Services Hospital Lahore²Principal Post Graduate College of Nursing Punjab, Lahore

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Abstract:

In an effort to understand success in the distance education environment there are several factors that must be addressed. It is important for the educator as well as the student to understand the different learning styles and how they affect learning.

Teaching modalities and delivery of course content should be reflective of these different learning styles. Educators should also take into consideration generational learning styles and varying teaching modalities to address learners' unique needs.

Incorporating the use of group learning or discussion boards via the use of technology are just a few examples of how this can be achieved. It also important to keep the student engaged and interested because student satisfaction also plays an important role in student success. Bandura's Social Cognitive Theory helps as a guide through the educational and research experience as it relates to self-efficacy and academic achievement.

In order to produce undergraduate students into a nursing field to provide holistic nursing care for cultural-diverse clients at every age group and health condition in all level of health care institutions by using both science and art in nursing, the fundamental of such development actions is to have effective teaching-learning process using a competent curriculum of the nursing science program.

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INTRODUCTION:

The learning climate has been found to be significant in determining student's academic achievement and learning. (Bakhshi H, et al. 2013)

The quality of an educational environment is indicative of the effectiveness of an educational program on student learning motivation and learning outcome. Nursing as a profession is currently compelled to address the challenges posed by globalization and to respond by forming international alliances that will facilitate knowledge sharing in order to improve human health. In nursing programme the main objective is to produce nursing graduates who can provide comprehensive care and treatment to the community. (Curriculum for Generic Bachelor of Science in Nursing Programme. 2008)

The critical components of a learning environment are not restricted to student teacher communication and activities but include appropriate physical structure and services which reflects curriculum quality, teaching and learning as well as support for student outcomes as practioners. A systemic approach to designing a learning environment can lead to positive outcomes for graduates. (Bakhshi H, et al. 2013)

Student's satisfaction is an important element of the effectiveness of clinical placement but there is little consensus in the literature as to the preferred model of clinical experiences for undergraduate nursing students. Learning environment has a significant role in determining student's academic achievement and learning. (Bakhshialiabad H, et al. 2015)

It is essential for managers to make a greater effort to create an appropriate educational environment in order to provide and maintain high quality learning environment for students. Supportive learning environment are essential for medical education and will increase learning environment perceptions. Student's feedback is critical components of teacher learner cycle, however limited research are conducted to evaluate student's perceptions. (Bakhshialiabad H, et al. 2015)

Objectives:

- Assessment of Satisfaction Level Among BSC Nursing Students regarding teaching method

METHODOLOGY:**Study design:**

Descriptive Cross Sectional study design.

Study setting:

The study was conducted at PGCN College Lahore.

Duration of study:

The study was completed almost in 3 months, (from November 2020 to January 2021)

Study Population:

Post Graduate College of Nursing Lahore.

Sample Size:

100 Nurses

Sampling Technique:

Convenient sampling technique.

Inclusion Criteria:

- Nurses that is Student in Post Graduate College of Nursing Lahore.

Exclusion Criteria:

- Nurses who have less than 1 year study in college.

Study Instrument:

The instrument used in this study is 'questionnaire' that is consists of two parts or annexure.

- Annexure II is consists of demographical data of the respondents.
- Annexure III is consists of questions related to ASSESSMENT OF SATISFACTION LEVEL AMONG BSC NURSING STUDENTS REGARDING TEACHING METHOD

RESULTS:

The data was collected from 100 participants. The percentages of students in the second, third and fourth years were 38.9 %, 38.9% and 22.2%, respectively. The students' mean age and also the mean grade point average (GPA) were 21.11±1.02 and 16.59±1.04, respectively. The percentages of students who lived in dormitory and were single were 97.2% and 100 %, respectively. The percentage of the self-employed and housewife fathers and mothers as was 38.9% and 83.33%, respectively.

Table 01: ASSESSMENT OF SATISFACTION LEVEL AMONG BSC NURSING STUDENTS REGARDING TEACHING METHOD.

Sr#	Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
		1	2	3	4
1.	The teaching methods used in BSc Nursing were helpful and effective.	12%	15%	43%	30%
2.	The Teacher provided me with a variety of learning materials and activities to promote my learning in BSc Nursing student.	25%	25%	25%	25%
3.	I enjoyed how my instructor taught in BSc Nursing.	12%	43%	15%	30%
4.	The teaching materials used in this study were motivating and helped me to learn.	43%	22%	21%	34%
5.	The way my instructor(s) taught the study was suitable to the way I learn.	14%	16%	40%	40%
6.	I am confident that I am mastering the content of the study activity that my teachers presented to me.	12%	1%	52%	41%
7.	I am confident that this study covered critical content necessary for the mastery of BSc Nursing.	72%	2%	12%	13%
8.	I am confident that I am developing the skills and obtaining the required knowledge to perform necessary tasks in a hospital	34%	12%	17%	41%
9.	My instructors used helpful resources to teach the BSc Nursing	22%	22%	44%	10%
10.	It is my responsibility as the student to learn what I need to know from this study activity.	21%	22%	5%	45%

DISCUSSION:

Starting from the basic first year; learning about all basic patient care, systemic diseases related nursing care in first year, care related to gynecological and obstetric nursing care and finally management and leadership including teaching learning activities in the final year. (Curriculum for Generic Bachelor of Science in Nursing Programme. 2008)

Coming up to the end of final year they were be able to analyze the academic course and express their views on it. Determining the perception helps to identify the positive and areas to be improved on the basis of student's felt need. The objective of this study was to find out the perception of the B.Sc. level students towards the academic course provided to them. The findings will help in reviewing the curriculums regarding the course content and the teaching learning strategies for better learning.

Nursing profession has a base in home, co-existent with the first mother who performed for her little ones, all those services which made it possible for them to live and thrive.

Teacher's role and status, religious values, war, societal attitude and visionary nursing leadership has influenced nursing and nursing education from the ancient period till now. (TuladharK, Shrestha NM, and ShresthaS. 2009)

Nursing profession which needs heart to heal and hands to care than cure; if not eternally motivated then can the consumer be satisfied with their work, from consumer news and business channel found that nursing as carrier is in the sixth position. (OsterlandA. 2016)

Similarly medical courses are the fourth choice for students who have completed higher secondary education. Regarding the course in the curriculum most of the respondents were satisfied.

CONCLUSION:

It is concluded that Virtual online teaching is an essential alternative in a situation like COVID-19 and it must have a complementary role in the training of medical and nursing students. This study highlights the issues crucial in online teaching and helps in the understanding of the essential changes to be made in order to overcome the obstacles in teaching the professional medical and nursing curriculum virtually.

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