

Attitude on problem-based learning among BSc Nursing students

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Abstract

Background: Problem-based learning (PBL) is a student-centred innovating instructional approach in which students define their learning objectives by using triggers from the problem case or scenario. Problem based learning is a way of seeing in the curriculum as being focused on keyproblem that arising in the professional practices and which requires student activity independently or in cooperative groups to learning from the problems The present study aims to assess the level of attitude regarding problem based learning among BSc Nursing students.

Materials and methods: The research design used for this study is post -test only design. 40 BSc Nursing students were selected by s Non probability consecutive sampling technique. Data were collected using Structure Knowledge Questionnaire and Attitude scale and analysed using descriptive and inferential statistics.

Result: The result showed that Among 40 samples 34(85%) have very good attitude, 6 (15%) students have good attitude and none of them have average and poor attitude. There is no significant association between attitude on problem-based learning and selected socio personal variable such as gender, type of boarding, study pattern and method of study.

Key words: PBL, BSc Nursing students

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I. Introduction

PBL is a pedagogical approach that enables students to learn while engaging actively with meaningful problems. Students are given the opportunities to problem-solve in a collaborative setting, create mental models for learning, and form self-directed learning habitsthrough practice and reflection. PBL is significantly more effective than traditional instruction to train competent and skilled practitioners and to promote long-term retention of knowledge and skills acquired during the learning experience or training session. Previous studies shows that PBL is more effective interms of critical thinking and concept building. Students want both PBL and tutorial sessions to be included along with didactic lectures. The present study aims to assess the attitude on problem-based learning among BSc Nursing students after administering PBL exercise.

II. Materials And Methods

Research methodology involves the systematic procedure by which the researcher startsfrom the initial identification of the problem to its final conclusion

Research approach is Quantitative approachResearch design is Post-test only design

Setting of the study is KIMS College of Nursing, Thiruvananthapuram

Population:

Target population BSc Nursing students.

Accessible population : IV-year BSc Nursing students in KIMS College of Nursing, Thiruvananthapuram.

Sample: IV-year BSc Nursing students, KIMS College of Nursing, Thiruvananthapuram.

SAMPLE SIZE

40 Students

SAMPLE TECHNIQUE

Non probability consecutive sampling technique.

Sample calculation: The sample size was estimated on the basis of Cochran's formula. The target population

from which we randomly selected our sample was considered 98. We assumed that the confidence level of 95%. The sample size actually obtained for this study was 30.118 subjects. We planned to include 40 students.

Subjects and selection method: Using non probability purposive sampling, 40 BSc Nursing students, KIMS College of Nursing, Trivandrum were selected for the study.

Inclusion criteria:

IV- year BSc Nursing students who were attended the theory session on problem-based learning.

Exclusion criteria

- Students who were absent on the day of theory session on problem-based learning.
- Students who are not willing to participate in the study.

Procedure methodology: After written informed consent was obtained, a Five point attitude scale was given to the students. The structured questionnaire included sociodemographic characteristics such as gender, type of boarding, study pattern method of study.

Statistical analysis:

The data was analysed using descriptive and inferential statistics. Frequency, percentage, means and standard deviation was used to analyse the socio personal variables such as gender, type of boarding, study pattern, method of study. Chi square test was used to determine the association between attitude on PBL and selected sociopersonal variables. The level $P < 0.05$ was considered as the cutoff value or significance.

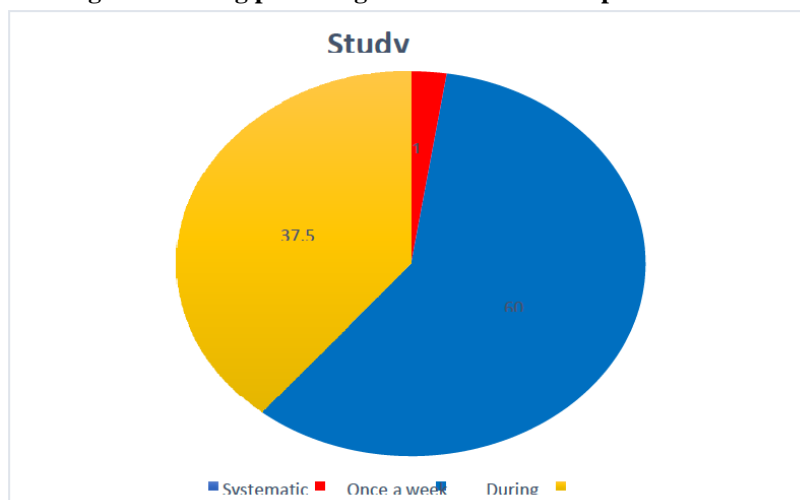
III. Results

Organization of study findings

Section 1 - Distribution of samples based on sociopersonal variables. Section 2 - Distribution of samples based on attitude score.

Section 3 – Association between attitude score on problem based learning and selected sociopersonal variables such as gender, type of boarding, study pattern, method of study.

Figure 3: Pie diagram showing percentage distribution of samples based on study pattern.



Section 2: Distribution of samples based on attitude

Table 1: Attitude of BSc nursing students on problem-based learning.

Category	Frequency	Percentage	Mean	Standard Deviation
Very Good	34	85%		
Good	6	15%	20	5.6
Average	0	0%		

Poor 0 0%

Table 3: Association between attitude score and type of boarding.

(n=40)

Variable	Very Good Frequency	Good Frequency	Average Frequency	Poor Frequency	df	Calculated Chi Square value
Type of boarding						
Hosteler	16	4	0	0	3	1.3128
Day scholar	18	2	0	0		

The result shows that 34 (85%) have very good attitude, 6 (15%) students have good attitude and none of them have average and poor attitude on problem-based learning among BSc nursing students. there is no significant association between attitude score and sociopersonal variables such as gender, type of boarding, study pattern and method of study.

IV. Discussion

A post-test only study to assess the attitude on problem-based learning among BSc nursing students, KIMS College of Nursing, Thiruvananthapuram. The sample size consists of 40 students selected by using non probability consecutive sampling. Five-point attitude scale was used to assess attitude after implementing PBL exercise. The study reveals that 85% students have very good attitude, 15% students have good attitude and none of them have average and poor attitude on problem-based learning.

V. Conclusion

The main conclusion drawn from the study was that most of the students had very good attitude on problem-based learning. The study also suggested that there is no significant association between attitude on problem-based learning and selected socio personal variables such as gender, type of boarding, study pattern and method of study.

VI. Recommendations

- The similar study can be done with large sample.
- The present study can be conducted as an international study by providing problem-based learning exercise.
- The similar study can be done in other fields of education.

Limitations

- The study is limited to BSc Nursing students.
- The study is limited to 40 samples.
- The study is limited to female gender.
- The time framework of the study is limited.
- The study is limited to KIMS College of Nursing, Thiruvananthapuram.

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