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## RESEARCH PAPER

**Effect of Permuted Teaching Approach among an Adult Patient Group**

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**Abstract: Background of the study:** Learning is an active process which demands expenditure of energy from the part of the student as well as the teacher to be successful and complete. Though the effort from the teacher is uniform towards the process, the reach and level of achievement of the students greatly vary. The reasons attributed for this variation can be an array, possibly from the age, level of maturity, motive behind education and personality traits. This was an attempt by the investigator to compare the learning styles of two groups of hypertensive patients belonging to different age groups

**Methodology:** Evaluative approach was utilised. A descriptive study was conducted among 60 patients with hypertension attending the cardiac OPD of a selected hospital in Chennai to assess their learning styles. Abdominal breathing technique was demonstrated to hypertensive patients to effect relaxation. To supplement the skill learning, the investigator chose between written instructions or audio taped instructions based on the learning styles of the individual patient. The practice scores of abdominal breathing technique of the patients was assessed after three days and the same was used to compare the strength of the specific learning styles.

**Major Findings:** The success of the skill learning was comparable between the groups when supplemented by the suitable learning material of their taste. Young adults preferred auditory learning; middle aged people opted for kinaesthetic learning while old age learners chose auditory learning.

**Conclusion:** nurses can adopt lecture type of teaching for aged learners and skill teaching methods for middle aged adults

**Key words:** adult learning patterns Key

**INTRODUCTION**

Adults are those people in age groups 18- 65 yrs as described by the constitution of India. The early years of life are entitled for formal regular education in our country which may extend upto 18-25 yrs. The adult education is the educational events which an individual is undergoing after the age of formal education, say after 25 yrs.

People are of variety of tastes in their choices related to life. This is reflected in their styles of learning also. There is significant differences between the amounts of information retained and applied with each method of teaching. But when it comes to students' side, they are of different preferences on the method of learning. This is an attempt by the investigator to compare the learning styles of patients with hypertension belonging to different age groups.

**STATEMENT OF THE PROBLEM**

A study to assess the effect of permuted teaching approach among an adult patient group in a tertiary care urban hospital in Chennai.

**OPERATIONAL DEFINITIONS**

Learning style: the method preferred by an individual to absorb information

Visual learners: learners having a preference for seen or observed things, including pictures, diagrams, demonstrations, displays, handouts, films, flip-chart, etc. - "show me" group

Auditory learners: learners having a preference for the transfer of information through listening: to the spoken word, of self or others, of sounds and noises - "tell me" group

Kinesthetic learners: learners having a preference for physical experience - touching, feeling, holding, doing, practical hands-on experiences - "let me try" group

**OBJECTIVES**

- Assess the learning styles of patients with hypertension belonging to different age groups.
- Compare the effect of varied learning styles on retention of information

**METHODOLOGY**

**Experimental research design with** evaluative approach was selected for this study.

After getting permissions from the concerned authorities, 60 hypertensive patients were randomly selected based on the inclusion criteria and are assigned to two groups. All the patients are assessed for their preferred learning styles with **VAK Learning Styles Self-Assessment Questionnaire**.

The tool has 30 questions with three options a (visual), b (auditory) and c (kinaesthetic). The number of each answer options is counted for their first and second preference.

The steps of abdominal breathing were explained and demonstrated to all patients once. Then based on their learning preference, the steps are either audio taped, or printed and handed over to them for home practice. Practice is repeated for three consecutive days and posttest was conducted on fourth day for the accuracy of steps of abdominal breathing. Data were analysed for learning preferences and for significance of differences in practice scores.

#### **MAJOR FINDINGS OF THE STUDY**

- a. 40% of the patients were auditory learners, 40% visual and 20% kinaesthetic- visual and auditory methods are equally preferred.
- b. The posttest practice scores of both the groups were comparable with no significant difference in the 't' value. The mean practice scores of visual group was 8, and auditory group was 7.
- c. The learning style was significantly associated with age of the patients- Young adults preferred auditory learning and middle aged people opted for kinaesthetic learning while old age learners chose auditory learning.

#### **CONCLUSION**

People catch the content by ways of their own choice. These individual preferences help them to have best effective learning also.

#### **IMPLICATIONS**

Teachers may try to provide varied learning stimulations in the class room like lectures, projected write-ups and demonstrations. It is always advisable to ask/ identify the learners' style before attempting teaching. Combining two or methods of teaching may augment learning and satisfy majority of learners. But for best results, the students' choices can be combined. Patients are also of not an exception that nurses must teach them in their own style of learning.

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