

Enabling and Disabling Factors with the use of ‘Lecture’ Method in the Education of Nurses: the case of tutors Bamenda, NWR, Cameroon

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Abstract: Introduction: Teaching is defined as the process of helping students to learn something in a school, college or university by giving lessons. A teaching method refers to the principles and ways used for instruction. In nursing education, a teaching method would therefore mean the way of presenting instructional material to student nurses or the way of conducting teaching activities. Such a method would be said to be enabling if it produces the intended results and vice versa.

Problem: Some teachers probably use lecture routinely in Nurse Training institutions because of enabling factors such as its convenience by way of time for delivering much content, cost of material to be used, and large number of students to be taught. With these, there are bound to be factors that favour or disfavour the learning process and which may be known or unknown.

Objectives: To find out reasons for persistent use, enabling and disabling factors of lecture as a teaching method.

Research methods and materials: The descriptive survey method was employed with the questionnaires as the instrument for data collection and which reflected all the objectives of the study.

Results: Have revealed that “much material can be taught in a comparatively short time” and was found to be significant for Nurse Educators at 5% (P=0.022). “The ease of preparation of lecture notes” was seen as enabling factor while disabling factors include the tiring nature of the teaching method.

Conclusion: This research on enabling and disabling factors of the persistent use of lecture has revealed that large number of students, high amount of workload and ignorance of other teaching methods by Nurse Educators cause the persistent use of lecture in Bamenda. According to the Nurse Educators the use of lecture is facilitated or enabled by the ease with which much content can be covered in a short time and many students taught at once.

Keywords: Lecture, uses, enabling factors, disabling factors

INTRODUCTION

The lecture method of teaching which appears to be the predominant method used in most schools has been identified as facing many problems [1] though it has been found to be effective in the transmission of knowledge [2]. There are some factors that appear to disable the use of lecture and would make teachers not want to use the method and/or students not benefit well from lessons taught using the method. One of these factors is the passivity of students often regarded as an unfavourable factor to learning [3,&4]. In the passive state learners assume a remote, dormant and receiving role, in which they do not actively participate in the learning process and therefore do not gain knowledge sufficiently [5].

Nevertheless, some proponents of the lecture method maintain that it wouldn't have survived and persisted as a teaching/learning method in schools and academia if it didn't have important advantages and successes. “It is wasteful to ask students to discover everything for themselves, when the transmission mode has been used successfully over generations to transmit the culture of a society” [2]. The main success is that lecture is effective in the transmission of knowledge (didacticism) [3]. Lectures are as effective as other methods in teaching facts [6]. It is therefore an appropriate method that can be used in teaching/learning for the achievement of lower order

objectives [7]. Some authors suggest that lecture could even be used to achieve higher order objectives depending on the skills and abilities of the teacher in using the method [8]. It is also useful for example, where there is scarcity of textbooks for individual study, insufficient number of teachers compared to the large number of students to be taught, inadequate infrastructural facilities such as libraries and classrooms. Schools located in the rural and sub urban areas that are far off from the urban towns may not have facilities such as electricity, libraries and internet to enhance the use of other methods, so lecture becomes the possible method that is used despite its disabling factors.

BACKGROUND

There is little change in the dominant use of lectures despite opportunities for innovation provided by changing technology, and educational research as demonstrated by surveys over decades [9]. This is an indication of advantages of the method and remains an important part of the teacher's “armoury” especially when it is well used [9]. Some enabling factors must be responsible for the persistent use as demonstrated on the conceptual framework.

Conceptual Framework:

The following are possible driving factors behind the persistent use of lecture in the Training Schools in Bamenda as illustrated in the schematic diagram.

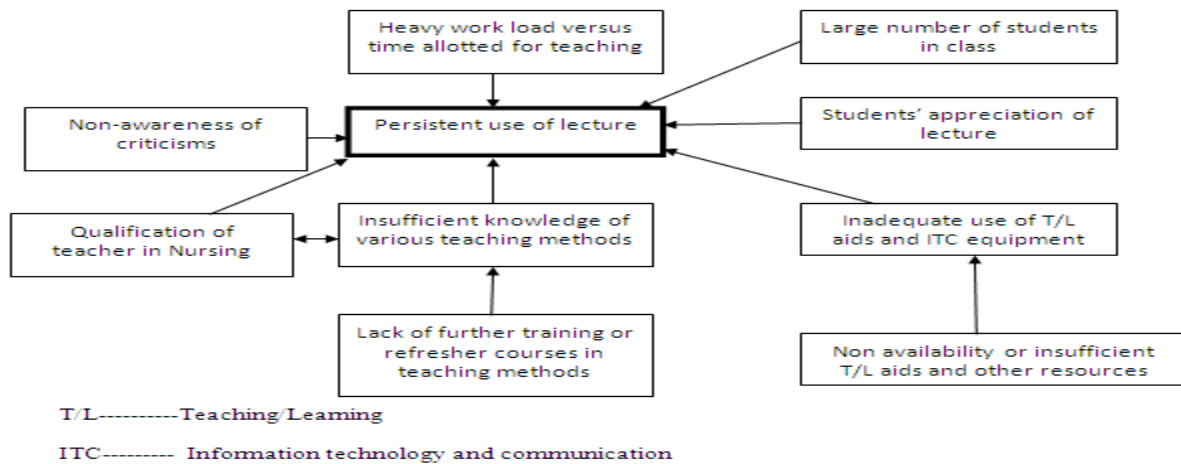


Figure: 1

Teachers apparently use lecture as the main teaching/learning method in most Nurse Training institutions around the country since 1969 when the first of the schools in Bamenda was opened. Because of its prevalence and long duration of use over the years, there is a tendency for Nurse Educators to regard it as a good teaching method and thus continue to use it without questioning. This method may have enabling and disabling factors that may affect learning in different ways. Some of the disabling factors have been seen as a negation of teaching because of its autocratic nature which minimizes the interaction expected in the learning process; and more, because the “intellectual passivity and weariness” of listeners and lack of discussion contradict the free flow and exchange of ideas demanded of the learning process.

The apparent overuse or heavy reliance on lecture where other methods could be used to achieve some objectives is facing some difficulties making many instructors teach “today’s students” with “yesterday’s” tools... [3].

Research Questions:

- What are the reasons for the persistent use of lecture in teaching students of the Nurse Training institutions in Bamenda despite the many disabling factors?
- What are the enabling factors of the use of lecture in the Nurse Training institutions?
- What are the disabling factors to the use of lecture in teaching the students?

Specific objectives: To

Find out reasons for the use of lecture method by Nurse Educators of the Training institutions in Bamenda amidst disabling factors, identify the enabling factors of the use of lecture in the Nurse Training institutions, identify the disabling factors during the use of lecture in teaching students.

Hypotheses: The enabling factors outweigh the disabling factors causing the continuous use of the lecture method of teaching by Nurse Educators in the Bamenda training institutions.

METHODS AND MATERIALS

- a. **Research Design.** The descriptive survey design was used to gain information that gives a picture of

the real situation, justify current practice and identify any problems involved.

- b. **Area of the study.** The research was carried out in Bamenda, the Administrative capital of the North West Region of Cameroon with ten authorized Nurse Educational Institutions
- c. **Study population:** The population under study was made up of all Nurse Educators in the Nurse Training Institutions or Faculties in Bamenda.

Sampling and Sample size

The statistical formula

$$N = \frac{4(z_{crit})^2 p (1 - p)}{D^2}$$

sample size in descriptive studies was used (source: statistical concepts series, Dr. John Eng, John Hopkins University, 2003).

A sample size of 376 was calculated, but it was unfeasible considering that the actual total population of Nurse Educators available was 94. Consequently, a finite population correction was calculated using the formula

$$n = \frac{n_0}{\left(1 + \frac{n_0}{N}\right)}$$

where n represented the finite population,

no the calculated sample size above, and N the available population. A sample of 75 subjects was thus calculated and used for the research.

Sampling procedure.:

Proportional stratified sampling was done to select the 75 respondents. Names of teachers of the ten schools were listed (sampling frame) and then grouped according to the three strata i.e. government, denominational, and privately-owned institutions. The number of teachers selected into the sample from each stratum was determined by its proportion to the sampling frame (94). The respondents were then randomly selected by “hat and draw” technique using folded pieces of paper on which their names were written and put in a container.

Instrument for data collection:

The instrument used was a questionnaire with 24 items covering the objectives and research questions. These were both open and close ended with a pilot study to pretest the instrument in the schools of nursing, Limbe, Cameroon.

Data collection:

Each randomly selected Nurse Educator was given a copy of the questionnaire to answer and return within a period of three days.

Data preparation and analysis:

Twenty four-item filled in questionnaires was collected from 69 respondents out of 75 representing a response rate of 92%. Data from each questionnaire was coded and transcribed onto an excel sheet after control for completeness and internal consistency of the data. The statistical package for social sciences (SPSS, version 16) was used for analysis. Descriptive statistics was used to summarise the data. Proportions and percentages were compared using χ^2 -test and mean number of seminars attended by Nurse Educators were compared using student's T-test. Differences between proportions and means were declared at 1 and 5% probabilities as on figures and tables.

RESULTS

Reasons for the use of lecture.

Table 1: Reasons and their significance for the use of lecture method by Nurse Educators.

Reasons	% of respondents		χ^2	Significance (p)
	Agreed	Disagreed		
Item 5 It is the original method that has been in use.	53.6	46.4	0.36	0.547 ns
Item 6 Students like the method	40.6	59.4	2.45	0.12 ns
Item 7 Much material can be taught using lecture in a comparatively short time	65.2	34.8	6.39	0.01 *
Item 8 It is an effective teaching method	46.4	53.6	0.36	0.55 ns
Item 9 It is economically cheaper	60.9	39.1	3.26	0.07 ns
Item 10 Large number of students can be addressed using the method	73.9	26.1	15.78	<0.01 **
Item 11 I do not know other methods	05.8	94.2	53.93	<0.01 **

Of the 69 respondents 51(73.90%) agreed that large number of students was a reason for the use of lecture, while 45(65.20%) agreed that the fact that much material can be taught in a short time was another reason. These two reasons were found to be statistically significant at 1% ($p \leq 0.01$) together with a third reason, that respondents did not

know other methods 'even though it was agreed with by 4(5.80%) respondents only. For a clearer and quick appreciation, the reasons that were indicated by respondents concerning the use of lecture have been presented in the bar chart below.

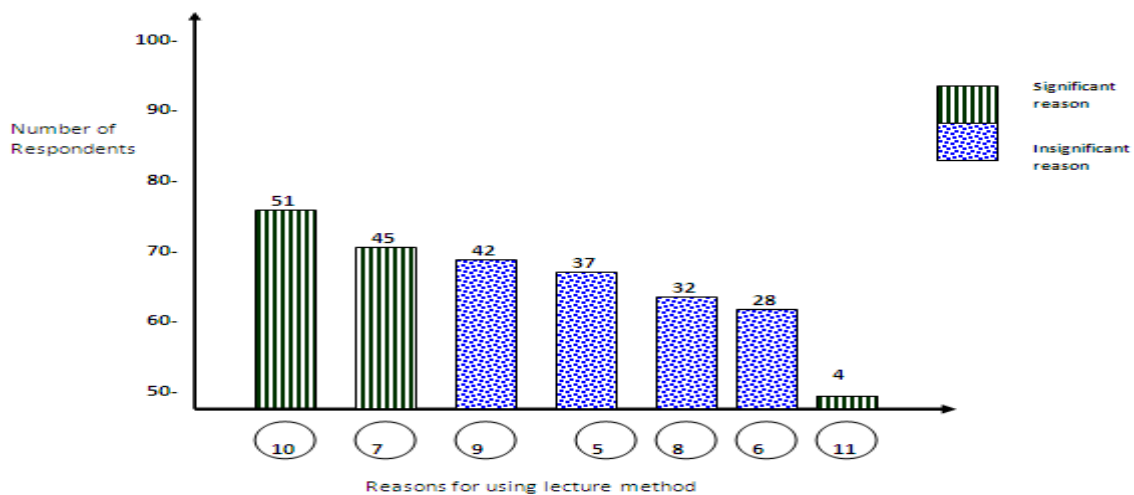


Figure 1: Number of respondents who agreed with the reasons for using lecture.

(10) Large number of students can be addressed using the method.

- (7) Much material can be taught using lecture in a comparatively short time.
- (9) It is economically cheap and does not require expensive technical equipment
- (5) It is the original method that has been in use.
- (8) It is an effective teaching method.
- (6) Students like the method.
- (11) I do not know other methods

Table 2: Reasons for the use of lecture method and their significance according to young and experienced Nurse Educators.

Reasons	Young Nurse Educators (≤ 10 years)			
	% of respondents		X ²	Significance (p)
	Agreed	Disagreed		
Item 5 It is the original method that has been in use.	51.2	48.8	0.023	0.879 ns
Item 6 Students like the method	39.5	60.5	1.884	0.170 ns
Item 7 Much material can be taught using lecture in a comparatively short time	67.4	32.6	5.233	0.022 *
Item 8 It is an effective teaching method	44.2	55.8	0.581	0.446 ns
Item 9 It is economically cheaper	62.8	37.2	2.814	0.093 ns
Item 10 Large number of students can be addressed using the method	72.1	27.9	8.395	0.004 **
Item 11 I do not know other methods	07.0	93.0	31.837	<0.01 **
Experienced Nurse Educators (> 10 years)				
Item 5 It is the original method that has been in use.	56.0	44.0	0.360	0.55 ns
Item 6 Students like the method	44.0	56.0	0.360	0.55 ns
Item 7 Much material can be taught using lecture in a comparatively short time	64.0	36.0	1.960	0.16 ns
Item 8 It is an effective teaching method	48.0	52.0	0.040	0.84 ns
Item 9 It is economically cheaper	60.0	40.0	1.000	0.32 ns
Item 10 Large number of students can be addressed using the method	80.0	20.0	9.000	0.003 **
Item 11 I do not know other methods	04.0	96.0	21.160	<0.01 **

Enabling Factors to the use of lecture.

Table 3: Enabling factors to the use of lecture method and their significance according to categories of Nurse Educators (itemized arbitrary from 13-. 15)

Enabling Factors	All Nurse Educators (aggregate)			
	% of respondents		X ²	Significance (p)
	Agreed	Disagreed		
Item 13 The ease with which much content can be covered in a short time	69.9	39.1	3.261	0.071 ns
Item 14 Preparation of lecture notes is easy.	23.9	76.1	18.284	<0.01 **
Item 15 The ease with which many students can be taught at once using the method	88.4	11.6	40.710	<0.01 **
Young Nurse Educators (≤ 10 years)				
Item 13 The ease with which much content can be covered in a short time	53.5	46.5	0.209	0.647 ns
Item 14 Preparation of lecture notes is easy.	23.3	76.7	12.302	<0.01 **
Item 15 The ease with which many students can be taught at once using the method	86.0	14.0	22.349	<0.01 **
Experienced Nurse Educators (> 10 years)				
Item 13 The ease with which much content can be covered in a short time	76.0	24.0	6.760	<0.01**
Item 14 Preparation of lecture notes is easy.	26.1	73.9	5.261	<0.022 *
Item 15 The ease with which many students can be taught at once using the method	92.0	08.0	17.640	<0.01 **

“The ease with which many students can be taught at once” was found to be a significant enabling factor to the use of lecture in the aggregate, young and experienced groups of Nurse Educators as well as “The ease of preparation of lecture and delivery.”

However, “the ease with which much content can be delivered in a shorttime” to students was only significant as an enabling factor in the experienced Nurse Educators’ group.

Additional enabling factors for the use of lecture method:

The central idea advanced in the additional views of respondents concerning enabling factors is the interaction of teachers and students, during which notes are taken (17.39%).

Disabling Factors to the use of lecture:

Table 4: Disabling factors to the use of lecture method and their significance according to categories of Nurse Educators (itemized arbitrary from 17-. 20)

Disabling factors		All Nurse Educators			
		% of respondents		χ ²	Significance (p)
Agreed	Disagreed				
Item 17	Much time is required to search for material and prepare notes	69.6	30.4	10.57	0.001 *
Item 18	It is tiring to lecture in classed with large number of students.	69.6	30.4	10.57	0.001 *
Item 19	The time for each lesson is too long	17.4	82.6	29.35	<0.01 **
Item 20	The fact that I did not do any courses in teaching methodology during my education	22.1	77.9	21.24	<0.01 **
Young Nurse Educators (? 10 years)					
Item 17	Much time is required to search for material and prepare notes	67.4	32.6	5.23	0.022 **
Item 18	It is tiring to lecture in classed with large number of students.	67.4	32.6	5.23	0.022 **
Item 19	The time for each lesson is too long	18.6	81.4	16.95	<0.01 **
Item 20	The fact that I did not do any courses in teaching methodology during my education	28.6	71.4	7.71	0.005 **
Experienced Nurse Educators (> 10 years)					
Item 17	Much time is required to search for material and prepare notes.	76.0	24.0	6.76	0.009 **
Item 18	It is tiring to lecture in classed with large number of students.	76.0	24.0	6.76	0.009 **
Item 19	The time for each lesson is too long	16.0	84.0	11.56	0.001 **
Item 20	The fact that I did not do any courses in teaching methodology during my education	12.0	88.0	14.44	<0.01 **

The majority of Nurse Educators in the three categories agreed that it is tiring to lecture in classes with large number of students and this disabling factor or inconvenience was statistically significant.

The fact that some Nurse Educators did not do any course(s) in teaching methodology, and the option that the time for each lesson was too long, though disagreed with by a greater proportion of respondents in the three categories, was shown to be significant on chi square test.

The results also show that the much time required to search for material and prepare notes is a significant disabling factor in the three categories of Nurse Educators as on the above table.

DISCUSSION**Reasons for the use of the lecture method:**

Findings of this study indicate that the prominent reasons among Nursing Educators for using the lecture method are large number of students to be taught in the nursing schools, ignorance of other teaching methods and coverage of much content within available time limits. These findings are strongly related to those seen in literature reviewed about reasons for lecture where conventional and non-conventional teaching methods were compared [2 & 11].

The ability of "teaching of much material in a short time" using lecture was significant for the aggregate of Nurse Educators which is a point of concern in relation to the management of lecture time, content of material that is taught using lecture, and the expertise of the Nurse

Educator. Unfortunately however, this study did not include provision for assessing of student achievement when taught using lecture method.

Knowledge of other methods:

Item eleven of this research sought to find out whether Nurse Educators use lecture because they do not know other teaching methods apart from lecture. A percentage of 5.8 respondents agreed with this reason. Despite this low acceptance, the reason was found statistically significant. It could mean that the majority know other teaching methods but do not use them. It could also be that more Nurse Educators actually do not know other methods (as implied by 21.74% response in item 20, that they did not do any course(s) in teaching methodology during their education and training.)

Enabling factors to the use of lecture:

The main enabling factor that resulted from the study was "the ease" with which Nurse Educators can prepare and deliver lectures and can use the lecture method in teaching many students at once. The ease of covering much material in a short time using lecture was only significant in the experienced Nurse Educators. This is probably because of mastery in the preparation of just essential material that is taught conveniently in the available time. Teaching and finishing much coursework with large number of students using lecture is also possible. Hence, using other (non-traditional and active) methods that would be more demanding in terms of teacher's ability, resources, and risk of not finishing the course(s) because of time constraints gives way to the lecture method. With these the hypothesis

is confirmed that is the enabling factors of the lecture method outweigh the disabling factors of the method.

CONCLUSION

This research on enabling and disabling factors of the persistent use of lecture has revealed that large number of students, high amount of workload and ignorance of other teaching methods by Nurse Educators cause the persistent use of lecture in Bamenda. According to the Nurse Educators the use of lecture is facilitated or enabled by the ease with which much content can be covered in a short time and many students taught at once. With regards to disabling factors, it was found to be tiring to lecture to large number of students and much time is required to search for material when preparing the lesson.

RECOMMENDATIONS

- a. That the use of lecture method be used in combination with other methods to enhance affective and psychomotor skills.
- b. That the enabling factors be used when other methods are not available.
- c. That audio visual aids be provided to enhance the use of other methods.

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