

**A STUDY TO ASSESS THE SATISFACTION LEVEL OF STUDENTS REGARDING
TRADITIONAL TEACHING METHODS VS. INNOVATIVE TEACHING METHODS
AMONG BSc NURSING STUDENTS**

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Abstract

Education in nursing is continuously evolving in response to advancements in healthcare systems, technological innovations, and changing learner expectations. Traditional teaching methods, characterized by lecture-based instruction and teacher-centered approaches, have long served as the foundation of nursing education. However, these methods often emphasize passive learning and may not adequately prepare students for complex clinical environments. In contrast, innovative teaching methods such as simulation-based learning, flipped classrooms, case-based learning, and digital platforms promote active engagement, critical thinking, and experiential learning.

This study aimed to assess and compare the satisfaction levels of BSc nursing students regarding traditional and innovative teaching methods at Al Shifa College of Nursing. A descriptive cross-sectional survey design was adopted. Data were collected using a structured questionnaire administered through Google Forms. The instrument included demographic variables, exposure to different teaching methods, satisfaction levels, and perceived effectiveness in enhancing knowledge, skills, and clinical competence.

The findings revealed that students reported significantly higher satisfaction with innovative teaching methods compared to traditional approaches. A majority of participants also preferred a blended approach that integrates both teaching methods. Innovative strategies demonstrated improved outcomes in terms of knowledge acquisition, skill performance, and student engagement.

The study concludes that while innovative teaching methods enhance learning outcomes and student satisfaction, traditional methods remain essential for foundational knowledge. Therefore, a blended teaching approach is recommended to optimize nursing education.

Keywords: Traditional teaching, innovative teaching, nursing education, student satisfaction, active learning, blended learning, simulation-based learning

Introduction

Nursing education plays a crucial role in preparing competent healthcare professionals capable of delivering high-quality patient care. The effectiveness of nursing education depends largely on the teaching methods employed, as these directly influence students' learning experiences, knowledge retention, and clinical competence. Traditionally, nursing education has relied on lecture-based teaching, textbooks, and instructor-centered approaches. These methods have been widely accepted due to their structured nature and ability to deliver large volumes of information within a limited time.

However, traditional teaching methods often promote passive learning, where students act as recipients of information rather than active participants in the learning process. This limitation can hinder the development of critical thinking, problem-solving abilities, and clinical decision-making skills, which are essential in modern healthcare settings. Furthermore, the complexity of healthcare demands that nursing students not only acquire theoretical knowledge but also develop practical skills and the ability to apply knowledge in real-life situations.

With the rapid advancement of technology and changes in educational paradigms, innovative teaching methods

have gained increasing importance in nursing education. These methods include simulation-based learning, problem-based learning, case-based learning, flipped classrooms, e-learning platforms, and collaborative learning strategies. Such approaches emphasize student-centered learning, active participation, and experiential learning, thereby enhancing engagement and improving learning outcomes.

Simulation-based learning, for example, provides students with opportunities to practice clinical skills in a safe and controlled environment. Problem-based learning encourages students to analyze complex scenarios, identify problems, and develop solutions collaboratively. Flipped classrooms promote self-directed learning by allowing students to review content before class and engage in interactive activities during class sessions. These approaches not only enhance knowledge acquisition but also foster critical thinking, communication, and teamwork skills.

Despite the advantages of innovative teaching methods, traditional methods continue to be widely used and valued for their ability to provide structured and systematic knowledge. Therefore, it is important to evaluate the effectiveness and student satisfaction associated with both

approaches. Student satisfaction is a key indicator of the effectiveness of teaching methods, as it reflects learners' perceptions, engagement, and overall educational experience. Understanding students' preferences and satisfaction levels can help educators design effective teaching strategies that meet the needs of learners.

This study was conducted to assess the satisfaction levels of BSc nursing students regarding traditional and innovative teaching methods and to determine the most effective approach for enhancing learning outcomes in nursing education.

Objectives of the Study

1. To evaluate the satisfaction level of students with traditional teaching methods
2. To assess the satisfaction level of students with innovative teaching methods
3. To compare the effectiveness of traditional and innovative teaching methods

Conceptual Framework

The study is based on **Kirkpatrick's Model of Training Evaluation**, which provides a comprehensive framework for evaluating educational interventions.

- **Reaction:** Measures students' satisfaction and perception
- **Learning:** Assesses knowledge and skill acquisition

- **Behavior:** Evaluates application in clinical practice
- **Results:** Determines overall outcomes and performance

This model is relevant to the study as it helps in assessing both the immediate and long-term impact of teaching methods.

Methodology

Research Design

A descriptive cross-sectional survey design was used to assess students' satisfaction levels. This design is appropriate for collecting data from a specific population at a single point in time and for comparing different variables.

Setting

The study was conducted at Al Shifa College of Nursing, Kerala, an institution known for its commitment to quality nursing education and integration of modern teaching strategies.

Population and Sample

The study population consisted of BSc nursing students who had been exposed to both traditional and innovative teaching methods. A convenience sampling technique was used to select participants.

Sample Size

The sample included students from different semesters, ensuring representation of varied learning experiences.

Data Collection Tool

A structured questionnaire was developed

based on study objectives. It consisted of:

- Demographic variables
- Exposure to teaching methods
- Satisfaction levels
- Perceived effectiveness

The questionnaire used Likert scales to measure satisfaction.

Validity and Reliability

The tool was reviewed by experts in nursing education to ensure content validity. Reliability was ensured through pilot testing.

Data Collection Procedure

Data were collected using Google Forms. Participants were informed about the study, and consent was obtained. Confidentiality was maintained.

Data Analysis

Data were analyzed using descriptive and inferential statistics. Mean scores, percentages, and t-tests were used to compare satisfaction levels.

Results

The results indicate a clear preference for innovative teaching methods among nursing students.

Demographic Findings

The majority of respondents were female (86%), and most were aged between 20–22 years.

Preference for Teaching Methods

- 42% preferred innovative methods
- 48% preferred blended learning

- 10% preferred traditional methods

Satisfaction Levels

Students reported higher satisfaction with innovative teaching methods (60%) compared to traditional methods.

Effectiveness

- 74% reported improved clinical confidence
- 78% supported blended learning

Comparative Effectiveness

Innovative methods showed higher performance in:

- Knowledge gain
- Skill development
- Engagement

Statistical analysis showed significant differences ($p < 0.001$).

Discussion

The findings strongly support the effectiveness of innovative teaching methods in nursing education. These methods enhance student engagement, promote active learning, and improve clinical competence. The results align with existing literature, which emphasizes the importance of student-centered learning approaches.

However, traditional teaching methods remain important for foundational knowledge. The preference for blended learning indicates that combining both methods is the most effective strategy.

Challenges and Considerations

Despite the benefits, challenges such as technical issues, lack of resources, faculty training needs, and time constraints were identified. Additionally, individual learning preferences must be considered.

Implications for Nursing Education

The findings have important implications:

- Integration of innovative teaching methods should be encouraged
- Faculty training programs should be implemented
- Institutions should invest in infrastructure
- Blended learning should be adopted

Recommendations

1. Adopt blended teaching strategies
2. Provide faculty development programs
3. Improve technological infrastructure
4. Conduct further research with larger samples

Conclusion

Innovative teaching methods significantly enhance student satisfaction and learning outcomes. However, a balanced approach combining both traditional and innovative methods is most effective

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