

Students' Perspective about Current Teaching Method in College of Nursing at Hawler Medical University

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ABSTRACT

Background and objectives: The current teaching method in the College of Nursing is mainly lecture, which plays a vital role for teaching and learning nursing students. The purpose of this study was to assess the students' opinions regarding the current teaching methods at the Hawler Medical University College of Nursing.

Methods: A cross-sectional descriptive study was carried out at the college of nursing in the Erbil, Kurdistan region, Iraq. The study involved 414 nursing and midwifery students. A non-probability-convenience sample method was utilized to enroll 414 nursing students who completed a questionnaire to examine their views on the current teaching method at the College of Nursing.

Results: The vast majority of the study sample were female students, and while more than half of them are aged between 21 and 24 years old (56.8%) with an average of 21 years. The findings indicate that the majority of students (63.53%) sometimes expressed an agreement with the effectiveness of the teaching methods. The result indicated that a significantly higher proportion of females report being "sometimes" satisfied with the current teaching methods, accounting for 85.6% of responses in this category, similarly compared to only 14.4% from males.

Conclusion: Most students believed that the current teaching approach used in the nursing education program significantly contributed to students' increased academic success.

Key words: Teaching Method; Students; Nursing Education; Perspective.

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INTRODUCTION

One way to enhance nursing education is to determine the effect of teaching methods on nursing students' achievements and teaching effectiveness at nursing colleges. Delivering nursing education through the traditional lecture format, on the other hand, is criticized for its emphasis on the learners' passive receipt of knowledge rather than learning to think critically [1]. At Hawler Medical University's College of Nursing, lectures are the primary teaching modality used nowadays. A teacher who speaks continually in front of a class about a given subject or topic is said to be using a lecture teaching approach. The size of the group might range from 20 to 1000. Delivering the entire subject matter is the instructor's responsibility. It is among the most traditional teaching strategies still in use in schools, colleges, and universities across a range of subject areas. The foundation of the lecture style of instruction is that the instructor imparts knowledge to the students before they engage with the material themselves. Traditional lecturing or teaching methods are other names for the lecture style of instruction. Since the traditional lecture style is a passive learning approach, many educators and researchers think it has no greater impact on students' cognitive growth. It does not allow students to participate in the learning process. [2]. A widely used teaching method is the lecture. It works well for teaching specific facts and fundamental abilities since the information is delivered in an understandable and straightforward way. It also works well for introducing learners to new subjects or topics. It is utilized to introduce new content that is not yet published in books or print. It is seen to be an effective way to deliver information to a big class of students. Large groups of people can also be presented with a lot of knowledge through lectures. It is the most

effective approach to use when the facts or issues are contradictory or unclear; the lecture technique is the most effective approach to employ when time is limited. The lecture technique works best when oral presentations are the most effective way to learn a subject. Lectures organize, clarify, and explain complex ideas. Lectures challenge preconceived notions and learning habits; they generate excitement and drive for additional study; and the lecturer has complete control over the whole course. For pupils who lack creativity and innovation, the lecture poses minimal danger. Therefore, for students who learn best by listening, the lectures are appealing [3]. Many teaching methods are available in the educational process, especially in university, for example, the Bologna process, the traditional method process and small group discussion. In Kurdistan, different universities exist, including governmental and private ones. According to the Ministry of Higher Education and Scientific Research, the teacher-centered approach was the core of education among universities in the past. The system was the traditional teaching method: transferring information from the teacher to the learners in theoretical classes and applying it in practical ones. But nowadays, most of the universities use a student-centered approach by using new teaching methods such as teamwork or group work, self-assessment, and peer assessment as a means of deeper learning in the education cycle [4]. Importance of the study This study is important because researchers want to know or evaluate whether the current teaching method, as a teaching method, is effective, engaging, and well-received by students at the College of Nursing. Aims of the study To determine the perspective of the students about the current teaching method in the College of Nursing at Hawler Medical University.

METHODS

A cross-sectional study was conducted in order to investigate students' perspectives about the current teaching method at the College of Nursing. The study was conducted at the College of Nursing/Hawler Medical University, which is a public university in Erbil City, located in the North of Iraq. It is also a capital of Kurdistan. A non-probability-convenience sample ($n=414$) of students was used in this study. The sample consists of 414 students from the College of Nursing. The G power sample size calculator was used to determine the required sample size for conducting the study. To determine the appropriate sample size for a finite population of 841 individuals, we use the standard sample size formula for surveys. Giving a 95% confidence level ($Z=1.96Z=1.96Z=1.96$), an expected proportion of 50% ($p=0.5p=0.5p=0.5$), and a margin of error of 5% ($E=0.05E=0.05E=0.05$), the calculation involves plugging these values into the formula. After performing the necessary computations, the required sample size is found to be 264. This means that to achieve statistically significant results while maintaining the specified confidence level and margin of error, a survey should include at least 264 respondents from the population.

$N = 841$ # Population size

$Z = 1.96$ # Z-score for 95% confidence level

$p = 0.5$ # Expected proportion

$E = 0.05$ # Margin of error

The second, third, and fourth stages of the students from the College of Nursing were included. First-stage students were excluded because they do not have enough experience with the current teaching method. The study was carried out from 1st September to 15th November 2024. The data was collected through a questionnaire

form prepared by the researchers for the purpose of studying. The form consisted of 2 parts. Part 1 referred to socio demographic characteristics of the students, including age, sex, residence, type of secondary school, students' stage, and department. Part 2 assessed the students' perspective about the current teaching method, containing 18 principal items. Each item was rated 5 for regularly, 4 for sometimes, 3 for rarely, 2 for never and 1 for do not know. A common approach is to set a midpoint cutoff: High frequency (positive) \rightarrow mean ≥ 4.0 (regularly/sometimes), moderate frequency \rightarrow mean 3.0 – 3.9 (rarely), low frequency (negative) \rightarrow mean < 3.0 (never/do not know). Categorization of mean scores using the scale mean score range is 4.0 – 5.0 for high frequency (regularly/sometimes), 3.0 – 3.9 for moderate frequency (rarely), and 1.0 – 2.9 for low frequency (never/do not know). If an item's mean score is 4.5, it falls in the high-frequency category. If the mean score is 3.2, it falls under moderate frequency. A mean score of 2.4 is classified as low frequency. The Statistical Package for Social Sciences (SPSS, V23) was utilized to analyze the data. Cronbach's alpha, which gauges a construct's internal consistency, was used to conduct a reliability test. For this metric, a reliability "alpha" of 0.60 is the suggested minimum acceptable level [5]. Using the chi-square test because their p-values are higher than the significant level of $\alpha = 0.05$. Cronbach's alpha was calculated to assess the internal consistency of the data, serving as a reliability measure. A coefficient of 0.60 or above is recommended for exploratory research, with reliability classified as excellent (≥ 0.90), high (0.70–0.90), moderate (0.50–0.70), or low (≤ 0.50). While reliability is essential, it must be paired with validity for meaningful results. In this study, the 18-item scale for teaching methods achieved a Cronbach's

alpha of 0.743, indicating high reliability and ensuring the credibility of the findings. [6] [7] [8].The questionnaire form about the current teaching method was sent to ten nursing faculty experts in order to review the items of the questionnaire form. Each expert returned their comments and suggestions about the questionnaire form. After that, the researchers carefully reviewed their comments and feedback and corrected and edited the items of the questionnaire form accordingly. Formal ethical approval from the Ethical Committee of the College of Nursing/ Hawler Medical University was received by researchers on June 06, 2024 with the number of 2410. Before they agreed to take part willingly, the participants in the study were made aware of the research's goals. Additionally, the respondents were assured that their responses would remain anonymous and be utilized just for academic investigation. The responders filled out the questionnaires and handed them in to the researcher.

RESULT

Most of the responders are female (85.5%) while more than half of them are aged between 21 and 24 years old, because 56.8% are 21 years old on average. The percentage of students coming from public secondary school (84.5%) is higher than the percentage from private school (15.5%) while most of them are studying in the fourth grade (41.1%). More than half of the students are living in urban (54.6%) followed by suburban (22.9%), and rural (22.5%) respectively, since most of them are staying at home (63%). The percentage of participating students who were studying at the nursing department (56.8%) were higher than those who were studying at the midwifery department (43.2%).

Table 4.1: Descriptive Statistics for Demographic Questionnaire

Variables		N	(%)
Sex	Male	60	(14.5)
	Female	354	(85.5)
Age	18 - 20	164	(39.6)
	21 - 24	235	(56.8)
	24 +	15	(3.6)
Secondary School	Private	64	(15.5)
	Public	350	(84.5)
Staying	Home	261	(63.0)
	Dorm	153	(37.0)
	Rural	93	(22.5)
Resident	Suburban	95	(22.9)
	Urban	226	(54.6)
	Second	108	(26.1)
Student Stage	Third	136	(32.9)
	Fourth	170	(41.1)
Department	Nursing	235	(56.8)
	Midwifery	179	(43.2)
Are you satisfied with the current teaching methods in the college?	Yes	162	(39.1)
	No	252	(60.9)

Among the items analyzed, do teachers provide students with a written syllabus (course book) for each course? Standing out with the highest mean score of 4.239, indicating a strong level of agreement or satisfaction with the aspect it addresses. In contrast, the question about the library providing you with educational aids such as digital library and internet access recorded the lowest mean score of 2.879, suggesting relatively lower satisfaction or agreement. The overall mean score for this set of questions is calculated at 3.735, with a standard deviation of 0.450, reflecting moderate variability in the responses.

Table 4.2: Students' perspective about the current teaching methods

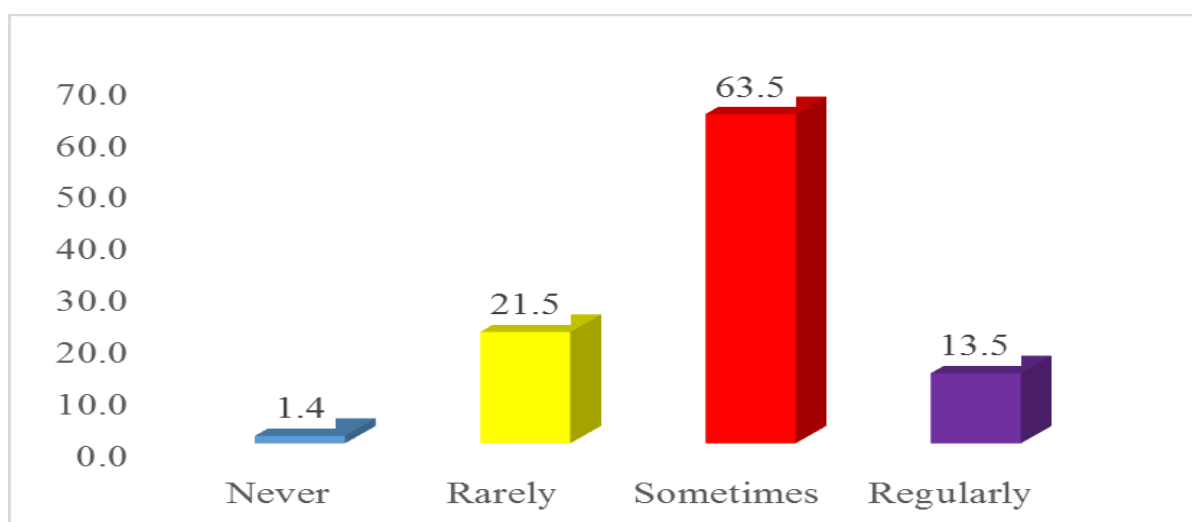
	Do not know		Never		Rarely		Sometimes		Regularly		Mean	SD	*
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)			%
Lecture is the main method of teaching in the college?	3	(0.7)	21	(5.1)	42	(10.1)	219	(52.9)	129	(31.2)	4.087	0.82	81.74
Teachers are using different teaching strategies during teaching process?	2	(0.5)	43	(10.4)	96	(23.2)	219	(52.9)	54	(13)	3.676	0.85	73.53
Teachers encourage discussion with students during teaching.	2	(0.5)	10	(2.4)	63	(15.2)	187	(45.2)	152	(36.7)	4.152	0.80	83.04
How often teachers are using teaching aids (audiovisual aids) during teaching:	15	(3.6)	32	(7.7)	93	(22.5)	139	(33.6)	135	(32.6)	3.838	1.08	76.76
\ Do teachers update their lecture according to the feedbacks of the students?	22	(5.3)	83	(20)	128	(30.9)	125	(30.2)	56	(13.5)	3.266	1.09	65.31
\ How often teachers update their lectures	34	(8.2)	40	(9.7)	108	(26.1)	190	(45.9)	42	(10.1)	3.401	1.06	68.02
\ Do teachers provide students with a written syllabus (course-book) for each course?	8	(1.9)	22	(5.3)	46	(11.1)	125	(30.2)	213	(51.4)	4.239	0.98	84.78
Q8: The whole planned written curriculum is implemented during the course?	14	(3.4)	29	(7)	66	(15.9)	195	(47.1)	110	(26.6)	3.865	1.00	77.29
Q9: The library provides you with educational aids such as digital library and internet access.	23	(5.6)	17	(41.8)	92	(22.2)	83	(20)	43	(10.4)	2.879	1.12	57.58
Q10: The library provides you with educational aids such as textbooks and journals	17	(4.1)	93	(22.5)	103	(24.9)	118	(28.5)	83	(20)	3.379	1.16	67.58
Q11: Facilities such as (classrooms or halls, projector, labs, simulators, etc) needed for proper teaching in the college are available?	8	(1.9)	36	(8.7)	78	(18.8)	164	(39.6)	128	(30.9)	3.889	1.00	77.78
Q12: The current mid-term and final examination meet learning objectives as summative evaluation:	16	(3.9)	59	(14.3)	71	(17.1)	179	(43.2)	89	(21.5)	3.643	1.09	72.85
Q13: Lecturer deliver lectures with great interest.	6	(1.4)	37	(8.9)	103	(24.9)	198	(47.8)	70	(16.9)	3.698	0.90	73.96
Q14: lecturers easily found outside of class time.	10	(2.4)	74	(17.9)	113	(27.3)	134	(32.4)	83	(20)	3.498	1.08	69.95
Q15: lecturers interested in student achievement and giving feedback on student progress.	11	(2.7)	61	(14.7)	102	(24.6)	185	(44.7)	55	(13.3)	3.512	0.99	70.24
Q16: lecturers are prepared to answer questions.	7	(1.7)	26	(6.3)	44	(10.6)	170	(41.1)	167	(40.3)	4.121	0.95	82.42
Q17: Does the lecturer give enough time and space for students to ask questions?	8	(1.9)	22	(5.3)	49	(11.8)	167	(40.3)	168	(40.6)	4.123	0.95	82.46
Q18: lecturers give course contents and framework at the beginning of each lecture.	19	(4.6)	20	(4.8)	63	(15.2)	167	(40.3)	145	(35)	3.964	1.05	79.28
Overall											3.735	0.45	74.70

* Percentage of agreement

The findings indicate that the majority of students (63.53%) sometimes expressed an agreement with the effectiveness of the teaching methods. This is followed by 21.5% of students who rarely agreed, 13.53% who regularly agreed, and a small fraction (1.4%) who reported never agreeing with the current teaching methods. These percentages reflect varying levels of satisfaction, highlighting that while most students find the methods acceptable at

times, there is room for improvement to enhance regular approval. The finding of the study showed that there is a statistically significant association between nursing students' responses (Never, Rarely, Sometimes, and Regularly) and the variables of gender, stage of study, and satisfaction with the current teaching methods because their p-values (0.043, <0.001, and <0.001) are less than the significant level of $\alpha = 0.05$.

Figure 4.1 : Overall percentage about the current teaching methods



For instance, the result indicates that a significantly higher proportion of females report being "sometimes" satisfied with the current teaching methods, accounting for 85.6% of responses in this category, compared to only 14.4% from males. Similarly, the percentage of females who express being "regularly" satisfied is even higher, at 94.6%, while males account for just 5.4% in this category. These findings highlight a notable gender disparity in satisfaction levels, with females consistently reporting higher agreement with the effectiveness of the teaching methods than their male counterparts. This trend may point to gender-specific perceptions or experiences within the educational

environment. Also, students in the fourth stage report the highest percentage of being "sometimes" satisfied with the current teaching methods, accounting for 48.7% of responses in this category. This is noticeably higher compared to students in the third stage, who make up 27.8%, and those in the second stage, who represent 23.6%. These findings suggest that satisfaction with the teaching methods tends to increase as students' progress to higher stages of their education. Then, the percentage of students who are "sometimes" satisfied with the current teaching methods (36.9%) is less than the percentage of students who are not satisfied (63.1%). However, the percentage of students who are

"regularly" satisfied with the current teaching methods (73.2%) is significantly higher compared to those who are not regularly satisfied (26.8%). This indicates that while occasional satisfaction is evenly split, there is a stronger trend toward regular satisfaction among the respondents.

On the other hand, there is no statistically significant difference between nursing students' responses (Never, Rarely, Sometimes, and Regularly) and each of the (age, secondary school, staying, resident, and department) variables separately.

Table 4.3 : Association between Nursing Students response (Never, Rarely, Never, and Regularly) with demographic question using Chi-square test

Variables			Never	Rarely	Overall Sometimes	Regularly	Total	Chi-square	P-value
Sex	Male	N	0	19	38	3	60	8.164	0.043
		(%)	(0)	(21.3)	(14.4)	(5.4)	(14.5)		
	Female	N	6	70	225	53	354		
		(%)	(100)	(78.7)	(85.6)	(94.6)	(85.5)		
Age	18 - 20	N	3	47	89	25	164	2.343	0.126
		(%)	(50)	(52.8)	(33.8)	(44.6)	(39.6)		
	21 - 24	N	3	40	162	30	235		
		(%)	(50)	(44.9)	(61.6)	(53.6)	(56.8)		
	24 +	N	0	2	12	1	15	1.747	0.627
		(%)	(0)	(2.2)	(4.6)	(1.8)	(3.6)		
	Private	N	0	12	44	8	64		
		(%)	(0)	(13.5)	(16.7)	(14.3)	(15.5)		
Secondary School	Public	N	6	77	219	48	350	2.157	0.540
		(%)	(100)	(86.5)	(83.3)	(85.7)	(84.5)		
Staying	Home	N	5	60	162	34	261	3.708	0.716
		(%)	(83.3)	(67.4)	(61.6)	(60.7)	(63)		
	Dorm	N	1	29	101	22	153		
		(%)	(16.7)	(32.6)	(38.4)	(39.3)	(37)		
Resident	Rural	N	1	17	65	10	93	25.157	<0.001
		(%)	(16.7)	(19.1)	(24.7)	(17.9)	(22.5)		
	Suburban	N	1	20	63	11	95		
		(%)	(16.7)	(22.5)	(24.0)	(19.6)	(22.9)		
	Urban	N	4	52	135	35	226	3.035	0.386
		(%)	(66.7)	(58.4)	(51.3)	(62.5)	(54.6)		
	Second	N	0	29	62	17	108		
		(%)	(0)	(32.6)	(23.6)	(30.4)	(26.1)		
Student Stage	Third	N	5	39	73	19	136	35.74	<0.001
		(%)	(83.3)	(43.8)	(27.8)	(33.9)	(32.9)		
Department	Fourth	N	1	21	128	20	170		
		(%)	(16.7)	(23.6)	(48.7)	(35.7)	(41.1)		
	Nursing	N	4	56	141	34	235		
		(%)	(66.7)	(62.9)	(53.6)	(60.7)	(56.8)		
	Midwifery	N	2	33	122	22	179		
		(%)	(33.3)	(37.1)	(46.4)	(39.3)	(43.2)		
Satisfied in current teaching methods	Yes	N	1	23	97	41	162	35.74	<0.001
		(%)	(16.7)	(25.8)	(36.9)	(73.2)	(39.1)		
	No	N	5	66	166	15	252		
		(%)	(83.3)	(74.2)	(63.1)	(26.8)	(60.9)		
Total		N	6	89	263	56	414		
		(%)	(100)	(100)	(100)	(100)	(100)		

Discussion

The present study indicated that the students agreed that their teachers provide the students with a written syllabus (course book) for each course. The findings showed that the majority of students (63.53%) sometimes expressed an agreement with the effectiveness of the current teaching methods. A study, on the opinions of students on nursing education was carried out in Jordan. The findings showed that the course material and instructional strategies were comprehensive, well-structured, and easy to understand. Emphasis was placed on online resources and teachers who are well-prepared, well-organized, and make efficient use of class time. Conversely, the most common factor that adversely impacted pupils' learning was a noisy atmosphere [9]. The finding of the current study mentioned that most of the students (43.2%) responded that they sometimes agree that the current midterm and final examination meet learning objectives in the current teaching method. Additional research conducted in Hong Kong has verified that evaluation techniques can affect nursing students' learning strategies. A deep learning technique may benefit from assessments that measure comprehension rather than memorization [10]. The result of this research identified that most of the students responded that (52.9%) sometimes their teachers were able to use different teaching strategies during their teaching process. Another study, on how instructional context influences nursing students' adoption of a deep learning strategy, was carried out in Japan. According to the study's findings, students were more likely to embrace the deep approach to learning when teachers actively engaged their attention, supported learning activities, gave them explanations that helped them understand, imparted knowledge that broadened and

deepened their perspectives, and demonstrated enthusiasm. [11]. According to the outcome of the current study, it showed that the percentage of students who are "sometimes" satisfied with the current teaching methods (36.9%) is less than the percentage of students who are not satisfied (63.1%). Cooperative learning and traditional learning methods in theoretical classes have been compared in an Iranian study on nursing students' ability to communicate with patients in practical settings. The findings indicated that there was no significant difference between the two groups' pre-teaching intervention communication skills scores, but there was a significant difference between the two groups' post-teaching intervention interaction skills and problem follow-up subscale scores. It is advised to increase nursing students' participation in arguments by implementing active teaching strategies that can offer the chance for improved communication skills, as this study shows that cooperative learning is an effective way to improve and increase nursing students' communication skills, particularly in the interactive skills and follow-up the problems subscale [12].

CONCLUSION

The majority of students thought that the nursing education program's present teaching methodology had a significant part in raising students' academic achievement. The findings show that, in comparison to their male counterparts, a much larger percentage of females say they are "sometimes" satisfied with the existing teaching methods.

Limitations of the Study and Recommendations The geographic area that just encompasses Hawler Medical University and the College of Nursing is the limitation of the study. It is advised to conduct additional study with the addition of other colleges of nursing in Iraqi Kurdistan.

CONFLICT OF INTEREST

The authors declared that there is no conflict of interest in this study.

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