University of KwaZulu-Natal

A qualitative descriptive exploratory study of teaching methodologies utilised by nurse educators in South West Nigeria

By

Lateef Monsurat Adepeju

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A qualitative descriptive exploratory study of teaching methodologies utilised by nurse educators in South West Nigeria

A dissertation submitted to the School of Nursing and Public Health, College of Health Sciences, University of KwaZulu-Natal in fulfilment of the requirement for the degree of Masters of Nursing (Nursing Education)

By

Lateef Monsurat Adepeju

Student number: 215079136

Supervisor: Dr E.M. Mhlongo, PhD

February 2017

DECLARATION

I, Lateef Monsurat Adepeju, hereby declare that this dissertation titled **"A qualitative descriptive exploratory study of teaching methodologies utilised by nurse educators in South West Nigeria"** is my original work. It has never been submitted for any other purpose nor to any other educational institution. Sources of information used in this study have been acknowledged and properly referenced in the list of references.

Student's name	**Lateef Monsurat Adepeju**
Signature……	Date…27th March, 2017
Supervisor's name	**Dr E.M. Mhlongo, PhD**
Signature…….	Date…….

DEDICATION

This dissertation is dedicated to all the nurse educators and clinical nurses in Nigeria. My special appreciation goes to the participants in this study. I am grateful for all the support given to me.

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All thanks to Almighty God who saw me through this journey and provided all the necessary support at each stage of the work.

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Special thanks to my employer, who approved my study leave in order for me to acquire more skills to increase my competence and productivity in the job place.

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ABSTRACT

Background: Teaching methodologies are indispensable in nursing education. Globally, they are fundamental of teaching and learning in all higher institutions of learning. Nurse educators require competencies in facilitating learners using methods that enhance students learning, particularly in acquiring essential knowledge and skills.

Purpose: The purpose of this study was to explore, and describe the experiences of nurse educators regarding teaching methodologies utilized in selected nursing education institutions in South West Nigeria, and to propose possible commendation that will improve effective teaching and learning for the students.

Methodology: A qualitative exploratory, descriptive phenomenological research study was conducted. In this study, the sample size of the participants was determined by data saturation and a total number of fifteen nurse educators currently working as nurse teachers with not less than one year of teaching experience participated in the study. A purposive sampling was used to recruit participants from three nursing schools, and semi-structured, in-depth individual interviews were conducted with fifteen (15) nurse educators between the period of June- July 2016 regarding the teaching methodologies utilizes and their experiences. Data was captured using an audio recorder and later transcribed verbalism with the field notes using In vivo manual coding for qualitative according to Saldana. Data analysis was done manually using content thematic analysis by assigning a label to each section of the interviewed transcript, using a word or short phrase taken from that section of the data. This led to the formation of the major themes and sub-themes.

Findings: The findings from this study revealed four major themes: teaching methodologies used by nurse educators; experiences of nurse educators; enabling conditions for quality teaching practices; and challenges to teaching and learning. The findings confirmed that the training of nurses demands the use of various methods. Data analysis indicated that nurse educators use various teaching methods to facilitate student learning, similar to other studies done in different countries. The dynamic changes occurring in the health care professions required a radical shift in the way students are taught, to develop them into competent nurses of the future, who are capable of using their skills to solve the health care needs of the populace. Analysis of the data in this study revealed that a number of factors hindered effective utilization of teaching methodologies.

Conclusions: Effective use of teaching methodologies is a cornerstone to the future of nursing education, and nursing practice in general. There is a need to produce competent nurses by taking into consideration the diversity of students in higher education, and responding effectively to the needs of teachers and students, as well as institutional demands.

Key words: Nurse Educators' experience, nursing education institution, nursing student, teaching methodologies.

LIST OF ABBREVIATIONS

CBL:	Community Based Learning
CBS:	Case Based Studies
EL:	Experiential Learning
HEL:	Higher Education Learning
HIL:	Higher Institution of Learning
HND:	Higher National Diploma
NBTE:	National Board for Technical Education
NE:	Nurse Educator
NEI:	Nursing Education Institution
NMCN:	Nursing and midwifery council of Nigeria
NME:	National ministry of education
NUC:	National University Commission
OBE:	Outcome Based Education
PBL:	Problem Based Learning
Psy INFO:	Psychology information
TJ:	Tipple Jump
TM:	Teaching Methodologies
UMB:	University Matriculation Examination

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CHAPTER ONE

BACKGROUND AND RATIONALE OF THE STUDY

1.1. Introduction to the study

Teaching is a common term used in education, and in a learning environment. It occurs in the classroom, the laboratory and the clinical setting for both nursing and medical students (Ahmad, Ching, Yahaya and Abdullah, 2015). Teaching is an important component in academic institutions. It is key to the development of human minds, as well as global transformation, due to the cognitive development it fosters. In nursing education, the teaching and learning method has become an issue of utmost priority for nurses. Teaching is not inherent, it is a task that needs special knowledge and skills (Clark, 2008). The methods used for teaching are directly connected to the development and transformation of the learners' minds in the context of teaching and learning (Arce, Bodner and Hutchinson, 2014:85). In this study, the phenomena reviewed the importance of teaching methodologies since the outcome product (nurses) were dependent of the strategies used by nurse educators in relaying knowledge and skills to the learners.

According to Pia (2015), a number of teaching strategies are used in education, such as teacher-centred and student-centred approaches, several factors, such as large class size, shortage of teachers, inadequate facilities and insufficient training of the teacher, significantly influence the choice of teaching methods (Pia, 2015). Teaching methodologies can transform students' minds, engage them in their learning, and impact their affective domain (Ondrejka, 2014). Traditionally, majority of the nurse educators who participated from this study were not trained teachers. Hence, this study revealed the importance of the phenomena under studied regarding teaching and learning facilitation between educators and the students.

Teaching approaches are critical aspects of teaching and learning between educators and students (Chan, 2013a:239). There is no particular teaching method that is universally acceptable, however, any method of teaching adopted should be learning oriented, student focused and meet the requirements of skills and knowledge for a particular professional proficiency (Devlin and O'Shea, 2012:387). Studies indicated that adopting innovative methods of teaching is a challenge to nurse educators, and on the other hand is excellent for helping students to learn effectively. The learner

prefers this type of method, as it speeds up the pace of learning. To measure the effectiveness of teaching, presents many challenges for educators, however involving students in their education helps nurse educators to evaluate their teaching methods and improve their skills. The students' learning is made more effective through active involvement, and this has great impact on their academic performance and professional proficiency (Day-Black, 2015; Cleary, Happell, Lau and Mackey, 2013a). Although several studies concerning teaching methodologies have been conducted, relatively little is known about what informed educators' utilisation of methods for teaching students. Thus, this study aims at describing the teaching methodologies utilised by nurse educators in selected nursing education institutions in South West Nigeria.

1.2. Background to the study

Teaching and learning in higher education institutions is a global issue. As a result, proper attention has been paid to it with emphasis on the use of quality teaching methods for the effective learning of students (Devlin and Samarawickrema, 2010:111-112). The importance of teaching methodology for students in tertiary institutions has become an issue of concern to many educators today. Teaching methodology is an active ingredient in nursing education (Chan, 2013b:559). Educators in higher learning institutions impart the student learning by various teaching strategies (Paolini, 2015:25). In nursing education, nurse educators' teaching strategies should develop students as analytical thinkers and competent professionals in the science and art of nursing through education. This is achieved by adopting teaching methodologies that are student-oriented and encourage inquiry (Adejumo, Fakude and Linda, 2014:1695). Nurses are directly involved with the wellbeing of individuals and the society at large. Hence, their competency in handling their duties is very important. That is why the focus of this study was teaching methodologies used by nurse educators in Nigeria environment.

In a study conducted by Paolini (2015:20) in the United States (US), different methods of teaching used by educators in relation to students' academic performance and achievement were evaluated to determine the efficacy of the teaching methods. The philosophy of the teacher was found to be one of the factors that influenced many lecturers' choice of teaching methodology. The findings from a study in India by Nilesh, Preeti, Mayur and Kantharia (2011:26) , on student perceptions about educators' teaching and learning methodologies revealed that 54.72 per cent of the students

preferred an interactive teaching method, as it enhanced the flow of communication between students and teacher. Furthermore, these methods increased learners' chances of performing excellently. In the same study, only 7.54 per cent of the students preferred traditional methods of teaching (Nilesh et al., 2011:26). Another study conducted by Chopra (2014:49) in India indicated that traditional methods of teaching were frequently used by educators to teach students. However, the findings showed that only 25.93 per cent of the students acquired knowledge through this type of method. Nevertheless, educators in the 21st century still use the teaching method that has been adopted globally since the 14th century, because of the large classes they have to teach.

According to Day-Black (2015), children born between 1982 and 2002 are globally inclined. Therefore the teaching methodologies used by nurse educators in the 21st century should focus on the students, rather than being teacher-centred. Many teachers, including nurse educators, teach students using teacher-centred methods, which include lectures that require students to memorise after reading large volumes of text in order to pass (Day-Black, 2015:90; Martha and Arlene, 2014:536). Students perceived the traditional approach to teaching as 'boring', 'too abstract' and content focused. This suggests that educators should be more flexible in their teaching methods, adopting interactive and engaging teaching methods. This would enhance students' learning of new knowledge and promote their critical thinking (Day-Black, 2015).

Debourgh (2012) argued that the use of traditional teaching methods in nursing lead to poor clinical practices, lacking professional competency, knowledge and skills among nursing students. In countries such as, the US (Paolini, 2015:20), Europe (González-Chordá and Maciá-Soler, 2015; Salminen, Stolt, Saarikoski, Suikkala, Vaartio and Leino-Kilpi, 2010) and South Africa (Adejumo et al., 2014:1694), nurse educators have adopted the mentorship and preceptorship style of facilitating learning as an alternative to traditional teaching methods. This has contributed to the students' professional proficiency and their ability to integrate theories learnt in the classroom into practice during clinical placement (De Swardt, Van Rensburg and Oosthuizen, 2014:1871-1872).

Commented [A1]:

Nursing education has gone beyond the era of talk and chalk teaching. Teaching and learning are two completely different activities, and nurse educators should undergo in-house training programmes on how to be effective facilitators and facilitate in a way that is learner driven. Creative methods in teaching are essential for learning; in fact, the teaching methodologies is the

heartbeat of education. Therefore, nurse educators require opportunities to gain theoretical knowledge of teaching in order to be able to evaluate their teaching methods for quality and improve the methods used for the benefit of their students (Adejumo et al., 2014:1695).

Furthermore, nurse educators are facilitators, who need to understand fully what their role is, yet nothing is available to guide them on how to choose and evaluate what methods are appropriate for their students, so each course they have to teach becomes a challenge. Teaching methodologies should focus on student learning, not the mere fulfilment of their obligations as educators. However, class size, and insufficient materials and space are some of the factors lecturers must consider before coming to class to teach students (Adejumo et al., 2014; Chang, 2013).

In the context of Nigeria, nursing education is undergoing a transformation process, and many positive developments have taken place since the colonial era. According to Dolamo and Olubiyi (2013), when Nigeria became a formal colony under the British Administration in 1914, nursing was among the first acknowledged and accepted professions in the British colony. The immediate benefit was a realisation of the overwhelming need for nursing and midwifery services, which were given urgent attention because of their importance and direct influence on lives, health and wellbeing in general. Many nursing education schools were opened in the post-colonial period, resulting in a tremendous leap in nursing education. The establishment of the Department of Nursing at the University of Ibadan in 1965 led to the transformation of nursing education and practice in Nigeria. Departments of nursing were established at other universities, both in the public and private settings of a generic bachelor of nursing science degree (BNSC), in line with the minimum academic standards and curriculum of the National University Commission (NUC) for University-based nursing programs (Timothy, Umar, Idowu, Suberu, Dauda and Hamina, 2015; Dolamo and Olubiyi, 2013). The disparities in working conditions, workload, infrastructures, students' population and resources availabilities is a big challenge to teachers in Nigeria (Ladebo, 2013). Therefore, this study aim was to explore, describe the experiences of nurse educators regarding teaching methodologies utilized in nursing institutions, and to propose possible recommendations that will improve effective teaching and learning for the students.

Today, guided by the National Policy on Education of 1981, nursing education is becoming an important instrument of change in Nigerian society. The Nursing and Midwifery Council of

Nigeria takes cognizance of the National Policy on Education either in developing the sound educational principles essential to train nurses to function, independently, or as members of a health team. The council has, over the years, worked tirelessly to ensure that policies, programs and activities are developed and implemented with the goal of promoting and maintaining excellence in nursing education and practices, as provided for by the law and in line with local and international standards (Onwe, 2014; Dolamo and Olubiyi, 2013).

Although nursing education is growing in Nigeria, the country continues to struggle with its content-overloaded curriculum, which simultaneously attempts to prepare nurses to practice in a bio-medically oriented health care system, and to educate them to be responsible health care professionals, committed to the social changes necessary for health promotion and disease prevention. Several authors argued that nurse educators and nursing students are challenged with a cumbersome curriculum in training students in nursing education institutions. The quality and standard of nursing education has a direct influence on the practices of nurses. Furthermore, the educational level of the nurses affects the proper understanding and utilisation of the most current concepts in nursing education, such as the nursing process, evidence-based nursing practices, best practices, advanced nursing practices, reflective practice, and so on. These are designed to improve the quality of care rendered by nurses globally (Kaylor, 2014; Ondrejka, 2014; Agbedia, 2012).

The role of nurses in the Nigerian health sector is very significant; nurses constitute the largest percentage of the health workforce of the country. A number of changes are taking place in nursing education, and the Nursing and Midwifery Council is launching strategies to improve, promote, and ensure that competent and relevant professional nurses are produced. However, nurses are slow in embracing change, thereby limiting their opportunities for progress. Nursing education in Nigeria has yet to recognize that nursing is both a profession and a market influenced by supply and demand. While a lot of effort has been put into the professional aspect, the marketing aspect is under-developed. Nursing education in Nigeria is undergoing a transformation. Different approaches are being introduced to enhance nursing education and nursing care, which is the basis of practice. The method of producing competent nurses is through nursing education. Therefore, effective marketing strategies in nursing education must be developed (Timothy et al., 2015; Onwe, 2014; Agbedia, 2012).

In Nigeria, a teacher–student ratio of 1:10 is stipulated in National University Commission policy to ensure effective teaching and learning. This policy is a challenge in Nigerian universities offering nursing education due to a shortage of teachers. Although, in Nigeria, nursing education is going through many positive transformations, policy changes and the economy have contributed greatly to constraints on development in education. There are inadequate workforce and resources in schools, of which nursing institutions are no exception (Adelabu, 2008:36). Although a number of teaching strategies are used to develop students into competent nurses, the literature reveals that educators' background, students' attitudes, the system of education in the schools, institutional policy and the learning environment influence decisions about teaching and learning methods (Chan, 2013a:239). It is thus important to evaluate the teaching methods of nurse educators, and, based on a number of issues surrounding the training of nurses in Nigeria, this study aims to describe the teaching methodologies utilised by nurse educators in selected nursing education institutions in South West Nigeria.

1.3. Problem statement

The importance of effective quality teaching methodologies in nursing and medical education has been recognised for many decades (Armstrong and Rispel, 2015; Rutherford-Hemming, 2012:132). Methods of teachin**g** are the bed-rock of education and effective nursing practices. The literature indicates that a number of teaching methods are used, ranging from teacher-centred to student- centred. However, a number of challenges hinder the proper use of innovative teaching methods. These challenges include: a shortage of staff, inadequate preparedness of nursing students, changing educational and health policies, lack of skills among teachers, inadequate curriculum, and resource constraints (Chopra, 2014; Agbedia, 2012). Furthermore, there is a preference for traditional methods of teaching among teachers. Traditional methods of teaching, such as teacher-centred methods, make students passive learners and do not allow them to play an active role in the education system. Effective quality teaching methods are lacking in higher education learning (HEL), and as a result, students are not able to construct their own knowledge (Chi and Wylie, 2014; Chopra, 2014; Dufresne, Gerace, Leonard, Mestre and Wenk, 1996).

Nurse educators are clarifying their understanding and application of the learning concepts in nursing education as reflected in nursing practice. The demographic trend in the nursing profession

in Nigeria indicates a lack of manpower in the general workforce (Agbedia, 2012). Nursing education needs innovation to improve future competent nursing practice in Nigeria. Nurse educators, students, administrative and nursing service personnel must work together to design an innovative educational system. Furthermore, Carpenter et al (2013:59) mentioned that teaching methodologies have an influence on students' performance and the future application of the knowledge gained, hence nurse educators in higher institutions of learning (HIL) should know about the use of evidence-based teaching methods (Day-Black, 2015; Patterson and Klein, 2012; Jinks, 2007).

In the context of Nigeria, nurse educators are faced with the challenges of meeting the learning needs of the students in nursing training institution because of many factors such as work overload, class sizes, and lack of teaching resources just to mention a few. Thus, effective required learning outcomes for the student becomes a big challenge to nurse educators (Agbedia, 2012; Akiode, Fetters, Daroda, Okeke and Oji, 2010). Although nursing is still growing in Nigeria, considering how nursing students are been taught and what they learn in nursing education, there is need to investigate the teaching methodologies utilized by nurse educators to see whether they benefit the students, to save lives of the society members and the future of nursing profession. Thus this study aim at exploring and describing the experiences of nurse educators regarding teaching methodologies utilized in nursing institutions in selected nursing education institutions in South West Nigeria, and to propose possible recommendations that will improve effective teaching and learning outcome for the students.

1.4. Purpose of the study

The purpose of this study was to explore, and describe the experiences of nurse educators regarding teaching methodologies utilized in selected nursing education institutions in South West Nigeria, and to propose possible recommendations that will improve effective quality teaching and learning of the students**.**

1.5. Objectives of the study

This research study has the following objectives:

1. To explore the teaching methodologies used by nurse educators in nursing education institutions (NEIs)
2. To describe the experience of nurse educators regarding teaching methodologies used in their institutions
3. To identify the challenges nurse educators encounter with teaching methodologies
4. To propose possible recommendations that can address the challenges identified by nurse educators in NEIs

1.6. Research questions of the study

Research questions relating to the objectives of the study are:

1. What are the teaching methodologies used by nurse educators in nursing education institutions (NEIs)?
2. What are the experiences of nurse educators regarding teaching methodologies used in their institutions**?**
3. What challenges do nurse educators encounter with teaching methodologies?
4. What are the possible proposed recommendations that can address the challenges identified by nurse educators in NEIs?

1.7. Significance of the study

The heartbeat of education is the teaching methodologies used. Nurse educators should be given the opportunity to have in-house training on how to facilitate students' learning and help them to develop skills. This kind of knowledge about teaching enhance effective teaching, learning and assessment (Adejumo et al., 2014: 1695). Nurse educators play a vital and direct role in the training of nurses. Hence, it is recommended to integrate learning and teaching theories into teaching methodologies used during the facilitation of learning with the students. Communication of content is as important as the content itself. Nurse educators using various communication skills will facilitate learning better with the students. Furthermore, the findings from this study will be of great significance to the body of knowledge in nursing education. In addition, this study was to enable nurse educators to adapt teaching methods that result in effective quality learning recommended for training nurses, develop teaching skills in facilitating students' learning. For

quality training of the nurses, there are other factors, which directly contribute to quality learning among the students. Although this study has been done elsewhere, but the results elsewhere is not applicable to Nigeria looking at the challenges of teaching and learning facilitation in the context of Nigeria. This is why the aim of this study was to investigate the teaching methodologies utilized by nurse educators in selected nursing education institutions in Nigeria. This study indicated the benefits of the findings from this study to nursing practice, nurses as a health care giver and the policy development in nursing.

As a result, students, nurse educators, faculty management and the health care system will benefit from the findings of this study.

Students: Nursing students need to have the chance to acquire knowledge and excellent professional skills during teaching and learning in nursing education programmes, through effective teaching methods used by nurse educators which will enhance students' critical thinking and ability to function as competent professional nurses. The students will learn to integrate concepts and theories into their practice.

Nurse educators: The findings of this study will help nurse educators to re-evaluate their teaching methods in order to ensure they are student-oriented and learning-focused, bearing in mind that they are preparing competent, professional nurses who will serve humanity in the future. Therefore, teaching and learning processes depend largely on the teaching methods used.

Faculty management: The findings from this study will enlighten faculty management in the various nursing education institutions concerning the need to organise programmes that will improve and enhance nurse teachers' competencies in applying effective teaching methodologies for student learning. This study will help to determine whether the methods of teaching by nurse educators help to develop students in various nursing education aspects that will assist learners during and after school.

The health care system: This study was to propose possible recommendations on teaching method for student competencies and skills, and students will be able to apply the concepts taught in class in their respective clinical postings. The experience they gain will eventually improve the care given to patients.

To the research: the findings from this study can help nurse educators, and policies makers to introduce new inquiries regarding the teaching methodology used in nursing education. Based on the findings from this study, further investigations would allow to formulate standards and policies that would inform nurse educators regarding effective teaching strategies to be used in nursing education.

1.8. Definition of key concepts

In this study, the key concepts in the title were defined (Teaching methodology, Nurse educator, nursing education institution, and students).

Teaching methodology: According to Dorgu (2015) teaching methodologies denote various strategies that the teacher uses to deliver his/her subject matter to the students in the classroom based on the instructional objectives to bring about learning. In this study, the term 'teaching methods' or 'methodology' is viewed as the strategy used for teaching content, objectives, procedures and assessment in nursing education institutions, or the choice of pedagogy used by nurse educators for teaching in nursing education institutions (Ondrejka, 2014; Molina, Cañado and Agulló, 2013:3).

Nurse educator: Uys and Gweles (2005) viewed an educator as professional nurses, and with specialty to train other nurses in nursing education. In this study, the term educator is synonymous with lecturer, nurse teacher, teacher, mentor, facilitator and instructor teaching nursing students at different levels in all the nursing education institutions.

Nursing education institution: According to Ndawo (2016), are institutions that has mandatory to do nursing program and award degree to nurses. Diploma, bachelor and advanced diploma. These institutions must have been accredited by the regulating body. In this study, nursing education institution, referred to school of nursing or tertiary education that are accredited by National University Commission and Nursing and Midwifery Council of Nigeria to offer nursing program, both the government and private sector, award degree or a diploma in nursing on completion of training.

Students: According to Ndawo (2016), is a learner nurse undertaking training in nursing education that required registration with the professional body and must be registered and licensed at the completion of nursing training. For the purpose of this study, students refers to learners doing a nursing programme in nursing education institutions.

1.9. Outline of the dissertation

This research study is organised into five chapters:

Chapter One: This chapter presents the introduction, the context, the problem statement, the background to the study, the research objectives and questions, the significance of the study, the definition of terms used and the conclusion, including an overview of the next chapter.

Chapter Two: This chapter reviews the literature relating to the research problems in this study.

Chapter Three: This chapter presents the research methodology used by outlining the study paradigm and design, the setting, the population, the sample and sampling techniques, the data collection methods, ethical considerations, and the methods used to analyse the data gathered from participants in this study.

Chapter Four: This chapter presents an analysis of the findings of this study.

Chapter Five: This chapter discusses the findings, makes recommendations, discusses limitations and gives a summary of the study.

1.10. Conclusion

This chapter covered the introduction and the background to the concept of teaching methodologies in nursing education institutions, the problem statement, the research objectives, the research questions, the purpose of the study, the significance of the study, and operational definitions. The next chapter is the extensive literature review, which was conducted after the data collection in order for the researcher to bracket and reduce bias in the study.

LITERATURE REVIEW

2.1. Introduction

The literature review is defined by Boote and Beile (2005:1) as evaluating published scholarly articles related to the researcher's area of study. In this chapter, the local and international literature review related to teaching methodologies utilized by nurse educators in nursing education were used. It is important to highlight that part of this literature review for the study was conducted after data collection and analysis were completed. This strategy was in line with the strategy of "bracketing" which is the hallmark of descriptive phenomenology and this assisted the researcher to set aside preconceived ideas. The findings of the study were therefore not influenced by what has been previously reported in the literature.

In this study, both theoretical and empirical journals, qualitative and quantitative studies published in English were considered ranging from 1990 to 2016. The literature reviewed is categorized under the following broad themes: theories influencing teaching and learning in higher education, innovative teaching approaches in nursing education, challenges to teaching practices in nursing education, and the history and development of nursing education in Nigeria. The following search engines and databases were used: A-Z, Google, Google Scholar, Science Direct, Pub MED, Eric and PsycINFO (Psychology information database), and the following keywords were used as parameters for the search: nurse educators, Nigeria, nursing education and teaching methods.

2.2 Theories influencing teaching and learning in higher education

Teaching and learning has been influenced by a number of theories for many generations (Sumpi and Amukugo, 2016; Taylor and Hamdy, 2013; Kolb and Kolb, 2012; Moses, 2012; Bruce, Klopper and Mellish, 2011). Theories are used as lens through which teachers' performances are viewed (Tollefson, 2000). However, teaching and learning form an integral part of education and thus have an impact on both the students and the knowledge they acquire. There is a difference between the theories of learning by students and the theories of teaching that guide the teachers in facilitating learning. These two theories go hand-in-hand because the teaching methodologies of the educators greatly influence the learners (Wilson and Peterson, 2006; Bodner, 1992:187).

In psychology, there are several schools of thought about how learning takes place, and various categorisations of these. The influence of theories such as behaviorism, cognitivism, constructivism, social constructivism have been well documented (Wilson and Peterson, 2006). In the twenty-first century cognitive and social theories are those used most widely, with constructivism being the best known (Flynn, Squier and Davidson, 2015; Fry, Ketteridge and Marshall, 2008)**.**

In education, learning is viewed as a change that occur in the mind of the learners that motivate individuals to actively participate in teaching and learning activities Shuell, 2016(Shuell, 2016). Many ideas about learning in the early twentieth century tended to consider the development of the individual in isolation, but by the 1920s and 1930s ideas looking at the influence of the wider context in which learning occurs and at emotional and social influences and affects became more common (Fry et al., 2008).

The theories of learning for students in teaching is important for educators. Learning occurs in the classroom and outside the classroom environment. The theories of teaching and learning goes hand- in- hand because teaching approaches of the educators influences the learners greatly. The past 20 years has seen a move away from a conception of "learner as sponge" toward an image of "learner as active constructor of meaning." (Wilson and Peterson, 2006: 2).

The literature indicates that when students are actively involved into their learning the teacher plays the role of the facilitator, and this assist the students to be able to develop their own knowledge, and thereafter apply them (Shuell, 2016). Constructivism is one of the theories that promotes knowledge construction by the students (Flynn et al., 2015). The training of students in the classroom and clinical placement requires educators to consider theories of learning that promote innovative practices when choosing effective teaching methodologies in various learning situations, in order to improve quality education (Aliakbari, Parvin, Heidari and Haghani, 2015).

Teaching methodology, according to Mustafa and Fatma (2013:1441) and Boumová (2008:6), is viewed as the pedagogy, principles and strategies used for teaching. However, the choice of teaching methods depends largely on many factors such as beliefs, preparation, and classroom size, volume of the content, and faculty and individual philosophy. In nursing education, teaching

approaches are based on the principles of the **andragogic, constructivism, experiential learning, and cognitivism** theories of teaching and learning.

Andragogic learning theory is viewed as adult self-directed learning approach where the learners take responsibilities and accountability of their own learning (Bruce et al., 2011). According to Sumpi and Amukugo (2016) andragogic learning theory focused on how adults learn preferably through self-directed learning. This is because an adult is self-motivated, goal-oriented and want to take responsibility for their decisions. The literature shows that a number of innovative teaching approaches places adult learners at the center of their learning. These approaches include: problem based learning, case-based learning, and experiential learning (Sumpi and Amukugo, 2016).

Constructivism is a theory and philosophy about teaching and learning that allows students to acquire and construct knowledge through collaborative teaching methods. This theory believes that the only way to assist students is by facilitating learning that enables them to construct their own knowledge, and develop skills to 'think out of the box'. Constructivism theory believes in facilitating learning through engaging the learners in the teaching and learning method (Flynn et al., 2015; Yelkpieri, Namale, Esia-Donkoh and Ofosu-Dwamena, 2012). According to Moses (2012:1399), constructivist methods of teaching focus on various teaching methods that enhance active teaching and learning of students, and views students as capable of reflecting on and constructing knowledge through interaction and collaborative learning. In contrast, the direct transmission of passive knowledge to student blocks their thinking (Antlová, Chudý, Buchtová and Kučerová, 2015:211). Iofciu, Cristina and Stefan (2012:292), ague that teaching should promote active involvement and not passive learning of the students. Active learning, **as viewed** by Chi and Wylie (2014:219), is learning that requires students to engage meaningfully and get involved with the information the teacher has presented, by re-thinking and reflecting on the information, analysing and synthesising it, rather than just passively receiving the knowledge to memorise for passing exams.

The literature shows that the extent to which educators apply the principles of constructivist theory have largely a positive impact on students' learning (Ahmad et al., 2015; Ishkov and Leontiev, 2015; Hadzimehmedagic and Akbarov, 2013). Teaching expertise is not in-built but it is develop over a period of time, and teaching experience and teaching objectives being are entwined to

improve teachers' performance. Taking into account learners' human rights, nurse educators have a duty to improve the standard of nursing education (Clark, 2008: 11-16).

The concept of experiential learning theory is commonly used as a process of the training nurses and medical students. It stresses that the core of all learning begins with the way individuals process their experiences, and critically reflect on them (Allodola, 2014; Fowler, 2008). Experiential learning theory in nursing education, is one of teaching and learning theories adopted to guide nurse educators and assisting learners to develop a critical thinking mind, and educators should do apply teaching and learning approaches that engage students. According to Kolb experiential learning is viewed as learning by doing which comes through experience. This theory is focused on experience, reflection, action and revisiting of the previous experience. In addition, students are taught to remember their field experience in order to practice and apply the experience instead of the teacher just dominating the class (Bruce et al., 2011). Similarly, Allodola (2014) supported that experiential learning theory is a process of doing, it is influenced by serious reflection of the experience of a person.

Quinn and Hughes (2007) mentioned that the outcomes of experiential learning appeared differently; it starts from gaining new skills through education. Experiential learning theory encourage learners' involvement through collaborative, direct encounter and seeking to participate meaningfully to knowledge. It enables innovative teaching approaches for the students. Kolb's theory of experiential learning theory assists the learners to develop a critical thinking mind, and educators should do apply teaching and learning approaches that engage students. The use of scenario-based performance of selected nursing skills in order to evaluate quality of teaching practices (Lisko and O'dell, 2010; Uys and Gwele, 2005). According to Wray (2010) the ability to recall and draw upon years of experience help learners, and enable integration and participation in nursing practice from a critical perspective. He said, "Tell me, and I will forget; show me, and I will remember; involve me, and I will understand" (Cambier, Dejonge, Kelley, McDermitt, Miller and Riddle, 2016). However, what is common with experiential learning theory is learners-centeredness (Kolb and Kolb, 2012). Kolb perceived learning as a core process of human development that should be motivated through experience (Quinn and Hughes, 2007).

In nursing education cognitive learning theories, are used to explain the way in which learning occurs and thoughts are processed by developing a critical thinking mind of the student through the use of several student oriented teaching approaches. Cognitive learning theory is used in teaching and learning to help build learners reasoning and develop meaningful ideas to construct knowledge. Kolb's theory of teaching approach idea was first mentioned by 'Confucius' a philosopher. He said, "Tell me, and I will forget; show me, and I will remember; involve me, and I will understand" (Cambier et al., 2016). However, what is common with experiential learning theory is that learners-centeredness (Kolb and Kolb, 2012Kolb and Kolb, 2012). Kolb perceived learning as a core process of human development that should be motivated through experience (Quinn and Hughes, 2007Quinn and Hughes, 2007).

Cognitivism is another theory that has influenced teaching and learning in higher education (Bruce et al., 2011; Ashworth, Brennan, Egan, Hamilton and Sáenz, 2004). Cognitive theorists recognise that much learning involves associations established through contiguity and repetition. They also acknowledge the importance of reinforcement, although they stress its role in providing feedback about the correctness of responses over its role as a motivator Ashworth et al., 2004(As; hworth et al., 2004; Good and Brophy, 1990). According to Moonaghi and Zardosht (2015) the theory of cognitive emphasizes the importance of teaching approaches that motivates students to improve their performances by processing information, and thoughts through learning. In nursing education cognitive learning theories, are used to explain the way in which learning occurs and thoughts are processed by developing a critical thinking mind of the student through the use of several student oriented teaching approaches (Bruce et al., 2011; Tollefson, 2000). It is argued that cognitive theory should be incorporated into teaching and learning because it enhances students and educators' interaction. Furthermore, cognitive theory motivates students to build useful knowledge, and allow teachers to evaluate their own teaching methodologies used for students. This enables the teachers to examine why students do well or fail (Bruce et al., 2011Bruce et al., 2011; Tollefson, 2000).

Nursing education need innovative teaching approaches to sharpen the future of nursing practices in Nigeria. Nurse educators, students, nursing service workforces must work together to design innovative teaching approaches system. The challenges, demand innovative ideas and quick action

should be aimed at bridging the gap between the theory and the practice in nursing education (Agbedia, 2012).

2.3 Innovative teaching approaches used in nursing education

During the last 20 years, several innovative teaching approaches have been developed which help to provide appropriate education to nurses (Herrman, 2008). However, many of these approaches are still new to nurse educators. In nursing education, these approaches include: problem-based learning (PBL), community-based learning (CBL), case-based study (CBS), experiential learning (EL). What is common among these teaching methods is that the students are placed at the centre of learning.

Problem-based learning is an approach to learning and instruction in which students tackle problems in small groups, under the supervision of the tutor. It provides adequate support for the students, as the teacher as the facilitator is able to know how students think by their responses. Even though problem-based learning has been widely accepted in nursing education, a number of factors influence its effectiveness. Several researchers have argued that problem-based learning has challenges in terms of giving inadequate information, and not being effective with large classes (Amoako-Sakyi and Amonoo-Kuofi, 2015; Pastirik, 2006; Uys and Gwele, 2005). In education of healthcare professionals, PBL is based on or situated in healthcare and activates prior knowledge that is then elaborated in small group discussion. The process facilitates learning and knowledge retrieving (Norman and Schmidt, 2000). Retrieving knowledge and applying it to a clinical setting is an important step to help a novice nurse to become an expert (Zhang, 2014; Benner, Tanner and Chesla, 1996).

Case-based study is widely used in medical and nursing education (Majeed, 2014; Warren, Meyer, Thompson and Roche, 2010). According to Uys and Gwele (2005:128), case-based study aims to prepare the students, and in this approach, students are given a set of complete cases for study and research in preparation for subsequent class discussion. Following the class discussion facilitated by the teacher, students are directed through study questions, identifying problems through the use of appropriate learning resources (Uys and Gwele, 2005). Case based studies allow the students to participate actively in the learning process, provides a real-life situation to which the students have to apply theoretical knowledge in order to make decisions. This forces the

students to make choices and explore the results of their choices (Warren et al., 2010). Learners respond favourably to this method because it provides opportunities for them to practise communication skills, including writing, debating and education skills (Pastirik, 2006; Uys and Gwele, 2005:128-130).

Although the use of case-based study is highly appreciated in tertiary education, several challenges hinder its effective use. It is argued that it is difficult to implement case-based study in a large class. Developing an effective case study requires teachers' expertise (Uys and Gwele, 2005). Furthermore, the challenges to case based studies are also related to unfamiliarity with case teaching by students and teachers. In case based studies, class members might fail to assimilate the highly nuanced discussion and debate that case analysis often engenders, resulting in frustration or a growing disinterest with the topic and discussion at hand, and this may result in frustration and lack of motivation of the students (Mostert, 2007). Novice case instructors often encounter difficulty in deciding what to emphasize when teaching the case. It requires a skilful teacher to use case studies in teaching as case-based teaching is based, in part, on vigorous discussion and debate of the case issues and the array of potential solutions by involving all the students (Mostert, 2007). Minimal or nonparticipation of the students is most problematic because it prevents fellow students and the instructor from benefiting from these students' insights and from evaluating their progress towards insight into the case problems and solutions. Case method teaching works best with small groups of students, and the greater the class size, the more likely it will be that other distracters will multiply (Mostert, 2007; Uys and Gwele, 2005).

Community-based learning is generally accepted in nursing education. It offers a new learning environment for students, different from the usual setting of the classroom and hospitals. Students are prepared prior to being posted to various communities, to ensure that they adequately acquire the needed skills and knowledge during their experience (Quinn and Hughes, 2007:347). According to Uys and Gwele (2005) the community as a clinical learning environment is used to the extent that the percentage of community-based learning experiences outweighs learning experiences in other clinical learning settings. Ideally, community-based learning activities should be 50% or more of the whole programme, with the students repeatedly exposed to community-based learning experiences to facilitate the development of competencies and interest in serving in such settings. In CBE the community is regarded as more than just a learning space, because of its

contribution to the preparation of graduates (Uys and Gwele, 2005). This setting exposes students to live dynamic contexts, conscientizing them to the socio-economic, political, cultural and other factors influencing the health of individuals, families and the community. Such exposure is believed to facilitate a better understanding of social issues and it equips students with the skills required to deal with such community issues or problems (Uys and Gwele, 2005).

The experience of nurse educators, the process of student learning, and the need to cover content, result in dynamic collaborative learning (Pakieser-Reed, 2011:42). Community based learning promotes adult learning principles, student-centred, self-directed and collaborative learning. The change requires teachers to develop an array of skills required in student centred education, where teachers would be expected to respond to the learners' needs. The preparation of staff should also provide them with essential knowledge, skills and attitudes directly related to the nature of teaching in community based education (Uys and Gwele, 2005).

Although the use of community-based learning has been adopted in nursing education, a number of challenges have been identified with this method, which include insufficient preparation of the students before posting to the community (Moonaghi, Heydari, Taghipour and Ildarabadi, 2013:65). Furthermore, the literature indicates that there are factors that contribute negatively to the achievement of the community-based education in nursing, and they include: insufficient institutional support from the concerned school or university, lack of a well-built partnership with the community, language barrier, poor motivation of the students (Zanchetta, Taher, Fredericks, Waddell, Fine and Sales, 2013; Walthew and Scott, 2012; Motlhale, 2012; Hoffman, 2011). Studies also show that having supervisors who are not up to date could have a negative impact on the health promotion events (O'Connor, 2012; Walthew and Scott, 2012).

Experiential learning in nursing education is viewed as teaching method that requires students to share their experience, taking responsibility through involvement, rather than just listening or reading alone. Student active engagement in learning, and interaction between the learners and the educators are basic requirement in teaching and learning methods. This method of facilitating students permits instructors to engage the learners to contribute meaningfully, and it allows self-evaluation of the teacher (Herrman, 2008 ; Martha and Arlene, 2014; Quinn and Hughes, 2007). According to Uys and Gwele (2005) in the experiential learning the starting point is life experience,

and authentic nursing situations, rather than topics for study or discussion. It is hoped that in the process of trying to understand and/or solve the problem through hypothesis generation and seeking alternative solutions, students will acquire skills to deal with both current and future life and professional situations.

Although, experiential learning method is good and is accepted in nursing education, still it has its own problems such as a student monopolized the class by showing skills that other students are yet to develop. According to Uys and Gwele (2005) experiential learning is learning through real situation with the students taking active part and not be a spectator in the classroom. It is argued that the three domain of learning in nursing are imbedded in experiential learning method, and these domains are cognitive, affective, and psychomotor. Experiential learning promotes the importance of good communication and teamwork for quality teaching practices (Martha and Arlene, 2014).

Although there is a call for the use of innovative teaching approaches, studies reveal resistance to change from the use of traditional methods. Traditional method of teaching is viewed as teacher-oriented method of communication with the student. The teacher is the sole source of the knowledge while the learners are passive receivers without assimilating. As a result, student memorized in order to pass in exams (Ishkov and Leontiev, 2015:144; Hadzimehmedagic and Akbarov, 2013:1). Lecture method is one of the traditional approach of teaching. The effectiveness of this teaching strategy in acquiring new knowledge for student is minimal. This is because the teacher practically dominated the class, the information and the students (Adib-Hajbaghery and Aghajani, 2011a).

It is crucial to consider teaching approaches that assist students to generate knowledge and store the knowledge, and to get involved in their learning. Learners are to be mentored on how to construct knowledge. Therefore, educators must allow flexibility; ideas; creativity and innovation to guide the choice of teaching methods for students (Siu and Wong, 2013a:279; Adib-Hajbaghery and Aghajani, 2011a:2).

2.4 Challenges of teaching practices in nursing education

Teaching and learning are considered essential in developing health care professionals. However, teaching a large class hinders the use of effective teaching methodologies, and negatively impacts educational output According to Curtis (2013:746), nurse educators are facing difficulties in assisting student to learn complex theories and integrating theory and practice. There is currently international concern that student nurses are not sufficiently equipped to show professional competence. Nurse educators experience dissension among the academic staff, the institution, and are faced with the pressures of managing large classes of students without adequate time to facilitate effective teaching and learning. Teachers worry about student learning in lecture theatres with large numbers of students (Adam and Taylor, 2014:1244; Curtis, 2013:749). According to Norman (2012) and De Swardt et al. (2014), the learning environment influences the teaching methodologies of educators, as well as students' cognitive development, to optimise learning in academic institutions. The methods used to facilitate learning should be use as the basis for assessing students' performance and class participation for effective evaluation of the methods of teaching. Diversity among students is a major challenge to nurse educators, in developing various educational strategies for learning in order to integrate different teaching and learning approaches to students. Furthermore, adult learning styles involve tactile, problem-based method which traditional lecture method of communicating knowledge to the students is least effective with this generation of learners. However, this method of teaching is most popular among today's teachers, yet educators evaluate the students using practical application and critical thinking testing approach (Mertig, 2003).

Lisko and O'dell (2010) revealed that gradually, nurses' role is becoming complex, this has necessitated the preparation of nurses to help develop a critical thinking and clinical judgment skills than in the past. However, several challenges are hindering this approach, such as limited clinical facilities and a shortage of nurse faculty. In addition, Cambier et al. (2016) identified inadequate competency in facilitating teaching learning as a challenge in nursing education. According to Ojo (2010) nurses are slow in embracing change. However, innovation enhances improvement of quality of services rendered. The educational level affects good utilization of concepts in nursing, and staff shortage identified as a challenge. The challenges of effective teaching practice are shortage of nurse educators, large class size to mention but a few within the

University systems. Furthermore, several literatures indicated that shortage of nurses and other challenges which include: facilities, infrastructures, technological equipment and so on is affecting nursing education across the globe. The quantity and quality of staff number must be adequate in nursing department (Kamanyire and Achora, 2015; Dolamo and Olubiyi, 2013; Agbedia, 2012; Yelkpieri et al., 2012; American Association of Colleges of Nursing, 1998).

2.5 Nursing education in Nigeria

Nursing education in Nigeria is undergoing a transformation. According to Dolamo and Olubiyi (2013), after Nigeria became a formal colony under the British, nursing was among the first professions to be recognised and accepted. The immediate benefits of the nursing profession were recognized by the government, and the nursing and midwifery practice was established and given a prime position because of its relevance and direct impact on the wellbeing of individuals and the society (Dolamo and Olubiyi, 2013). In the post-colonial period in Nigeria, several nursing schools were opened. These included schools of nursing and universities such as the University of Ibadan, Ahmadu Bello University in Zaria, Lagos University Teaching Hospital and School of Nursing, Obafemi Awolowo University and School of Nursing, the Seventh-day Adventist School of Nursing, and St. Luke's School of Nursing in Uyo, among others. A department of nursing was established at the University of Ibadan in 1965, based on the need to produce teachers and administrators in the region. There was a tremendous leap in nursing education with the establishment of the department of nursing at the University of Ibadan. The successes of the programme led to a transformation of nursing education and practice in Nigeria (Dolamo and Olubiyi, 2013:17).

The Nursing and Midwifery Council of Nigeria is the statutory body responsible for the regulation and control of nursing and midwifery training and practice in Nigeria, whose role is to ensure the delivery of safe and effective nursing and midwifery care to the society through quality education and best practices is NMCN. It is an intergovernmental organisation, established by Decree No. 89 of 1979 of the Federal Republic of Nigeria, known as the Nursing and Midwifery (Registration, etc.) Act. Cap. N143, laws of the Federation of Nigeria, 2004 (Ezeonwu, 2013; Ojo, 2010). The following activities were executed by the Nigerian Nursing Council: (i) in 1978, a new curriculum was produced by the Committee for Basic Nursing in Nigeria for implementation by all schools of

nursing in the country. This curriculum differed from that of 1965 in three major aspects: it was community-oriented; there was an expanded role for nurses; and more emphasis was placed on liberal education leading to a reduction in the duration of the basic nursing programme from the three-and-a-half years to three years, with an increase in content and clinical experience. This was made possible through the use of a planned clinical experience system, instead of the blocked system of clinical experience which focused more on the art of nursing, rather than both the science and the art of nursing (Dolamo and Olubiyi, 2013:18; Ezeonwu, 2013).

According to Ezeonwu (2013) pursuing higher degree in nursing programme is complicated for Nigerian nurses. The system is structured in such a way that nurses will have to go through paths that are not well-defined to obtain higher qualifications in nursing. Therefore, nursing education at the baccalaureate level and beyond is still not popular and only offered by few universities in the country (Ezeonwu, 2013). Nursing and Midwifery Council of Nigeria adopted a short-term approach and worked with the National Board for Technical Education (NBTE) to upgrade schools of nursing to mono-technics for the award of a Higher National Diploma (HND) in Nursing. The decision was taken at a time when less than 10 per cent of the schools of nursing which existed could meet the criteria for affiliation with the university. This option could not be implemented because it was rejected by Nigerian nurses who believed that the future of nursing education in Nigeria lay in the universities. In 1993, a further review of the curriculum was done and the latest trends in health care were incorporated. The entry requirements were further reviewed and ungraded to five credit passes in subjects including English language and science subjects at WASC or GCE ordinary level (Dolamo and Olubiyi, 2013:19).

According to Dolamo and Olubiyi (2013), in 2001, nursing education curriculum was again reviewed to reflect emerging trends and new diseases. In 2006, the entry requirements for the general nursing education programme for the Nursing and Midwifery Council of Nigeria was five credit passes in Physics, Chemistry, Biology, Mathematics and English language, in not more than two attempts. The entry requirements for a Bachelor's degree programme are that a student must have satisfied the prescribed minimum conditions of the university for admission to the degree course and fulfil the requirements for direct or concession entry. The direct entry (4 years) requires the candidate to be a registered nurse, in addition to the five credit passes in English language, Mathematics, Chemistry, Physics and Biology. Candidates holding five credit passes plus an

appropriate score in the University Matriculation Examination (UME) are admitted for five years' direct entry (Dolamo and Olubiyi, 2013:19).

This decision has resulted in reforms in nursing education and practices in Nigeria. In accordance with the provisions of Section 1, Subsection 2 (a) and (b), the council observed that the majority of Nigerian-trained nurses were products of the procedure and diagnostic-centered nursing educational system. Emphasis was placed on quality training, in recognition of the need for changes in nursing education in Nigeria, which led to the amendment of the old syllabus and the introduction of a new one that would be acceptable globally. Thus, new standards for training in nursing education were conceived. Upon graduation, nurses were awarded a Registered Nurse (RN) Certificate. This new general nurse training had a duration of three years, while the midwifery education and other post-basic nursing education programmes lasted 18 months (Dolamo and Olubiyi, 2013). In this subsection on nursing education in Nigeria, it was evidenced that the authors majored on curriculum/syllabus development and structure without considering other factors. Therefore, the purpose of this study was to explore the teaching methodologies utilized by nurse educator in South west Nigeria.

Quality nursing training as mentioned in the literature is essential, but is a well-developed curriculum/syllabus the only basis of quality nursing training? The answer to this question is not affirmative. There are other factors that directly contribute to the quality learning; among them is the teaching methodologies that is the focus of this study. These reviews have looked into nursing curriculum developed as far as quality nursing training is concerned without considering other factors that affect quality training of the nursing students. Key among them is the teaching methodologies used by the nurse educators. The quality of all the learners in nursing program is dependent on the strategies used in relaying/ facilitating teaching and learning that assist the learners to develop new knowledge and skills and not on good curriculum alone. Majority of the nurse educators are traditionally not trained to be professional teachers. Professional teachers are trained on the ways/methods of facilitating learning with students. However, like other professions, nurse should train nurse just like doctors train doctors.

Even though similar studies have been conducted elsewhere (González-Chordá and Maciá-Soler, 2015; Salminen et al., 2010) but the findings may not be directly applicable in the context of

Nigeria. This is because in Europe, and other developed countries it is assumed that they have resources, which are lacking in Nigeria. That is why the focus of this study. was on teaching methodologies used by nurse educators in South West Nigeria.

2.6 Conceptual Framework

A conceptual framework as defined by Miles and Matthew (1994) explains, either graphically or in narrative form, the main things to be studied, the key factors, constructs or variables, and the presumed relationships among them. The frameworks can be rudimentary or elaborate, theory-driven, descriptive or causal. It main functions are directing the design, assess and refine research goals, develop realistic and relevant research questions, select appropriate methods, and help in selecting what information should be collected and analysed from the outset. In this study, the interest is on the teaching methodologies used by nurse educators in South West Nigeria, what inform nurse educators in choosing the said methodologies and the challenges they face in implementing them. Researcher acknowledged that utilizing the best teaching methodologies alone will not necessarily result in effective quality learning since there are other factors that are closely linked to these methodologies and as such, was taken into consideration during investigation.

In this study, it is assumed that the curriculum is already developed to the satisfactory of all stakeholders and the factors that influence the quality of learning are closely related to teaching methodologies. These other factors are shown in Figure 2.1. The assumption is that for the nurse educators to be effective in performing their duties, there must be a collaboration with all the stake holders. Again, there must be conducive learning environment which also require collaboration with other stakeholders, and there must be a continual assessment of students on the applications of the chosen teaching methodologies. Furthermore, it was proposed that from the assessment, control/corrective measures or adjustment on teaching methodologies needed to be performed so as to realize effective quality learning. When effective quality learning is achieved then researcher expect that the nurses coming from these learning institutions will be competent and this will in improved health care services and quality of life in the society.

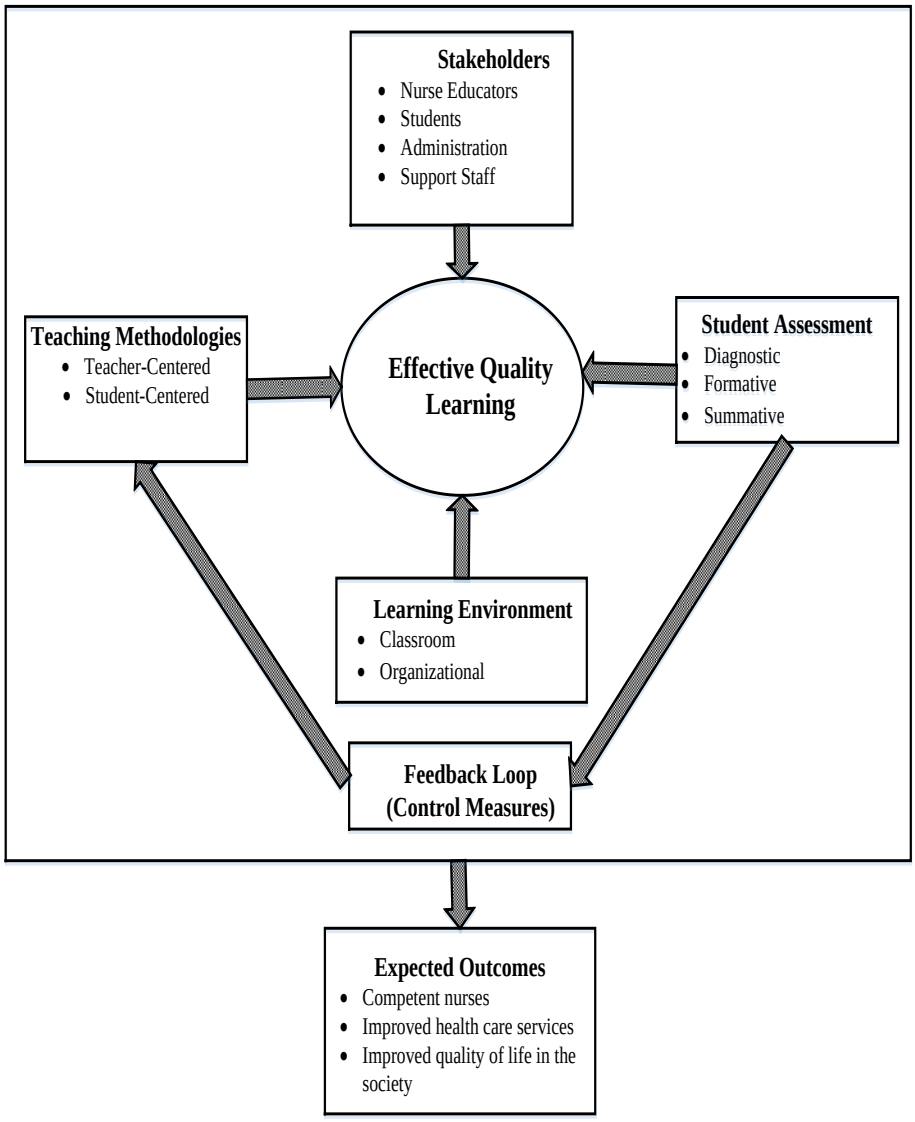

Figure 2.1.: Proposed conceptual framework for effective quality teaching and learning.

2.7 Conclusion

This chapter covered the theories influencing teaching and learning in higher education, innovative approaches used in nursing education, challenges to teaching practices in nursing education, and the history and development of nursing education in Nigeria. The next chapter covers the research methodology underpinning this study.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

The research methodology according to Plooy-Cilliers, Davis and Bezuidenhout (2014:93) is viewed as the plan adopted by the researcher to conduct the proposed study. This chapter describes the research approach and the details of the methods used in this study to explore and describe the teaching methodologies utilised by nurse educators in selected nursing education institutions in South West Nigeria. The research approach and design underpinning the research study**,** research settings**,** population, sampling techniques, sample size, data collection, data analysis, and the ethical considerations of the study are discussed below.

3.2. Research Approach

A qualitative approach guided by the naturalist interpretive paradigm was used in this study because the researcher wanted to understand human thoughts and actions and also obtain deep insights and information about the phenomenon of teaching methodologies utilised by nurse educators in selected nursing education. This paradigm allowed the researcher to examine life experiences in an effort to understand and give meanings to the phenomenon (Byrne, 2001).

3.3. Research Design

A research design is defined by Punch (2005) as the overall plan for a piece of research that includes four main proposals: the strategy, the conceptual framework, the question of who or what will be studied and the tools that will be used for collecting and analysing empirical material. Mouton (2001) defines a research design as a plan or blueprint of how one intends to conduct the research. In this study, a descriptive and exploratory design was used to explore and describe the experiences of nurse educators regarding the teaching methodologies used in NEIs (Ball, 2009).

3.3.1. Exploratory Design

An exploratory qualitative research design is undertaken in order to obtain a better understanding of the phenomenon under study, the researcher usually makes use of semi-structured interviews to formulate questions that have been predetermined (Welman, Kruger and Mitchell, 2005). In addition to this, the researcher may use in-depth interviews to obtain information about highly sensitive and emotive issues that the participant might be reluctant to describe on paper. In this study, the researcher explored the teaching methodologies used by nurse educators in selected nursing education institutions in South West Nigeria, through semi-structured, individual interviews as recommended by Byrne (2002).

3.3.2. Descriptive Design

Burns and Grove (2009) point out that a descriptive design enables a researcher to obtain knowledge and clarity about the phenomenon of interest within the particular field of study. A descriptive design is therefore used to identify problems with the current practice, and to justify current practice and the ways in which respondents perform all those actions in which the researcher is interested. Polit and Hungler (2009) assert that a descriptive design provides descriptions of variables in terms of which the research questions can best be answered. In this study, the researcher was interested in the experiences of nurse educators regarding the teaching methodology used at selected nursing education institutions in South West Nigeria.

3.4. Research setting

A total of 21 universities across the Republic of Nigeria offer the training of nurses and midwives. The current study was conducted in three nursing education institutions in Ogun state and Osun state zone. South West Nigeria comprises of six states, namely: Lagos, Ekiti, Ogun, Ondo, Osun, and Oyo. Southwest zone was selected as a representative of Nigeria. The three institutions were selected using purposive sampling. They are tertiary institutions that offer nursing education programmes for Bachelors of Nursing Science, as well as a Diploma in Nursing Education. Nigeria is the most populated country in Africa. It is located on latitude 14No and 15Eo. The geographical area has lowland in the South West area and many mountains in the South East. The country has

an area of about 924 000km^2 and a population of about 183.5 million and 250-400 ethnic groups (Reed and Mberu, 2015:419).

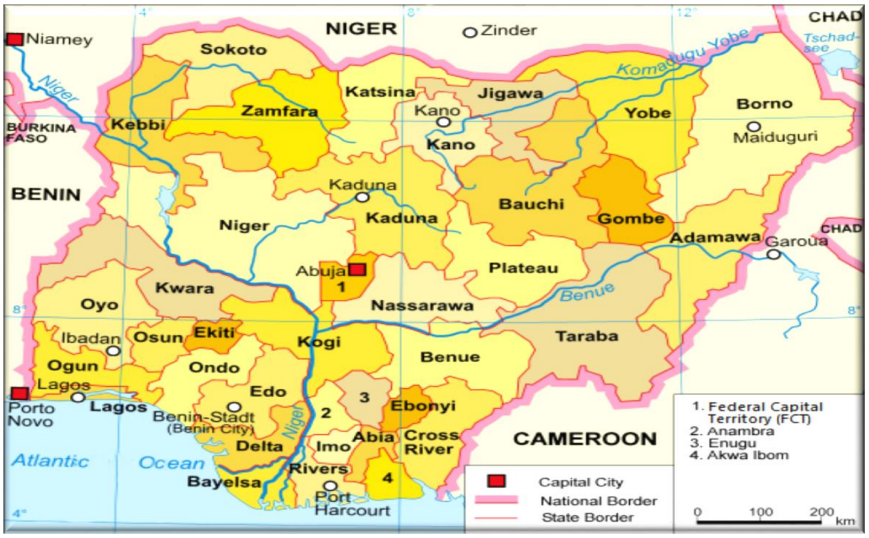

Figure 3.1: Map of Nigeria

3.5. Study population and target population

According to Plooy-Cilliers et al.(2014:97) population is viewed as an aggregate of people or things with the same attributes or characteristics, which the researcher is interested to study. In qualitative research study, the principles of data saturation is generally used to obtain rich data during collection of data. In this study, saturation of data was reached with the fifteen participant interviews. A total population of fifty-one nurse educators were available in the three institutions where data was collected. The institution with code 001 reported seventeen nurses (1 professor, 2 associate professor, 3 senior lecturers, 4 lecturers I [rank 1], and 7 lecturers II [rank 2]). The second institution with 002 code accounted for twenty-two nurse educator (2 professors, 3 associate professors, 5 senior lecturers, 5 lecturer I, and 7 lecturer II), and the third institution coded as 003 reported twelve (12) nurse educators in their school but with nil rank among them. Data saturation was reached after interviewing fifteen (15) participants. From this study, participants consisted of nurse educators currently working as lecturers included lecturer i and ii, senior lecturers, and

associate professors at nursing education institutions within the Department of Nursing Science in South West Nigeria.

3.6. Sampling and sample size

A purposive sampling technique was adopted to select participants for the study who can provide an in-depth information regarding teaching methodologies in order to achieve the most useful data. According to Polit and Beck (2013), purposive sampling is a technique used in qualitative research in order to identify and select resource persons who have understanding and experience about the problem the researcher is investigating (Palinkas, Horwitz, Green, Wisdom, Duan and Hoagwood, 2015).

According to Fitzpatrick and Wallace (2006:538) a sample is the subset of the study population that was addressed in this study. In a phenomenological study, small sample size is emphasised, often ten (10) participants or less (Polit and Beck, 2013). In this study, the sample size of the participants was determined by data saturation and a total number of fifteen nurse educators participated in the study out of fifty-one (51) nurse educators available in the three institutions. Five volunteers recruited from each of the three nursing education institutions offering nursing training in South West Nigeria. Data saturation was reached after interviewing fifteen participants.

3.7. Eligibility criteria

Eligibility criteria comprise inclusion and exclusion criteria.

3.7.1. Inclusion criteria

In this study the inclusion criteria were:

- Lecturers who are currently working in the selected nursing education institutions
- Who have at least one year of experience teaching nursing students in nursing education institutions (NEIs)
- Who are willing to share their lived experiences with the researcher and have given their consent to take part in this study

3.7.2. **Exclusion criteria**

In this study the exclusion criteria were:

- Less than one year of experience teaching in nursing education institutions (NEIs)
- Unwilling to participate in this study

3.8. Research instrument

In order for the researcher to described the teaching methodologies and nurse educators' experiences, a semi-structured interviews guide was used (Annexure 3). The researcher used a semi-structured interview with open-ended questions to gain an in-depth understanding of the experiences of nurse educators relating to teaching methodologies used to achieve the objectives of the study and gain a broader coverage of the phenomena (Chan, Fung and Chien, 2013). The interview guide comprised four sections: the introduction, the ice breaker, the main questions and the guiding questions. In addition, probing questions were asked in order to get a deeper understanding of the phenomenon, as recommeded by Finlay (2012: 23).

3.9. Data collection process

The researcher collected data from the target sample population using a semi-structured in-depth interview guide to obtain information after sending a gate keeper request, and obtaining the gate keepers' permission (Annexure 9, 10 and 11); and ethical approval from the stakeholders at the selected nursing education institutions where the study was conducted (Annexure 7).

Data collection was between June and July, 2016. The interviews were conducted in offices provided by each school. The environment was quiet, with no noise nor any form of distrurbance from students or collegueas during interviews. The researcher started each interview with a brief introduction to establish a rapport between the researcher and the participants. The researcher further explained the aim of the interview, emphasisingthe confidentiality, anonymity and voluntary nature of the study. The consent of the interviewee was gained to record the interview discussion to aid the researcher in analying the data. The interview with each participants lasted approximatly 25-30 minutes. The interviews were recorded with a tape recorder during the

discussion as each participants was given a pseudonym to ensure anonymity. During the interviews, the researcher observed all the non-verbal cues, such as sighs, posture and silence in between conversation, and jotted down note-worthy points, in addition to using the tape recorder (Lindseth and Norberg, 2004:149).

All the recorded interviews were transcribed immediately along with the notes, to see if there was any deviation from the participants' responses to the questions, and to know if there was any new information coming up. In addition, researcher listened to the recorded interviews immediately after the discussion, to ensure clarity of the data that was obtained and that nothing was left out.

3.10. Data analysis

This study describes teaching methodologies utilised by nurse educators. A manual, *In Vivo Coding*, was used to transcribe verbatim all the data that was gathered from the participants during analysis. According to Saldana (2009) in vivo manual coding is regarded as participants' original words, i.e. verbatim. It is commonly used for data analysis in qualitative studies. The researcher compared the findings from this study with the teaching methodologies that were discussed in the literature review to draw conclusions for this study.

The researcher listened and re-listened to the audio-recorded interviews before transcribing them. This was done in order not to leave out any points from the interview discussions and the observations made during the interview. The transcribed scripts were read and re-read thoroughly until the researcher became immersed in the data. Following the transcription, the codes created were the meanings extracted from the original words of the participants to form sub-themes, major themes. The codes were first organised into groups according to similarity, then sub-themes and major themes were formulated from these that described the phenomenon of interest (Lindseth and Norberg, 2004:149).

3.11. Validity and trustworthiness

Trustworthiness view as the quality value of the findings and the conclusions reached in the qualitative study and it comprised of credibility, dependability, confirmability and transferability (Guba and Lincoln, 1994).

3.11.1. Credibility

Credibility is concerned with the credibility of the data and the interpretation of the data (Guba and Lincoln, 1994). In this study, the researcher ensured credibility by prolonged engagement, and this was done by giving meaningful time to interview the participants. The researcher ensured that rich data was obtained as this exercise lasted for two months. The researcher communicated the outcome of the study to the participants regarding major themes and sub-themes that emerged from the study, and the researcher ensured the descriptions in the study represented the true reality their experiences. The major themes, sub-themes and their characteristics that emerged from the study were constantly relayed with the research supervisor in order to ensured accuracy.

3.11.2. Dependability

Dependability focuses on the stability of the research data (Guba and Lincoln, 1994). Therefore, the accuracy and authenticity of the data in qualitative research are important to determine the dependability of the data collected. In this study, a heavy description of the study setting, the data collection plan and the procedure for data collection were specified. Furthermore, to ensure dependability, the researcher conducted data quality checks or audits, peer review coding and also consulted with an expert in qualitative research (the supervisor), and consensus discussion with other research colleague who monitored the data collection process, the analysis and the interpretation of the data. Primary data will be kept in a safe place by the supervisor and the researcher for a period of five years. The expertise of the research supervisor on qualitative research study was helpful to the researcher Polit and Beck (2008).

3.11.3. Confirmability

Confirmability refers to the objectivity of the study procedures and the findings thereof (Guba and Lincoln, 1994). In this study, the researcher ensured the confirmability by emerged in the data and

reflecting on the data collected in interviews. Field notes were constantly taken as the researcher continued with the research process. The researcher transcribed verbatim all audio recorded during the data collection sessions. The research supervisor was provided with this information for peer examination. The findings contained rich descriptions in order to give the reader a sense of "being there" so that the readers are able to follow the path the researcher took and trace how she arrived at her interpretations (Holloway and Wheeler, 2002).

3.11.4. Transferability

Transferability refers to the generalizability of the data, that is, the extent to which the findings can be transferred to or have applicability in the other group (Polit and Beck, 2008). This was done through detailed description of information obtained from the participants so that someone other than the researcher would be able to determine whether the findings could be applied to other parallel studies.

3.12. Ethical considerations

3.12.1. Voluntary participation and Rights of the participants

This study involved voluntary nurse educators in three nursing education institutions from two zones in South West Nigeria. During the shaping of this topic, the researcher had a phone discussion with two of her collegues regarding the topic. The researcher also worked with her supervisor, as well as other lecturers from the department of nursing, senior colleagues and fellow researchers at the university, to broaden her scope of knowledge. Participants were informed that they were free to participate or not to participate in this study and could withdraw from the study at any stage without repercussions. This was to ensured right of any participants. Voluntary participation without coercion were ensured as researcher did not force any participants to participate in the study. Furthermore, participants were told to feel free to ask any questions regarding the purpose of the study, and what was expected of them. The researcher assured the participants no risks attached to their participation in the study, mentioned that on completion of the study, the results will be made available and accessible at UKZN libraries in hard copy, disseminated at conferences, and published in accredited journals.

3.12.2. Social value

Data for this study was obtained from nurse educators who volunteered to share their experiences of teaching methodologies using individual interviews conducted at their various nursing education institutions. The researcher has confidence that the results of this study will benefit the institutions, the educators, the students and the health care sector, and by extension, the general public.

3.12.3. Scientific validity/confidentiality

The aim of this study was to explore, and describe the experiences of nurse educators regarding teaching methodologies utilized in nursing institutions and to propose possible recommendations that will improve effective teaching and learning for the students. Participants were informed that the information given will be treated with the utmost confidentiality. Any personal information will not be disclosed. The researcher in the three institutions interviewed only voluntary nurse educators. The informed consent of the interviewees were gained to audio record the discussion during the interviews (Annexure 2).

3.12.4. Selection of participants

The **researcher** selected participants based on purposive sampling to explore their **experiences** on teaching methodologies **used** in nursing education institutions.

3.12.5. Risk-benefit ratio

The researcher ensured that participants did not experienced any potential risk whatsoever before, during, or after the interview. Participants' names and those of their institutions were not disclosed to any third party. **Furthermore**, this study may be of tremendous benefit to the body of knowledge in nursing education.

3.12.6. Independent ethics review

Ethical approval was obtained from the Humanities and Social Sciences Research Ethics Committee of the University of KwaZulu-Natal, with the protocol reference number: HSS/0610/016M (Annexure 7, 8). In addition, permission letters from the ethics review

committees at the three nursing education institutions were provided to be used for data collection (Annexure 4, 5 and 6).

3.12.7. Informed consent

The researcher obtained a signed informed consent form from the participants after explaining the aim of the study, which assured them of proper handling of the document to maintain confidentiality and respect for the participants (Annexure 1 and 2).

No relevant information regarding the aim of the study was withheld from the participants. However, participants were informed that no penalty would be incurred by whoever wanted to withdraw from the study. All questions that were not cleared were explained. In addition, participants were informed that on completion of the study the researcher would disseminate the findings through publication in an accredited journal that is approved by the University of KwaZulu-Natal (UKZN), and they would also be made available in the library of the University of KwaZulu-Natal.

3.13. Data management

The data gathered was stored under a file name known only by the researcher on her personal computer. All the hard copies and tapes were kept in a safe, lockable cupboard in the supervisor's office, to which only the researcher and the supervisor have access. The software **and the** hardware will be disposed of to the university after final submission of the dissertation. Memory sticks will be physically destroyed, while electronic copies will be wiped off the hard drive and hard copies will be shredded.

The data will be retained by the supervisor, for a period of five (5) years after examination of this dissertation and final submission of the dissertation, in a password-protected file in the supervisor's office in the School of Nursing at the University of KwaZulu-Natal, and thereafter the data will be destroyed.

3.14. Conclusion

This chapter described the methodology, research design, population sample and sampling techniques that were used for the study, and the method for data analysis and trustworthiness measures that were taken plus ethical consideration. The next chapter presents the findings from this study and lists the **major themes** and **sub-themes** that emerged from the data.

CHAPTER FOUR

ANALYSIS OF FINDINGS

4.1 Introduction

This chapter presents the findings from this study. The purpose of this study was to explore and describe the teaching methodologies utilised by nurse educators in selected nursing education institutions in South West Nigeria, and to propose possible recommendations that will improve effective teaching and learning for the students. The following research objectives guided this study: (i) To explore the teaching methodologies used by nurse educators in nursing education institutions; (ii) To describe the experience of nurse educators regarding teaching methodologies used in the institutions; (iii) To identify the challenges nurse educators encounter with teaching methodologies; (iv) To propose possible recommendations that can address the challenges identified by nurse educators in NEIs. The following major themes emerged from this study: (i) Teaching methods used by nurse educators; (ii) Experiences of nurse educators; (iii) Enabling conditions for quality teaching practices; (iv) Challenges to teaching and learning.

4.2 Socio-demographic characteristics of the participants

The study population in this study consisted of nurse educators currently working as lecturers nursing education institutions, within the Department of Nursing Science in South West Nigeria. Fifteen nurse educators from three nursing education institutions participated in this study. Five participants from each institution were purposively selected, based on their experiences in teaching in nursing education and the fact that they were currently working in the system. From each of the three nursing education institutions offering nursing training in South West Nigeria came five volunteers who participated in this study. Out of the fifteen (15) participants, eleven (11) were females and four (4) were males. The following codes were used: 001 for campus one; 002 for campus two, and 003 for campus three. The code “P” stands for the participants which is followed by a numeral representing a specific participant.

Table 4.1: Socio-demographic characteristics of the participants

Participants code	**Marital status**	**Gender**	Qualifications	**Campus code**	**Years of teaching experience**
P01	Married	F	PGDNE	001	**5**
P02	Married	F	MSc	001	**3**
P03	Single	F	BNSC	001	**1**
P04	Married	F	PGDNE	001	**6**
P05	Married	F	PGDNE	001	**1**
P06	Married	F	MSc	002	**38**
P07	Married	F	PhD	002	**8**
P08	Married	M	MSc	002	**11**
P09	Married	M	MSc	002	**5**
P10	Married	F	PhD	002	**38**
P11	Married	F	PhD	003	**16**
P12	Married	F	MSc	003	**10**
P13	Married	M	PhD	003	**25**
P14	Married	M	PhD	003	**7**
P15	Married	F	PhD	003	**26**

4.3 Summary of the findings of this study

The major themes that emerged in this study were: (i) Teaching methodologies; (ii) Experiences of nurse educators; (iii) Enabling conditions for quality teaching practices; (iv) Hindrances to teaching and learning. A summary of the major themes and their sub-themes is presented in Table 4.2.

Table 4.2: Major themes and sub-themes

Major themes	**Sub-Themes**
Teaching methods used by nurse educators	Student-centred teaching methods
	Teacher-centred teaching methods
Experiences of nurse educators	Mentorship
	Teaching skills in facilitation of students' learning
	Teacher-student communication
	Motivating class interaction
	Respecting class diversity
	Assessment of the students
	Valuing the experience of the students
Enabling conditions for quality teaching practices	Training of the teacher
	Curriculum review
	Designing polices/standards
	Recruitment and retention of competent teachers
	Providing enough teaching resources

Major themes	Sub-Themes
	Expanding the school infrastructure
	Partnership and collaboration
Hindrances to teaching and learning	Inadequate preparedness of the students for higher education
	Insufficient facilitation skills of the teachers
	Misconceptions about teaching practices
	Lack of incentives
	Resource constraints
	Resistance to change
	Inadequate curriculum to prepare students

4.4 Major theme 1: Teaching methods used by nurse educators

In this study, it emerged that nurse educators used different teaching methods. Two sub-themes emerged: (i) Student-centered teaching **methods**; (ii) Teacher-centered teaching **methods**.

4.4.1 Student-centered teaching methods

The sub-theme of student-centered teaching methods that emerged as teaching methods used by nurse educators in this study were described as : (i) Self-directed learning; (ii) Active learning; (iii) Collaborative learning; (iv) Peer learning; (v) Inquiry-based learning; (vi) Fieldwork; and (vii) Computer-mediated learning.

(i) **Self-directed learning**: It emerged from the data in this study that self-directed learning is used. Participants expressed that, as nurse educators, they use the self-directed learning approach to encourage students to participate in their learning. They reported using teaching methodologies such as assignments, projects and group work in order to assist the students to learn and to involve them. The students seek information by themselves, thereby taking responsibility for their knowledge. They are motivated to learn and allowed to decide upon the learning method that suits them. Data from this study indicated that the self-directed learning approach helps learners to develop learning skills that empower them to retain knowledge. In addition, document analysis provides the opportunity for self-directed learning. The curriculum nurse educators use in facilitating learning with the student stipulate a number of hours for student tutorials. The quotes below reflect this:

"Self-directed learning is the philosophy, a self-directed learning attitude is promoted in students and by so doing you will understand that they retain 80 per cent of that information." (P01)

"We assist the learners, and so they are the ones who will make sure that they do that. So teaching methodologies are ways and means by which we assist those who want to learn to learn." (P06)

(ii) **Active learning**: In this study, participants mentioned a**ctive learning** was important, because learners are actively involved in their learning. This helps learners to reflect on and critique what they are learning. The active learning is student-focused, and through communication with the teacher, the students have opportunities to offer their inputs in the teaching and learning process. It is more than transmitting knowledge: the teacher is the moderator, and the students are fully engaged in sharing their ideas/experiences with the teacher during facilitation of learning. Data collected indicated that participants use group discussion, group presentation and group work to motivate learners to participate in learning. The quotations below show this:

"…throw a question and group them. You know they should form groups and all that and then we can start discussing and after I deal with their responses …" (P09)

"Part of what you do is to put them in a group work and make sure that everybody has something, they know that when I give group work everybody must actively participate." (P13)

(iii) Collaborative learning**:** Participants indicated that for effective learning to occur, the collaborative learning methods facilitates nursing students' learning in order to improve their knowledge and skills. It emerged from this study that instructors engage students by interacting with them with in various activities, such as group work, stimulation, asking interactive question, and responding effectively to students' concerns through constructive feedback. Students are given opportunities to interact with their colleagues, and they are delighted to learn and to contribute to learning by sharing their ideas and experiences when given the opportunity. The quotes below reflect this:

"…You must have a view because the way I see a thing will be quite different from the way you will see it depending on my experiences…" (P13).

"…do role-play, for me teaching is not a one-way thing, is interactive. I give information they give me feedback so when I say we I mean myself and the students…" (P14)

(iv) Peer learning**:** Participants indicated that they use the peer learning approach. Participants reported encouraging learners to coach themselves by using group presentations, assignments and seminar presentations to facilitate effective learning between the learners. These teaching methods promote active participations among the students, thus increasing their communication skills, as well as assisting them to learn from each other. It is a direct form of interaction between the students without implying authority over each other. This allows the students to share information with each other before giving feedback to the teacher. This type of teaching methodology improves students learning outcomes. The extracts below reflect this:

"…sometimes we ask the students to make eh hmm group presentations. They are the ones presenting to other students. They will be critiqued on, their strengths and weaknesses will be identified and the student will improve…" (P08)

"…could be a form of presentation that is having the students themselves take up the presentation and the tutor will just moderate or facilitate the presentation…" (P02).

"…most times if you give them as assignment or as seminar presentation to come and present you will be surprise how they gather information (laugh) you will surprise and how they come out with something meaningful then after that you still elaborate on what they have discuss and use it as your own part of the method of teaching…" (P05)

(v) Problem-based and case-based teaching: Problem-based and case-based teaching emerged from this study as innovative teaching methods that enhance effective facilitation. The participants from this study reported using problem-solving techniques to facilitate learning with the students. The use of problem-based and case-based teaching is used in community-based education, skills-based programmes and during clinical training. Nurse educators reported empowering the learners to develop themselves in academic achievement with the use of problem-solving strategies to facilitate student learning during and after clinical placement. The extracts below reflect this:

"…we use a lot of case studies in nursing, and problem solving…" (P07)…
"…a term paper maybe a case study on a particular patient so all those ones

are methods I have being using to interact with my students… there is need for supervision of these students." (11)

"…have a case study, interact with family members, do community assessment, go and do community based education; fieldwork. You know nursing is skill-based programme, the work is not solely a class work the student has to go to the community or to the clinical setting…" (P11)

"…you must have appropriate preparation in terms of knowledge requirements and even while you are a student all these go to ANC [ante-natal clinic] go and give health education, have a case study, interact with family members, do community assessment, go and do community education…" (P13)

(V) Inquiry-based learning: The findings from this study demonstrate that the use of inquiry-based learning allows the students to be actively involved in their learning, by searching, reading scientific materials extensively, and using the information to analyse problematic situations critically in order to respond to them effectively. Participants in this study reported that this form of learning is enhanced by using assignments, case studies, group work, discussions and problem-solving tasks. They give the learners opportunities to generate new ideas thereby motivating them. Hence, the teacher engages the students with this kind of teaching methods using discussion methods to facilitate learning. It prepares and inspires the learners to learn. Students are given a case to investigate and come up with what they found out about the problem. The extracts below reflect this:

"…you know there are times you ask the students to go and get information online when you give them a link to get the materials and submit it…" (P11)

"…Now the need to do research and publish put a kind of thrust in University setting that will push you to read further, work further and attend conferences national, local conferences…" (P12)

"I have also use problem solving in clinical teaching especially after our post-clinical conference, they will come with the problem, we assign students to come up with the problems or situation they experience during their clinical that day and they will throw it to rest of the class so they are the ones formulating" (P7)

(vi) Fieldwork**:** It emerged from the findings of this study that fieldwork was viewed as practical work conducted by the students and their teachers in the natural environment, rather than in a

classroom or skills laboratory. Participants reported that, during field trips, the students are sent to hospitals or communities in order to integrate what they have been taught in the classroom, and for practical experience. It was reported that the art of nursing is demonstrated by the students in the field during clinical placement, and students learn by experience through supervision. This is known as experiential learning. The extracts below reflect this:

> *"…you have to take them on a field trip…so that they can understand what you have taught them better. I think that is one way…" (P03)*

> *"…learning in the field that, we called experiential learning we send them to the field like I said it depends on the learning objectives…" (P13)*

> *"…to do a theory paper which you grade at the end of the day and then for the group work assignment, fieldwork or case study… When they submit we go through and we give them score…" (P11)*

(vii) Computer-mediated teaching**:** The findings from this study indicated that the computer-mediated teaching strategy promotes effective teaching and learning through the use of technology in nursing education. Participants reported using power point, e-learning programmes, online social media, such as Facebook, audiovisual presentations, the internet, films and videos to interact with the nursing students. Participants expressed that the use of ICT, and in particular the internet, is essential in teaching. Through computer-mediated learning, students are deeply involved in their learning, and it promotes interactive, self-directed learning, and a research spirit. It helps the teacher to save time and motivates the learners to learn. This is the era of technology explosion, which students enjoy. The quotes below reflect this:

> *"…distance learning programme, e-learning programmes…now we used technologies significantly, we run classes online and we use, various social media to interact with students…I run a class on Facebook…we have a learning management system with CDL…talking about technology, is easier for you to encourage your students to learn using their telephones rather than just seeing the new technology as… enjoyment it is possible you encourage them to see such things as medium of learning…bringing technologies into your teaching-learning activities…" (P13)*

> *"when we came in last semester, all of us were taken to ICT and we learnt how to use eh hmmm, what do you call it, something 10 and 12, what do you call it? Laptop when they come in, they come in with software, the latest software." (P06)*

"…we have audio visual aids you know they are like teaching aid like playing a video using the projector and so on and so forth for students to watch and have a clear view of what the lecturer is actually teaching…you have got also to be innovative in the use of the technology that is available…" (P15)"

4.4.2 Teacher-centered teaching methods

The sub-theme teacher-centered methods are described as follows (i) Direct instruction to the learners; (ii) Imparting knowledge to the students; (iii) Spoon-feeding of students, and (iv) Passive learning.

(i) Direct instruction to the learners**:** Direct instruction to the learners according to the participant is lecture method that nurse teachers used for students. Participants admitted using direct instruction to learners. They reported that they give out notes to the students, and use the lecture method. Teaching and learning centre around the teacher because everything is about the teacher. The teacher lectures the students by directing them and instructing them to learn what they themselves already know; they dictate to the students what to write in the form of notes given in the classroom. This choice of teaching methods does not allow students to contribute to the knowledge they already have, because they are not involved in generating the knowledge. The extracts below reflect this:

"…pedagogy where you give out notes, okay, to the students. You are like knowledge base to the students, everything is focus on you as the teacher they are not involved in the learning …" (P09)

"…We do a lot of lecture, lecture method. You deliver the lecture to them and they take notes. Lecturing method is a method where the lecturer comes with a prepared note to the class to give the student the note. The primary method is Lecture Method…" (P02)

"Well I do make use of lecture method. I have used varied Teaching Methodologies ranging from the teacher-student focus lecture method" (P13)

(ii) Imparting knowledge to the students**:** Data from this study reflected that nurse educators passively transferred knowledge to students. This teaching method, used as reported by the participants, does not help learners to construct new knowledge by themselves. The teacher passes the information they have to the students and students give back this information without additions

whenever they are tested on knowledge. This study indicated that this kind of teaching method does not encourage any change in the learners, and this is because teaching and learning is beyond imparting knowledge to students. The extracts below reflect this:

> *"To me teaching methodologies are means of passing information to the students, way or ways of getting necessary information down to students." (P04)*

> *"…strategies to convey information or impart knowledge to the students. So these are the methods or methodologies that we adopt to impart on students…" (P08)*

> *"To me when you talk about teaching methodology it connotes the ways by which you impart knowledge on to the students." (P15)*

(iii) Spoon-feeding of students**:** Spoon-feeding the students emerged as a teaching methods nurse educators used. The data sourced from the participants indicated that a large number of nurse educators still use the lecture method as a means to communicate information to learners. They source materials without involving the learners and transmit knowledge to the students by instructing learners on what to learn and do. It was reported that students are given notes in class, the teachers dictate notes in class, and students are not given the chance to make any input. In spoon-feeding students, the instructor is the boss of the class passing knowledge on to the students. They do not contribute nor take responsibility of their learning. The extracts below confirm this:

> *"…I lecture and give them notes along the line…. Spoon-feeding students the lecture method that is a particular disadvantage or I will say shortcoming of lecture method…" (P02)*

> *"…you actually spoon-feed the students in terms of getting materials, prepare lecture notes and dictating notes in class…" (P12)*

> *"…lecture allows you get to the class read the lecture to the student and after ask questions. Of course this has a lot of disadvantages on the student. One of the disadvantage is that students are not given the opportunity to express their opinion…" (P10)*

(iv) Passive learning**:** It emerged from the data collected in this study that the passive learning method is frequently used by nurse educators. It was found that the students become submissive to their teachers, and they are not motivated to develop new ideas. The students, who are supposed to be actively involved in their learning, are inactive due to the choice of teaching styles used by

nurse educators to facilitate students' learning in nursing education institutions. Participants reported that the choice of teaching methods is influenced by the laziness of the students to read and write, and students are not engaged in their learning. The quotations below confirm this:

> *"They are so lazy, the lecturer will do a lot of work by getting information from different sources and give it to the student. That is the primary reason that determines my choice of using lecture method." (P02)*

> *"…I find out that our students are very lazy to read. They have not read the notes given to them let alone reading extra. They limit their reading to what is been taught in the class…" (P01)*

> *"…to me teaching methodologies are means of passing information to the students…" (P04)*

4.5 Major theme 2: Experiences of nurse educators in the day-to-day execution of their duties

Another major theme that emerged from the data collected from the participants in this study is the experiences of nurse educators. Five sub-themes emerged: (i) Mentorship; (ii) Teaching skills in facilitation of students' learning; (iii) Communication; (iv) Motivating class interaction; (v) respecting class diversity and (vi) Assessment of the students.

4.5.1. Mentorship

Mentorship emerged as a sub-theme in this study was described as : (i) Acting as a role model; (ii) Student guidance.

(i) Acting as a role model: In this study, the nurse educator as a role model was viewed as mentoring students by creating an atmosphere/conditions in which students learn effectively. In order to produce competent nurses, they guide and inspire learners to have analytical mind and have a critical view so as help students to develop their own knowledge. Furthermore, participants recounted using different learning strategies to improve nursing students by promoting change in students through learning from their teachers and from each other. This way, learning becomes easy for the students when nurse educators assumed the role of facilitator rather than being a teacher. The work of a nurse educator as a role model or as a guardian in nursing education cannot be over-emphasised. The statements from participants reflect this:

"…its gives you joy that this are people that have pass through me and they are doing well. Then you being a role model and I could remember a particular student I think she might have seen something…" (P01)

"The joy I have is that I can impact knowledge at least I can have some people that will say this person trained me. I am building future generation." (P11)

(ii) Student guidance**:** It emerged from this study that helping the students to have access to educational resources was pivotal during the facilitation of teaching and learning. Participants expressed that materials for facilitation are made available to support both the teacher and the learners. Teachers need all the resources to enable them facilitate and motivate students to learn. However, while human resources are available, insufficient supportive materials like internet, computers, skills laboratory equipment, books, journal articles and projectors hinder effective facilitation of learning of the students. The quotes below reflect this:

"…find out on an individual bases to be able to know what they are passing through I want to also suggest that as tutor we should also be counsellor it will help us to know I believe if we have a cordial relationship with the student we can get that feedback successfully…" (P04).

4.5.2. Teaching skills in facilitation of students' learning

In this study, teaching skills in facilitation of students learning is a sub-theme, and was described as: (i) Ability to change teaching methods; (ii) Observation skills of the teacher; (iii) Group presentations and discussion; (iv) Promoting the integration of theory into practice; (v) Projects supervision.

(i) Ability to change teaching methods**:** Data from this study reflected that nurse educators' ability to change methods when facilitating student learning was reported to enhance effective facilitation. Participants reported constructing different ways to facilitate learning using different teaching methods to motivate learners to learn. It was reported that changing teaching methods is based on the aim and the objectives of the subject, the tasks to be performed and class diversity. The extracts below reflect this:

"…As a teacher you should be able to use your initiative to decide how do I go about this thing… Innovative method…I will upload this and then the students can download it and watch it themselves…" (P11)

"…I had to come to their level and make different teaching methodology to fit into their group so that at the end of the day we will achieve our aim and objectives of teaching…" (P01)

"…use different styles and be constructive in the way we teach the students…" (P09)

(ii) Observation skills of the teacher**:** It emerged in this study that the strategy of teacher observation assists nurse educators in responding to the needs of the students, by taking into consideration their differences and learning abilities. To facilitate different categories of learners effectively, requires teachers' good observation skills because of the diversity in students' ability and class characteristics. Participants reported that teachers' skills to perceive students and understand how they learn is of great importance in facilitating learners. Nurse educators' ability to become aware of learners' thought processes helps in teaching and learning, hence improving student engagement because the teacher is able to carry all the students along. The use of the observation approach in teaching and learning by the teacher helps the teacher to observe students in order to assist them learn. The extracts below reflect this:

"…my observation is that they are slow learners…You try to study the group you are teaching before you can choose teaching methodologies for them…" (P05)

*"…become a facilitator not the teachers that we use to know… It also implies that you must be looking at the new learners that you have**,** the young people we have, what is the nature of the young people nowadays, what makes them learn, in what ways would they learn better…" (P13.*

"…my experience since I have been in this school, basically this year one student, I had to shift a bit from my usual way of teaching because it was observed that they are slow learners…The previous set before them I don't have to stress myself before they grasp but discovered that in this set of students that they are slow to learn I had to come to their level…" (P01)

(iii) Group presentations and discussion**:** Data from this study revealed that group presentations and discussions are used with students. Participants reported from the data collected that they involved learners by giving them opportunities students to share and contribute their knowledge

by encouraging group discussion, group presentations and group assignments to facilitate effective learning by the learners. This kind of teaching and learning motivates class interaction with lecturers and colleagues. The quotes below reflect this:

> ***"****... you can engage the students in like a small group discussion among themselves, you will just be listening to what they are saying, something close to focus group but is not focus group but is like the students teaching themselves." (P15)*

> *"...they also do presentations...you give the learners opportunities to do individual and group presentation..." (P13)*

(v) Promoting the integration of theory into practice**:** This sub-theme emerged from this study. Participants highlighted how students assimilated theories discussed in the class with the learners into practice in the field. During the clinical posting of the students, participants identified integration of theory concepts into practice as very essential in nursing education. Most nurse educators reported using various teaching and learning approaches to facilitate learning. The mixing of teaching methods permits student to contribute their experiences and develop new skills. The facilitator helps the learners to construct their own knowledge through students' involvement in both clinical and theory teaching and learning. It was found from document analysis, that for each module a student was allocated a number of hours for practical skills. In this study, nurse educators revealed that teaching role is not limited to the classroom teaching alone. Participants reported assisting students to integrate theory taught in the classroom into clinical practice by posting students to hospitals for practical application of knowledge gained in class. This is to ensure that the students are able to incorporate knowledge of concepts in clinical placements. The quotes below revealed that:

> *"...if you are teaching don't forget teaching is not only limited to the classroom it extends to the clinical area..." (P10)*

> *"...You know nursing is skill-based program, the work is not solely a class work the student has to go to the clinical setting...it might require discussion, asking the students to share their experiences for other people to hear that is another method of teaching..." (P11)*

> *"It is very important in nursing because of the nature of the course. It requires you know practical; you cannot care for somebody by just talking.*

Touching demonstrating, and a kind of role-play. These are innovative methods of teaching that will assist the students." (P12)

(vi) Project supervision**:** It emerged from this study that projects are a student-led approach. It enhances effective facilitation of learning because it develops self-motivation for learning in students. Participants reported they assist learners to learn by motivating them to carry out research projects, write term papers and case studies on clients. This kind of methodology used by the nurse educators increased learners' opportunities to share ideas with the lecturers. The extracts below reflect this:

"You give project work, and term paper work… Self-motivated learning in student…" (P01)

"…the responsibility to supervise their case study, research project and attend to any other academic matter…" (P02)

4.5.3. Teacher-student communication

It emerged from this study that communication enhances interpersonal relationships for effective teaching and learning. Participants reported that teachers communicate course objectives and what is expected from the course to the students. Both verbal and non-verbal means communication were employed to facilitate learning. This his study revealed that good communication is an effective way to motivate and engage students to learn. Participants expressed that the facilitator's skills of communication are essential for effective teaching and learning. The quotes below reflect this:

"…if you look at the concept of communication you are talking about the message then the medium of communication so most importantly the medium of communication which maybe verbal and non-verbal and it could be in the form of skills…" (P11)

"…before we start any course/topics I give the objectives, that means at the end of this study students are supposed to gain this…" (P02)

"…the first thing I do in assessing the quality of method I use is to get a feedback from students. That means at the end of lecture I ask question and give room for them to ask question…" (P02)

4.5.4. Motivating class interaction

In this study, motivating the students emerged as an important aspect of teaching to enhance effective learning. Participants reported using different techniques to interact with the students to promote self-motivation for learning. Nurse educators reported that giving the students information or seminar presentations before the commencement of lecture are good ways of motivating students to learn. Furthermore, participants indicated the use of verbal commendation, and scholarships for students to further their education as good ways to support learners, motivate them and keep them interested in academic achievement. In addition, the use of different facilitation skills motivates the learners to develop more interest in learning. The extracts below show this:

> *"Like I rightly said give student a pre-information on that particular topic before the class, that will help the student and when you come to class you get information on what is not clear to them" (P02)*

> *"…verbal commendation could help. You know we are dealing with young ones. Verbal commendation could help. Number two if you recommend them for maybe scholarships things like that could encourage…" (P15)*

> *"…you want them to watch how you are doing whatever you are doing, so you show the film, and as they are watching it can watch it again. They can watch it as many times as they want until they can learn well…" (P06)*

4.5.5. Respecting class diversity

In this study, it emerged that diversity among the students is an important factor. The participants reported that there is diversity of students with different capabilities and they respect that fact. As a facilitator, appreciating this diversity among the students in class assists to facilitate effective learning, using different strategies to involve students. Participants reported that teachers should have the ability to understand the diversity among students and motivate them to learn. They interact with students with various backgrounds and abilities, and take into consideration the differences in each of the students. In order to communicate and to relate with the learners, understanding this diversity enables effective teaching and learning. The quotes below reflect this:

> *"There are different ways that students learn, their learning methods are different, so for you to be able to impart knowledge to them, there are different ways, different methods that you have to bring in." (P09)*

"You try to study the group you are teaching before you can choose teaching methodologies for them. To teach different kinds of students some even if you demonstrate till tomorrow some will not grasp, what they want is notes they ask you please give us notes (ha-ha) …" (P03)

"It's take you to understand the maturity of your students to keep them in class and to know how to teach them and keep them connected in class. You have to understand where they are coming from, maturity level. You know understand your students the type of student you have okay. The level of the student understanding…" (P14)

4.5.6. Assessment of the students

In this study, assessment of the students emerged as a sub-theme and was described as: (i) Formative assessment; (ii) Summative assessment.

(i) Formative assessment**:** Formative assessment emerged from the data collected in this study as a means of assessing the students for ongoing learning, and get a feedback. Participants reported that formative assessment is a necessity, to interact with the students in order to learn, and receive timely feedback from the learners. Educators reported using formative assessment to relate with the students on the learning objectives. In addition, these responses from the students to their educator on what is expected of them and the new knowledge gained after the lesson, help to improve teaching and learning. Continuous evaluation of students on the impact of learning and achievement by the teacher is an ongoing exercise, and is a student-centered method. Nurse educators reported achieving this assessment by tasking the students in the classroom, and asking questions, and through giving of assignments to students. The quotes below reflect this:

"…given ourselves assignments in class that the students have to come and present their findings in class. We have to prepare, not that you give assignment and you do not prepare for it. Some will get wrong information and you have to be sure they are giving right information…" (P14)

"…there are some other teachers that you know when he/she gives you assignment whether you like it or not you must do the assignment because that person is just going to throw questions and you must be able to demonstrate that you have learned somethings…" (P13).

(ii) Summative assessment**:** It emerged from this study that summative assessment is essential to evaluate, and give reward to students hard work at the end of the semester or academic session. In

order to reward learners for what they have learned, at the end of the academic session a summative assessment is conducted in form of test, or examination, and research projects. Marking of the students' examination scripts, projects and grading them accordingly. The participants reported using this technique to determine the quality of their teaching with the students and on what they have gained so far since the beginning of the school calendar at the end of each semester. Participants expressed that summative evaluation revealed the students' academic performance at the end of semester, when examinations are administered to students in both theory and practical form, plus continuous assessment. The extracts below reflect this:

> *"I can say evaluate it in terms of maybe research I will say no. but in terms of maybe looking at students' performance in exams for each of those topics of each of the methods that have used…Probably this was what make them remember more. It makes them understood the concept better and they are able to process it better and remember in the exam." (P14)*

> *"Formal assessment can come up in the form of the final evaluation either end of semester or session examination and that assessment also include the practical examinations." (P11)*

> *"…asking them questions or through test or in an exam…that is how you evaluate to know the effectiveness…before I introduce a new topic I ask them questions that is my method and how I do my own if I normally ask them questions, like after teaching maybe before my next class, before I start the next topic or before I start teaching for the next day, depending on when we have the next period, I have to ask them on the previous one…" (P05)*

4.5.7. Valuing the experience of the students

Data from this study indicated that valuing the experience of the learners is important for the nurse educators to facilitate the students effectively. Participants reported that they considered the experience of the students at different levels to facilitate their learning. These kinds of skills of the nurse educators help to engage students, by encouraging them to share their experiences during class to facilitate learning. Facilitators support the students to frame problems from their experience for a class discussion. This promotes effective teaching and learning, by involving the learners actively. The extracts below reflect this:

> *"…they are the ones formulating the problem and bringing it to the class for discussion and all that…" (P07)*

"…What I do is that I give a brief overview of the topic and move to the lab and then they demonstrate how they really want to do it because they have done it before how they want to do it…You plan the care of that patient, you monitor, you coordinate the care of that particular patient…" (P14)

"…it all depends on what you are teaching the audience…if is an area they are conversant with it or you have given them materials beforehand, they have read. Then facilitation will be more engaging…" (P15)

4.6 Major theme 3: Enabling conditions for quality teaching practices

Participants suggested that support from the nursing education institutions would enhance and promote effective teaching. Data source in this study indicated "enabling condition for quality teaching practices" as a major theme that emerged. Seven sub-themes arose from this: (i) Training of the teachers; (ii) Curriculum review; (iii) Designing policy/standards; (iv) Recruitment and retention of competent teachers; (v) Providing enough teaching resources; (vi) Expanding the school infrastructure, (vii) Partnership and collaboration.

4.6.1. Training of the teachers

Training of the teachers' emerged from this study. Participants reported the necessity of training the teachers as follows: (i) Continuous professional development; (ii) Mentorship programmes; (iii) Scholarships for further education.

(i) Continuous professional development**:** Data from this study indicated that institutions sending nurse educators for continuous professional development are training the teachers for effective service delivery. Participants reported on the importance of academic development through different means, such as attending conferences and workshops, to mention a few. This will enhance the efficiency of the nurse educators, thus the learners will benefit from this added experience. The quotes below reflect this:

"…self-development because is obvious, if you are in academic, you must be able to make yourself relevant to the environment otherwise, you may be pushed out…" (P10)

"…they also encourage continuous education because they ask all of us to enrol in our postgraduate education and they support us by giving us time to

go for our lectures though, it will not affect our teaching because we have to reschedule our timetable…" (P05)

"The institution encourages you to attend workshops and seminars at different categories. Institution encourage them to participate in all these so that they can be able to impart knowledge more effectively." (P08)

(ii) Mentorship programmes**:** The participants from this study identified mentorship programmes as essential for enabling quality teaching practices for upcoming nurse educators. Data collected in this study revealed that experienced nurse educators motivate the younger nurse educators through mentorship activities. Participants reported that nursing education institutions have a responsibility to support the nurse teachers, pair younger teachers to teach with senior teachers, and organise seminars that will empower them to facilitate learning with the students. Thus, teachers need to continually be updated on knowledge in order to develop excellent teaching skills. The extracts below attest to this:

"…seminars presentations that would get younger people that are coming into the profession to learn from the older people one of the…get older people and younger people that are just coming into teaching to work together for a while so that they can learn these various ways. That is another support I think we need to promote…" (P13)

"…the world is changing, or students are changing. New information every day…you have to be updated. The kind of student you teach, you meet. Things are not the same as when I was a student…" (P14)

"Use people that are quite experienced to mentor younger people especially in the university where people do less of facilitating teaching, people are more interested to write paper and publishing. I think it would be necessary to provide mentorship support to help younger educators to learn these diverse ways of facilitating." (P13)

(iii) Scholarships for further education**:** Scholarships for further education emerged as a suggestion from in this study. Participants described scholarships for nurse educators as a factor that will motivate them and improve professional competency for effective service delivery to the learners. Data from this study indicated the importance of providing learning support training for teachers to improve proficiency in their job. The quotes below support this:

"…they can sponsor us either for a course to update ourselves on teaching methodologies or the particular areas we are taking just to know more. I think that is the kind of supportive aid we need…" (P03)

"…the only support system I will say is my PhD which am not paying school fees, most of our staff are students. We are all on our PhD…" (P12)

"The institution is supporting nurse educators in several ways. The first is that, they help provide sponsorship for educators to engage in higher studies…they can gain either their masters' degrees or PhD, doctor of philosophy degree." (P08)

4.6.2. Curriculum review

It emerged from this study that restructuring the curriculum for nursing students would enhance the quality of teaching practices of nurse educators. Participants suggested that curriculum designers need to revisit the curriculum for nursing students. Document analysis of the curriculum indicates a disparity in hours for the academic year at different levels, for example, level 1 is allocated 975 hours, level 2 1,095 hours and level 3 930 hours. This disparity exists, even though the academic calendar is the same. The nursing curriculum needs to be reviewed and restructured. The curriculum, including innovative teaching methods, is pivotal to the success of nursing education. Participants reported that the adoption of innovative teaching strategies would be easy, when there is curriculum restructuring with appropriate time allocation for each module. The extracts below attest to this:

"…the curriculum developer so to say should look at the appropriate duration for each content before putting up items under one unit. You just pile it up; we should also look at the duration, for example we have three years for the school of nursing and we realized that the curriculum couldn't be covered in those three years…" (P02)

"…the curriculum volume is also another factor… so that kind of a thing is also a factor that affects the teaching method…" (P03)

"…when a teacher asks a question, if the student is not getting it, can be abused or sent out of the class, but when they are constructive and imbibe this other blended or mixed learning methods, you will see that you will enhance the student's thinking abilities. It enables the student to think out of the box…" (P09)

4.6.3. Designing polices/standards

The institutions should develop their own policy and standards for teaching practices by taking into consideration the requirements of education regulation in Nigeria, and the National University Commission and the Nursing and Midwifery Council of Nigeria. Participants reported that an

institution is at liberty to design their curriculum. However, this should be in harmony with the guiding policy of the professional body, as well as that of the national ministry of education. The extract below supports this:

> *"…you have free hand to develop your programme in consonant with the University policy and teaching, so you add quality to what you do…" (P12)*

4.6.4. Recruitment and retention of competent teachers

In this study, participants suggested the need to increase manpower resources. It was reported that employment of more nurse educators would bring relief to the existing teachers and enhance the facilitation of student learning. In addition, sufficient capable and competent nurse educators are needed to enable teaching and facilitating of student learning to be easy and effective. Thus, the task becomes less cumbersome for the few lecturers that are available. Participants identified good salaries, allowance for academic materials, and the giving of awards, as good motivation that would encourage competent nurse educators to remain in their jobs. However, to retain lecturers, the employer must motivate them to continue working with the school. Motivating the nurse educators thus becomes vital in order to retain them and encourage productivity and effective delivery. The extracts below support this:

> *"Those leaders responsible for employing should consider increasing the number of manpower that will assist in getting the job done because the available educators get burnt out easily due to work overload" (P08)*

> *"When we talk about increased remuneration and incentives it is also a kind of supportive aid that motivates you to teach the more and the better" (P03)*

> *"I also think if we begin to give awards to the best teacher for a session or for a semester as assessed by the students and their colleagues, I think that could be something that encourage those who are engaged in teaching." (P15)*

4.6.5. Providing enough teaching resources

Participants suggested that if teaching and learning resources like computers, projectors, and TV screens, to mention but a few were made available, accessible and convenient for use, the workload would become bearable. In this study, funds to purchase technological tools were said to be provided to nurse educators in order to enable them

work and facilitate students with the resources required to make teaching as well as learning stress-free and effective. Participants reported that the absence of teaching resources in nursing education institutions has impaired the facilitation of learning. The quotes below reflect this:

> "*we are gradually acquiring some of the things that can make teaching easier, like the use of projectors, laptops, audio visual, flat screen TV and so on*" (P15)

> "*…you need to have computers at the university…materials that you can use to facilitate learning…*" (P12)

> *"…technology wise, we really do not have the needed technological requirement to make work easy and to be able to impart knowledge to students. For example, audio-visual aids some of them are not available, some are not in good working condition that has actually limited our activities as educators in the sense of imparting knowledge to students…" (P08)*

4.6.6. Expanding the school infrastructure

The need to expand the school infrastructure to enhance teaching and learning emerged from this study. Facilities, technology-based infrastructure and clinical skills laboratories are pivotal in nursing education institutions for effective teaching and learning. The data gathered indicated that when teaching and learning facilities are made available, the working conditions for both the nurse educators and the learners become conducive.

Participants reported the need to put better infrastructures in place, which would assist the teachers to discharge their duties effectively. In addition, the rise in the student population without increasing the facilities to cater for them does not encourage quality facilitation. As a result, the quality of teaching practices by the nurse educators is questionable. The clinical skills laboratory is one of the most essential facilities in the training of the nurses. All these provision of resources and facilities would enhance the quality of teaching and learning in nursing education institutions. The extract below attests to this:

> *"…provide facilities. If you want to increase the number of intake of students, you should also increase the space. You can see, look at office. Am very sure you have been to some offices today the minimum you see is two or three in the office…" (P12)*

4.6.7. Partnership and collaboration

Partnership emerged as a theme from the data gathered in this study. Participants identified collaboration of government with the nursing education institutions as a road map to improve the teaching and learning conditions of the teachers and learners in this study. Collaboration with various stakeholders and nursing education institutions to acquire necessary support for the effective functioning and smooth running of nursing training is very important. The quote below provides evidence of this:

> *"…you can also talk to government officials if you have the opportunity, you can also do that…" (P06)*

4.7 Major theme 4: Challenges of teaching methodologies

Challenges to teaching and learning emerged a major theme from this study. Seven sub-themes emerged: (i) Inadequate preparedness of the students for higher education; (ii) Insufficient facilitation skills of the teachers; (iii) Misconceptions about teaching practices; (iv) Resource constraints; (v) Resistance to change; (vi) Lack of incentives; and (vii) Inadequate curriculum to prepare the students.

4.7.1. Attitudes of the students towards learning

Data in this study identified inadequate preparation of the students before entering higher education as a major theme. Participants reported that students' attitudes toward learning is really a big challenge to nurse educators, in terms of facilitating teaching and learning effectively. It was indicated that students have problems grasping knowledge after reading, and poor attitudes towards learning. The participants described this factor as inadequate preparation of students. The quotes below provide evidence:

> *"…I ask you to read explain it to us so is a kind of thing I don't usually do because I know sometimes they find it very difficult to express it…" (P03)*

> *"…what I find out is that most of the students are not interested in learning …whatever their attitudes towards being ready for class…" (P07)*

> *"…students do not want to read again, that is the challenge I am facing now. Instead of taking their books and read, they will prefer to go to their phones*

and to their laptop just to get information. They do not like sitting down to read. If you go to our library now is just 3 or 4 of them reading…" (P04)

4.7.2. Insufficient facilitation skills of the teachers

In this study, data sources revealed insufficient facilitation skills of the teachers as a challenge to quality teaching practices. Participants identified lack of competence to facilitate teaching and learning among nurse educators to be a factor. The participants reported that the predominant teaching practices in nursing education institutions in Nigeria is the teacher-centered approach. The teachers see themselves as experts in the subject matter, hence the students become spectators and passive learners. This challenge affects the quality of the training given to nursing students. This is supported by the extracts below:

"…we ourselves as an educator some people don't know how to demonstrate, they don't know how to explain, we can only come to class to lecture, so that kind of a thing are also a factors that affect the teaching method…" (P03)

4.7.3. Misconceptions about teaching practices

Misconceptions about teaching practices emerged in this study as a big challenge in providing the students with quality nursing education. Participants reported that students love to take notes in class, and as a result, they use a teacher-oriented teaching method. However, students are all unique and the diversity among students in terms of learning and learning strategies makes it difficult to believe that this method of teaching will benefit every learner. In addition, nurse educators see the use of technology by the students as a distraction to them. Group presentations as seen by the participants as not being a helpful method to facilitate learning. The extracts below reflect this:

"…lecturer will do a lot of work by getting information from different sources and give it to the student…because students like to take notes and you want them to have a point of reference so that whatever information they give you in exam can be uniform…" (P02)

"This internet facility instead of them to use it for what will benefit them academically, it is social website they do engage themselves. And that has been the source of distraction to student." (P01)

"Like group presentation is not effective, is not beneficial but just as I said that I saw that the method is not really beneficial though is needed so we can cover a lot. I discovered that students do not maximize…" (P03)

4.7.4. Poor remuneration

It emerged from this study that providing incentives to nurse educators would greatly motivate them. A lack of motivation for the teacher participants was expressed during the interviews. Participants reported that they were underpaid considering the work they do. The participants expressed the lack of financial motivation as a challenge that may affect individuals' efficiency in facilitating the teaching and learning effectively. Due to the poor salaries paid to the teachers, less effort is put into the work, thus hindering effective teaching and learning. The participants revealed that the lack of job satisfaction affects facilitation of student learning. The extracts below reflect this:

> *"Another thing teacher are one of the poorest paid in Nigeria. We are nowhere…remuneration and incentive is also a kind of supportive aid that motivate you to teach the more and the better…" (P03)*

> *"…if the government can just take commensurable money something commensurable to the input of the teachers it will serve as an inducement to want to do better…" (P15)*

> *"…another thing is the remuneration because is ultimate for job satisfaction. You know when you see that you are not well remunerated it can affect your job satisfaction and the service of delivery…" (P02)*

4.7.5. Resource constraints

Resource constraints emerged in this study as a sub-theme. The following were described as resource constraints: (i) Inadequate infrastructure; (ii) Insufficient teaching materials; (iii) Staff shortages; (iv) Work overload; (v) Lack of funds.

(i) Inadequate infrastructure: Participants reported inadequate infrastructure as a challenge to enable effective working condition of teaching and learning practices of the nurse educators. Furthermore, the infrastructure available is insufficient in term of classroom for the student, class size, offices for the staff and modernized structure for the effective facilitation of the students in motivating their engagement in teaching and learning. Availability of adequate infrastructure will enhance the quality of teaching practices. The extracts below reflect this:

"The teaching resources are usually too low for the students' population that we have [researcher: you mean the classroom?] For example, my department we are short of classroom and things can be better." (P13)

"I think is getting more facilities available and of course if modernizing the structures. The trend is not using very big large lecture theatres again but here we still use big large lecture theatres because of the large number of students…for a small group discussion you need a different seating arrangement not the traditional seating arrangement." (P15) "…lack of facilities especially ICT… that can be used to enhance teaching are the major challenges. So they should provide facilities in terms of offices for staff, internet facility…" (P12)

(ii) Insufficient teaching resources**:** Insufficient teaching resources was identified by the participants as a hindrance to the quality of teaching practices. It was found that resources such as electricity, internet connectivity and anatomical models for demonstration, are not readily available for the teachers, and as a result teaching and learning is impaired. Providing adequate teaching resources in nursing education institutions will enhance effective facilitation practices. The quotes below reflect this:

"There is no light now, no fuel to run the generator, no internet connectivity… All these things are frustrating and sometimes you want to throw everything away. Definitely, the output will be affected…where there are available, the resources are there, the software are there. There is no reason for you not to work." (P14)

"…frustration trying to move forward as you would love to, because we read all these things…challenge of internet facility many times there is no network, you will feel frustrated. You have given assignment and they are supposed to use network, they will come back …no network, what do you want to do …" (P06)

"Another challenge is in the area of facilities for teaching. I will give for example, I teach maternal and child health, recently I was in the lab to teach students and hmm it was anatomy and physiology of the female reproductive system and I needed anatomical model. I needed manicure and manikin with other things to effectively demonstrate to students before they could go to the hospital but there was none." (P12)

(iii) Staff shortages: This emerged from resource constraints. Participants reported that shortage of staff is a challenge to efficient teaching practices. In addition, the number of staff available in nursing education does not keep pace with the increasing student population. Policies and standards on the ratio of facility staff to students were identified as not being practiced,

consequently influencing the teachers' choices of teaching methodologies. Employing more nurse educators will enhance quality facilitation practices among nurse educators. The extracts below support this:

> *"There is shortage of staff compared to number of students that we have. When the educators are less than stipulated number of educators that should be in an institution, the strategies adopted may not be effective…I think that is one of the major challenges because the available educators get burnt out easily due to work overload" (P08)*

> *"There has been an astronomical increase in the number of students without having corresponding increase in the number of teachers." (P15)*

> *"We are short staffed here, we are looking for teachers, so those are the things that are frustrating us." (P06)*

(iv) Work overload**:** Work overload emerged as a resource constraint that hinders effective teaching and learning. Participants reported large class sizes as a big influence in choosing teaching and learning strategies. Hence, there is a need to regulate the student in-take for admission in order to produce competent nurses. The participants expressed that, due to work overload, students are not well equipped for the task of being a nurse. The quotes below reflect this:

> *"The challenge has been work overload you know…let me say generally in Nigeria you have this large number of students in class and with few lecturers so you have a lot of students that you need to teach…Work overload is really high and that has really impacted my efficiency." (P11)*

> *"…we have seventeen academic staff… for both full time and part time students and in the full time alone we have over five hundred students. So they should hire more academic staff so that individuals taking three four courses in a semester it can be limited. So we can have more time to prepare for the student…" (P12)*

> *"You have some many classes to take okay. As a young lecturer you have your own classes to take, you have the university courses to take. Where you are not supposed to be taking more than a class, you are taking like three classes. Do you get that? Is really big challenge?" (P14)*

(v) Time constraints**:** It emerged in this study that lack of time is a constraint for quality teaching practices for the nurse educators. Participants expressed that the lecture method had been adopted by nurse educators because of the limited time allocated to teach a particular course. Thus, suitable

time allocation for a course will empower the teachers to facilitate learning effectively. The quotes below reflect this:

> *"…when you are lecturing you don't engage the student; you don't get them to participate because you are desirous of completing what you want to give them within that limited time you have…" (P15)*

> *"In only part one regular programme we have about 100 students. So that is a huge challenge where you have to teach 100 students a concept in nursing …requires discussion and demonstration but you don't have that time. You have been allotted 2 or 3hours twice in a week." (P12)*

> *"We are all on our PhD so the time is a constraint. We don't have that time to be able to give the best to the students. So we are running our PhD full time and at the same time teaching. I think these are the major important challenges I face for now." (P12)*

> *"Most of the times I will talk about teaching-learning methods because when you are still talking about Teaching Methodologies most people are still more inclined to the concept of teaching (give). So I think the human support is another thing I think. We were still trying to do that but is not yet established as it should be." (P13.*

(vi) Lack of funds**:** Data in this study revealed a lack of funds in nursing higher education as a huge challenge to nurse educators' excellence in teaching practices. Participants identified a lack of money to carry out research work. The experience of nurse educators in Nigeria in relation to financial resources needs to improve in nursing education institutions. Provision of capital assets to nurse educators will enhance quality teach and learning. The extracts below support this:

> *"You want to do research you don't have money for research, you want to update yourself, limited resources, you have to use your salary which is not even enough for you." (P14)*

> *"I have to buy my own textbooks without allowances for it. I have to pay for the internet I use to get information so hmmm sometimes you have to buy the chair you sit on by yourself. so it is really a big challenge." (P14)*

> *"Well I don't want to go into the economy of the system, the remuneration the salary pays and all that is not that is poor but is still not encouraging considering the hardship we are passing through in the system Well, the pay is not encouraging but we don't have any other choice than to manage." (P05)*

4.7.6. Resistance to change

Resistance to change emerged as a theme from the data in this study. Participants reported that most the nurse educators use traditional methods of teaching, such as lecturing, and they do not use innovative teaching methods on a continuous basis. The use of traditional teaching methods was often associated with the fear of adopting technologies in their teaching, such as multimedia, and the belief that innovative teaching methods cannot help teachers to move faster. Teachers who improve their teaching strategies will motivate students to learn hence effective teaching and learning will occur. The extracts below attest to this:

> *"I have been trying to tell them like using multimedia in teaching, and many of them are still using the old methods of lecture, demonstration and not going on to make sure that they are facilitators…People don't believe in moving forward very fast." (P06)*

> *"Most of the time we normally limit ourselves to lecturing we call it lecturing that is just teaching and at times discussion. Those are the two prominent ones we use in the classroom." (P12)*

4.7.7. Inadequate curriculum to prepare students

It emerged from this study that the curriculum in use to prepare nursing students was viewed as bulky and containing excessive information. Participants reported that the nursing curriculum is large and cumbersome, and affects the choice of teaching style by nurse educators. Using a bulky curriculum for the student will ill-prepare them professionally during their clinical practices. In addition, from the document analysis, it emerged that the requirements for nursing admission do not prepare students for what was expected of them in terms of using the computer to facilitate learning.

> *"The present curriculum is cumbersome if you want to go in that line you will discover that at the end of the day you will just be dishing out a lot of information to them (student)." (P01)*

> *"…another thing that affect Teaching Methodologies is the volume of the curriculum just as I said when the curriculum is very big we know one of the disadvantage of discussion method is time consuming…so the curriculum volume…" (P03)*

> *"We know our curriculum seems really full but is also because we recognise that as a nurse in Nigeria, you really have diverse roles to play." (P13)*

In this study, the participants expressed that the nursing curriculum contains unnecessary information, which affects the quality of teaching practices. It was reported that facilitation of effective learning becomes impossible due to the hindrances encountered within the nursing curriculum. This is a challenge to the effective teaching and learning of the student because of the excess data s/he will have process, as well as to nurse educators, who will not be able to adopt facilitation strategies for the effective learning of the student. Thus, streamlining the curriculum will enhance good facilitation of the learners. The quotes below support this:

> *"We realized that the curriculum couldn't be covered for that three years. We still have midwifery programme so why do we have to do midwifery inside general nursing so you understand. We should be able to streamline some if possible to cater for other things. So is also going to help." (P02)*

> *"…the curriculum or the difficulty level of the content will determine the method you will use, I said that earlier…"' (P14)*

> *"It is very important we look into the content of the curriculum of the course goes a long way in determining the Teaching Method. Let me even first start with the volume of the curriculum so if you see that the time is not commensurate with the volume you may have to introduce other methods." (P02)*

4.8 Conclusion

This chapter presented an analysis of the findings from the data collected from participants, the major themes and sub-themes that emerged from the analysis clarified by data from the nurse educators who participated in the study. Chapter Five will present a discussion of the findings in Chapter Four, conclusions, limitations of the study and recommendations.

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter focuses on a discussion of the main findings, conclusions, limitations of the study and recommendations. To reiterate, the objectives for this study were: (i) To explore the teaching methodologies used by nurse educators in nursing education institutions; (ii) To describe the experience of nurse educators regarding teaching methodologies used in their institutions (iii) To identify the challenges nurse educators encounter with teaching methodologies; (iv) To propose possible recommendations that can address the challenges identified by nurse educators in NEIs

Major themes emerged from this study: (i) Teaching methods used by nurse educators; (ii) Experience of nurse educators; (iii) Enabling conditions for quality teaching practices; (iv) Challenges to teaching and learning.

5.2. Socio demographic characteristics of the participants

In this study, fifteen nurse educators were interviewed from three nursing education institutions. There were twelve female participants, and three male participants. The nursing profession is women-dominated compared to other professions (Fitzgerald, Kantrowitz-Gordon, Katz and Hirsch, 2011). Similarly, Ojo (2010) pointed out that traditionally, nursing is a caring profession since the time of Florence Nightingale which has attracted more women. and is gender bias profession because a large population of nurses are females. Recently, however, more males have been joining the nursing profession, yet there has not been a significant increase in the ratio of men to women in nursing. This is evident from the participant ratio 12:3 in this study. Several authors argued from the literature that a number of men are coming into the profession because of the prestigious positions given to male nurses (Zamanzadeh, Valizadeh, Negarandeh, Monadi and Azadi, 2013; Fitzgerald et al., 2011). The three schools were purposively selected from different states in Nigeria. In this study, participants' qualifications ranked from those of associate

professor, senior lecturers to junior lecturers. Five out of the fifteen participants have their PhD in nursing and the rest of the participants are junior nurse lecturers.

5.3. Major theme 1: Teaching methods used by nurse educators

In this study, a number of teaching methodologies were reported to be used. They are grouped into student-centered teaching methods and teacher-centered teaching methods.

5.3.1. Student-centered teaching methods

In this study, student-centered teaching **methods** included: self-directed learning, active learning, collaborative learning, peer learning, inquiry-based learning, fieldwork and computer-mediated learning.

Participants reported using teaching methodologies such as assignments, projects and group work, in order to assist the students to learn and to involve the learners. Studies conducted in Malaysia and Asia by Orsini, Evans, Binnie, Ledezma and Fuentes (2015); Kek and Huijser (2011) supported that the use of student-centered teaching methods to facilitating learning motivates the learners to learn with a yearning for more knowledge.

The self-directed learning approach emerged as one of the teaching methodologies that nurse educators use in facilitating nursing students. Students are motivated to participate in their learning with these teaching methods. According to Martyn, Terwijn, Kek and Huijser (2014), self-directed learning is a student-centered approach. The learners seek information by themselves, take responsibility of their knowledge and are motivated to learn. Data from this study indicated that the self-directed learning approach helps learners to develop learning skills that empower them to retain knowledge. For example, document analysis provides opportunities for self-directed learning. Learners are motivated to reflect and critique information in order to construct new facts as evidence that learning is effective. This offers students the opportunity to make inputs in the teaching and learning process, which engages them in learning. According to Baeten, Struyven and Dochy (2013:15), learning is more than transmitting knowledge; the teacher guides and the students are fully engaged in sharing their ideas during class, which results in a quality learning experience.

Collaborative learning is another student-centered teaching method revealed in this study. Participants expressed that instructors engaged the students by interacting with them in various activities such as group work, stimulation, asking interactive questions, and responding effectively to students' concerns through constructive feedback. Students were given opportunities to interact with their colleagues, and they are delighted to learn and to contribute to learning by sharing their ideas and experiences when given the opportunity. Various authors maintain that a collaborative learning approach engages the students (Bruner and Director, 2016; Noohi, Abaszadeh and Maddah, 2013; Cleary, Happell, Lau and Mackey, 2013).

Peer learning emerged from the data collected in this study as another approach adopted by nurse educators. Participants reported facilitating the learners to coach themselves, using group presentations, assignments, role-play and seminar presentations to facilitate learning between the learners. These teaching methods promote active learning among the students, thus increasing their communication skills, as well as assisting them to learn from each other. Participation in dialogue helps nursing learners discover new meaning for themselves, as nurse educators facilitate learning by assigning students to present seminars, community work and peer coaching (Clark, 2008). A similar study conducted by Pastirik (2006) indicated that the majority of students in nursing education preferred the use of the student-centered teaching method, because it enhances class interaction, team work and effective communication among students, and between the students and nurse educator. It allows students to retain knowledge, and encourages student participation with a sense of responsibility. This direct form of interaction between the students without implying authority over each other, allows them to share information among themselves before giving feedback to the teacher. This form of teaching methodology improves students' learning outcomes, both in the classroom and the clinical learning environment. Students preferred this mode of learning increasingly as they advance in academic levels, and when structured activities are presented to them (Bruner and Director, 2016; Morris, 2016; Stenberg and Carlson, 2015).

The inquiry-based learning and teaching method was mentioned: using assignments, case studies, groups work, and problem-solving to challenge the minds of the students. The participants from this study reported giving opportunities for students to generate new ideas through engaging in the above-mentioned teaching method. Student are prepared to learn by various inquiry activities, such

as case studies, to investigate and come up with findings about the problem. Inquiry-based learning approach transforms the minds and experiences of students (Cronin, 2014; Aditomo, Goodyear, Bliuc and Ellis, 2013; Harmon, Fontaine, Plews-Ogan and Williams, 2012).

In this study, participants reported using field work: assigning students in groups for fieldwork in various hospitals during the clinical placement to integrate theories taught in the classroom. The filed posting assists the learners to acquire practical experience of the concepts. This is because nursing is both an art and a science, therefore, the students in the field demonstrate the art of nursing. Learning is by experience and the students are encouraged, under the supervision of the instructor, to practise the knowledge acquired in the classroom. This allows the students to learn in groups and each student develops a rich learning experience (Tiwaken, Caranto and David, 2015:69).

Computer-mediated teaching is a student-centered teaching method. Participants reported the significant use of ICT, the internet and pictorial illustration to interact with the students. Nurse educators teaching at nursing education institutions use power point, online or internet, audiovisual, and videos to facilitate learning for nursing students. This method involves students, and develops their ability to learn independently. It helps the teacher to save time and motivates the learners to learn. This is an era of technology explosion, which students enjoy (Hauser, Paul and Bradley, 2012:151).

5.3.2. Teacher-centered teaching methods

The teacher centered method perceived as: (i) Direct instruction to the learners; (ii) Imparting knowledge to the students; (iii) Spoon-feeding of students, and (iv) Passive learning.

According to Baeten, Struyven and Dochy (2013:792) the teacher-centered approach is viewed as a traditional approach to teaching students in nursing education. Similar to the results from this study, Sangestani and Khatiban (2013) stated that the retention of this kind of teaching method is based on a belief in transferring knowledge of the subject to the learners, where the teacher is considered as an expert on the contents. However, this form of teaching is passive in nature because learners are not engaged in the learning process, which result in a lack of motivation to learn (Martyn, Terwijn, Kek and Huijser, 2014:832).

Findings from this study indicated that the teacher-centred teaching method was frequently used by nurse educators in nursing education institutions. The teaching methodologies used by nurse educators are teacher-oriented because everything is centred on the teacher's opinion. Participants reported dictating what to write to the students, and giving them notes in the classroom. This choice of teaching method centres around the teacher as the authority. Hence, learners benefit less from this approach. According to Aglen (2016:259), in a study conducted, it was shown that direct instruction to the learners is a teacher-centred teaching style. This author went on to comment that nurse educators commonly use this approach in nursing education, and students become consumers of their teachers' knowledge as they are not stimulated to generate and construct new ideas to build their own knowledge. Similarly, in a study done by Kek and Huijser (2011:189), it was mentioned that there is no motivation for student to learn since everything is about the teacher directing the learners and instructing them to learn what they themselves already know. Teaching students without them learning is void of education. Learning is involving, so in order for students to generate knowledge and retain the knowledge, they must get involved. These authors add that with the use of teacher-centred approach, the teacher controls the class, the information and the students (Siu and Wong, 2013; Bodner, 1992).

Participants reported imparting knowledge to the students, passing information to the student and getting feedback from them. This approach to teaching, as it emerged from this study indicated that this kind of teaching method does not encourage any change in the learners, because teaching and learning is beyond imparting knowledge to students. Learners gave back information without addition when tested on knowledge. In line with the findings from this study, Barahate (2014) argues that a teacher-oriented teaching method does not encourage any change in the learners to develop their own self-knowledge. The approach of passing knowledge on to the students does not help learners to construct new knowledge by themselves (Jeno, 2015:708). Bodner (1992) viewed teaching methodologies for students learning as active involvement and participation of the students in the learning process, rather than passive teaching.

Spoon-feeding the students was reported in this study, whereby the nurse educators source materials without involving the learners, and dictate notes in class. This approach to teaching and learning makes the teacher the boss of the class passing knowledge on to the students. Therefore, this form of approach was viewed as a disadvantage to students as it will not facilitate effective

teaching and learning. Similar to this study, Mertig (2003) mentioned that majority of learners in nursing program do not ask questions and do not challenge the educator, but inactively sit in class taking notes and trying to learn the mass of material in a nursing curriculum. It is the responsibility of the teachers to motivate the interest of the students to show willingness to communicate their thoughts and ideas because they have the ability of a critical mind.

In line with this study, it is argued that nurse educators' teaching methods should move from transmitting knowledge to the students to facilitating learning. Nurse educators spoon-feed the students by communicating information to them (Arieli, Tamir and Man, 2015; Trần, 2013). Instructing learners on what to learn and do gives the students superficial knowledge of what is expected to be known (Khanna, Jacob and Yadav, 2014:123). Furthermore, participants reported that the choice of teaching methodologies was influenced by large class size, the students' laziness to read, and students' attitude towards learning. Thus, teachers justify the reason for choosing to act as experts and the source of all information. The use of teacher-centered teaching methods leads to passive learning among students. According to Jeno (2015:709), students who are supposed to be actively involved in their learning are inactive due to the choice of teaching styles used by nurse educators to facilitate their learning. Similarly, in a study conducted by Serbati (2015), the learners become submissive to their teachers, since there is no motivation to develop and think out of the box. Furthermore, Ondrejka (2014:4) argued that a pedagogy for teaching students should include methods that motivate learner involvement using methodologies that influence learners' values and believes. This teaching methodology helps the students to understand their choices and engagements.

5.4. Experiences of nurse educators

In this study, the second major theme relates to the lived experiences of the nurse educators from the data analysis. Five sub-themes emerged: (i) Mentorship; (ii) Teaching skills; (iii) Communication; (iv) Motivating class interaction; and (v) Assessment of the students.

5.4.1. Mentorship

In this study, the nurse educator as a role model was viewed as mentoring students by creating atmosphere/conditions in which students learn effectively. Participants recounted using different

learning strategies to develop their students. To promote change in students through learning from their teachers and from each other, learning becomes easy for the students when nurse educators play the role of mentoring students rather than that of a teacher. According to Barahate (2014:14) nurse teachers are role models. They assist in producing competent nurses through proper guidance and inspiring learners to have an analytical mind and to think critically in order to develop academically. Learners need to be mentored on how to construct knowledge. Therefore, educators must allow flexibility of ideas, creativity and innovation to guide the choice of teaching methods for students (Trần, 2013; Siu and Wong, 2013; Adib-Hajbaghery and Aghajani, 2011).

In this study, mentorship on the use of technologies emerged as necessary for efficient educational training of the students on the use of technologies. Participants reported using technologies such as: multimedia, ICT, online learning, projectors, mobile phone applications (e.g. WhatsApp) to facilitate students to learn effectively because this is an era of technological explosion. This enhanced teaching and learning between nurse educators and students, who felt comfortable learning innovative ideas (Nguyen, Zierler and Nguyen, 2011). Identifying resources as teachers' tools for the effective facilitation of teaching and learning is essential. Resources like the internet, demonstration laboratories for students, equipment for learning in the skills lab, a well-equipped library and projectors, support the facilitation of students' learning. In order to achieve a richer learning experience, nurse educators need to improve the quality of their teaching practices by making use of supportive materials that are available to them (Thompson, Belza, Baker, Christianson, Doorenbos and Nguyen, 2014:155).

The cultural competence of nurse educators in communicating with students from diverse cultural backgrounds requires active methods to get the learners to learn. The ability of the teacher to understand the diversity of students, interact with students of diverse capabilities and motivate them to learn, enhance effective learning. In a study conducted in the United States by Morton-Miller (2013:91), it was reported that nurse educators' cultural competence is necessary to relate with diverse students and promote facilitation, which enhances learning. Innovative teaching and mentoring of students in nursing education is important (Morton-Miller, 2013:91).

5.4.2. Teaching skills to facilitate students' learning

In this study, teaching skills to facilitate the students' learning was viewed as: (i) Ability to change method; (ii) Observation skills of the teacher; (iii) Problem-based teaching; (iv) Integration of theory into practice; (v) Supervision of research projects; (vi) Teachers' experience.

Participants reported constructing different ways and teaching methodologies to encourage learners to learn. Data from this study reflected that nurse educators' ability to change methods when facilitating student learning helps them to learn effectively. The teachers' skills to modify teaching strategies for students' benefit and increase their interest and involvement in the teaching and learning process. The goal of nursing education is to produce competent nurses, promote progressive learning of the students through quality teaching delivery by the teachers in ways that will advance the nursing profession (Wu, Wang, Wu and Guo, 2014:369; WHO, 2009). In this study, teachers' skills to perceive students, to become aware of how they process their thoughts, and understand how they learn is vital. Improving student engagement in teaching and learning is enhanced through good observation skills by the teachers, which help to guide the students and establish unity among them. The use of observation techniques by the teacher improves learners' attitudes towards learning. A study conducted in Iran revealed that nurse educators' good observation skills are required for quality teaching practices with a variety of students and class characteristics. In order to effectively facilitate teaching and learning among collective but dynamic learners, nurse educators should develop this skill (Zaare, 2013:611).

From this study, the use of problem-based learning techniques to facilitate students' learning emerged. Nurse educators reported enabling the learners to develop themselves in academic achievement with the use of problem-based learning, case-based study and other brain tasking oriented strategies. Facilitating students with the use of problem-based teaching methods allows the learners to be actively involved and learning is improved. This process of teaching assists student to apply knowledge during clinical placement (Nkosi, Pillay and Nokes, 2013:1; Pastirik, 2006). Teachers involved learners by giving them the opportunity to share and contribute their knowledge by encouraging group learning, individual and group presentations, group assignments, and case studies to facilitate effective learning of the learners. It was also reported that students are required to presents their work, and share their knowledge and skills through discussions or

debates. The literature indicates that this type of teaching and learning motivates students to interact with each other and their lecturers (Morris, 2016b).

The importance of clinical teaching emerged from the data analysis in this study. Participants reported that nurse educators' role is not limited to classroom teaching alone because the students need to integrate theory knowledge into practice in the clinical setting. Therefore, nurse educators accompany students to the hospitals during clinical practice. This gives learners the opportunity to learn outside the classroom setting. Student nurses are sent to different clinical placements to integrate theory and practice for effective learning. The educational benefits are experienced by both the students and the teacher. It promotes collaborative learning, as new discoveries are made outside of normal classroom teaching (O'Connor and Carr, 2012; Ali, 2012).

The integration of the theory into practice is pivotal to developing a competent nursing workforce. According to Sheahan, While and Bloomfield (2015), nurse educators have the role of preparing the students to integrate theories learnt in the class into the practical situation. In line with the findings from this study, the use of the problem-solving approach to facilitate learning helps to combine knowledge of the theory with practice. This form of learning encourages students to contribute and develop new skills. The facilitator assists the learners to construct their own knowledge through students' active involvement in both clinical and theoretical learning (Masters, 2016; Mbirimtengerenji, Daniels and Martin, 2015; Jamshidi, 2012). It emerged from this study that supervision of research projects was very important, as projects were based on student-led approaches. Participants reported from this study that they assist learners to learn by motivating them to carry out research projects, write term papers and case studies on clients. Nurse educators use projects as a teaching methodology to enhance students' opportunities to explore knowledge, which leads to academic improvement among the students (Kelton, 2014; Nelson, Cook and Raterink, 2013; Shaban and Abdulwahed, 2012).

5.4.3. Teacher-student communication

In this study, teacher-students communication was described as: (i) Communication with the students; (ii) Student feedback; (iii) Flexibility of the teachers; and (iv) Effective listening.

It emerged from this study that communication enhances interpersonal relationships for effective teaching and learning. Participants reported that teachers communicate course objectives and what was expected of them to the students. Both verbal and non-verbal means of communication were employed to facilitate learning. It was found from this study that good communication is an effective way to motivate and engage students to learn. Facilitators' skills of communication are essential to facilitate students' learning. In this study, nurse educators expressed that to involve learners requires using good communication with them during facilitation, and effective listening is very important in communication. Bays, Engelberg, Back, Ford, Downey, Shannon et al. (2014) stated that knowledge and experience of teaching is essential, and knowing how to effectively interact and communicate with the learners in diverse ways could produce a generation of evidenced-based nurses (de Oliveira and Tuohy, 2015).

Participants reported that they assess the quality of their teaching practices based on feedback from the students. In addition, the pre- and post-knowledge of the student helps them to assess the quality of the service delivery. Feedback from the learners helps in the evaluation of the good communication skills, especially between students and teacher (Cleary, Happell, Lau and Mackey, 2013b). Effective listening skills of nurse educators were also reported to promote effective interaction and communication between the students and the teachers. According Honan, Shealy, Fennie, Duffy, Friedlaender and Del Vecchio (2016), the ability to develop a listening ear is very important in communication. Nurse educators listen to the students, and the students listen to the teacher. Good communication between the teachers and students, as well as among themselves, promotes collaborative learning Wiggs (2011) argued that nurse educators' engagement with the students reflects collaborative learning. This is vital for students when given the opportunity to interact with colleagues. Students are delighted to contribute by sharing their ideas and experiences. Collaborative learning is a student-centered teaching method that motivates student engagement (Wiggs, 2011). Furthermore Madula (2013) stated that students need good communication skills for professional proficiency. Developing this skill will help students to interact well during fieldwork and clinical practice.

5.4.4. Motivating class interaction

In this study, motivating students emerged as an important aspect to enhance learning. Using different techniques to interact with students promotes self-motivation for learning among the students. Nurse educators reported that giving students information or seminar presentations before the commencement of a lecture are good ways of motivating them to learn. Furthermore, the use of verbal commendations and scholarships for students to further their education are good ways to support learners, motivate them, and keep their interest in academic achievement. In addition, the use of different facilitation skills influences learners to develop a greater interest in learning. The literature indicates that the use of different techniques by the teachers to motivate and engage the students is an essential element that every teacher needs in order to influence learners positively. Relating with the students promotes self-belief, which improves their commitment to academic achievement, hence learning becomes interesting to them (Koh and Lee, 2016; Nasrin, Soroor and Soodabeh, 2012). Furthermore, supporting the students improves their self-determination and motivation for learning (Kelleher, FitzGerald and Hegarty, 2016; Bos, Alinaghizadeh, Saarikoski and Kaila, 2015; Aelterman, Vansteenkiste, Van den Berghe, De Meyer and Haerens, 2014).

5.4.5. Respecting class diversity

In this study, it emerged that class diversity is a factor in achieving effective student engagement. The participants indicated that there is diversity among students, as well as diverse capabilities. As a facilitator, understanding the diversity of the students in the class assists nurse educators to facilitate learning using different strategies to motivate students to learn. Participants stated that teachers should have the ability to understand the diversity of students and motivate them. Taking into consideration class diversity and relating with students' backgrounds allows for effective communication and facilitation of learning. It is necessary to use different teaching and learning strategies that involve students and encourage learning. This means that nurse educators' need the skills to understand the unique characteristics of each of the students and to recognize their diverse academic, cultural and social backgrounds, and the various abilities of the learners (Koch, Everett, Phillips and Davidson, 2014).

5.4.6. Assessment of the students

Assessment of the students helps the teacher to assess the quality of the teaching and learning approaches used for the students. In this study the assessment of the student was described as: (i) Formative; and (ii) Summative.

Formative assessment was reported as a means of interacting with the students and involving them in the learning objectives. The learners provide oral feedback on what the educator has shared with them. Furthermore, educators ask questions, give assignments to facilitate effective learning, and there is a mutual benefit for the teacher and the students. It is an ongoing process of assessing the quality of the teaching and learning approach used. Formative assessment is an essential tool for the teacher to evaluate the students' learning. It promotes teacher and student interaction, enhances communication, and enables educators to respond to the learning needs of the students by adjusting their teaching method. This form of assessment of students improves the opportunity for teachers to evaluate the quality of the teaching method by identifying the strengths and the weakness of the teaching methods used (Barana and Marchisio, 2016; WHO, 2009). However, Looney (2011:9) argued that appraisal is on the increase without evidence, based on the teachers' competent effective assessment of the student as well. In addition, a periodical assessment of how educators' teaching methodologies affect student learning at the end of each semester is needed as criteria for effective assessment. This evaluation of teachers' formative assessment practice, should involve several steps, like supporting individual professional development, as well as meeting student needs.

Summative assessment was considered by the nurse educators as a necessity for students and teachers. They reported that feedback from final exams was used to assess the quality of the teaching methodologies for the courses, and that of student learning. Similarly, these studies supported the findings from this study, that the summative evaluation of the students in teaching and learning is evidence of the quality of the teaching methodologies of the teachers and of student learning. It comes as written feedback from the learners to the teacher at the end of the semester (Helminen, Coco, Johnson, Turunen and Tossavainen, 2016; Hill, 2012). Summative assessment indicates the proficiency of the students and the effectiveness of the teaching practices used. It is important for teacher and learners in order for the teacher to improve or change the teaching and

learning method. Furthermore, learners are rewarded based on the response provided to their teachers (Rafiee, Moattari, Nikbakht, Kojuri and Mousavinasab, 2014:41).

5.4.7. Valuing the experience of the students

Data from this study indicated that valuing the experience of the students is important in teaching. This skill helps nurse educators to engage students in sharing their experiences during class. A consideration of student skills allows the nurse educators to play a mentorship role by encouraging students to share their academic experiences during class discussions. Facilitators promote effective learning by framing problems based on the students' experiences. This approach enhances student involvement, resulting in a successful learning experience (Jeffery, Mitchell, Henderson, Lenthall, Knight, Glover et al., 2014). This allows learners to construct knowledge and become critical thinkers. In line with the findings from this study, students' involvement enhances their academic performance and achievement when critical thinking of the learner is stimulated using effective teaching and learning approaches, which has huge benefits to students' academic achievement. The learners create information through reflection on their experience during and after class interaction with the teacher. Critical thinking by students motivates teachers to discover their potential skills, thus promoting effective learning through valuing the experience of the students (Martyn et al., 2014; Burrell, 2014).

5.5. Enabling conditions for quality teaching practices

Enabling condition for quality teaching practices emerged as a major theme in this study. Seven sub-themes occurred: (i) Training of the teachers; (ii) Curriculum review; (iii) Designing policy/standards; (iv) Recruitment and retention of competent teachers; (v) Providing enough teaching resources; (vi) Partnership and collaboration; (vii) Expanding the school infrastructure.

5.5.1. Training of the teachers

Training of the teachers emerged from this study as part of the enabling conditions for quality teaching practices. In this study training of the teachers was described as: (i) Continuous professional development; (ii) Mentorship programme; (iii) Scholarships for further education.

The importance of academic development through different means such as attending conferences and workshop is essential in academic career. Data from this study indicated that institutions should send their nurse educators for continuous professional development. According to de Lima Ferreira and Bertotti (2016), nurse educators need to understand the role of continuous updating of knowledge and self-development in the area of teaching and learning. It enhances their efficiency, and the learners will benefit from their increased experience. Continuous professional development contributes to the quality of teaching practices of nurse educators, and increases their knowledge. The Nursing and Midwifery Council of Nigeria is aware of the necessity for nursing education. Therefore, in collaboration with the National Policy on Education it is developing sound educational principles necessary to train competent future nurses. In addition to meeting the needs of the current students, nurse educators should keep updating their knowledge, as well as improving the teaching and learning approaches used for students (de Lima Ferreira and Bertotti, 2016; Timothy et al., 2015:102). According to global standards for nursing education, opportunities should be given to develop the capacity necessary to raise the standard of education in nursing institutions, by sponsoring continuous educational learning in line with international developments education (WHO, 2009).

A mentorship programme was identified as an essential factor for enabling quality teaching practices by new educators in nursing education institutions. Experienced nurse educators motivating the younger nurse educators by mentoring them would enhance the quality of the teaching and facilitation skills of the upcoming nurse educators. According to Slimmer (2012), the institutions have the responsibility to support the teachers by organising workshops that will empower the nurse teachers to know how to facilitate learning with the students. In doing this, nursing education institutions will retain more staff due to the empowerment programme. The teachers need to continually update their knowledge in order to enhance excellent teaching practices (Jones, 2016).

Participants described scholarships for nurse educators as a factor that would motivate and improve professional competence and enhance service delivery to the learners. The significance of providing learning support training for teachers is to improve their proficiency on the job. Scholarships for nurse educators to further their education is a form of support that will encourage quality in the teaching practice of nurse educators and benefit the nursing profession as a whole.

This kind of support should be provided for individuals in nursing profession to build teachers' academic careers, promote academic advancement and professional development. More competent nurse educators are needed in nursing education, therefore scholarships for both the students and the teachers should be put in place (Roets, Botma and Grobler, 2016; McKinley and Elliott, 2013).

5.5.2. Curriculum review

It emerged from this study that restructuring the nursing curriculum would improve the quality of teaching practices of nurse educators. Participants suggested that curriculum designers need to revisit the curriculum for nursing students. From document analysis, the curriculum shows disparity in the hours for academic years at different levels. Furthermore, it was reported that innovative teaching strategies develop the learners to be critical thinker by engaging them in their learning, thus enabling them to make an informed decision when required to do so. Restructuring the curriculum and taking into consideration innovative teaching methods is pivotal to the success of nursing education. The volume of content in the curriculum should be proportionate to the time allocation and help to make work easy and effective. Teaching with a curriculum that promotes innovative teaching strategies would help to engage students in their learning (Hermann, Head, Black and Singleton, 2016; Dearnley, McClelland and Irving, 2013). Students view innovative teaching as a student-centered teaching approach, and they feel comfortable, actively engaged and communicative with the teacher during the learning, and therefore empowered to make informed decisions (Wu et al., 2014).

5.5.3. Designing polices/standards

The policies and standards for teaching practices are the responsibility of the regulatory bodies of the region, which in the context of Nigeria are the National University Commission (NUC), the Nursing and Midwifery Council of Nigeria, (NMCN) and the National Ministry of Education. Participants reported that institutions are at liberty to design their curriculum. However, this should be in harmony with the guiding policies of the above bodies. The global standards for education have identified the importance of implementation of policy and standards in nursing education schools, which are encouraged to do this in collaboration with other stakeholders. This is to enable advanced educational attainment and promote effective teaching practices. However, institutions

are faced with the challenge of experience, norms, philosophical beliefs and progression preferences that limit the application policies and standards (Duncan, Thorne, Van Neste-Kenny and Tate, 2012; WHO, 2009).

5.5.4. Recruitment and retention of competent teachers

Good working conditions emerged as enabling the recruitment and retention of competent teachers. Participants suggested that there is need for more manpower resources. It was reported that employment of more nurse educators would be a form of support system that would enhance facilitation of student learning. In addition, participants suggested that good salaries, allowances for academic materials and the giving of awards provide motivation that will encourage competent nurse educators to remain on the job. A similar study, conducted by Albarran and Rosser (2014), found that nursing education has a need for manpower resources in order to sustain the quality of nursing education. Furthermore, sufficient capable and competent nurse educators ensure effective teaching and facilitation of the students. The students are motivated to learn and become comfortable with the teachers' creative teaching methods. Thus the task becomes less burdensome for nurse educators (Evans, 2013). Motivation of nurse educators begins with the recruitment and retention of competent staff. In other words, nurse educators need motivation from the management starting from recruitment of more teachers to reduce the workload (Halcomb, Gregg and Roberts, 2007; Adelabu, 2005).

5.5.5. Providing enough teaching resources

Data from this study identified the availability and accessibility to teaching and learning resources as an enabling influence for nurse educators' teaching methodologies. The deficiency of teaching resources in nursing education institutions has impaired the facilitation of learning. Participants described teaching and learning resources like computers, projectors and TV screens to mention but a few, should be made available and convenient to reduce the workload. In this study, funds to purchase technological tools were reported as a necessitates for nurse educators in nursing education to support their work and facilitate students with the resources necessary to make teaching and learning easy and effective. In a study conducted in Nigeria by Adeoye and Popoola (2011), it was found that teaching resources are as essential as the classrooms, the teachers and the students. It is necessary for information and resources materials for learners and the educators to

be available and accessible in order to build a generation of competent nurses for the future. In addition, the quality of interaction between student and nurse educator would require the provision of teaching resources to achieve effective learning. The work of developing the students to learn through facilitation requires technological resources to make teaching plus learning easy and effective (Ramnarine-Singh, 2014).

5.5.6. Expanding school infrastructure

Infrastructure expansion in nursing education institutions will ensure quality working conditions and promote excellent teaching practices of the nurse educators.

A need to expand teaching and learning facilities, technology-based infrastructure and clinical skills laboratory emerged from this study. Data sources indicated that when teaching and learning facilities are made available and an infrastructure is in place, the working conditions for both the nurse educators and the learners become conducive, and it would assist the teachers to discharge their duties effectively. The rise in the student population without a proportional increase in facilities to cater for them does not encourage the use of innovative facilitation strategies. According to Daniels, Fakude, Linda and Modeste (2015) the clinical skills laboratory is an essential facility in the training of nursing students. Provision of this facility empowers the students and enhances the quality of teaching and learning.

Yelkpieri et al (2012) argued that putting more infrastructure in place assists the teachers to discharge their duties effectively. Furthermore Morgan (2006) reported that the value of skills laboratories and other infrastructure is essential in preparing students to be competent professional in nursing education. The quality of experience acquired by the student in the school during basic nursing procedures from the nursing skills laboratory help learners to develop skills to dealing with complex cases in the clinical posting. The psychomotor skills of the learners are developed because learning skills in nursing are continuous, and nurse educators should be sensitive to the stress involved in this aspect of learning for the student. Teachers should apply teaching methodologies that keep the student at the center of the learning process. This is to assist the student to integrate theoretical concepts into practice during clinical practice. For adequate preparation of nursing students, nurse educators expose learners to basic nursing skills, while the students develop good interaction with the teacher and are able to apply theoretical concepts to

practical situations (Herrman, 2008 ; Tosterud, Hedelin and Hall-Lord, 2013; Szpak and Kameg, 2013; Berragan, 2011; Wellard, Solvoll and Heggen, 2009).

5.5.7. Partnership and collaboration

In this study, participants identified partnership and collaboration with other stakeholders in nursing education institutions as a road map to improve the teaching and learning conditions of the teachers and the learners. Collaboration would assist and support the institutions to acquire the necessary facilities for quality teaching and learning experience. The quality care seen in the health system today is not a new invention, it is based on principles and clinical practices that have been in use for decades. However, colleges have worked hard to collaborate with the necessary stakeholders to establish these standards (Stein, 2012). Good partnerships with other professional organizations enhances the quality of nursing practices in any country (WHO, 2009). Similarly, in Botswana, Kenya and Malawi, according to World Health Organization (2010), nursing education is improving through establishing a collaborative partnership with other stakeholders. Nursing education in the above-mentioned countries is developing due to partnerships and collaborative strategies.

5.6. Challenges to teaching and learning

Challenges to teaching and learning emerged as a major theme in this study. It has eight sub-themes: (i) Inadequate preparedness of the students to higher education; (ii) Insufficient facilitation skills of the teachers; (iii) Misconceptions about teaching practices; (iv) Resource constraints; (v) Resistance to change; (vi) Inadequate curriculum to prepare the students; (vii) Lack of incentives; (viii) Lack of funds.

5.6.1. Attitudes of the student towards learning

Participants reported the lack of preparedness of the learners as a challenge to the nurse educators. Inadequate preparation of students to enter higher education is a major challenge to interactive class teaching and learning. This lack of preparation for higher education is reflected in how slowly they internalize knowledge after reading. They show a lack of interest in education and do not want to participate in their learning, which leads to poor academic performance (Subhan, 2014; Byrne, Flood, Hassall, Joyce, Arquero Montaño, González González et al., 2012).

5.6.2. Insufficient facilitation skills of the teachers

Participants reported that inadequate skills of the nurse educators themselves could be a big issue in the sense that the predominant teaching practice in nursing education institutions in Nigeria is the teacher-centered approach. In this study, participants identified incompetence to facilitate teaching and learning among the nurse educators as a hindrance to effective teaching practice. Mwale and Kalawa (2016) Mentioned insufficient facilitation skills of the teachers as a huge challenge in nursing education. This is a major factor in terms of the quality teaching practices of the nurse educators. However, nurse educators still see themselves as experts in information, hence, students become frustrated and are not well prepared (Grassley and Lambe, 2015:361; Khademolhosseini, Vanaki, Memarian and Ebadi, 2012:485). According to the WHO, the future of nursing lies in quality training of the students through nursing education. Nursing education has the mandate to prepare nurses not only to care for the client, but to be competent to saves lives, thereby promoting the nursing profession (WHO, 2009).

5.6.3. Misconceptions about teaching practices

It emerged from this study that participants had a conception that students preferred to take notes, and write in class, and as a result, they use a teacher-oriented teaching method. Nurse educators mentioned the use of technology by the students as a distraction to the learners. Group presentations were considered by one of the participants as not being a helpful method to facilitate learning. All these points are misconceptions in nursing education institutions, which are hindering quality-teaching practices. Teaching and learning methods using technology motivate the learners to engage actively in learning. A diversity of students but unique in different ways in terms of learning, teaching methodologies adopted with technologies oriented strategy play an important role (Krau, 2015). The current generation are living in a period of explosion of technology. Nurse educators are required to engage students with the use of available technologies to develop their interest in education (Krau, 2015; Cheng, Liou, Hsu, Pan, Liu and Chang, 2014).

5.6.4. Poor remuneration

Participants reported poor remuneration as a challenge in nursing education, as salaries are not commensurate with the work nurse educators do. The participants expressed that a lack of

motivation is affecting their efficiency in their job. Teachers require adequate monetary motivation for effective discharge of duty. Poor salaries and lack of other allowances for teachers result in them putting less effort put into the work. Providing incentives to nurse educators would greatly motivate them. This lack of motivation for the teachers causes a lack of job satisfaction, which affects productivity (Sabari, 2012; Yelkpieri et al., 2012). Therefore, providing good financial support to nurse educators will motivate and enhance the teaching and learning situation in nursing education institutions (Yelkpieri et al., 2012).

5.6.5. Resource constraints

Resource constraints emerged in this study as a sub-theme. Resources constraints were described as: (i) Inadequate infrastructure; (ii) Insufficient teaching resources; (iii) Staff shortages; (iv) Work overload; (v) Time constraints.

Inadequate infrastructure

From this study, an inadequate infrastructure is identified as a challenge to improve working conditions for nurse educators. The existing infrastructure is insufficient in terms of classrooms for the students, class sizes, and offices for the staff and modernized structures for the effective facilitation of the students that will encourage their engagement in learning. The availability of an adequate modernized infrastructure in nursing education is necessary to enhance quality teacher and student interaction that promotes effective and collaborative learning with the students (Daniels et al., 2015:8-16). Teachers need sufficient space where students can interact with each other. Renovated structures encourage peer learning and active participation of learners through student-centered teaching methods. Bell, Rominski, Bam, Donkor and Lori (2013:249) stated that standard infrastructure for facilitating quality teaching and learning for students is lacking in nursing institutions. The lack of money in higher institutions is the leading cause of inadequate infrastructure and poor learning conditions in the majority of schools (Yelkpieri, Namale, Esia-Donkoh and Ofosu-Dwamena, 2012).

Insufficient teaching resources

In this study, insufficient teaching resources emerged as a hindrance to teaching practices. Resources such as electricity, internet connectivity and anatomical models for demonstration are

not readily available for the teachers, and as a result effective teaching and learning methods are not used. The availability of adequate teaching resources in nursing education institutions will enhance effective facilitation practices (Lagoune, 2012). According to Mertig (2003) technologies enhances quality of teaching practices among nurse educators as the future of nursing education just like any other profession encompasses technologies in the 21st century. Therefore, nursing education need sufficient availabilities of technologies as a strategy to promote student involvement in the learning process. Rich and Nugent (2010), in line with the findings from this study, mentioned that insufficient resources are a major challenge to nurse educators. A similar study done by Daniels et al. (2015) revealed that 21st century teaching and learning materials for education are required to enable educators and the students to effectively interact, thereby facilitating learning. Learning is derived from the internal and external environment, and teachers need to select teaching methods that are student-oriented for effective learning of the students. Environmental factors like inadequate educational facilities are factors that threaten quality-teaching practices in nursing education. Insufficient teaching and learning resources and instructional materials was considered to be a contributing factor to the lack of effective teaching practices among teachers (Ahmad et al., 2015; Yelkpieri et al., 2012; Adelabu, 2008).

Staff shortages

Participants in this study reported shortage of staff to be a challenge to efficient teaching practices. In addition, the number of the staff available in nursing education schools has not kept pace with the increase in student enrolment. Policies and standards on the ratio of faculty to students was identified as not being practiced, consequently influencing the teachers' choices of teaching methodologies. Albarran and Rosser (2014) identified the problem of shortage of nurse educators as a threat to the future of nursing education if careful attention is not paid to recruiting more nurse educators. Employing more nurse educators would enhance the quality of facilitation practices among the teachers. A similar study in Ghana by Bell, Rominski, Bam, Donkor and Lori (2013:249) confirmed that the shortage of nurse educators is a challenge in nursing higher education. Manpower resources are inadequate for the increasing number of nursing students enrolling in every year. The shortage of professional nurses is attributed to low recruitment during the structural adjustment programme in Nigeria. The effect can be seen in the nursing workforce which is skewed towards older workers more so than in the general work force. A large number

of nurses are retiring from the nursing profession, while few nurses are entering the profession to replace the retirees (Agbedia, 2012:228).

Work overload

The participants reported that, due to work overload, students are not well equipped for the task ahead them. Work overload in this study is one of the hindrances to students' proficiency during

practice. A similar study conducted by Bakon, Craft, Christensen and Wirihana (2016) identified large class size as a big challenge for the students and nurse educators in nursing education. Teaching and learning strategies are influenced by class size. The policy of ratio 1:10 is intended to promote and enhance excellent training of competent nurses. Hence, there is need to regulate the number of student in-take for admission in order to produce proficient nurses (Rafiee et al., 2014:41; Adelabu, 2008). It is argued that it is difficult to get learners to participate meaningfully in discussions and encourage critical thinking when the class size is large. Large class size is a huge challenge in nursing education (Herrman, 2008).

Time constraints

Participants explained that the teacher-centred method was adopted because of the limited time allocated to teach courses. Timing was reported as a constraint for the teachers and the students. Quality teaching practices are needed to prepare nursing students in nursing education. Sufficient time is vital to facilitate student learning effectively. Educators experience dissension among the academic staff, the institution, and are faced with the pressures of managing large classes of students without adequate time to facilitate learning (Adam and Taylor, 2014).

Lack of funds

Participants reported lack of financial resources as a limitation to academic achievement. This study identified lack of funds in nursing education to be a challenge to the quality of nurse educators' teaching practices. Provision of capital assets to nurse educators is important to enhance quality teaching and learning (Barron and West 2011). Improving financial support of nurse educators in Nigerian nursing education institutions will enhance teaching and learning along with academic performance. Funds should be made available for research, since the experience gathered from doing research will benefit the learners by enhancing the facilitation of learning by nurse

educators. In line with this study, in Ghana similar study that was conducted mentioned the lack of funds as a challenge in tertiary institutions, especially in developing countries of which Nigeria is one. Although money will not solve all the challenges in higher education, it is essential for effective teaching practice (Yelkpieri et al., 2012)**.**

5.6.6. Resistance to change

Participants reported that most of the nurse educators still use traditional methods of teaching. Nurse educators have refused to change their teaching methodologies. Resistance to change was indicated in this study as being a challenge to quality teaching practices. Teachers should improve their teaching strategies. Peer coaching should be encouraged among educators as well as the use of innovative teaching strategies. In order to deliver quality teaching that would motivate students to learn there must be a transformation of teaching and learning strategies (Brannagan, Dellinger, Thomas, Mitchell, Lewis-Trabeaux and Dupre, 2013; Robb and Gerwick, 2013). Although there is need for the use of innovative teaching methodologies in nursing education, the study revealed nursing educators' resistance to change from traditional methods. There are several debates about what are traditional and contemporary teaching methods, and the differences between these two. It is important to understand the importance of teaching methodologies in education. Traditional methods of teaching are viewed as teacher-oriented methods of communication with learners. The teacher is the sole source of knowledge while the learners are passive receivers without assimilating the knowledge. Contemporary teaching methods are student-focused, based on assisting the students to learn. This is achieved through effective interaction with the students and good communication flow between the teacher and the students. The effectiveness of teacher-centred teaching strategies in developing students is minimal (Ishkov and Leontiev, 2015; Adib-Hajbaghery and Aghajani, 2011b).

5.6.7. Inadequate curriculum to prepare students

Participants reported that the nursing curriculum is cumbersome and overloaded with content, which affects the choice of teaching style, and will not prepare the students adequately. Nurse educators reported that facilitation of students' learning becomes impossible due to the hindrances encountered from the curriculum. As a result, student-centered learning approaches that encourage students to develop motivation in learning are lacking in nursing education (Kaylor, 2014). The

curriculum therefore needs restructuring. Glawe (2011) agrees that the nursing curriculum should be reviewed in order to ensure high-quality nursing education and professional competence. There are gaps in the nursing curriculum that have necessitated curriculum redesign for the effective facilitation of learning. The use of group work and discussions with students is minimal in nursing education institutions, due to the overloaded curriculum, which influences the choice of teaching and learning strategies. Therefore, the nursing curriculum needs to be streamlined to enable good educational facilitation of the learners. A review of the curriculum will promote the use of student-centred teaching methods (Mackay, Joyce-McCoach, Stephens, Cutler, Brown, Fernandez et al., 2016; Adam and Taylor, 2014).

5.7. Conclusions of the study

The findings from this study revealed that the majority of nurse educators were females, while there are few males in nursing schools. In this study, four main themes emerged: (i) Teaching methodologies used by nurse educators; (ii) Experiences of nurse educators; (iii) Enabling conditions for quality teaching practices; and (iv) Challenges to teaching and learning.

Data sources from this study indicated that a number of teaching strategies were used in nursing education. These approaches were grouped into student-centered teaching methods and teacher-centered methods. It emerged that the student-centered methods promoted self-directed learning, active learning, collaborative learning, peer learning, inquiry-based learning, fieldwork and computer-mediated learning among students.

Although various methods were used to facilitate students' learning, it was noted from this study, that some nurse educators still used traditional teaching method, which were reported as teacher-centered teaching methods. It emerged that in traditional teaching methods, teachers were viewed as experts. It was found that teaching was done by direct instruction to the learners, imparting knowledge to the students, spoon-feeding of students and passive learning by students.

The findings from this study indicated that a number of tasks and duties were executed by nurse educators in their daily activities. These duties included mentorship of the students, using teaching skills in facilitating the learning of nursing students, promoting teacher-student communication,

motivating class interaction, respecting class diversity, assessment of the students, and valuing the experience of the students.

The participants from this study reported various conditions that would have a positive impact on teaching and learning methodologies. These conditions were categorized as enabling conditions for quality teaching practices, and they include: training of the teacher, curriculum review, designing polices/standards, recruitment and retention of competent teachers, providing enough teaching resources, expanding the school infrastructure, and partnership and collaboration.

Several challenges or hindrances were reported in this study, and influenced the way nurse educators facilitate students' learning in nursing institutions. These hindrances included: inadequate preparedness of the student for higher education, insufficient facilitation skills of the teachers, misconceptions about teaching practices, lack of incentives, resource constraints, resistance to change, and inadequate curriculum to prepare students.

The findings from this study demonstrate that the training of nurses requires multiple approaches, and collaboration among various stakeholders. Taking into consideration the dynamic changes occurring in the health care professions requires a mind shift on the way students are taught and shaped into competent nurses of the future, capable of using their skills to solve the health care needs of the population.

5.8. Limitations of the study

The methodology used in this study was qualitative, and the researcher used only interviews to obtained data. The use of checklists in addition to interview would have given a richer data to the researcher, and provide a more robust results than what was presented now. Furthermore, students' perception about their educators teaching methods was not inquiry. Therefore, researcher recommends that further studies be carried out to include checklist assessment of nurse educators, and student nurses perception on teaching methods in nursing institutions. Another limitation the researcher observed was the small sample size used. Therefore, the results from this study cannot be generalised because of the small sample size. Although there are limitations, the researcher has confidence that the findings from this study will contribute to knowledge, be a cornerstone to the future of nursing education beginning from Nigeria where this study was conducted.

5.9. Recommendations

According to the findings from this study, the researcher will like to make the following recommendations:

To nursing education institutions

Nursing education is the foundation of the future of nursing profession and nursing practice. The following working conditions will enable nurse educators to use innovative student-centered teaching methods. It is recommended that nursing education institutions in Nigeria pay attention to the following: training of the teachers, curriculum review, design of polices and standards, recruitment and retention of competent teachers, providing enough teaching resources, expanding the school infrastructure, and engaging in partnerships and collaboration. It is suggested that the curriculum for training nurses in Nigeria should be reviewed according to the findings of this study. The researcher suggests that institutions should partner with other stakeholders, and review the nursing curriculum used in preparing and training nurses. In-service training programmes for new nurse educators should be implemented to enhance teaching competencies. This would result in improved working conditions for nurse educators, which would enable innovative teaching methodologies that facilitate learning, produce more competent future nurses, who can think critically and can use their nursing skills to save lives.

Institutions would improve effective facilitation of teaching and learning for the students by providing the above solutions to the challenges nurse educators face in the area of teaching methodologies in nursing education. Self-development in the academic field and opportunities to do research work without overloading teachers, and all necessary support should be made available for nurse educators. Mentorship programes are suggested for all nursing education institutions in Nigeria, whereby more experienced educators coach the younger educators. Institutions should provide resources that promote effective learning, and make them available and accessible to the students and the teachers.

To the government

As you know nursing profession is the backbone of the health care system like any other country around the globe. At government level, policies and standards should be developed to aim at improving nursing education. Government should provide scholarships, funding and bursaries for both the educators and the students. Furthermore, government and private employees of nurses should review the salary of nurses, especially the nurse educators who are training nurses, and motivate the teachers by paying them a fair wage. Funds should be made available and accessible to nursing education institutions to enable them carry out research project and attain different conferences relevant to their work. Problems of shortage of nurses, work overload, poor remuneration and lack of teaching resources in the nursing education institutions emerged from this study. Government and the private sector should employ adequate manpower (nurse educators) in the nursing education institutions for the effective training of future nurses. Opportunities should be given to nurse educators to attend conferences and programmes that will develop and enhance their competency in facilitating learning. Providing the necessary resources for effective teaching and learning in nursing education institutions would contribute greatly to the quality of nursing education.

To the nurse educators

It is recommended that nurse educators use innovative teaching methodologies and teaching skills in facilitating students' learning. They should motivate class interaction, and use appropriate assessment tools to evaluate students for the purpose of awarding learner certification. They are advised to take into consideration students' experience, and allow them to work in collaboration to ensure positive outcomes. Nurse educators should mentor younger educators. It will greatly benefit the institution, the teachers and the students when the initiative of informal and formal mentorship programmes is established in nursing education institutions. The nurse educators play a vital role in the training of nurses. They should understand and emphasise the importance of integrating theory into practice during the facilitation of learning with the students. Communication of content is as important as the content itself. Nurse educators should facilitate better using various communication skills. Innovative teaching methods such as student-centred learning, are recommended for training nurses (Kaylor, 2014:108).

The researcher recommends that further study be carried out and include the students' perceptions of teaching methodologies used with them. The researcher suggests that subsequent studies to explore the teaching methodologies of nurse educators in nursing education and their lived experiences, should use an increased sample size, in order to generalise findings.

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Annexures

Annexure 1: Information leaflet

Study title. A description of teaching methodologies utilised by nurse educators in selected nursing education institutions in South West Nigeria

Dear Nursing Educators

INTRODUCTION

I, Ms Lateef Adepeju, am a student at the University of KwaZulu-Natal pursuing a Master's degree in Nursing Education. As one of the requirements to complete my studies, I am conducting a study through the College of Health Sciences, School of Nursing and Public Health, University of KwaZulu-Natal. My study topic is **A description of teaching methodologies utilised by nurse educators in selected nursing education institutions in South West Nigeria.**

I am requesting your participation in this study because you meet the criteria of individuals who are eligible to participate in the study. The purpose of the study is to describe teaching methodologies utilised by nurse educators and their lived experiences in nursing education institutions in South West Nigeria. This is to identify the challenges nurse educators encounter in teaching, to explore the teaching methodologies used, and to describe their lived experiences. The result of the findings will add to the body of knowledge. Please note that there are no incentives for participation.

If you agree to participate, your voluntary agreement to participate in the study means that you will be interviewed. The researcher will liaise with the dean of the school through your head of department. The information you give will be treated with the utmost confidentiality. Any personal information will not be disclosed. The name of the institution and the participants will not in any way appear in either the final dissertation or the publication in a peer review journal that will follow. There will be no expenses involved because the interview will be conducted during week days.

Please feel free to ask any questions you may have so that you are certain about what is expected of you. You are free to participate or not to participate in this study. You are free to withdraw from the study at any stage without repercussions. There will be no risks attached to your participation.

On completion of the study, the results will be made available and accessible at UKZN libraries in hard copy, disseminated at conferences, and published in DHET-accredited journals.

Thank you for your time and cooperation.

Yours faithfully

Ms Lateef Adepeju

Date…….

Contact details of the researcher for further information if you do have any questions:

Ms Lateef Adepeju

Contact numbers: (+27)0632134579 (+23)48028728891

Email address: 215079136stu@ukzn.ac.za

5th Floor Desmond Clarence building

Durban 4041 South Africa

Email address: mhlongem@ukzn.ac.za

Contact number: 0312601210

Supervisor contact details

Dr E.M. Mhlongo

Howard College Campus

School of Nursing and Public Health

HSSREC Research Office: Mariette Snyman

Contact number: 031 260 8350

Email address: snymanm@ukzn.ac.za

Annexure 2: Informed consent form

Consent to participate in research

Dear participant,

I, Lateef Adepeju, a student at the University of KwaZulu-Natal, as a requirement to complete my studies, am conducting a study through the College of Health Sciences, School of Nursing and Public Health.

The title of the study is **A Description of the Teaching Methodologies Utilised Nurse Educators in Selected Nursing Education Institutions in South West Nigeria.**

You have been asked to participate in a research study on the experiences of nurse educators regarding teaching methodologies in nursing education institutions in South West Nigeria. The purpose of the study is to document the day-to-day experiences of nurse educators' teaching methodologies and to uncover the challenges.

You have been informed about the study by: Ms Lateef Adepeju, contact number (+27)632134579, (+23)48028728891, Email: 215079136stu@ukzn.ac.za. You may contact me at any time if you have any questions about the research.

You may also contact the researcher's supervisor, Dr Mbali Mhlongo, contact number: 031 2601210, Email: Mhlongoem@ukzn.ac.za.

You may also contact the HSSREC Research Office: Mariette Snyman contact number: 031 2608350, Email: snymanm@ukzn.ac.za.

Your participation in this research is voluntary and you will not be penalised if you refuse to participate or want to stop at the any time. If you agree to participate, you will be given a copy of this document to sign and the participant information sheet, which is a written summary of the research.

The research study, including the above information, has been described to me orally. I understand what my involvement in the study means and I voluntarily agree to participate. I have been given

the opportunity to ask questions that I might have about participation in the study. All interviews will be recorded and information will be kept confidential.

Declaration of consent	**Yes**	**No**
I hereby consent to have this interview recorded		
I do not consent to have this interview recorded		

Signature of participant Date…….

Annexure 3: Semi-structured interview guide for nurse educator

Pseudo/code: _____

School code: _____

Date of interview: _____

Code of the place of interview: _____

Introduction

Good morning/afternoon. Thank you for agreeing to meet with me and share your views and experiences regarding the teaching methodologies used in nursing education. As you may know, the purpose of this study is to analyse the teaching methodologies used by nurse educators.

Before we begin let me review some important considerations. I am recording this interview for ease of further analysis for qualitative data; however, all the information will be kept confidential. Note that no names, places or institutions will be quoted in this interview. Only codes and pseudonyms will be used.

By accepting to be interviewed / to participate in this individual discussion, you confirm that you have consented to participate in this study, and that the individual interview discussion can be audio-recorded

I am interested in both positive and negative comments and often the more challenging and in-depth comments are welcome.

Ice breaker:

Thank you, for consenting to participate in this study. Now to begin: how long have you been teaching in this institution?

> Probing: During the time that you have been teaching in this institution, do you feel that you like your working environment? Why?

Apart from teaching, what other responsibilities do you have in this institution?

Do you have a qualification in nursing education? If yes, what is your highest qualification in nursing education?

Main question

For the period that you have been teaching in this nursing education institution, would you share with me your day to day teaching experiences? Why do you think you had such experiences?

Guiding questions

1. What do the words 'teaching methodologies' mean to you as a nurse educator and why?
2. What methods of teaching do you use? Explain
3. Would you share with me why you use such teaching methodologies?
4. Would you share with me what you know about innovative teaching methods?
5. What support systems are available in your institution to support you as a nurse educator to accomplish your role?

Thank you very much, we are nearing the end of the interview, do you have anything that we didn't cover that you would like to share with me?

……
……
……..

Thank you for participating in this study and your contribution is a cornerstone to the future of nursing education in Nigeria

Annexure 4: Letter requesting the permission to collect data from Babcock University

UNIVERSITY OF KWAZULU-NATAL
INYUVESI YAKWAZULU-NATALI

College of Health Sciences
School of Nursing and Public Health
Howard College Campus
Durban, South Africa
12th February, 2016.

The Dean of School of Nursing,
Through: The HOD School of Nursing,
Babcock University,
Ilishan-Remo, Ogun- State.
Nigeria.

Dear Sir,

RE: Gate Keeper Permission to Collect Data

I Adepeju Lateef a Nigerian who is currently studying Master of Nursing,(Nursing education) at the University of KwaZulu-Natal, South Africa. As a full research Master student, I'm required to complete a research dissertation for partial fulfilment of my degree. My proposed topic is: **A Description of the factors influencing nurse educator choices of teaching methodologies in selected nursing education institutions in Nigeria**.

In order to implement this project and gather data, I will need access to approximately five (5) nurse educators currently teaching in the school, who would be prepared and able to participate in individual interviews. I am writing to elicit the possibility of including your institution in the project before I finalize my research proposal and submit for approval.

Your participation in essence would mean that you would:

- Allow me access to the nurse educators employed within your institution.
- Give permission for a selected five (5) educators to attend individual interviews.
- Provide me with a suitable place on the school premises to conduct the interviews.

Your participation and those of the 5 educators would be anonymous. The name of the institution and the participants will not in any way appear in the final dissertation nor the publication within a peer review journal that would follow.

I hope for support and look forward to hearing from you.

Should you have any questions of concern please contact me or my research supervisor. Contact information is provided below.

Research supervisor
Dr. Mbali Mhlongo Tel: 031 2601210 Email: Mhlongoem@ukzn.ac.za
Student
Adepeju Lateef Tel: 0632134579 Email: princessadepejuu@gmail
Thank you.
Yours faithfully
Adepeju Lateef RN, BNSc

Annexure 5: Letter requesting the permission to collect data from Obafemi Awolowo University

UNIVERSITY OF KWAZULU-NATAL
INYUVESI YAKWAZULU-NATALI

College of Health Sciences
School of Nursing and Public Health
Howard College Campus
Durban, South Africa
12th February, 2016.

The Dean of School of Nursing,
Through: The HOD School of Nursing,
Obafemi Awolowo University,
Ile-Ife, Osun- State.
Nigeria.

Dear Madam,

RE: Gate Keeper Permission to Collect Data

I Adepeju Lateef a Nigerian who is currently studying Master of Nursing,(Nursing education) at the University of KwaZulu-Natal, South Africa. As a full research Master student, I'm required to complete a research dissertation for partial fulfilment of my degree. My proposed topic is: **A Description of the factors influencing nurse educator choices of teaching methodologies in selected nursing education institutions in Nigeria**.

In order to implement this project and gather data, I will need access to approximately five (5) nurse educators currently teaching in the school, who would be prepared and able to participate in individual interviews. I am writing to elicit the possibility of including your institution in the project before I finalize my research proposal and submit for approval.

Your participation in essence would mean that you would:

- Allow me access to the nurse educators employed within your institution.
- Give permission for a selected five (5) educators to attend individual interviews.
- Provide me with a suitable place on the school premises to conduct the interviews.

Your participation and those of the 5 educators would be anonymous. The name of the institution and the participants will not in any way appear in the final dissertation nor the publication within a peer review journal that would follow.

I hope for support and look forward to hearing from you.

Should you have any questions of concern please contact me or my research supervisor. Contact information is provided below.

Research supervisor
Dr. Mbali Mhlongo Tel: 031 2601210 Email: Mhlongoem@ukzn.ac.za
Student
Adepeju Lateef Tel: 0632134579 Email: princessadepejuu@gmail
Thank you.
Yours faithfully
Adepeju Lateef RN, BNSc

Annexure 6: Letter requesting the permission to collect data from the Seventh Day Adventist School of Nursing

UNIVERSITY OF KWAZULU-NATAL
INYUVESI YAKWAZULU-NATALI

College of Health Sciences
School of Nursing and Public Health
Howard College Campus
Durban, South Africa
12th February, 2016.

The Principal,
Seventh-day Adventist School of Nursing,
Lagere,
Ile-Ife, Osun- State.
Nigeria.

Dear Sir,

RE: Gate Keeper Permission to Collect Data

I Adepeju Lateef a Nigerian who is currently studying Master of Nursing,(Nursing education) at the University of KwaZulu-Natal, South Africa. As a full research Master student, I'm required to complete a research dissertation for partial fulfilment of my degree. My proposed topic is: **A Description of the factors influencing nurse educator choices of teaching methodologies in selected nursing education institutions in Nigeria**.

In order to implement this project and gather data, I will need access to approximately five (5) nurse educators currently teaching in the school, who would be prepared and able to participate in individual interviews. I am writing to elicit the possibility of including your institution in the project before I finalize my research proposal and submit for approval.

Your participation in essence would mean that you would:

- Allow me access to the nurse educators employed within your institution.
- Give permission for a selected five (5) educators to attend individual interviews.
- Provide me with a suitable place on the school premises to conduct the interviews.

Your participation and those of the 5 educators would be anonymous. The name of the institution and the participants will not in any way appear in the final dissertation nor the publication within a peer review journal that would follow.

I hope for support and look forward to hearing from you.

Should you have any questions of concern please contact me or my research supervisor. Contact information is provided below.

Research supervisor
Dr. Mbali Mhlongo Tel: 031 2601210 Email: Mhlongoem@ukzn.ac.za
Student
Adepeju Lateef Tel: 0632134579 Email: princessadepejuu@gmail
Thank you.
Yours faithfully
Adepeju Lateef RN, BNSc

Annexure 7: Application letter for Ethical Clearance

Adepeju, Lateef
University of KwaZulu-Natal
Howard College
School of Nursing and Public Health
Master (Nursing Education)
Tel: (+27)0632134579; (+23)48028728891
Email: princessadepejuu@gmail.com
13 May, 2016.

The Research Ethics Review Committee
University of KwaZulu-Natal
Durban
South Africa.

Sir/Madam,

RE: APPLICATION FOR ETHICAL CLEARANCE

I, Lateef Adepeju a student at the University of KwaZulu-Natal, currently doing a Master's of Nursing degree (SN: 215079136) have to conduct a research study as a requirement for my degree. The topic of the research study is "A descriptive study of the teaching methodologies utilised by nurse educators in selected nursing education institutions in South West Nigeria: a phenomenological inquiry".

I hereby apply for ethical clearance for the research in order to allow me go for my data collection from the selected institutions in Nigeria. The expected timeframe for the data collection from the nurse educators will be two months. An in-depth interview will be used for all the participants to get a deeper understanding of the phenomenon.

There is no potential risk involved in the study for the participants. On completion, the results of the findings will be communicated to all the selected institutions where data was collected and the University of KwaZulu-Natal, School of Nursing and Public Health.

Attached are copies of research proposal, a filled form for ethical application, the semi-structured interview guide for the participants, letters sent to the schools requesting permission to conduct a research study and the permission letters from the three institutions that has been selected.

I hereby kindly request for permission to go for my data collection which I hope to commence immediately the ethical clearance is granted to me.

Thank you in anticipation of a favourable response.

Yours faithfully

Lateef Adepeju
SUPERVISOR: Dr E.M. Mhlongo
Howard College Campus
School of Nursing and Public Health
5th Floor, Desmond Clarence Building
4041 Durban, South Africa
Tel: 031 2601210

ETHICS DEPARTMENT
Chairperson
Faculty of Health Sciences
Westville Campus: UKZN
Durban
Tel: (+27)312609441

Annexure 8: Ethical clearance from UKZN Ethics Committee

UNIVERSITY OF KWAZULU-NATAL
INYUVESI YAKWAZULU-NATALI

31 May 2016

Ms Adepeju Monsurat Lateef 215079136
School of Nursing and Public Health
Howard College Campus

Dear Ms Lateef

Protocol reference number: HSS/0610/016M
Project Title: A descriptive study of teaching methodologies utilized by nurse educators in selected nursing education institutions in South West Nigeria: A phenomenological inquiry

Full Approval – Expedited Application

In response to your application received 24 May 2016, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL.**

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

.....

Dr Shamila Naidoo (Deputy Chair)
Humanities & Social Sciences Research Ethics Committee

/pm

Cc Supervisor: Dr EM Mhlongo
Cc. Academic Leader: Professor M Mars
Cc School Administrator: Ms Caroline Dhanraj

Humanities & Social Sciences Research Ethics Committee
Dr Shenuka Singh (Chair)
Westville Campus, Govan Mbeki Building
Postal Address: Private Bag X54001, Durban 4000
Telephone: +27 (0) 31 260 3587/8350/4557 **Facsimile:** +27 (0) 31 260 4609 **Email:** ximbap@ukzn.ac.za / snymanm@ukzn.ac.za / mohunp@ukzn.ac.za
Website: www.ukzn.ac.za

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Annexure 9: Letter of authorisation to collect data from Babcock University

BABCOCK UNIVERSITY
HEALTH RESEARCH ETHICS COMMITTEE

Our Ref. NHREC/17/12/2013 **Your Ref.** BUHREC213/16 **Date:** March 30, 2016

NAME OF PRINCIPAL INVESTIGATOR: ADEPEJU LATEEF

TITLE OF STUDY: DESCRIPTIVE ANALYSIS OF TEACHING METHODOLOGIES UTILIZED BY NURSE EDUCATORS IN SELECTED NURSING EDUCATION INSTITUTIONS IN SOUTH WEST, NIGERIA.

RESEARCH LOCATION: SOUTH WEST, NIGERIA.

NOTIFICATION FOR ETHICAL APPROVAL

Babcock University Health Research Ethics Committee has approved your research proposal and other related materials after the necessary reviews and corrections.

The National code for Health Research Ethics requires that you comply with all institutional guidelines, rules and regulations. All forms and questionnaire must carry the assigned BUHREC number. No changes are permitted in the research without prior approval by the committee.

Please, note that the committee will monitor the research study. You are expected to give a progress report of the investigation and submit a final copy of the research to the committee.

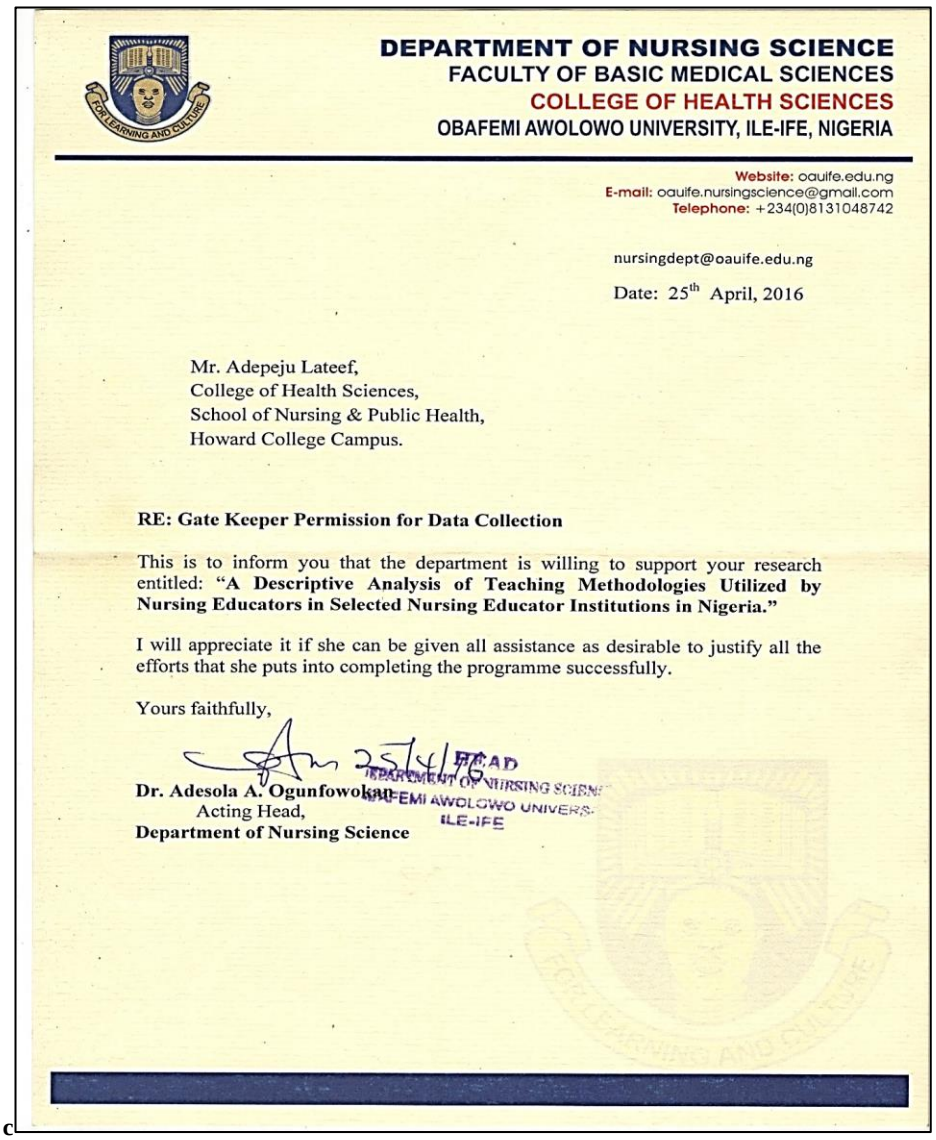
Thank you.

BABCOCK UNIVERSITY HEALTH RESEARCH ETHICS COMMITTEE Sign... Date...

Professor D.O. Akinboye
Chairman, Babcock University Health Research Ethics Committee

ILISHAN-REMO, NIGERIA.
buhrec@babcock.edu.ng buhrec@gmail.com

Annexure 10: Letter of authorisation to collect data from Obafemi Awolowo University



DEPARTMENT OF NURSING SCIENCE
FACULTY OF BASIC MEDICAL SCIENCES
COLLEGE OF HEALTH SCIENCES
OBAFEMI AWOLOWO UNIVERSITY, ILE-IFE, NIGERIA

Website: oauife.edu.ng
E-mail: oauife.nursingscience@gmail.com
Telephone: +234(0)8131048742

nursingdept@oauife.edu.ng

Date: 25th April, 2016

Mr. Adepeju Lateef,
College of Health Sciences,
School of Nursing & Public Health,
Howard College Campus.

RE: Gate Keeper Permission for Data Collection

This is to inform you that the department is willing to support your research entitled: **"A Descriptive Analysis of Teaching Methodologies Utilized by Nursing Educators in Selected Nursing Educator Institutions in Nigeria."**

I will appreciate it if she can be given all assistance as desirable to justify all the efforts that she puts into completing the programme successfully.

Yours faithfully,

25/4/16

HEAD
DEPARTMENT OF NURSING SCIENCE
OBAFEMI AWOLOWO UNIVERSITY
ILE-IFE

Dr. Adesola A. Ogunfowokan
Acting Head,
Department of Nursing Science

c

Annexure 11: Letter of authorisation to collect data from Seventh-Day Adventist School of Nursing

SEVENTH-DAY ADVENTIST SCHOOL OF NURSING
P.M.B. 5513, ILE-IFE, OSUN STATE, NIGERIA.

Tel: 08068187655, 08078193646
E-mail: dnacademics@yahoo.com

April 28, 2016

PROTOCOL NUMBER: ERC/2016/001-1 SN

PROJECT TITTLE : A DESCRIPTION OF THE FACTORS INFLUENCING NURSE EDUCATOR CHOICES OF TEACHING METHODOLOGIES IN SELECTED NURSING EDUCATION INSTITUTIONS IN NIGERIA.

INVESTIGATOR: Ms. LATEEF M. ADEPEJU

FACULTY/INSTITUTION: NURSING AND PUBLIC HEALTH SCEINCES /HOWARD COLLEGE

DATE OF RECEIPT OF VALID APPLICATION: 12TH FEBRUARY, 2016

DATE OF ETHICAL APPROVAL: 28TH APRIL, 2016

This is to inform you that the research described in the submitted proposal, the informed consent form and other participant information materials have been reviewed and given full approval by the Seventh-Day Adventist School of Nursing Ethics and Research Committee.

The national code of Health Research Ethics require that you comply with all institution guidelines. Rules and regulations including ensuring that all adverse events are reported promptly to the Seventh Day Adventist, School Of Nursing, Ile-Ife. No changes are permitted in the research without prior approval by the Seventh Day Adventist, School Of Nursing, and Ile -Ife. The Seventh Day Adventist School Of Nursing/Ethical Research Committee reserves the right to conduct compliance visit to your site without previous notification.

Please remember that any individual who collects data in the school is expected to present a copy of the final work to the school at the conclusion of the study. By carrying out your research /data collection here, it is understood you agree to this.

Alao M.T.
Director of Nursing Education
Chairman, Ethics and Research Committee.

Annexure 12: Bracketing document

The researcher's position

According to Tufford and Newman (2012:80), bracketing is a process in qualitative research to help the researcher to be objective through setting aside all preconceived notions about the phenomenon to be investigated and wear a non-biased look. Bracketing has been designed to help researchers to avoid confusion during the research study.

The researcher will complete the bracketing process by writing down her experience with regard to teaching methods prior to the interview exercise with the nurse educators to hear their experiences using a semi-structured interview guide to obtain an in-depth understanding of the phenomenon.

The researcher as a student nurse

The researcher's experience during her undergraduate study was critically analysed. The phenomenon that is being investigated arises from the researcher's experience with the lecturers (Nurse Educators) during her first-degree training. The norm is a lecturer walks into the classroom for a period of two to three hours and decides to dictate lesson notes for the whole period without asking if the students understood what they are writing. Looking back at the academic rigour I passed through from year one till my final year, I must say that it is a very bad process for developing a student in a field such as the nursing profession. In fact, the most traumatic aspect is that students will be given a quiz immediately after the teacher is done, which will form part of the student's continuous assessment.

The researcher experience after first degree with colleagues

My experience with a colleague during our National Youth Service Corp (NYSC) was thus: a fellow registered graduate nurse, posted to the same clinic as myself, asked me to teach her to give intramuscular injections because she had always been observing me giving these. The researcher was shocked at first, however, on remembering her own experience, she gladly accepted teaching her and the colleague learned fast. The researcher has also taken the time to observe student nurses during the clinical placement where she last worked before leaving for her studies and discovered

that a lot of students could not perform some simple procedures. In the researcher's interaction with friends after school, many of these individuals verbalised their personal efforts. What has been noticed among students and colleagues will not be generalised until the researcher's findings in the study prove it to be so.

Conclusion

The researcher is aware that having a preconceived notion with regard to the phenomenon could influence a bias of the study. Therefore, the researcher will set aside all pre-knowledge in order to avoid bias in the findings.

Annexure 13: A sample of the transcript

Interview transcript
Participant code: 001
Institution code: 003FM
Interview date: July 12 2016

Researcher: Good afternoon ma.

Participant: Afternoon how are you?

Researcher: Am fine ma. Kindly go through the consent form, if you accept the terms and condition you sign the form but if you don't agree just let me know. This research study discussion will be confidential; therefore, I wouldn't be needing your name or that of your institution. Before we begin I will like you to consent verbally since you have sign my consent form.

Participant: I agree to participate in this study.

Researcher: Thank you.

Researcher: I want to know the qualifications you have as a Nurse Educator?

Participant: I have my first, second and third degree in nursing (RN, PhD)

Researcher: For long have you been working as a nurse educator?

Participant: For about 16 years

Researcher: For this number years would you please share your lived experience as nurse educator with me?

Participant: Well, what aspect? My teaching experience, my social experience, my interpersonal relationship. [R: **I mean your teaching experience]**. Well it's been very very interesting eh I think is something that I have been enjoying because I never desire to be teacher but when I came on board I discover that is very interesting to impact knowledge and to relate with hmmm younger generation of nurses. So is something that is pleasant to me over the years and I really love doing it.

Researcher: Has there been any challenges in the course of your teaching and methods to use?

Participant: The challenges have been work overload you know, in this part or let me say generally in Nigeria you have this large number of students in class and with few lecturers so you have a lot of students that you need to teach sometimes you get as much as 100 students in a class to when nursing council actually says is 50 students' maximum that you have in a class so the work overload is really high and that has real impacted my efficiency.

Researcher: Ma, what do you understand by this term teaching methodologies? What does it mean to you as a nurse educator?

Participant: The teaching methodologies has to do with the methods, the medium of communication that an individual use to communicate information as a teacher to the student. So in essence it has to do with your if you look at the concept of communication you are talking about the message then the medium of communication so most importantly the medium of communication which maybe verbal and non- verbal and it could be inform of skills.

Researcher: In the course of your teaching, can you mention the methods you have use for your students?

Participant: There are different methods. hmmm first and foremost, the classroom teaching method where I have to be in the class to teach the student using the multimedia, power point projector, it could be in form of discussion discussing a particular concept and aside from the (silence) the use of power point there is also the use of videos, you can project recorded video to the students maybe in term of watching a particular procedure and aside from that too the use of assignment giving them assignment and bringing them back in form of text and there is also the need for fieldwork. You know nursing is skill- based programme the work is not solely a class work the student has to go to

the community or to the clinically setting so there is also the need for supervision of these students while the students are in the clinical setting as a teacher I have to be there to supervise them and sometimes you take them to the laboratory for example if you teaching them like temperature measurement even though we have a clinical instructor as a teacher you have to there too in the laboratory to have an handsome practise experience with the students. So aside from that also there is also the group assignment that you can give to the students the student can also be ask to write a term paper maybe a care study on a particular patient so all those once are methods I have being using to interact with my students.

Researcher: Are you saying you have been able to use all these methods you mentioned?

Participant: Sure.

Researcher: How do you assess the effectiveness of this methods?

Participant: Yes, assessment is not a problem.

Participant: Number one, as a teacher if you go the clinical settings to see the students you know getting feedback from them is a form of assessment. Like getting into clinical setting and you say okay come and tell me what you have done today you have seen a malaria patient what was the management? How did you manage it. it is a form assessment getting feedback from them that helps you to know if the student is gaining or not? Though it may not have a particular grade at that point in time but is a feedback that you get from them. Formally assessment can come up in form of continuous assessment or the final evaluation either end of semester or session examination and that assessment also include the practical assessment also for example in community health nursing which I teach the students also go the field for their practical examinations in which we get sometimes we get external examiners or sometimes we also make use of lecturers from here which might be one of them to assess their skills in the clinical settings but for classroom assessment where we have to you know expose them to exam there maybe need to do a theory paper which you grade at the end of the day and then for the group work too assignment, field work or case study. When they submit we go through and we give them score.

Researcher: How do you assess your own teaching methodologies?

Participant: Assessing my Teaching Methodologies not assessing the students! No not the students! Eh well, assessing my teaching methodologies is not something you can score anyway but as a teacher if you are teaching well you will know. [**R**: **How will you know?]** So usually what I do is when am in the classroom I usually when I teach, there is always a questioning period, there is always the period of giving comment because as a teacher you don't expect you know everything. So when you are through with teaching you ask them do you have comment or you throw back some questions back at them that will also help you to know whether I have been able to pass across information and they have been able to understood what I have taught them.

Researcher: What influence the choice of teaching methods you use?

Participant: Of course the pedagogy influences it. What exactly I have to teach influences what the method I use. If is something that has to do with skill, I know is not just it should be only about teaching.it might require me going online to download some videos and then play. We have in our classrooms projectors and then we have DVD player you can even play it on your laptop where you when you project. I mean you project and play to the students so the content of the (silence) lecture determines the kind of you know Teaching Method that you use. If is something that has to do with lived experience it might require discussion, asking the students to share their experiences for other people to hear that is another method of teaching that I will use if is something that has to do with skill I might have to take them to the laboratory. So the content of the lecture or the lesson will determine the method to be pass across to the students.

Researcher: Apart from content of the lesson, is are there other factors?

Participant: Sure, we are in a generation of technology advancement you know there are times you ask the students to go and get information online when you give them a link to get the materials and submit it in form of assignment or come to the class and discuss it. So depending on the kind of the students you are dealing with it for example a year two student the method you will use is different from the method of year five. You won't expect that at that level it should be eh hmm application method. They should be able to apply but for year two they still need the basic concept of some of this thing so number one the level of the student also determines the method you use, the content of the

lesson and then the kind of student that you are bringing in because students are not the same. If you are in a class and you ask a student a question and could not answer whereas another person could answer, then you may need to review the particular method you are using at that point in time because you know that not all of them are able to get what you teach. The assimilation methods are different so ability to you know evaluate your teaching will also determine whether the method you are using is still okay or you need to change the method. You know at times you get to the class you don't have you wouldn't have had the premonition that you want to give them assignment and on getting to the class you realise that this particular lecture will fit students will benefit more when you give them assignment you might have to change that immediately. So as a teacher, many times I use my discretion. If I realize that maybe the method am using is not appropriate I might have to change it immediately or maybe in my next lecture.

Researcher: What does Innovative teaching mean to you as a nurse educator?

Participant: When you talk of innovative method is as a teacher you are able to design a teaching method according to the condition of the situation of things around you. For example, you know Nigeria we have this skeletal power supply and as a lecturer you have decided maybe to project a video and on getting to the class there is no power supply. As a teacher immediately you should be able to use your initiative to decide how do I go about this thing. There is no light and they have to watch. Innovative method might be solving at that time so you decide let me have a block site where I will upload this and then the student can download it and watch it themselves. That is innovation. You know, innovation has to do with you are not stereotypical about the traditional method of teaching. you are bringing in new things into your methods teaching. I think that is what we need now in this 21st century.

Researcher: We are towards the end of this interview. Lastly what support systems are available for you in your institution that helps you as a nurse educator?

Participant: Yes, there are. Support system there are. For example, we are trained. When there is need for a workshop the university can organise for a training they will ask us to nominate somebody who will attend the workshop and the person will back and you know step down. And apart from that the internet is available for us although we pay anyway. You can easily send messages to your students. You can easily search for information is a form of support system. Okay and then we have if there is need for me to go the field maybe clinical setting we have two departmental buses that I as person can use we have a standby driver that I can say I need to get to the clinical please take me down. Is also a form of support and that has really encouraged me to work efficiently.

Participant: Will you say you have a job satisfaction? Well, I cannot say I do entirely but I have partially in the sense that number one the problem we have on ground is not peculiar to the institution is peculiar to the nation. For example, we are talking about internet connectivity sometime it might not connect and when it does not as an academic staff you are ready to work you cannot use the internet. Sometimes there may not be light. So those are you know basic problem that are you know national problem. Are you getting me? And apart from that, the workload, the number of students is a lot of work and I have to publish also to get promoted so with that you know I have opportunity to travelling abroad and I discovered that the kind of work we do here people don't that oversea. In a faculty where you have students that are up to 500 and they have over 70 academic staff but is not so here. In my department, we over 1000 students with just 15 academic staff so you are a lot of work. You cannot really say you have 100 percent job satisfaction. The joy I have is that I can impact knowledge at least I can have some people to this person is the person that trained me. I am building future generation. That is my satisfaction.

Researcher: Is there any other thing you will like to share that you feel I should have asked?

Participant: Well, maybe now that you are talking I just remember I think now we are now in the era of technological advancement. I believe that our laboratory we should have upgraded to stimulation lab because that is the hind thing now outside the country where you can stimulate patient's experiences for students to learn but we still make use of doll and pelvis. You know, all those high fidelity manikins we don't have it so I don't know but is one of the challenges that is coming on board now. Not having stimulation lab and that has really hindered the effective learning experience of the students but aside from that I don't think there is anyone.

Researcher: Alright thank you very much for your time. We have come to the end of the discussion.

Participant: You are welcome. I wish the best.

Annexure 14: A sample of line by line reading of the transcript

Line by line reading of the transcript

Researcher: For this number of years would you please share your lived experience as nurse educator with me?

Participant: Well, in what aspect? My teaching experience, my social experience, my interpersonal relationship. [**R: I mean your teaching experience**]. Well [1] it's been very very interesting eh I think is something that [1] I have been enjoying because I never desire to be teacher but when I came on board I discover that is very interesting to impact knowledge and [2] to relate with hmmm younger generation of nurses. So is something [3] that is pleasant to me over the years and I really love doing it.

Researcher: Has there been any challenges in the course of your teaching and methods to use?

Participant: The challenges have been [1] work overload you know, in this part or let me say generally [2] in Nigeria you have this large number of students in class and with few lecturers so you have a lot of students that you need to teach sometimes you get as much as 100 students in a class to when nursing council actually says is 50 students' maximum that you have in a class so the [1] work overload is really high and that has real impacted my efficiency.

Researcher: Ma, what do you understand by this term teaching methodologies? What does it mean to you as a nurse educator?

Participant: The teaching methodologies has to do with [1] the methods, the medium of communication that an individual use to communicate information as a teacher to the student. So in essence it has to do with your if you look at the concept of communication you are talking about the message then [1] the medium of communication so most importantly the medium of communication which maybe verbal and non- verbal and it could be inform of skills.

Researcher: In the course of your teaching, can you mention the methods you have use for your students?

Participant: There are different methods. hmmm first and foremost, the [1] classroom teaching method where I have to be in the class to teach the student using the [2] multimedia, [3] power point projector, it could be in form of [4] discussion discussing a particular concept and aside from the (silence) the use of [3] power point there is also [5] the use of videos, you can project recorded video

Commented [u1]: Lived experience of educator
1. Interesting
2. Contribution to future nurses
3. Self-actualization

Commented [u2]: Challenges in teaching and methods of teaching
1. Work overload
2. Classroom size/over population

Commented [u3]: Knowledge about teaching methodologies
1. Medium of communicate information

Commented [u4]: Teaching methodologies used
1. Classroom teaching/ lecture
2. Multimedia
3. Power point projector
4. Discussion
5. Videos
6. Assignment
7. Field work
8. Group presentation

to the students maybe in term of watching a particular procedure and aside from that too [6] the use of assignment giving them assignment and bringing them back in form of text and there is also the need for[7] fieldwork. You know nursing is skill- based programme the work is not solely a class work the student has to go to the community or to the clinically setting so there is also the need for supervision of these students while the students are in the clinical setting as a teacher I have to be there to supervise them and sometimes you take them to the laboratory for example if you teaching them like temperature measurement even though we have a clinical instructor as a teacher you have to there too in the laboratory to have an handsome practise experience with the students. So aside from that also there is also the [8] group assignment that you can give to the students the student can also be ask to write a term paper maybe a care study on a particular patient so all those ones are methods I have being using to interact with my students.

Researcher: Are you saying you have been able to use all these methods you mentioned?

Participant: Sure.

Researcher: What influence the choice of teaching methods you use?

Participant: Of course the [1] pedagogy influences it. [2] What exactly I have to teach influences what the method I use. If is something that has to do with skill, I know is not just it should be only about teaching. [3] it might require me going online to download some videos and then play. We have in our classrooms projectors

Researcher: Would you like to share with me your experience as a nurse educator in term of your teaching methodologies?

Participant: I would say [1] that my experience with regards to Teaching Methodologies has been diverse and subject to the courses you are teaching, [2] subject to the objectives, the learning objectives, subject to new development, aaa subject to [3] additional information that one gets from reading research works, research findings in the areas of what works and what does not work ahaaa. So I have used varied Teaching Methodologies ranging from [1] the teacher-student focus lecture method, [2] group method, [3] demonstration when you are talking about skills acquisition, [4] student-focus, [5] learning on the field that we called experiential learning we send them to the field like I said it depending on the learning objectives, and in recent times that we are also talking

Commented [u5]: Factor influencing choosing teaching methodologies
1. Pedagogy
2. Content
3. Availability of learning materials
4. Student experience
5. Ability /level of the student
6. Diversity of capabilities
7. Facilitation skill
8. Adaptation of the teacher in a dynamic learning

Commented [u6]: Lived experience
1. Diversity of knowledge
2. New development
3. Knowledge of research
4. Online facilitation
5. E-learning facilitation

Commented [LP7]: Teaching methodologies used
1. Teacher-student focus
2. Group method
3. Demonstration
4. Student-focus method
5. Experiential learning method
6. Discussion for a
7. Focus-keeping discussion on track

Annexure 15: Letter from the editor

7 Woodlands Rd
GLENWOOD
DURBAN
4001
083 415 2531

6 December 2016

Reg. No. 2006/156780/23

Lateef Monsurat Adepeju

EDITING OF RESEARCH DISSERTATION OF LATEEF MONSURAT ADEPEJU

I have an MA in English from University of Natal (now UKZN) and have been performing editing services through my company for eleven years. My company regularly edits the research dissertations, articles and theses of the School of Nursing, Environmental Studies and various other schools and disciplines at the University of KwaZulu-Natal and other institutions, as well as editing for publishing firms and private individuals on contract.

I hereby confirm that Shirley Moon edited the research dissertation of **Lateef Monsurat Adepeju** titled "A descriptive study of teaching methodologies utilised by nurse educators in selected nursing education institutions in South West Nigeria: a phenomenological inquiry" on behalf of WordWeavers cc and commented on the anomalies she was unable to rectify in the MS Word Track Changes and review mode by insertion of comment balloons prior to returning the document to the author. Corrections were made in respect of grammar, punctuation, spelling, syntax, tense and language usage as well as to sense and flow. A guideline to assist in making corrections was also supplied.

I trust that the document will prove acceptable in terms of editing criteria.

Yours faithfully

C Eberle
Catherine P. Eberle (MA: University of Natal)

Annexure 16: Ethical Clearance for Amendment of Topic from UKZN Ethical Committee

UNIVERSITY OF KWAZULU-NATAL
INYUVESI YAKWAZULU-NATALI

20 March 2017

Ms Adepeju Monsurat Lateef 215079136
School of Nursing and Public Health
Howard College Campus

Dear Ms Lateef

Protocol reference number: HSS/0610/016M
New Project Title: A qualitative descriptive exploratory study of teaching methodologies utilised by nurse educators in South West Nigeria

Approval notification – Amendment Application

This letter serves to notify you that your application for an amendment dated 16 March 2017 has now been granted **Full Approval** as follows:

- **Change in Title**

Any alterations to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study must be reviewed and approved through an amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number. PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

Best wishes for the successful completion of your research protocol.

Yours faithfully

.....

Dr Shenuka Singh (Chair)
Humanities & Social Sciences Research Ethics Committee

/pm

cc Supervisor: Dr Mbali Mhlongo
cc Academic Leader Research: Professor B Sartorius
cc School Administrator: Ms Caroline Dhanraj

Humanities & Social Sciences Research Ethics Committee
Dr Shenuka Singh (Chair)
Westville Campus, Govan Mbeki Building
Postal Address: Private Bag X54001, Durban 4000
Telephone: +27 (0) 31 260 3587/8350/4557 **Facsimile:** +27 (0) 31 260 4609 **Email:** ximbap@ukzn.ac.za / snymanm@ukzn.ac.za / mohunp@ukzn.ac.za
Website: www.ukzn.ac.za

1910 - 2010
100 YEARS OF ACADEMIC EXCELLENCE
Founding Campuses: Edgewood, Howard College, Medical School, Pietermaritzburg, Westville