

EFFECTIVENESS OF TEACHING LEARNING STRATEGIES ON MANAGEMENT OF ALCOHOLISM**Author:****Mr. Pushendra Kumar, Ph.D. Nursing Scholar, MVG University, Jaipur, Rajasthan, India.****Co-author:****Dr. (Mr.) Dr. (Prof.) S.N. Nanjunde Gowda****ABSTRACT**

OBJECTIVES: The objective of this study was to assess the effectiveness of teaching learning strategies on management of alcoholism.

MATERIALS & METHODS: A Quasi experimental research approach was used to carry out this research study.

RESULTS: The teaching learning strategies were effective in enhancing the knowledge of nursing students.

CONCLUSION: This paper reports Faculty should assess preferred learning style throughout the student enrollment in the curriculum and should apply a variety of teaching learning strategies according to preferred learning style to effectively teach all students

Keywords: *Teaching, Learning, Strategies, Management, Alcoholism*

INTRODUCTION

Learning style instruments may be used as a diagnostic aid to investigate the strengths and weaknesses of the learners and as a guide for planning appropriate teaching strategies. Essentially the information drawn from the identification of the preferred learning styles of the learners provides teachers with the knowledge which will be useful for planning and teaching, keeping in view of available resources.¹

METHODS

A Quasi experimental research approach was considered to be the most appropriate to collect the data and gather the information regarding the Evaluation of effectiveness of teaching learning strategies on "Management of Alcoholism" based on identified preferred learning styles in terms of knowledge among nursing students from selected Colleges of Nursing. Sample includes B.Sc. nursing third year students from the selected nursing colleges. Consent for the participation was confirmed by the subjects' acceptance to fill out the questionnaire as was clarified earlier. The response rate was 99.1%.

Nonequivalent control group pretest posttest design was adopted.

The symbolic representation of research design is shown below:

Experimental group	EG ₁	x ₀	EG ₂
Comparison group	CG ₁	x ₁	CG ₂

EG₁ is the structured knowledge questionnaire on management of alcoholism before administration of teaching learning strategies according to the preferred learning style in experimental group.

X₀ is the administration of teaching learning strategies on management of alcoholism based on preferred learning styles in experimental group.

EG₂ is the structured knowledge questionnaire on management of alcoholism after the administration of teaching learning strategies according to the preferred learning style in experimental group.

CG₁ is the structured knowledge questionnaire on management of alcoholism before administration of traditional lecture method in comparison group.

X₁ is the administration of traditional lecture method on management of alcoholism without preferred learning styles.

CG₂ is the structured knowledge questionnaire on management of alcoholism after administration of traditional lecture method in comparison group.

MAJOR FINDINGS OF THE STUDY

SAMPLE CHARATERISTICS

- In the experimental group, 75% of the nursing students were in the age group of 20-22 years as compared to 73% in the comparison group.
- Majority of the nursing students 92% in the experimental group and 77% in the comparison group were male.
- In experimental and comparison group 100% nursing students having no other qualification.
- Maximum number of nursing students 72% in experimental group and 90% in comparison group were having 56-70% percentage(Marks) in previous class
- Sixty two percentages of nursing students in experimental group and 32% of nursing students in comparison group were having no participation in extra-curricular activity.

Evaluation of effectiveness of teaching learning strategies regarding management of alcoholism In terms of knowledge of nursing students with their preferred learning style.

TABLE-1
Range, Mean, Median and Standard Deviation of Pre Test and Post test Knowledge Scores of Nursing Students in Experimental and Comparison Group.

						N=93
	Group	Range	Mean	Median	SD	
Pre test	Experimental	2-23	15.81	16	4.07	
	Comparison	8-27	15.63	16	4.33	
Post test	Experimental	19-36	27.72	28	4.13	
	Comparison	21-36	26.43	26	3.70	

Maximum score=40

Minimum score=0

The data presented in table 1 revealed that the mean pretest knowledge score (15.81 ± 4.07) of nursing students in experimental group was higher than the mean pretest knowledge score of comparison group (15.63 ± 4.33).

The data further indicated that the mean posttest knowledge score of nursing students in experimental group (27.72 ± 4.13) higher than the mean posttest knowledge score of comparison group (26.43 ± 3.70).

The findings reveals that pretest knowledge score of experimental group (4.07) was more homogenous than the pretest knowledge score comparison group (4.33).

The findings also reveals that posttest knowledge score of comparison group (3.70) was more homogenous than the posttest knowledge score of experimental group (4.13).

The concept is not to teach each student separately, but to strive for a balanced approach towards teaching. For example, at the higher education level, some teachers rely on lecture method, some make use of group and pair work, some focus on applications of the theories and others suggest comprehension through memory as none thought about teaching the content through appropriate teaching learning strategies as matched with preferred learning style.

DISCUSSION

The teaching learning strategies were effective in enhancing the knowledge of nursing students. These findings were consistent with the finding of study conducted by **AllersNico** on development of strategies to identify the learning need of baccalaureate nursing students which suggested the need for various strategies and how student learned to use those strategies.² Finding of present study were similar to the findings of **SalehiSh (2007)** in study of Nursing students preferred learning styles that by matching the teaching strategies with student's preferred learning style, would improve content retention and thus improving exam scores³. Faculty should assess preferred learning style throughout the student enrollment in the curriculum and should apply a variety of teaching learning strategies according to preferred learning style to effectively teach all students.

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