

# The Impact of Teaching Strategies to Promote Critical Thinking among General Nursing Students

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## Abstract:

**Background:** The complex role of today's nurses warrants higher levels of critical thinking and clinical judgment abilities. Critical thinking is familiar as an essential factor of nursing exercise by The National League for Nursing (NLN).

## Keywords:

Teaching Strategies,  
Critical  
Thinking, General  
nursing students

**Objective:** The aim of this study were: To find out impact of teaching strategies to promote critical thinking in general nursing students. To analysis the teaching strategies to promote critical thinking in General nursing students.

**Methods:** The descriptive research technique was used in this research which based on questionnaires. All the nursing students of the university was the population of study. The researcher used simple cross sectional sampling in the selection of students. The student of general nursing School DHQ Hospital Jhang were selected as a population 150 students were given questionnaire and all questionnaire were responded.

**Results:** Results indicates that students and instructors each share the responsibility for the quality of learning Yes were 83.5% and the No were 16.5% with the statement. The mean is 1.1652 with .37300 standard deviation. Results also describes about CT is an essential component of nursing education and a necessary competency for modern nursing practice. Results indicate that 98.3% respondents were yes, no were .9% and the don't know was .9% with the statement. The mean is 1.0261 with .20778 standard deviation.

**Conclusion:** The results of this study indicate that the vast majority of nursing students who participated had low levels of promote critical thinking. The results also reinforce the need for students' continued development in these areas. Nurse educators must renew their commitment to CT as an educational ideal and this ideal must be continually pursued because it is integral to true autonomy in our complex society. The importance of CT to education and practice is indisputable. Nurse educators are an untapped resource in educational organizations.

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## I. Introduction

The role of the nurse is becoming difficult, which demands greater levels of critical thinking and clinical decision skills than before (Bao, 2011). Nurses are ordinary to make liable and rational assessments in order to confirm safe and expert patient care (Cook). Today's nursing former students face a different domain than their successors (O'Dwyer, 2007). The demands of up-to-date healthcare on nurses are greater than ever previously and changes in nursing training are warranted in order to prepare new graduates to meet these demands. Of greatest importance is the talent to meet the healthcare needs of patients in a safe, right, and holistic manner. Nursing graduates are estimated to provide sympathetic, safe, as well as actual care in multiple settings while custody abreast of rapid improvements in healthcare (Benner et al., 2010).

Both the National Association for Nursing Recognizing Commission NLNAC (2008) and the American Connotation of Colleges of Nursing AACN (2008) identify critical thinking as an important competency of nursing graduates and inspire nursing education agendas to incorporate new and complementary teaching and learning strategies as a means to improve student learning. Instructional methods should encourage active learning and teach students how to investigate and evaluate the relevance of information and how to apply the information in several settings and situations (Simpson & Courtney, 2002). Strategies such as inquiring, small-group activities, role playing, discuss, case studies, imitation, puzzles, and problem solving can be utilized by nurse instructors to enhance students' critical thinking skills (Simpson & Courtney).

In 2003, the National Association for Nursing (NLN) called for student-centered, collaborative, and innovative nursing programs and courses. Innovative educational strategies are needed to substitute self-regulated and meaningful learning. Best practices should be recognized and the science of nursing education developed through ongoing educational research (NLN, 2003).

### Statement of Problem

The use of problem-based learning has been used for decades in nursing education with some degree of effectiveness in teaching sound clinical reasoning. Actual patient cases can be presented in the classroom or clinical setting and analyzed to determine the best course of action that should be taken in the care of that patient. Theoretically then, when the student is exposed to a similar situation in the future, they would be able to critically think through it and make an appropriate clinical judgment. A study that focused on the use of teaching strategies to promote critical thinking found that teaching students how to critically think through a patient situation, thus promoting active learning.

### Objective of the study

The aim Of this study were:

- To find out impact of teaching strategies to promote critical thinking in General nursing students.
- To analysis the teaching strategies to promote critical thinking in General nursing students.
- To suggest p0licy implicati0n f0r p0licy makers in in public and private health sect0r.

### Research Questions of the study

Three research questi0ns were p0sed:

- (1) What is the relati0nship between teaching strategies to promote critical thinking in General nursing students?
- (2) What fact0r affect teaching strategies to promote critical thinking in General nursing students?

### Significance of the Study

The study was significant due t0 f0ll0wing reas0ns. Nurses confront complex problems and decisions that require critical thinking in order to identify patient needs and implement best practices. An active strategy for teaching students the skills to think critically is the concept map. This study explores the development of critical thinking among nursing students in a required pathophysiology and pharmacology course during the first year of a Bachelor of Science in Nursing in response to concept mapping as an interventional strategy, using the Health Education Systems, Incorporated critical thinking test. The results Of the study may helpfu1 in impr0ving the teaching strategies to promote critical thinking in General nursing students.

## II. Methodology

This chapter explains the framework within which the present research work conducted. The purpose of this research was to explore "the impact of teaching strategies on' critical thinking among post RNBSN nursing students.

### **Technique of Research**

The descriptive research technique was used in this research which based on questionnaires. It is also known as survey research. According to the Priscilla A. Glassow's study (as cited in McIntyre, 1999) survey research is helpful in collecting information from large sample of population and best suited for gathering demographic information that describe the composition of sample and relatively easy in making generalization. The choice of this design was dependent on the nature of the study. Data was collected from University of independent college Faisalabad.

### **Population of the study**

All the nursing students of the university was the population of study.

### **Sample and Sampling Technique**

The researcher used simple cross sectional sampling in the selection of students. The student of General Nursing School DHQ Hospital Jhang were selected as a population 150 students were given questionnaire and all questionnaire were responded.

### **Research Instruments**

A self-made questionnaire was used to get quantitative data about teaching strategies to promote critical thinking in DHQ hospital Jhang. For the development of questionnaire from the convenient sample of nurses. Relevant documents were also studied for this purpose. The study questionnaire was developed from study of previously used questionnaires, whose results had indicated some variables that teaching strategies to promote critical thinking. These questionnaires were adapted from studies validated by the help of the supervisor. Those who agreed to participate in the study signed the free and informed consent forms. Then, they filled out the questionnaires. Average completion time was approximately 20 minutes. At the DHQ Jhang, 150 questionnaires were filled out in different wards in DHQ hospital Sargodha.

### **Pilot Testing of the Study**

Before the main study reliability and validity of the instruments were tested by pilot study. Whole research procedure was followed including data collection, data analysis and interpretation of data. Pilot study was carried out with small size sample size. The main purpose of the study was to determine the validity and reliability of the instrument. DHQ hospital Jhang in the province Punjab were selected for pilot study by using random sampling technique.

### **Data Collection Procedure**

Nurses at the end of each of them were approached in class and were given information about the study. Those who agreed to participate in the study signed the free and informed consent forms. Then, they filled out the questionnaires. Average completion time was approximately 20 minutes.

### **Data Analysis**

Data will be analyzed with SPSS software and statistical analysis was made with the help of descriptive statistics. Description of the data will be done in the form of tables and phrases. After collection of data, enter it according to upper mentioned scoring procedures and then it was tabulated, scored, analyzed and interpreted by means of suitable descriptive and inferential statistics.

## **III. Analysis And Discussion**

This chapter includes Results findings of different aspects of my study. Descriptive analysis was performed to show the frequencies and percentages of knowledge, attitude and practices of vaccination cold chain maintenance. All the findings are presented below.

### **Demographic of the Study**

<b>Gender</b>	<b>F</b>	<b>%</b>
Female	115	100.0
<b>Age wise classification</b>		
20-25 years	101	87.8
26-30 years	14	12.2
20-25 years	101	87.8
<b>Education</b>		
Matric	18	15.7
Fsc	83	72.2
Bsc and Above	14	12.2

Result indicates that age wise classification 20-25 years were 101(87.8%) and the percentage of 26-30 years were 14(12.2%).

Result indicates that gender wise classification female were 115(100)%.

Result indicates that education wise classification matric education were 18 (15.7%), Fsc were 83(72.2) and the percentage of BSc and above 14(12.2%).

**Students and instructors each share the responsibility for the quality of learning**

	F	%	M	S.D
Yes	96	83.5		
No	19	16.5	1.1652	.37300
Total	115	100.0		

Table No.4 indicates that students and instructors each share the responsibility for the quality of learning. Yes were 83.5% and the No were 16.5% with the statement. The mean is 1.1652 with .37300 standard deviation.

**CT is an essential component of nursing education and a necessary competency for modern nursing practice**

	F	%	M	S.D
Yes	113	98.3		
No	1	.9	1.0261	.20778
Don't Know	1	.9		
Total	115	100.0		

Table no 5 describes about CT is an essential component of nursing education and a necessary competency for modern nursing practice. Results indicate that 98.3% respondents were yes, no were .9% and the don't know was .9% with the statement. The mean is 1.0261 with .20778 standard deviation.

**Student-centered, active learning strategies are better than passive, teacher-focused strategies**

	F	%	M	S.D
Yes	94	81.7		
No	21	18.3	1.1826	.38804
Total	115	100.0		

Table no 6 describes about Student-centered, active learning strategies are better than passive, teacher-focused strategies. Results indicate that 81.7% respondents were yes, no were 18.3% with the statement. The mean is 1.1826 with .38804 standard deviation.

**IV. Conclusion**

The results of this study indicate that the vast majority of nursing students who participated had low levels of promote critical thinking. The results also reinforce the need for students' continued development in these areas. Nurse educators must renew their commitment to CT as an educational ideal and this ideal must be continually pursued because it is integral to true autonomy in our complex society. The importance of CT to education and practice is indisputable. Nurse educators are an untapped resource in educational organizations. They can foster a culture of evidence-based practice by using a variety of teaching and learning strategies. Reconfiguring their role and providing education and support to enhance their CT and research knowledge and skills are important strategies for the pursuit of an evidence based nursing practice in organization. Practices were satisfactory among the participants and majority gave statement that they practice different recommended tasks in maintenance of cold chain.

**V. Recommendations**

In future such detailed studies are recommended to further enhance the 1. Replication studies need to be conducted with groups of randomly selected baccalaureate nursing students from various programs across, and background/demographic instruments. Longitudinal studies, including the same cohort of baccalaureate nursing students from years 1 through 4, should be carried out to ascertain whether there is a change in students' critical thinking upon completing a program. Investigations should be undertaken to compare the critical thinking of baccalaureate nursing students who complete accelerated programs and those enrolled in standard four-year (regular and honors) baccalaureate programs. Correlational studies should be initiated to determine the relationship between students' critical thinking based on the completion of available instruments, and their behaviour in various settings such as small group activities

and clinical practice.. There is also need to improve the policies regarding vaccination and its implementations all over the country. **Limitations of the Study**

- Less sample size 150 due to which, the findings cannot be generalized.
- Time was too short, impact of teaching strategies to promote critical thinking in general nursing students.
- Convenient sampling technique was used which may have some biasness

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