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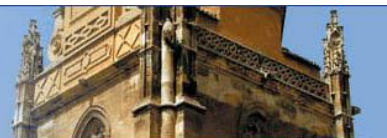
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Nursing Education at Technology Lens: Problems Encountered in The Use of Instructional Media in Nursing Instruction in The Eastern Visayas Region

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ABSTRACT

This abstract presents a study that explores the effects of teaching materials utilized for nursing education within state universities and colleges in Region VIII. The research is based on Robert Gagne's Theory of Conditions of Learning, which identifies eight types of learning and nine events of instruction. The study aims to assess the impact and challenges encountered by respondents when using Nursing Instructional Media (NIM). The limited contact time between instructors and students in the classroom often prevents thorough discussion of important concepts. By integrating e-media into instruction, the study proposes extending the time allotted for subjects, allowing students to learn, take quizzes, and complete assignments online at home after class hours. To gather the necessary information, questionnaires were distributed to nursing instructors and students from four universities in the region. No on-site inspections or direct classroom observations were conducted. The collected data were analyzed to identify common problems faced by instructors and students when using instructional media. The results indicated various significant obstacles, such as insufficient managerial and technical competencies in utilizing instructional media, as well as a lack of student enthusiasm for acquiring knowledge. Based on the assessment results, the study aims to develop an e-learning platform tailored to the specific needs of nursing instruction. The utilization of instructional media is expected to address the identified issues and enhance the teaching-learning process in nursing education. By leveraging technology, this research seeks to bridge the gaps in traditional classroom settings and provide students with expanded opportunities for learning, engagement, and academic achievement.

Keywords: Interactive Learning, Nursing Education, SUCs, Eastern Visayas, BS Nursing

I. INTRODUCTION

Nurse educators have fulfilling careers that blend clinical expertise and a dedication to teaching. They play a crucial role in preparing and guiding both current and future nurses, operating in both classroom and practice settings. These professionals act as role models and play a crucial role in leading the implementation of evidence-based practices, thereby fostering the growth and improvement of the nursing workforce. This has a vital role in developing, implementing, assessing, and adapting educational programs for nurses, encompassing both formal academic pathways and ongoing learning initiatives tailored to individual needs. Their contribution is instrumental in ensuring that the nursing workforce receives high-quality education to effectively address the evolving needs of the dynamic healthcare environment. Nurse educators serve as leaders who document program outcomes and guide students throughout their learning journey (Journal of Nursing Education, 2014).

Considering the growing scarcity of nurse educators, there exists a favorable career outlook for nurses who are interested in pursuing teaching positions. Across the country, nursing schools are facing challenges in recruiting fresh faculty members to meet the growing demand for nursing among enthusiastic students. Interestingly, this scarcity of nurse educators can lead to enhanced career prospects by offering substantial job security and allowing nurses to simultaneously serve as educators and direct caregivers, presenting a unique opportunity.

Nurse educators have attained advanced education and clinical expertise in specialized healthcare domains. They hold diverse roles, ranging from part-time adjunct or clinical faculty members to deans of nursing colleges. They possess a range of professional titles, including Instructional or Administrative Nurse Faculty, Clinical Nurse Educator, Staff Development Officer, and Continuing Education Specialist.

Apart from their instructional duties, nurse educators in academic environments shoulder responsibilities akin to faculty members in other fields. These responsibilities encompass student advising, scholarly endeavors like

research, actively participating in professional associations, delivering presentations at nursing conferences, contributing to the academic community through leadership positions, participating in peer review processes, ensuring clinical competence, and preparing grant proposals.

An increasing number of nurse educators are choosing to pursue part-time teaching positions while concurrently holding clinical roles. This arrangement allows them to maintain a high level of clinical competence while sharing their knowledge and expertise with aspiring nurses. Nurse educators who work in practice settings assess the capabilities of practicing nurses and collaborate with them and their nurse managers to establish continuous learning opportunities aimed at enhancing their skills.

Nurse educators require a range of essential qualities and competencies to excel in their role. These include exemplary communication skills, a creative mindset, a solid foundation of clinical expertise, adaptability, and exceptional critical thinking abilities. It is crucial for nurse educators to possess substantial knowledge in their field(s) of instruction and be capable of effectively conveying that knowledge to individuals with less expertise using diverse teaching methods.

Moreover, nurse educators are required to exhibit a dedication to lifelong learning, display leadership attributes, and prioritize the scholarly progress of the nursing field. It is important for them to possess a comprehensive understanding of teaching, learning, and evaluation theories, enabling them to design curricula and programs that align with established educational principles. Assessing learner needs, embracing innovation, and deriving satisfaction from teaching are also important attributes for nurse educators.

Nurse educators working in academic settings must possess a forward-thinking mindset to anticipate the evolving role of nurses and adapt curriculum and teaching methods accordingly. They should possess proficiency in advising and counseling, conducting research, and engaging in scholarly pursuits. Moreover, their capacity to collaborate with other disciplines is crucial in order to plan and execute effective educational programs.

For nurse educators in clinical settings, it is crucial to anticipate changes and expectations in the field to develop programs that adequately equip nurses to tackle upcoming challenges. They must demonstrate expertise in developing educational initiatives tailored to staff members with diverse skill levels, while also possessing proficiency in budget development and management. Furthermore, they must demonstrate exceptional skills in advocating for resources and support within an environment where education may not receive primary emphasis.

The findings of this study will assist nursing instructors in devising innovative teaching methodologies tailored to the needs and capabilities of their learners. By doing so, they can effectively prepare their students to thrive in a rapidly advancing world.

II. METHODOLOGY

The researcher initially obtained a comprehensive list of nursing instructors and students from four state universities and colleges (SUCs) that offered a bachelor's degree in nursing. In order to comply with established protocols and show respect, formal permission was sought from the University Presidents to include nursing instructors and students in the study. Following that, the Deans of the College/School of Nursing were informed, and copies of the consent forms, bearing the signatures of the University Presidents, were submitted before conducting the survey. The researcher personally carried out the survey and handed out the questionnaires to the participants, allocating a three-week timeframe for data collection. After a few days, the researcher collected all the distributed questionnaires for ease of tabulation and convenience during the subsequent statistical treatment and analysis stage. To assess the problems encountered in using instructional media in nursing education, a 5-point Likert Scale was utilized. This scale was used to evaluate the perspectives of both Region VIII instructors and students at nursing schools.

Point	Likert Scale	Adjectival mean	Interpretation
5	4.20-5.00	Strongly agree	Very much effective
4	3.40-4.19	Agree	Much effective
3	2.60-3.39	Undecided	Effective
2	1.80-2.59	Disagree	Less effective
1	1.00-1.79	Strongly Disagree	Not effective

III. RESULTS AND DISCUSSION

According to the responses from the instructors and student participants, the majority expressed a high level of knowledge in utilizing smartphones and computer-mediated instructions. They also indicated a good level of knowledge in using electronic devices and interactive technology. These findings suggest that both students and instructors possess sufficient expertise in employing instructional media for teaching and learning purposes. However, there appears to be a need for consistent utilization of interactive media to enhance the effectiveness

of instruction and learning. In summary, their interaction to electronic and interactive learning got an average mean of 4.1 which can be interpreted as very knowledgeable; their knowledge on electronic and non-interactive learning got an average mean of 4.2 which can be interpreted as the respondents are very knowledgeable on this type of learning; and lastly, the respondents rated the non-electronic and non-interactive learning with an average mean of 4.3 this means that they are also very knowledgeable of this learning style.

Table 1 presents the problems encountered by the respondents in using instructional media in nursing education. Problems are ranked according to seriousness as perceived by the instructor-respondents.

Table 1: Problems Encountered by the Respondents in Using Instructional Media

Effect	SA	A	U	D	S D	N	Weighted		Rank
							Total	Mean	
Lack of Managerial and Technical skills	18	7	4	1	-	30	132	4.4	1.5
Lack of students' motivation to learn	18	8	3	1	-	30	133	4.4	1.5
Lack of instructional media of equipment	12	16	1	1	-	30	129	4.3	3.33
Negative attitude towards the use of instructional media	16	10	1	2	1	30	128	4.3	3.33
Lack of knowledge in using instructional media	14	12	2	2	-	30	128	4.3	3.33
Lack of skills on developing instructional Media	10	18	1	1	-	30	127	4.2	5
Lack of financial support services from the institution	13	10	5	2	-	30	124	4.1	6.33
Lack of relevant instructional media for specific concepts	9	18	1	2	-	30	124	4.1	6.33
Unavailability of tools and equipment needed for the development of instructional media	9	16	4	1	-	30	123	4.1	6.33
Lack of time to participate in activities, seminars and trainings related to instructional media	8	14	7	1	-	30	119	4.0	8
Lack of opportunities to use new techniques in nursing instruction	7	16	4	2	1	30	116	3.9	9.5
Cannot afford or acquire various instructional media	5	18	5	2	-	30	116	3.9	9.5
Grand Mean							4.2	Very Serious	

A significant number of respondents expressed strong agreement regarding the severity of the following issues in the utilization of instructional media within nursing education: lack of managerial and technical skills and lack of student motivation to learn, both of which got rank 1.5; lack of equipment for instructional media, negative attitude towards the use of instructional media, and lack of skills in developing instructional media, all three having a rank of 3.33, and lack of skills in developing instructional media which was ranked 5. The following problems were considered as much serious problems by the respondents: unavailability of tools and equipment needed for the development of instructional media, lack of financial support services from the institution, and lack of relevant instructional media for specific concepts (6.33). The following problems were considered as serious problems: lack of time to participate in activities, seminars and trainings related to instructional media which were ranked 8. Lack of opportunities to use new techniques in nursing instruction and cannot afford or acquire various instructional media which were ranked 10.5 were considered serious problems. Based on the grand mean of 4.2, it can be inferred that the instructors who responded considered the majority of the encountered problems to be highly serious. Although the respondents were well aware of the advantages associated with instructional media, they couldn't overlook the numerous issues that hinder the effectiveness of using instructional media in nursing education.

IV. CONCLUSION

During the survey, a significant number of instructors highlighted multiple difficulties associated with instructional media usage, specifically mentioning the absence of managerial and technical expertise in utilizing such media, as well as the students' lack of motivation to learn. This finding contradicts the respondents'

assertion of possessing knowledge in instructional media usage. It is conceivable that the instructors may be seeking additional training in this area, or their requests for advanced training might not be adequately addressed by their respective educational institutions. To address this, it is recommended that the school administration provides nursing instructors with opportunities to attend seminars and training programs focused on instructional technology in nursing education. Both the instructors and the students would stand to gain from this, as it would enhance the skills and expertise of the instructors in utilizing instructional media, while simultaneously making nursing instruction more engaging, accessible, and effective for the students through the use of diverse instructional media. Specifically, nursing instructors should receive training on developing instructional media for their own use, and the school should provide necessary equipment, tools, and materials to support faculty in creating instructional materials.

Furthermore, it could be inferred that the extent of instructional media usage is greater in schools with higher accreditation levels and larger numbers of students and instructors. Additionally, there could be a connection between consistent use of instructional media and enhanced performance of graduates in board examinations. Furthermore, having a properly equipped computer center within the school fosters the effective utilization of instructional media by instructors and students, particularly if it can sufficiently accommodate the necessary number of devices and equipment to meet their requirements.

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