The Relationship of a Dominant Teaching Perspective and Student Perception of the Classroom Learning Environment

by
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Study Background

- Awareness of nursing faculty roles in classroom
- Dominant nursing faculty teaching perspectives
- Effective nursing student classrooms
- Nursing student success in classroom
Research problem

- Importance of scholarship of teaching
- Facilitating effective student learning outcomes
- Lack of identification of dominant teaching perspectives
- Classroom learning environment issues
The scholarship of teaching requires evidence of effective teaching practices (Boyer, 1990).

Teaching in nursing is complex and requires a set of competencies and skills (National League for Nursing [NLN], 2005).
An effective classroom environment that is conducive to learning is an important component of a student’s success (Frazer 1994).

Consistent and appreciable associations between classroom environment perceptions and student outcomes (Fraser, 2002b; Senocak, 2009).
The purpose of this quantitative study was to examine the relationship between nursing faculty dominant teaching perspectives and the nursing student’s perception of the classroom learning environment.
Rationale

- Teaching perspectives determine roles and image as teachers
- Most faculty have one or two dominant teaching perspectives (Pratt et al., 1998).
- Perspectives in teaching direct what faculty does as educators and why actions are valuable and reasonable (Pratt et al., 1998).
Most research studies have been done in the clinical arena rather than the classroom in nursing (Berg & Lindseth, 2004).

Help nursing faculty achieve improved learning outcomes and student success (Rowbotham, 2007).
Research Question

What is the relationship between the classroom nursing faculty’s dominant teaching perspective and nursing student’s perception of an effective classroom learning environment?
Theoretical Framework

- Educational Learning
  - Experiential (Reflective practice)
  - Transformational (Experience/Reflections)
- Learning
  - Humanistic
- Andragogy (Knowles)
Personal Interpretation of Conceptual Framework

Physical, Psychological, and Physical surroundings

Classroom Environment

Apprenticeship
Nurturing
Social Reform
Developmental Transmission

Effectiveness
Experiential/Humanist/Knowles’s

Independent Variables

Personalization
Student cohesiveness
Involvement
Satisfaction
Innovation
Task orientation
Individualization

Dependent Variables

Teaching-Learning Process

Dominant Teaching Perspective

Teacher

Reflective Practice
Experiential/Humanist
Transformational

Student

Values
Beliefs
Experiences
Learning style

Values
Beliefs
Experiences
Educational prep

Student cohesiveness
Involvement
Satisfaction
Innovation
Task orientation
Individualization

Dominant Teaching Perspective

Teacher

Reflective Practice
Experiential/Humanist
Transformational

Student

Values
Beliefs
Experiences
Learning style

Independen
Review of Literature

- Use of teaching perspectives comes from education literature and is scarce in nursing education.

- Very little is known about how educator’s derive and examine personal perceptions of teaching and learning (Menges, 2000).
Sources of Data

- Demographic Surveys from nursing faculty and nursing students
- Teaching Perspective Inventory (TPI)
- College and University Classroom Environment Inventory (CUCEI)
Research Design

- Quantitative correlational methodology
- Independent variables (Transmission, Apprenticeship, Nurturing, Social Reform, and Development) from TPI
- Dependent variables (Personalization, Involvement, Student cohesiveness, Satisfaction, Task orientation, Innovation, and Individualization) from CUCEI
Methodology

- TPI was completed online and demographic survey onsite, while CUCEI and demographic survey were completed onsite.

- Researcher was present at all onsite collections.
Instrument specifics

- **Teaching Perspective Inventory (TPI)**
  - Five scales: Transmission, Apprenticeship, Nurturing, Social Reform, and Developmental
  - 45 questions/Online Instrument
  - Independent variables
Instruments specifics (cont.)

College and University Classroom Environment Inventory (CUCEI)

- Categories consisted of: Personalization, Involvement, Student cohesiveness, Satisfaction, Task orientation, Innovation, and Individualization

49 questions/Onsite classroom

Dependent variables
Population and Sample

**Target population** (All nursing faculty and nursing students in an onsite traditional or accelerated Baccalaureate degree program)

**Sample** (Public university with regional campuses located in the Midwestern United States)

- Nursing faculty and nursing students in an onsite Baccalaureate or accelerated
Participants Nursing Faculty

- Convenience sample of 12 nursing faculty
- Inclusion criteria was:
  - least a Masters in Nursing or a terminal Doctoral prepared degree
  - actively teaching (50% of faculty workload) in the traditional BSN and/or accelerated BSN program onsite classroom setting.
Participants
Nursing Students

- Determined by faculty acceptance into the study
- Purposive sampling: matching classroom to participating nursing faculty (codes used)
- Inclusion criteria:
  - acceptance into the BSN degree program
  - member of nursing faculty classroom for at least 2 months.
Calculated the parameter estimate of the relationship between dominant teaching perspectives and the students’ perspectives of their learning environment.

Positive parameter estimate in the controlled hierarchical linear regression indicated that there is a positive relationship.
Data Analysis
Hierarchical Linear Model (cont.)

- The control variables were replicated for each faculty member across all student observations.
- Grouping variable was a vector whose length was determined by the number of faculty observations obtained multiplied by the number of student observations obtained.
Results
Demographics
Nursing Faculty (n = 12)

- Age: Range of 41 to 60/ (58.3%) 51-60 years
- Gender/Ethnicity: All were female/Caucasian
- Years in nursing education: Over 20 years (1/3)
- Highest nursing degree: 50% had MSN in nursing education
- Course in teaching strategies/adult learning: 83%
Results

Demographics

Nursing Students (n = 422)

- Ethnicity (95% Caucasian; 1% each (Asian, African American; Hispanic, other)
- Gender: 83% female
- Age: 67% were in 21 to 30 age range
- Degree prior to nursing: 83% none
- Rank in nursing program: 49% in Junior year
- Degree type: 94% in traditional track
Four faculty (33%) had more than one dominant teaching perspective

- One (8%) had three teaching perspectives (transmission, apprenticeship, and nurturing)
- Two (17%) had a combination of developmental and nurturing
- One (8%) had apprenticeship and transmission.
Results
Nursing Students
CUCEI

- The overall student learning environment = average of the responses in the 49 items of the CUCEI.
- Higher score in the questionnaire means a more perspective of the learning environment
Results
Nursing Students
CUCEI (cont.)

- Lowest scores were nine (satisfaction, task orientation, innovation, and individualization).
- Highest score was innovation at 35.
- Student cohesion and satisfaction also demonstrated higher scores with both variables at 34.
- Lowest mean was task orientation while the highest mean was involvement.
Results

Statistically significant Rejection of null hypothesis

Teaching perspectives of transmission \( (t = -5.683, p\text{-value} < .01) \) and developmental \( (t = -3.23, p\text{-value} < .01) \) were determined to be significantly related to the perception on the conduciveness of the student learning environment.

Negative p-value indicates a negative relationship between the variables.
Results
Other significant findings

- Teacher age ($t=-2.872$, p-value$< .05$) older teachers = more negative student perception of the classroom environment.
- Highest Master’s degree ($t=9.307$; p-value$< .01$), specialization in nursing education = more positive student perception of the classroom environment.
Results
Other significant findings (cont.)

- Student degree prior to nursing school (t=2.02; p<.05) = positive correlation for students without a higher learning degree prior to nursing school.
- Student track (t=-2.438, p<.05) = accelerated BSN students = negative student perception.
Limitations

- Relationships are identified as positive or negative, but not in terms of being the actual cause.
- Self reporting/Lack of honesty on instruments
- Collection during 1 semester only
- Use of only four regional campuses, which only contained BSN students (either traditional or accelerated second degree students)
Recommendations for Future Research

- Examination of teaching perspective in males and other ethnicities
- Examine differences in younger nursing faculty
- Possible relationship between older nursing faculty and the use of more teacher-centered strategies
- Private universities as well as public universities located across the US and international.
Recommendations for Future Research (cont.)

- Further research at ASN and Diploma schools as well as RN to BSN

- Further research into nursing education faculty preparation might be warranted.
Recommendations for Practice

- Using the TPI as an evaluation of teaching perspectives in academia.

- All Master nursing programs should consider utilize the TPI as a tool to identify faculty dominant teaching perspectives.
Conferences on the importance of classroom teaching for nursing faculty

Use TPI sub scores for belief, intentions, and actions.
Implications

- The art of self-reflection is a key
- Students do not relate well to faculty whose focus is on content rather than the learner.
- Nursing program classrooms need to have active learning.
- Nursing faculty need to reflect and examine personal beliefs, intentions, and actions
Conclusions

- Nursing educator has the duty to understand their classroom environment.
- Nursing faculty will need to adjust to the dynamics of the classroom environment.
- More student-centered approach in the classroom environment.
- Self reflection of teaching perspectives.
References


