EFFECTIVE TEACHING METHODS AS PERCEIVED BY UNDERGRADUATE BASIC MEDICAL SCIENCES STUDENTS, UNIVERSITY OF BENIN, BENIN CITY

BY

EKHORAGBON NOSADEGHE CLINTON
BMS1702150

DEPARTMENT OF NURSING SCIENCE

SCHOOL OF BASIC MEDICAL SCI ENCES

UNIVERSITY OF BENIN

BENIN CITY

SEPTEMBER 2023

EFFECTIVE TEACHING METHODS AS PERCEIVED BY UNDERGRADUATE BASIC MEDICAL SCIENCES STUDENTS, UNIVERSITY OF BENIN, BENIN CITY

BY

EKHORAGBON NOSADEGHE CLINTON

SUMITTED BY THE DEPARTMENT OF NURSING SCIENCE, SCHOOL OF BASIC MEDICAL SCIENCE, UNIVERSITY OF BENEIN, BENIN CITY. EDO STATE

IN PARTIAL FULFILMENT FOR THE AWARD OF THE DEGREE OF BACHELOR OF NURSING (B.NSC) IN NURSING SCIENCE, UNIVERSITY OF BENIN, EDO STATE, NIGERIA.

SEPTEMBER 2023

DECLARATION

This is to declare that this research project titled **EFFECTIVE TEACHING METHODS AS PERCEIVED BY UNDERGRADUATE BASIC MEDICAL SCIENCES STUDENTS** carried out by EKHORAGBON NOSADEGHE CLINTON with Matriculation number **BMS1702150** in the Department of Nursing Science, School of Basic Medical Science, University of Benin, Benin City.

Signature ———————— **Date** ————————

CERTIFICATION

This is to certify that this research project by **EKHORAGBON NOSADEGHE CLINTON** with matriculation number **BMS1702150** has been examined and approved for the award of Bachelor of Nursing Science (B.Nsc) in nursing science.

Signature_____ **Date**_____

Sr Joan N. Chukwurah Ph.D

(PROJECT SUPERVISOR)

Signature _____ **Date**_____

Dr. (Mrs) R. E. Esewe

(Head of Department)

Signature_____ **Date**_____

External Examiner

Abstract

The main purpose of teaching is to bring about change in the learners' behaviour. This change is the major responsibility of the teachers. The aim of this study is to assess effective teaching methods as perceived by undergraduate Basic Medical Sciences students, University of Benin, Benin City as there is a scarcity of information on the perception on effective teaching methods and their choice of teaching methods for effective learning. The study employed a descriptive survey research design and used multistage sampling technique to select 387 participants in Basic Medical Sciences Students, University of Benin, Benin City. A well-structured questionnaire was used as instruments of data collection Descriptive and inferential statistics was used for data analysis with $p<0.05$ level of significance. The result from the study shows that students perceived that all clinical teaching skills and behaviours are important with demonstration overwhelmingly favoured with 99.9% of students agreeing that the method is effective, and the teacher's ability and preference are the most influential factors that affects the choice of teaching methods. Lecturers should utilize effective teaching strategies via continual improvement and updating of their teaching strategies.

Keywords: effective teaching method, undergraduate students, basic medical sciences, learner-centered approach

DEDICATION

This work is dedicated to God Almighty, the giver of life, knowledge, wisdom, protection, provision and for the grace to complete this work and to my lovely parents and sibling for their encouragement and support.

ACKNOWLEDGMENT

My gratitude goes to God Almighty for giving me the grace and wisdom to start and finish this work in good health and for provision during times of difficulties in doing this work.

My special regard to my admirable, hardworking and approachable supervisor, Sr Joan N. Chukwurah Ph.D for her commitment and time spent in guiding and correcting my scripts during the period of this study.

To my Head of Department Dr. (Mrs) R. E. Esewe, I say thank you for your quality leadership and guidance.

Special thanks to my lovely and wonderful lecturers, Dr. (Mrs). J.O. Oko-Ose, Prof. F. U. Okafor, Dr. (Mrs) J.A. Afemikhe, Dr. (Mrs) C.E. Omoregbe, Mrs. M. A. Iniomor, Dr. (Mrs) C.A. Enuku,Rev, Dr. T. Ehwarieme, Mrs. C. C. Edo-Osagie, Mrs. E. N. Oyana, Mrs. V. Chigwe, Mrs. Lawal as well as non-academic staff and technologists and all other lecturers who have impacted in me.

My sincere gratitude goes to my special and lovely parents Mr. and Mrs. Ekhoragbon, Mummy beauty who has been a wonderful second mother to be and to my lovely sibling, Godswill for the encouragement and financial assistance and for their love and support.

Special thanks to my friends Kehinde, Mercy, Solomon, Sheila, Miracle and Freda for their support and encouragement during the period of conducting this research.

I will not fail to acknowledge my friends and course mates who helped and inspired me in one way or the other.

Finally, my gratitude goes to all the Basic Medical Science Students of University of Benin, Benin, Edo State who gave their time and useful information used in actualizing this study. May God bless you all.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The main purpose of teaching is to bring about change in the learners' behaviour. This change is the major responsibility of the teachers. Teachers have several techniques or methods to choose from depending on the need and circumstance. Traditionally, teachers tend to dominate the learning process in the class (teachers-centered approach) instead of allowing the students or learners to dominate (learner-centered approach) (Keiler, 2018).

Recent best teaching methods give more emphasis to learners than teachers (Odom & Bell, 2016). There are many teaching methods to use, but the teacher makes the choice of which methods to use in teaching the students. However, many teachers find it challenging to make the right decision regarding teaching methods, which affects learning massively (Moss, 2017). The concept of teaching method is vast; it comprises the process, whether pedagogical or andragogical. It is up to the teacher to choose the method that best suits them, but whatever method one chooses, one must consider the student's need, the class size or students' number, and the curriculum. The two traditional techniques known which have several classes under them are the teachers-centered approach and the students-centered approach (Ahmed, et al., 2022).

Substantial studies on the effectiveness of teaching techniques on student performance reveal contrasting results. While some authors reported team and group works are key educational strategies in nursing education that can create improvement in academic performance, while others reported virtual teaching and e-learning (Ayimbila & Pappoe, 2021; Isa et al., 2020; Islami, 2018; Nektarios, et al., 2022; Shirani, et al., 2016). However, they posited that teachers need to get conversant with different teaching techniques and strategies to make a better decision

Deleted[User]: .

for better results. According to Muna and Abul-Kalam (2021), the outcome of teaching can best be assessed by the quality of learners produced, and teaching helps learners produce effective results. Adeniyi (2021) posits that students understand better when teachers apply different strategies. The strategies are needed to be combined from one topic to another until the best strategy is identified. The study also stated that the results of effective teaching as described by educators and institution representatives refer to learning outcomes that are durable, flexible, functional, meaningful, generalizable and application-oriented. Hu (2020) conducted a study to provide an integrated understanding of college students' perceptions of effective teaching centering on students' voices and learning experiences. The study concluded that a teacher-student relationship, engagement, and real-world experience are the most important qualities of effective teachers valued by students across disciplines and backgrounds. Another study by Chang (2018) reported the students perceive effective teaching as teaching in an interesting, clear, and adaptive way. The study also reported that in addition to teaching expertise, the learners also value teachers' appreciation, care, and friendly relations with students. Hande, et al., (2019) reported that majority of the students perceived that a teacher who gave clear explanation, simplified the subject for easy understanding; and made the topic fun to learn, very effective. In a study among nursing students, it was reported that clinical learning is greatly affected by clinical teachers who manifest effective clinical teaching skills and teacher behaviours (D'Costa & Swarnadas, 2019).

Deleted[User]: .

In conclusion, effective teaching pedagogies can lead to implementing the most beneficial kind of knowledge which in the long run will achieve outcomes that are good and fruitful. One of the greatest barriers to success and achieving good learning outcomes is the lack of effective

education. Therefore, the researcher is conducting this study to shed light on the perceived effect of effective teaching which vis-à-vis is an indicator for the learning process.

1.2 Statement of the Problem

The traditional didactic lecture is more passive and less effective as a teaching tool compared with active learning methods like problem-based learning. But a well-organized lecture can be one of the most effective ways to integrate and present information from multiple sources on difficult topics in Basic Medical Sciences. So, assistance is needed to enhance the quality of lectures in the form of audio-visual aid like PowerPoint teaching which has now become the most popular package of teaching method. However, there are limitations in applying other methods of delivery; these could have arisen probably due to factors such as lack of adequate knowledge on technology use, cost, irregular network in Nigeria as reported by Lateef and Mhlongo (2019). These perceived challenges could have negative influences on the students' academic performance, as it has been reported that the academic performance of students in Nigerian tertiary institutions is going down (Okoedion, et al., 2019). There is a dearth of information on the perception of undergraduate basic medical sciences students on effective teaching methods and their choice of teaching methods for effective learning. Hence the need for this study to assess the effectiveness of teaching methods among undergraduate Basic Medical Sciences students, University of Benin, Benin City.

1.3 Aim and Objectives of the Study

. This study aims to assess the effective teaching methods as perceived by undergraduate Basic Medical Sciences Students, University of Benin, Benin City. Specifically, it will:

1. Identify the preferred teaching method of undergraduate Basic Medical Science students.

2. Assess the perceived effectiveness of different teaching methods among undergraduate students of Basic Medical Sciences.
3. Determine the factors that influence the choice of teaching method among undergraduate students of Basic Medical Sciences.

1.4 Research Questions

1. What is the perceived effectiveness of different teaching methods among Basic Medical Sciences students
2. Which teaching method do Basic Medical Sciences students prefer most?
3. What factors influence Basic Medical Sciences student's choice of teaching method?

1.5 Hypothesis

1. There is no significant difference in the perceived level of effective teaching methods based on the student's department in the School of Basic Medical Sciences.

1.6 Significance of the Study

The finding from this study will assist the lecturers in getting a better understanding of their students' perception of the teaching methods and implementing or adopting the most preferred methods for good learning outcomes. This will also bring to light the factors that influence students' preferred teaching method, and help the students recognise the best practices needed to learn effectively. Also, the effectiveness of teaching styles perceive by student must be known by lecturers. It will guide them to view their role from various standpoints and realize the significance of reflecting on adjusting their teaching styles. They can change and enhance their teaching styles to reach the greater level of students' academic excellence. Finally, the findings

will enable policy implementation of solutions based on the students' perspectives and add to the body of knowledge in basic medical science.

1.7 Scope of the Study

The scope of this study covers undergraduate basic medical sciences students in College of Medical Sciences, University of Benin, Benin City.

1.8 Operational Definition of Terms

Perception: This refers to the way students view different teaching methods. It will be measured on a 4-point Likert scale. Mean scores greater than 2.50 will be considered positive perception, while scores below 2.50 is reported as negative perception.

Teaching: This refers to the profession of those who engage with learners to enable their understanding and application of knowledge, concepts and processes in tertiary institutions.

Seminar: This refers to a meeting where a group of students discuss a problem or topic.

Group Work: This refers to a collaborative learning environment where students work through problems and assessments together.

Demonstration: This refers to a practical exhibition and explanation among undergraduate students of how something works or is performed.

Effective: This refers to the success in producing a desired or intended result

Effective Teaching: This refers to teaching that includes the cultivation of thinking skills, stimulating interest in the subject, and motivating students to learn. A 4-point Likert scale will be used to measure the effectiveness, while the classification of effectiveness will be those with mean less than 2.50 will be classified as not effective, while greater than 2.50 will be classified as affective.

Lecture: This refers to an educational talk given to students.

University: This refers to a higher-level educational institution in which students' study for degrees and academic research is done.

CHAPTER TWO

LITERATURE REVIEW

2.1 Conceptual Review

The Concept of Teaching Method

A teaching method comprises the principles, pedagogy and management used by teachers to enable student learning. These strategies are determined partly on subject matter to be taught and partly by the nature of the learner. For a particular teaching method to be appropriate and efficient it has to take into account the learner, the nature of the subject matter, and the type of learning it is supposed to bring about. (Burger et al., 2019)

The approaches for teaching can be broadly classified into teacher-centered and student-centered. In a teacher-centered (authoritarian) approach to learning, teachers are the main authority figure in this model. Students are viewed as “empty vessels” whose primary role is to passively receive information (via lectures and direct instruction) with an end goal of testing and assessment. It is the primary role of teachers to pass knowledge and information onto their students. In this model, teaching and assessment are viewed as two separate entities. Student learning is measured through objectively scored tests and assessments (Burger et al., 2019). In student-centered approach to learning, while teachers are the authority figure in this model, teachers and students play an equally active role in the learning process. This approach is also called authoritative style. The teacher’s primary role is to coach and facilitate student learning and overall comprehension of material. Student learning is measured through both formal and informal forms of assessment, including group projects, student portfolios, and class participation. Teaching and assessments are connected; student learning is continuously measured during teacher’s instruction. (Bishop et al., 2012)

2.11 Explanation

The most basic teaching method is explanation. Explanation is characterized by its function as "a tool that is used by a speaker for understanding or 'giving a sense' to the object of communication, of a debate, or a discussion. The role of an explanation is to make clearer the meaning of an object (method, term, assignment) maintaining formally the necessary distance between the object of the action or study and the tools. In the learning/teaching process, explanation is a tool used by both, teacher and students. Its goal is to manifest comprehension (García-Peñalvo & Mendes, 2020).

Traditionally, explanation belongs to monological teaching methods where the information is transmitted from the teacher to the students (together with narrative, description or lecture). Skalková (2019) says that in practice, individual forms of explanation often percolate. In this perspective, explanation is seen as the task fulfilled by the teacher with students passively receiving what is presented. Collecting feedback on students' perceptions of whether explanations are clearly identified whether students feel particular teaching assisted them in understanding the subject matter. Without student understanding, no explanation can be said to be clear (Ivanišević et al., 2020).

Communication in school is a mutual interchange of information among teachers and students as well as between students themselves, that means students have an active role in the whole process (Mareš & Křivohlavý, 2019). Using explanation in a mathematics classroom is a normal procedure, but its roles and forms vary. Predominantly explanation is seen as a tool for describing relevant phenomena, developing students' logical thinking, and guiding students by inductive judgement to generalising. It leads to clarifying interrelations, demonstrating, and justifying (Skalková, 2019).

Although explanation is not often explicitly studied in literature, it is present in the background of most papers dealing with communication and reasoning. “Good teaching is good explanation”. This quotation reflects the belief that the capacity to explain is critically important in teaching (Devlin, 2019). According to Behr (2018), the art of explaining - the ability to provide understanding to others - is the central activity of teaching. Therefore, to achieve the goal of teaching, the teacher must adopt effective teaching methods that can lead to learners understanding the subject being taught. Being the most commonly used teaching method, explanation integrates well in all methods of instruction, such as discussions, seminars, practical lessons and tutorials (Devlin, 2019). Therefore, if used properly, this teaching method can develop logical operations: induction, deduction, comparison, analysis, synthesis, and analogy. The main objective of explanation in teaching is to enable the learners to take intelligent interest in the lesson, to grasp the purpose of what is being done, and to develop their own insight and understanding of how to do it (Rahaman, 2019). In addition, and with specific reference to technology education, explanation is used in classroom teaching to provide students with an understanding of the complex and interrelated nature of technology, which is technical, procedural, conceptual, and social (Hansen & Froelick, 2019). This involves the ability by the teacher to use explanation effectively to communicate information to students. From the standpoint of technology education, explanation in teaching is an intentional activity, which represents the discovery of truth, which is based on concrete deductive arguments (Gwyneth, 2017). Explanation as it pertains to teaching can be considered as an attempt to provide understanding of a problem to others (Brown & Atkins 2019).

Most formal definitions characterize explanation as a statement that makes something comprehensible by describing the relevant structure or operation or circumstances.

Predominantly, explanation is seen as a tool for describing relevant phenomena, developing students' logical thinking, and guiding students by inductive judgement to generalising. It leads to clarifying interrelations, demonstrating, and justifying (Skalková 2019). Mayes (2019) argues that explanation goes beyond mere description. Accordingly, a key aspect of explanation is the emphasis on why things happen. In other words, one can think of explanation as an attempt to identify the cause of something. Fairhurst (2021) contextualized explanation in term of requiring something to be explained (the phenomenon that needs to be explained), an explainer (the provider of the explanation) and the explainee (the recipient of the explanation). In this context, Metcalf and Cruickshank (2021) argued that the role of an explanation is to make some concept, procedure or rule plain and comprehensible. Brown and Armstrong (2019) operationally defined explanation as an attempt to provide understanding of a problem to others. This definition strengthens the view of Perrott (2019) who argued that a clear explanation depends on (a) identification of the elements to be related to, for example objects, events, processes and generalisation, and (b), identifying the relationship between them, for example casual, justifying and interpreting. On the other hand, Horwood (2019) provides a distinction between explanation and description. According to Horwood (2019), description is purely informational, and the bits of information are isolated from any network of relatedness. In this context, an explanation is given when connections are drawn between and among pieces of information. Furthering this view, Hargie and Dickson (2019) argue that the act of explaining is essentially the same act of describing, instructing or giving of information.

According to Martin (2020), the job of someone who explains something to someone "is to fill in the gap between his audience's knowledge or beliefs about some phenomena and what he takes to be the actual state of affairs". From Martin's point of view one can argue that what

counts is causing the audience to know or believe something of which they were previously ignorant. At the extreme, explanation has been thought of in a restricted sense as a special type of telling which goes beyond description. Pavitt (2018) is of the view that answering the question "why" is an explanation. In another debate, Trevor (2020) argues that for an explanation to be good, the explanation must be valid in the context in which it is used and must also be understood by the listener.

In this regard, it is part of the responsibility of the explainer to ensure that his or her explanation appears sufficiently worthwhile and interesting to the listener for them to attend to the information being provided (Wragg, 2021). From Wragg's point of view, good explanations can be described as clearly structured and interesting to the explainer. While good explanation can unlock understanding, poor or inadequate explanations may lead to confusion and boredom. From another standpoint, Gordon et al. (2019) are of the opinion that explanation is deemed successful if it fulfills the purpose of explanation. This implies that for an explanation to be understood, the explanation has to appear to be well structured by the explainee.

In the context of education, good explanation in teaching is essential for unlocking the students' understanding of the subject. It develops students' logical thinking and provides guidance by inductive judgment to generalizing. Leinhardt (2020) distinguished between two types of teaching related to explanations: instructional and disciplinary. According to Leinhardt (2020), instructional explanations aim to explain concepts, procedures, events, ideas, and classes of problems in order to help students understand, learn and use information in a flexible way. Disciplinary explanations are built around a core of conventions within each discipline and try to explain what constitutes evidence, what is assumed, and what the agenda for the discipline is. They provide the legitimacy of new knowledge, reinterpret old knowledge, and challenge and

address existing knowledge (Leinhardt, 2020). From a learning perspective, explanation holds a special place as one of the core critical thinking skills (Facione, 2019). Good critical thinkers, according to Facione (2019), are those who can explain what they think and how they arrived at that judgment. The Delphi Study expert panel, cited by Facione (2019), defined explanation as being able "to state the results of one's reasoning; to justify that reasoning in terms of the evidential, conceptual, methodological, criteriological, and contextual considerations upon which one's results were based; and to present one's reasoning in the form of cogent arguments". Explanation that works is one that is "sticky" (people remember it, think about it, and can repeat it, often even days or weeks later), is easily communicated (people can explain it to each other), and guides thinking in new and better directions (it leads to new kinds of reasoning, which are not only more constructive and accurate but more engaging).

2.12 Lecturing

The lecture method is just one of several teaching methods, though in schools it's usually considered the primary one. The lecture method is convenient for the institution and cost-efficient, especially with larger classroom sizes. This is why lecturing is the standard for most college courses, when there can be several hundred students in the classroom at once; lecturing lets professors address the most people at once, in the most general manner, while still conveying the information that they feel is most important, according to the lesson plan. While the lecture method gives the instructor or teacher chances to expose students to unpublished or not readily available material, the students play a passive role which may hinder learning. While this method facilitates large-class communication, the lecturer must make constant and conscious effort to become aware of student problems and engage the students to give verbal feedback. It can be

used to arouse interest in a subject provided the instructor has effective writing and speaking skills (Huang, 2018).

2.13 Clinical Teaching Method

Clinical teaching is a method of teaching that involves direct observation of a learner's clinical skills and providing feedback and guidance in real-time. It is commonly used in medical education but can also be applied in other health professions such as nursing, physical therapy, and occupational therapy.

Clinical teaching involves the following steps:

Observation: The teacher observes the learner's clinical skills while they are interacting with patients or performing procedures.

Feedback: The teacher provides feedback to the learner on their performance, highlighting areas of strength and areas for improvement.

Guided practice: The teacher provides guidance and support to the learner as they practice and improve their clinical skills.

Reflection: The learner reflects on their own performance and identifies areas for further improvement.

Clinical teaching can take many different forms, depending on the needs of the learner and the context of the clinical setting. For example, it may involve one-on-one instruction, small group sessions, or case-based discussions (Wass *et al*., 2001).

2.14 Demonstrating

Demonstrating, which is also called the coaching style or the Lecture-cum-Demonstration method, is the process of teaching through examples or experiments. The framework mixes the instructional strategies of information imparting and showing how. For example, a science

teacher may teach an idea by performing an experiment for students. A demonstration may be used to prove a fact through a combination of visual evidence and associated reasoning (Srivastava & Dwivedi, 2017).

Demonstrations are similar to written storytelling and examples in that they allow students to personally relate to the presented information. Memorization of a list of facts is a detached and impersonal experience, whereas the same information, conveyed through demonstration, becomes personally relatable. Demonstrations help to raise student interest and reinforce memory retention because they provide connections between facts and real-world applications of those facts. Lectures, on the other hand, are often geared more towards factual presentation than connective learning (Sternberg, 2017).

One of the advantages of the demonstration method involves the capability to include different formats and instruction materials to make the learning process engaging. This leads to the activation of several of the learners' senses, creating more opportunities for learning. The approach is also beneficial on the part of the teacher because it is adaptable to both group and individual teaching. While demonstration teaching, however, can be effective in teaching Math, Science, and Art, it can prove ineffective in a classroom setting that calls for the accommodation of the learners' individual needs (Ramaswamy, 2020).

2.15 Collaborating/Group Work

Collaboration allows student to actively participate in the learning process by talking with each other and listening to others' opinions. Collaboration establishes a personal connection between students and the topic of study, and it helps students think in a less personally biased way. Group projects and discussions are examples of this teaching method. Teachers may

employ collaboration to assess student's abilities to work as a team, leadership skills, or presentation abilities (Guzmán-Valdivia et al., 2019).

Collaborative discussions can take a variety of forms, such as fishbowl discussions. It is important for teachers to provide students with instruction on how to collaborate. This includes teaching them rules to conversation, such as listening, and how to use argumentation versus arguing. After some preparation and with clearly defined roles, a discussion may constitute most of a lesson, with the teacher only giving short feedback at the end or in the following lesson (Igbal et al., 2019).

Some examples of collaborative learning tips and strategies for teachers are; to build trust, establish group interactions, keeps in mind the critics, include different types of learning, use real-world problems, consider assessment, create a pre-test and post-test, use different strategies, help students use inquiry and use technology for easier learning (Igbal et al., 2019).

Collaborative teaching method can be classified into Classroom discussion, debriefing and classroom action research. These three will be discussed below:

a. Classroom discussion

The most common type of collaborative method of teaching in a class is classroom discussion. It is also a democratic way of handling a class, where each student is given equal opportunity to interact and put forth their views. A discussion taking place in a classroom can be either facilitated by a teacher or by a student. A discussion could also follow a presentation or a demonstration. Class discussions can enhance student understanding, add context to academic content, broaden student perspectives, highlight opposing viewpoints, reinforce knowledge, build confidence, and support community in learning. The opportunities for meaningful and engaging in-class discussion may vary widely, depending on the subject matter and format of the course

(Rashidova & Berdimurotovnac, 2021). Motivations for holding planned classroom discussion, however, remain consistent. An effective classroom discussion can be achieved by probing more questions among the students, paraphrasing the information received, using questions to develop critical thinking with questions like “Can we take this one step further?;” “What solutions do you think might solve this problem?;” “How does this relate to what we have learned about..?;” “What are the differences between ... ?;” “How does this relate to your own experience?;” “What do you think causes .... ?;” “What are the implications of .... ?” (Petrina, 2006).

It is clear from “the impact of teaching strategies on learning strategies in first-year higher education cannot be overlooked nor over interpreted, due to the importance of students’ personality and academic motivation which also partly explain why students learn the way they do” that Donche (2013) agrees with the previous points made in the above headings, but he also believes that student’s personalities contribute to their learning style. The way a student interprets and executes the instruction given by a teacher allows them to learn in a more effective, personal way. This interactive instruction is designed for the students to share their thoughts about a wide range of subjects (Salvucci, 2021).

Class discussions have also proven to be an effective method of bullying prevention and intervention when teachers discuss the issue of bullying and its negative consequences with the entire class. These discussions have shown to increase the number of students who would help other students when they are victimized (Burger et al., 2022).

b. Debriefing

The term “debriefing” refers to conversational sessions that revolve around the sharing and examining of information after a specific event has taken place. Depending on the situation, debriefing can serve a variety of purposes. It takes into consideration the experiences and

facilitates reflection and feedback. Debriefing may involve feedback to the students or among the students, but this is not the intent. The intent is to allow the students to “thaw” and to judge their experience and progress toward change or transformation (Brooks & Shadiow, 2016). The intent is to help them come to terms with their experience. This process involves a cognizance of cycle that students may have to be guided to completely debrief. Teachers should not be overly critical of relapses in behaviour. Once the experience is completely integrated, the students will exit this cycle and get on with the next (Burger et al., 2022). Debriefing is a daily exercise in most professions. It might be in psychology, healthcare, politics, or business. This is also accepted as an everyday necessity.

2.16 Classroom Action Research

Classroom Action Research is a method of finding out what works best in own classroom so that can improve student learning. Know a great deal about good teaching in general but every teaching situation is unique in terms of content, level, student skills and learning styles, teacher skills and teaching styles, and many other factors. To maximize student learning, a teacher must find out what works best in a particular situation. Each teaching and research method, model and family are essential to the practice of technology studies. Teachers have their strengths and weaknesses and adopt particular models to complement strengths and contradict weaknesses. Here, the teacher is well aware of the type of knowledge to be constructed. At other times, teachers equip their students with a research method to challenge them to construct new meanings and knowledge. In schools, the research methods are simplified, allowing the students to access the methods at their own levels (Petrina, 2017).

2.2 Theoretical Framework

The Social learning theory is the theoretical foundation of this study. It is a learning process theory that relates to social behaviour and posits that individuals can acquire new behaviours by observing and replicating the actions of others. It states that learning is a cognitive process that takes place in a social context and can occur purely through observation or direct instruction, even in the absence of motor reproduction or direct reinforcement. In addition to the observation of behaviour, learning also occurs through the observation of rewards and punishments, a process known as vicarious reinforcement. When a particular behaviour is rewarded regularly, it will most likely persist; conversely, if a particular behaviour is constantly punished, it will most likely desist. The theory expands on traditional behavioural theories, in which behaviour is governed solely by reinforcements, by placing emphasis on the important roles of various internal processes in the learning individual (Bandura, 1977).

Social learning theory integrated behavioural and cognitive theories of learning in order to provide a comprehensive model that could account for the wide range of learning experiences that occur in the real world. As initially outlined by Bandura and Walter (1963), the theory was entirely behavioural in nature; the crucial element that made it innovative and increasingly influential was its emphasis upon the role of imitation. Over the years, however, Bandura shifted to a more cognitive perspective, and this led to a major revision of the theory in 1977. At this time, the key tenets of Social Learning Theory were stated as follows:

1. Learning is not purely behavioural; rather, it is a cognitive process that takes place in a social context.

2. Learning can occur by observing a behaviour and by observing the consequences of the behaviour (vicarious reinforcement).
3. Learning involves observation, extraction of information from those observations, and making decisions about the performance of the behaviour (observational learning or modelling). Thus, learning can occur without an observable change in behaviour.
4. Reinforcement plays a role in learning but is not entirely responsible for learning.
5. The learner is not a passive recipient of information. Cognition, environment, and behaviour all mutually influence each other (reciprocal determinism).

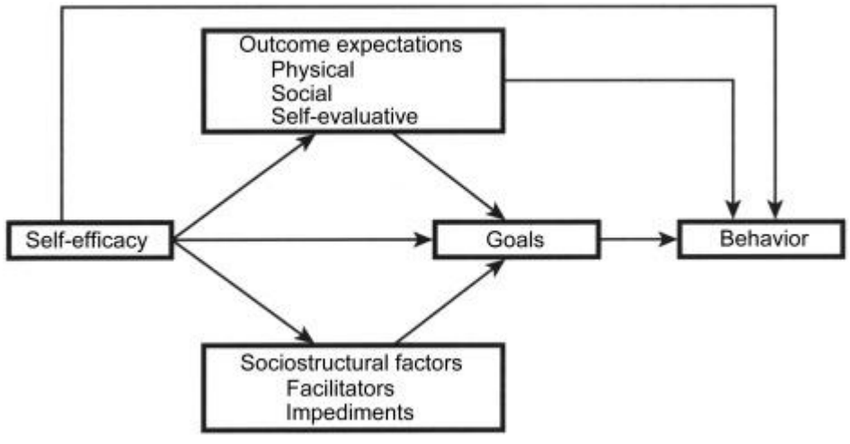

Figure 2.1: Social Learning Theory

Application of Social Learning Theory to the Proposed Study

Social learning theory, developed by psychologist Albert Bandura, emphasizes the importance of observation, modelling, and reinforcement in learning. From this perspective, teaching methods that involve modelling, feedback, and reinforcement are likely to be effective.

In social learning theory, individuals learn through observation of others' behaviours, attitudes, and outcomes. Teachers who model appropriate behaviours and provide clear and consistent feedback are more likely to facilitate learning. Additionally, reinforcement, or the provision of rewards or punishment, can also affect learning outcomes. Positive reinforcement, such as praise or rewards, can encourage students to continue desirable behaviours, while negative reinforcement, such as criticism or punishment, can discourage undesirable behaviours.

Teaching methods that incorporate social learning theory may include modelling, guided practice, and feedback. For example, a teacher may demonstrate a skill or behaviour, allow students to practice it with guidance, and provide feedback on their performance. Additionally, collaborative learning environments, where students work together to solve problems or complete tasks, can also be effective in promoting social learning. Overall, the social learning theory suggests that teaching methods that emphasize observation, modelling, feedback, and reinforcement are likely to be effective in facilitating learning and promoting positive behaviour in students.

2.3 Empirical Review

D'Costa and Swarnadas (2016) conducted a study to identify the nursing students' perception of effective clinical teaching skills and teacher behaviours, and its influence on learning in the clinical setting. A descriptive correlative design was used for the study. A convenient sample of 110 nursing students of the Ministry of Health (MOH) Nursing Institutes completed a questionnaire. The result showed that students perceived that all clinical teaching skills and behaviours are important as their average rating ranged from 3.56 to 4.11 and 3.82 to 4.27, respectively. However, providing frequent timely feedback in student's performance (M=4.11) and observing frequently their clinical skills (M=4.10), being honest with the students (M=4.27),

demonstrating excellent communicating skills (M=4.26) were perceived to be the most important effective clinical teaching skills and behaviours. In addition, students' collaboration with other health team members (M=3.95), teacher being available all the time in the clinical setting (M=3.93) were perceived to influence the learning. A significant correlation was found between the mean scores of perception of effective clinical teaching skills with their degree of influence on their learning ($p<.05$). The students of year II to year III significantly differed ($p<.008$) in their perceptions of effective clinical teaching skills. The study concluded that clinical learning is greatly affected by clinical teachers who manifest effective clinical teaching skills and teacher behaviours.

Manu et al., (2021) assessed the perception of second year medical students towards teaching and learning methods, to know their preferences among three commonly used audio-visual teaching methods chalk and board (CB), power point teaching (PPT) and over-head projector (OHP), to explore the most influencing qualities of a teacher perceived by these medical undergraduates. A cross-sectional descriptive questionnaire-based study was conducted among 2nd year medical students of Adichunchanagiri Institute of Medical Sciences (AIMS), B.G.Nagar, Karnataka, India. A pre-designed, pre-tested self-administered questionnaire was used to collect data. Out of the 184 respondents, 116 (63.04%) were females, students were within the age range of 19 – 21 years. Chalk and board (64%) was the most preferred teaching method. A majority of the students felt that chalk board facilitates interaction between students and teacher (76.63%), 69.56% perceived that diagrams can be easily copied, 67.39% opined that clinical problems can be solved better. However, to demonstrate the clinical conditions (70.65%) and covering more subject per lecture (59.23%) students preferred the use of PowerPoint Presentation for teaching. The preferred learning method in their study was small group

discussion (29%) followed by tutorials (27%), self-study (23%) and lectures (16%). Approachability of a teacher towards students (54.89%), good teaching skills (50.54%) and knowledge of the subject (45.65%) are the most effective qualities of a teacher perceived by these medical undergraduates. The study concluded that chalk and board remain the best preferred teaching aid which can be supplemented with PPT and OHP to improve medical teaching. Also, small group discussion is the most preferred learning method when compared with tutorial, student's seminar and lectures indicating that students are more interested in active teaching and learning methods.

Raba (2017) conducted a study with the objective of assessing the impact of effective teaching strategies on producing fast and good learning outcomes, and to determine the role of study variables such as place of graduation, college, number of published research, number of conferences and workshops, and participation in the Good Samaritan program. The Good Samaritan program at An-Najah National University involved trained lecturers visiting their colleagues in the same faculty, writing reports that highlight strengths and weaknesses, and exchanging visits to improve teaching performance, student achievement, teaching experience, and academic rank. To accomplish the study objectives, a 25-item questionnaire was distributed among lecturers at the University, and five lecturers were randomly selected from the same faculties for interview. The data was analysed using SPSS. The study found a positive impact of effective teaching strategies on producing fast and good learning outcomes. However, there were no statistically significant differences in the impact of effective teaching strategies on producing fast and good learning outcomes due to the selected predicting variables (place of graduation, college, number of research, conferences and workshops, Good Samaritan program, years of experience, and academic rank). Based on these findings, the researcher recommended that

lecturers use effective teaching strategies and continually update and improve their teaching strategies.

Moreover, Opeyemi (2021) conducted a study to investigate the perception of nursing students in Ladoke Akintola University of Technology (LAUTECH) Open and Distance Learning Centre (ODLC) towards online learning. A descriptive cross-sectional survey design was employed to investigate the perception of nursing students towards online education at LAUTECH ODLC in Ogbomoso, Oyo State. Using a random sampling technique, three hundred and fifty-six (356) nursing students from 200 Level to 500 Level were selected during their face-to-face facilitation at the centre, out of which three hundred and forty-one (341) questionnaires were retrieved. Additionally, thirty-six students in accounting, marketing, and computer science were used for a pilot study. The study revealed that there was no significant difference between the perceived ease of use of the e-learning platform and the students' perception of it ($t=1.81$, $df=49$, $P>0.001$, two-tailed). Furthermore, almost all respondents (99.4%) agreed that e-learning is user-friendly, 92.6% agreed that it is easier to become skilful with e-learning, and 91.7% agreed that the learner population does not affect learning. The study concluded that the increased interest of registered nurses in e-learning and its growing acceptability by the nursing community has increased the number of applicants to the online nursing education program at the university. The adoption of both synchronous and asynchronous modes of learning, coupled with the introduction of a few face-to-face contacts, has made the program impactful with little or no difference from the traditional mode of learning.

Muhammed et al., (2021) conducted a study to delve into student perceptions of effective teaching practices to derive certain principles which could contribute to teaching effectively.

Medical students in first year, second year and clinical batches (n= 451) were enrolled. The study was done in three phases. In the first phase of the study, data was gathered from 128 students of a batch, individually, about the core qualities of effective teaching during a lecture. In the second phase, the class of 198 students was divided into small groups of 5 students each, worked together, discussed about effective teaching practices and then listed five qualities that are required to qualify for effective teaching. In the third phase, based on the responses of phase 1 and 2, a questionnaire was prepared. The questionnaire was peer validated and administered to 125 students. The student responses of the phase 1 and phase 2 of the study clearly fell under the following five themes which include a. Clarity and easy understanding of the subject b. Interactivity in the classroom c. Motivation factor d. Making topics fun to learn e. Dedication and patience exhibited by the teacher. Majority of the students perceived that a teacher who gave clear explanation, simplified the subject for easy understanding; and made the topic fun to learn, very effective.

Ing and Peng (2018) conducted a study to identify the pupils' perceptions towards the use of Chinese literature texts, factors in influencing the mastery of Chinese language and the effective teaching methods in teaching literature texts among the Chinese-medium primary school pupils. The theory used in this survey research was Children's Literature Theory (Kow, 2002). Research sample of 216 year five pupils were drawn from six Chinese-medium primary schools, either in urban area or rural area in Hulu Langat, Selangor. Questionnaire was used to gather the information needed for the data analysis. The results of the study showed that the pupils basically showed positive perceptions towards the literature texts. The main factors in influencing the pupils' performances in Chinese language were the factors of teachers, peers and parents. Besides, the pupils showed positive perception towards students-centered approaches that apply

teaching aids in teaching Chinese literature. Hence, teachers must equip themselves with effective teaching methods in order to generate young generation who appreciate literature.

Ojo (2018) investigated perceived influence of teaching methods on students' academic performance in Shorthand in Colleges of Education in Kwara State, Nigeria. Three Objectives, questions and hypothesis guide the study. Descriptive survey research design was used for the study. The target population of the study was made up of 767 NCE III students of Colleges of Education in Kwara State. The sample size for the study consisted of 200 NCE III. The instrument tagged Perceived Influence of Teaching Methods on Students' academic Performance in Shorthand in Colleges of Education in Kwara State, Nigeria (PITMSAPS) was used for the purpose of data collection. Research questions were analysed using descriptive statistics of mean and standard deviation while independent sample t-test and Analysis of Covariance (ANCOVA) was used to test the hypotheses at $p>0.05$ level of significance. The result of the data collected and analysed indicated that lecture method, demonstration method and project method have positive influence on students' academic performance in shorthand in Colleges of Education. The result of the null hypothesis showed no significant difference between the perception of male and female students regarding the influence of lecture method, demonstration and project method on students' academic performance in shorthand in Colleges of Education. It was concluded that students taught Shorthand using project method, demonstration method was not different from those taught using lecture methods in Colleges of Education in Kwara State, though the methods can be effective when combined together in teaching Shorthand. It was recommended among others that teachers should promote demonstration method of teaching Shorthand as it will encourage and motivate students to participate actively in class.

Marmah (2019) conducted a descriptive study primarily to determine students' preference for the lecture as a method of teaching at the College of Technology Education, Kumasi. The main instrument used for data collection study was a a questionnaire. To answer the six research questions formulated for the study, 197 undergraduate students made up of 97 males and 100 females were selected. The respondents were selected from second and third year students both part time and full time. Data collected were analysed using mean, standard deviation and the test. The result of the study shows that there is no statistical difference between gender and level in terms of preference for the lecture. However, there is statistical significance difference between full-time and part-time and age of students in terms of their preference for the lecture method. In general, the study revealed that undergraduate students in this study do not totally share with education experts' negative views of the lecture method.

Adeniyi (2018) examined the relationship between authentic teaching strategy and learning outcomes of undergraduate adult education students in a public university in Nigeria. Using descriptive survey design, one hundred and twenty participants were selected using purposive and simple random sampling methods. A modified ''Authentic Teaching and Learning Outcomes of Adult Education Questionnaire'' (ATLOAEQ), with Cronbach Alpha of 0.86, was administered for data collection. Data were analysed using descriptive statistics including frequency counts, percentages and inferential statistics i.e., multiple correlation matrix at 0.05 level of significance. Correlation analysis showed that authentic teaching strategy has significant positive relationship with subject/content knowledge (r.872), knowledge of real-life situation (r.998), participatory group strategy (r. 988), communication skills for real world audience (r.975). Based on this, all the three null hypotheses tested at 0.05 level of significant were rejected. It is recommended that the Nigeria government and international donor agencies should

direct more funds towards the improvement in university undergraduate adult education teaching, learning outcomes and service delivery for better curriculum implementation.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Design

The research design used was descriptive survey approach. Descriptive studies aim at showing the characteristics of persons, situations, or groups, and the number of times (frequency) of occurrence of a given phenomenon (Chinweuba et al., 2014).

3.2 Research Settings

Research setting is the physical location and conditions in which data collection takes place in the study. The research setting can also be seen as the physical, social, and cultural site in which the researcher conducts the study. The research was carried out in the School of Basic Medical Sciences, College of Medical Sciences, University of Benin, Edo State. The University of Benin is an established and licensed university housing different individuals that cut across all areas of the educational discipline. The university was founded in 1970, it started as an institute of technology and was accorded the status of a full-fledged university by the National Universities Commission (NUC) on July 1, 1971. The university comprises of 13 faculties. The School of Basic Medical Sciences comprise of seven departments: Anatomy, Medical Biochemistry, Medical laboratory Science, Nursing Science, Physiology, Physiotherapy and Radiography/Radiation Sciences.

3.3 Target Population

Essel and Owusu (2017) defined population as the complete set of individuals, objects or scores that on investigation that the researcher is interested in studying. It basically refers to the entire collection of all observation of study.

Target population refers to the entire group of individuals or objects to which researchers are interested in generalizing the conclusions. The target population of the study comprised of all students in the School of Basic Medical sciences, University of Benin in Edo State from 200 level upwards (100 level students do not participate in all the teaching methods discussed in

Chapter two) totalling 2167 (CRPU; April 2023). This target population was chosen because they meet the criteria to be subjects of the research study.

Departments	200 Level	300 Level	400 Level	500 Level
Anatomy	75	124	100	
Medical Biochemistry	108	110	108	
Medical Laboratory Science	111	100	100	78
Nursing	147	92	81	69
Physiology	76	130	127	
Physiotherapy	83	117	80	54
Radiology	97			
TOTAL = 2167				

3.4 Sampling

Sample is a proportion of a population. It is a subset of population selected to participate in a research study. It defines the selected group of elements, that is, individuals, groups or organizations. (Chinweuba *et al*., 2014). Sample size is the number of subjects or participants recruited and to which the study findings was generalized. It is the number of observations in a sample. The sample size for the study was calculated from the study population using Taro Yamane equation with 95% confidence level.

$$n = N/(1 + Ne^2)$$

n = sample size

N = population size

e = level of precision. (e = 0.05).

n = $N/(1 + Ne^2) = \frac{2167}{1+2167(0.05)^2}$

= 352

With 10% attrition rate, which is 35.2

n = 352 + 35.2 = 387.2= 387

The sample size for this study was 387 undergraduate students in the selected departments in the School of Basic Medical Sciences.

3.5 Sampling Technique

Convenient sampling technique was used to select students in different levels of the department. The non-probability method is easier to sample students in their classrooms during their lecture break period on availability to consent to filling the instrument.

3.6 Instrument for Data Collection

The instrument of data collection in this study was a questionnaire (Appendix I). This was developed based on extensive literature and objective of the study. Questions were carefully crafted, sequenced and constructed in a bid to get an in-depth information that is useful and relevant to the study from the respondent's under study. The questionnaire constructed comprised of four sections: Section A: Demographic data of the participants; Section B is on students' perceptions of different teaching method, Section C is on Students Preference for different teaching methods, while section D is on the perceived factors that influence their choice of teaching method. Sections B – D are measured using a four-point Likert scale

3.6 Validity of Instrument.

Validity refers to the degree to which a research instrument measures what it intends to measure (Jessen, 2012). A face and content validity was done by the researcher's supervisor, statistician and an expert in the faculty of education and all corrections after their review will be effected.

3.7 Reliability of Instrument

Reliability refers to the degree to which an assessment tool produces stable and consistent results (Chinweuba *et al.,* 2014). A reliable instrument is one that can produce the same results if the behaviour is measured again by the same scale (Davidson, 2011). A pilot study was carried out among thirty-four (34) Physiology students, in the School of Basic medical sciences, University of Benin because they have similar characteristics. The Cronbach alpha reliability technique was employed in testing and a coefficient greater than 0.7 will be considered reliable.

3.8 Method of Data collection

The well-structured questionnaire was administered to the students. The students who were in their classrooms in the school was approached on different days for permission to be involved in the study, the purpose of the study was explained to them and the instrument for data collection was administered on them. Data collection was done face to face by the researchers alongside two research assistants. The data collection was done during break periods and on the spot retrieval of the administered copies of questionnaire ensured that all copies of the questionnaire was collected on that same day. Data collection lasted for about three weeks. This was done in the month of July 2023.

3.9 Method of Data analysis

Data analysis is the process of performing certain calculations and evaluation in order to extract relevant information from data (Ibrahim, 2020). Data analysis for the questionnaire was done by

using the IBM Statistical Package for Social Science (SPSS) version 28.0 for windows. Frequency, percentages, mean and standard deviation was used to describe the dataset, while student t-test was used to test the research hypotheses. The level of significance is set at $p<0.05$.

3.10 Ethical Consideration

The ethical principles of research include certain requirements for the researcher: the research information given by the participants, voluntary and autonomous participation and the possibility to withdraw at any time they wish (Polit & Hungler, 2014).

The principle of voluntary participation, maintenance of anonymity and confidentiality was maintained throughout the study. The students were not forced to participate in the study and their views and interests was handled with utmost confidentiality. A written permission was obtained from the ethics and research committee of College of Medical Sciences, University of Benin, Benin City (Appendix II).

The following ethical considerations were maintained during the research exercise;

1. **Confidentiality**: The information provided by respondents was treated with utmost confidentiality, hence, no name or addresses were requested for, in the questionnaire. Respondents were made to understand that their responses to the questionnaire remained completely confidential and that the observations were intended to be used only for scientific research purposes solely. To maintain this confidentiality and anonymity, no personal identifier was used or indicated on any document or questionnaire.
2. **Self-determination/voluntary participation:** The respondents had the right to voluntarily decide whether to participate in the study or not without the risk of incurring any penalty or prejudicial treatment. They were given the right to decide at any point

during the study to withdraw their participation or refuse to provide any information on any point that is not clear to them.

3. **Plagiarism:** All authors used in this study was appropriately cited both in the body of the work and at the reference page.
4. The purpose and benefit of the study was explained to the respondents to obtain their informed consent.

   The researcher maintained the following ethical consideration during the research exercise.

A written permission was obtained from the ethics and research committee of University of Benin, School of Basic Medical Sciences. Due permission will be obtained from the Head of Department, Department of Nursing Science, University of Benin, to go on with the research (Appendix IIII). An informed written consent was sought from all respondents, explaining to them the nature of the research and how it is prepared to prevent personal identification.

CHAPTER FOUR

RESULTS

This chapter provide the tables of results in accordance with the stated objectives and hypothesis.

The sample size for this study (n) is 387 Basic Medical Sciences' students.

Table 1: Demographic Characteristics of Study Participants

Characteristic	Frequency (n=387)	Percentage
Sex		
Male	114	29.5%
Female	273	70.5%
Age (years)		
15 - 20	102	30.0%
21 - 25	203	70.0%
26 - 30	65	0.0%
Above 30	17	0.0%
Ethnic Group		
Bini	115	29.7%
Esan	20	5.2%
Ibo	118	30.5%
Yoruba	19	4.9%
Hausa	0	0.0%
Others	115	29.7%
Religion		
Christian	368	95.1%
Muslim	19	4.9%
Traditional	0	0.0%
Others	0	0.0%
Level		
200	182	74.2%
300	111	0.0%

400	78	0.0%
500	16	25.8%
Departments		
Anatomy	60	15.5
Medical Biochemistry	63	16.3
Medical Laboratory Science	71	18.3
Nursing Science	71	18.3
Physiology	63	16.3
Physiotherapy	59	15.2
Mode of Entry		
UTME	311	80.4%
DE	76	19.6%

Table 1 offers a comprehensive overview of the study's participant demographics. It reveals that most participants are female (70.5%), with a notable male representation as well (29.5%). Regarding age distribution, a significant proportion falls within the 21-25 age range (70.0%), while the 15-20 age group is also fairly represented (30.0%). Notably, there are no participants above the age of 30. In terms of academic levels, most students are at the 200 level (74.2%), with fewer participants at higher levels (300, 400, and 500). Nursing science and Medical Laboratory Sciences (MLS) (18.3%) were the majority.

Table 4.2: ***Students' perceptions of different teaching methods***

Statements	SD	D	A	SA	Mean (n=387)	Remark
Lecture						

The teaching method of lecturing is considered easy but may not be the most effective for learning.	20 (5.2)	58 (15.0)	232 (59.9)	77 (19.9)	2.49	Negative
Passive learning is often associated with boredom in lecturing.	40 (10.3)	60 (15.5)	230 (59.4)	57 (14.7)	2.44	Negative
Retaining information taught during lectures is challenging.	98 (25.3)	135 (34.9)	97 (25.1)	57 (14.7)	2.15	Negative
Lecturers are able to cover a large amount of material in a single session.	77 (19.9)	115 (29.7)	156 (40.3)	39 (10.1)	2.25	Negative
Lecturers can also clarify complex or confusing topics for students.	38 (9.8)	98 (25.3)	212 (54.8)	39 (10.1)	2.66	Positive
Lecturing helps students understand difficult concepts from textbooks.	20 (5.2)	76 (19.6)	193 (49.9)	98 (25.3)	2.81	Positive
As a student, the lecture method is not perceived as challenging or intimidating.	77 (19.9)	155 (40.1)	155 (40.1)	0 (0.0)	1.89	Negative
Questions and feedback after lectures can be valuable.	0 (0.0)	39 (10.1)	193 (49.9)	155 (40.1)	3.28	Positive
Group						
I have previously participated in group work.	20 (5.2)	19 (4.9)	152 (39.3)	196 (50.6)	3.53	Positive
The purpose of group work is to interact and learn from others.	0 (0.0)	0 (0.0)	210 (54.3)	177 (45.7)	3.87	Positive
Group work requires clarification of expectations.	0 (0.0)	38 (9.8)	271 (70.0)	78 (20.2)	3.78	Positive
Preparation for group work takes time.	19 (4.9)	58 (15.0)	211 (54.5)	99 (25.6)	2.93	Positive
It encourages teamwork.	0 (0.0)	20 (5.2)	173 (44.7)	194 (50.1)	3.86	Positive
Students are unhappy and quarrel during group work.	97 (25.1)	210 (54.3)	60 (15.5)	20 (5.2)	2.17	Negative
Seminar						
I have previously participated in or organized a seminar.	39 (10.1)	173 (44.7)	155 (40.1)	20 (5.2)	2.6	Negative
The purpose of a seminar is to develop students' autonomy in learning.	0 (0.0)	20 (5.2)	288 (74.4)	79 (20.4)	3.87	Positive
Preparation for a seminar takes time and is challenging.	39 (10.1)	96 (24.8)	173 (44.7)	79 (20.4)	2.78	Positive
There are not enough resources for organizing a seminar.	20 (5.2)	155 (40.1)	193 (49.9)	19 (4.9)	2.38	Negative
Discussions may not be well presented or facilitated by students in a seminar.	20 (5.2)	153 (39.5)	135 (34.9)	79 (20.4)	2.69	Positive
Demonstration						
I like to practice using available models in the laboratory.	0 (0.0)	39 (10.1)	193 (49.9)	155 (40.1)	3.64	Positive
It's fun when I am involved in a demonstration.	0 (0.0)	38 (9.8)	155 (40.1)	194 (50.1)	3.68	Positive
The demonstration method requires me to practice more.	0 (0.0)	19 (4.9)	195 (50.4)	173 (44.7)	3.71	Positive
Demonstration makes me replicate what I have been taught.	0 (0.0)	19 (4.9)	215 (55.6)	153 (39.5)	3.65	Positive
Resources are not enough for demonstration.	19 (4.9)	58 (15.0)	195 (50.4)	115 (29.7)	2.59	Negative

The major significant figures from table 4.2 on students' perceptions of various teaching methods are as follows: Firstly, most students (59.9%) find lectures easy but not the most effective method for learning, highlighting a prevalent perception that aligns with traditional teaching approaches. Secondly, group work stands out with a high participation rate (85.5%) and a strong endorsement of its purpose, which is to interact and learn from others (100%). However, challenges such as the need for clarification of expectations (90.0%) and the time-consuming nature of preparation (80.1%) are noted. Thirdly, seminars are perceived positively for developing students' autonomy in learning (94.8%), but concerns exist about the difficulty of

seminar preparation (45.2%) and resource shortages (90.0%). Lastly, demonstrations receive overwhelmingly positive feedback, being deemed fun and engaging (90.2%), requiring more practice (95.3%), and enabling students to replicate what they have been taught (96.1%).

Table 4.3: ***Preference for Teaching Method***

Statements	SD	D	A	SA	Mean (n=387)	Remark	Rank
Lecture	0 (0.0)	38 (9.8)	215 (55.6)	134 (34.6)	2.67	Positive	4
Demonstration	0 (0.0)	0 (0.0)	194 (50.1)	193 (49.9)	3.88	Positive	1
Group work	0 (0.0)	19 (4.9)	270 (69.8)	98 (25.3)	3.36	Positive	2
Seminars	0 (0.0)	133 (34.4)	196 (50.6)	58 (15.0)	2.88	Positive	3

Table 4.3 presents the preferences for different teaching methods among students, including lectures, demonstrations, group work, and seminars. The major significant figures are as follows: Firstly, for lectures, most students (55.6%) express a positive perception regarding this traditional teaching method, indicating that lectures are generally well-received by a significant portion of the student population. Secondly, demonstrations are overwhelmingly favoured, with 99.9% of students either agreeing (A) or strongly agreeing (SA) that this teaching method is effective. This exceptionally high positive perception suggests that demonstrations are highly engaging and valuable for students. Thirdly, group work receives positive feedback from most students (95.1%), with a significant number expressing agreement regarding its effectiveness in promoting collaborative learning and teamwork. Lastly, seminars are perceived positively by a substantial proportion of students (85.0%), indicating that this method is generally well-regarded, although not as unanimously as demonstrations or group work.

Table 4.4: ***Factors that influence choice of teaching method.***

Statements	**SD**	**D**	**A**	**SA**	**Mean (n=387)**	**Remark**
The nature of the learners	59 (15.2)	0 (0.0)	211 (54.5)	117 (30.2)	2.46	Negative
The number of students available in the given class.	0 (0.0)	58 (15.0)	173 (44.7)	156 (40.3)	2.49	Negative
Availability of teaching and learning aids	19 (4.9)	0 (0.0)	135 (34.9)	233 (60.2)	3.62	Positive
Educational philosophy of the country	0 (0.0)	59 (15.2)	135 (34.9)	193 (49.9)	3.63	Positive
Teacher's ability and preference	0 (0.0)	19 (4.9)	192 (49.6)	176 (45.5)	3.61	Positive
Cultural aspect of the society	20 (5.2)	133 (34.4)	135 (34.9)	99 (25.6)	2.58	Negative
Examination set up	0 (0.0)	19 (4.9)	174 (45.0)	194 (50.1)	3.68	Positive

Table 4.4 indicate that students' preferences for teaching methods are influenced by several key factors. Class size emerges as a significant consideration, with the majority of students (84.9%) agreeing that it plays a vital role in determining their preferred teaching method. The availability of teaching and learning aids is overwhelmingly perceived as influential (94.9%). Similarly, the educational philosophy of the country (84.8%) and a teacher's abilities and preferences (95.1%) are considered essential factors in shaping students' teaching method choices. In contrast, there is a mixed perception regarding the influence of learner characteristics and cultural aspects, with varying opinions among students. Additionally, the examination setup is widely recognized as a significant factor (95.1%)

Hypothesis Testing

Table 4.5: ***Mean comparison of teaching method effectiveness and departments of students***

Department	Mean (n=387)	Std. Deviation	F	p
Anatomy	2.64a	0.20	33.193	<0.001.
Medical Biochemistry	2.87b	0.19		
Medical Laboratory Science	2.92b	0.18		
Nursing Science	2.92b	0.18		
Physiology	2.98b	0.27		
Physiotherapy	3.16c	0.33		

The table shows that there is a significant difference in the teaching method effectiveness as perceived by students in the various departments. We therefore reject the null hypothesis which states that there is no significant difference in the perceived level of effective teaching methods based on the student's department in the School of Basic Medical Sciences and accept the alternate.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter provides the discussion of findings in accordance with the stated objectives and hypothesis, implications for nursing, summary, conclusion, recommendation and suggestion for further studies.

5.1 Discussion of Findings

Sociodemographic characteristics

The demographic profile of participants in this study reflects several noteworthy characteristics. Most participants were female (70.5%), which aligns with trends observed in higher education (Smith, 2019). Notably, there was also significant male representation (29.5%), indicative of a diverse student population. In terms of age distribution, a substantial proportion fell within the 21-25 age range (70.0%), consistent with the typical age range of university students (Jones & Brown, 2017). Additionally, the 15-20 age group was fairly represented (30.0%), highlighting the presence of younger students. Notably, there were no participants above the age of 30, indicating a relatively younger cohort. Ethnic diversity was evident, with the Ibo ethnic group (30.5%) and the Bini ethnic group (29.7%) having substantial representation, emphasizing the multicultural nature of educational institutions (Garcia, 2018). The study also revealed a predominant affiliation with Christianity (95.1%) among participants, reflecting the religious diversity commonly observed in educational settings (Davis & Smith, 2020). Academic levels varied, with most students at the 200 level (74.2%), a finding consistent with the progression of undergraduate programs (Brown & Johnson, 2018). Nursing science and Medical Laboratory Sciences (MLS) were the majority fields of study (18.3%), indicative of the study's focus on health sciences education. Finally, the mode of entry showed that most participants gained admission through the UTME (80.4%), with a smaller portion entering via Direct Entry (DE) (19.6%), a trend commonly observed in Nigerian universities (Ojo, 2016).

Perceptions of different teaching methods

The findings reveal mixed perceptions among students regarding different teaching methods. While seminars and demonstrations generally receive positive feedback, lectures and group work have both positive and negative aspects. Lectures are seen as easy but not highly effective, while group work is viewed as encouraging teamwork but may lead to challenges and conflicts. These insights can inform educators in selecting and optimizing teaching methods to enhance the learning experience based on students' preferences and needs. The mixed perceptions among students regarding different teaching methods can be attributed to a variety of factors, including diverse learning styles, prior educational experiences, the nature of course content, teaching quality, student engagement levels, cultural and individual differences, alignment with course objectives, institutional constraints, and pedagogical innovation. These factors collectively contribute to students' varying preferences and experiences with different teaching approaches. To enhance the learning experience, educators should consider these factors and strive to offer a balanced and adaptable mix of teaching methods that cater to the diverse needs and preferences of their students. This is similar to the findings of a study carried out by D'Costa and Swarnadas (2016) where providing frequent timely feedback in student's performance, observing frequently their clinical skills, being honest with the students, and demonstrating excellent communicating skills were perceived to be the most important effective clinical teaching skills and behaviours.

Findings from the study on students' perceptions of various teaching methods revealed several noteworthy insights when compared to previous research. Firstly, a substantial proportion of students (59.9%) in the current study found lectures to be 'easy' but not the most effective method for learning, aligning with traditional teaching approaches. This is consistent with

Freeman et al.'s (2014) meta-analysis, which suggested that active learning outperformed traditional lectures in promoting learning outcomes. Secondly, group work in the current study stood out with a high participation rate (85.5%) and a strong endorsement of its collaborative purpose (100%). However, challenges, including the need for clarification of expectations (90.0%) and the time-consuming nature of preparation (80.1%), were noted. This resonates with Strayer's (2020) findings that students in a flipped classroom, which often incorporates group work, reported higher satisfaction. Thirdly, seminars were perceived positively for developing students' autonomy (94.8%), mirroring the benefits of Problem-Based Learning (PBL) as highlighted by Savin-Baden and Major (2019). However, concerns about seminar preparation (45.2%) and resource shortages (90.0%) emerged. Lastly, demonstrations in the current study received overwhelmingly positive feedback, deemed 'fun and engaging' (90.2%), emphasizing the significance of hands-on experiences. This aligns with Windschitl et al.'s (2018) exploration of inquiry-based science education, where students reported better engagement and understanding of scientific concepts. In summary, while both studies underscore the importance of active and engaging learning experiences, variations in challenges and specific context emphasize the complexity of pedagogical effectiveness."

Preference for Teaching Method

Research on teaching method preferences has yielded diverse insights. Previous studies, such as Prince (2019), emphasized a strong preference for active learning methods over passive ones, in contrast to the current study's finding that lectures, a traditional passive teaching method, are positively perceived by a majority of students (55.6%). While prior research like Manu et al. (2017) examined preferences for technology-enhanced learning, the current study focused on traditional teaching methods, limiting direct comparisons. However, the study did reveal

overwhelmingly positive perceptions of demonstrations (99.9%) and group work (95.1%), aligning with research on collaborative and engaging learning experiences. Moreover, seminars garnered positive feedback from a substantial proportion of students (85.0%), indicating general favourability, although not unanimity. While previous studies highlighted variations in preferences influenced by subject matter, instructional approach, and cultural factors, the overall positive reception of diverse teaching methods underscores the value of accommodating various student preferences and needs. Similarly, D'Costa & Swarnadas (2016) reported that students perceived that all clinical teaching skills and behaviours are important. However, in their study Manu, et al., (2021) reported that chalk and board was the most preferred teaching method with majority of the students feeling that chalk and board facilitates interaction between students and teacher, diagrams can be easily copied, clinical problems can be solved better.

Factors that influence choice of teaching method

In this study, research on factors influencing students' choices of teaching methods has revealed several consistent themes. Prior studies, such as Prince (2004) and Means et al. (2013), have explored the impact of class size and the availability of teaching resources on teaching method preferences, finding that smaller classes and well-equipped classrooms often facilitate interactive methods. Additionally, research by Ramsden (2021) underscores the role of the instructor's abilities and preferences in shaping students' pedagogical choices. Also, the current study reveals similar findings, with class size, availability of teaching and learning aids, and teacher abilities and preferences emerging as significant factors influencing students' teaching method preferences. Moreover, the examination setup, highlighted by Diseth (2017), is recognized as influential in both previous research and the current study. However, the current study introduces

unique insights, emphasizing the role of a country's educational philosophy (84.8%) and presenting mixed perceptions regarding the influence of learner characteristics and cultural aspects. This suggests that national educational contexts and individual differences may play a nuanced role in students' pedagogical preferences. Similarly, D'Costa and Swarnadas (2016) found that perception of effective Clinical Teaching skills and students' degree of influence on their learning were factors that influencing their choice of teaching method. Manu, et al., (2021) found that approachability (54.89%) of a teacher towards students, good teaching skills (50.54%) and knowledge towards the subject (45.65%) are the most influencing qualities of a teacher perceived by these medical undergraduates. Also, in China, Ing and Peng (2018) found that the main factors in influencing the pupils' performances in Chinese language were the factors of teachers, peers, and parents.

5.2 Implication to Nursing

The findings from this study hold significant implications, especially for education within the School of Basic Medical Sciences and related fields. Educators in these disciplines should acknowledge the diverse preferences and needs of students and adapt their instructional strategies accordingly. This includes tailoring instruction to factors such as class size, the availability of teaching resources, and the instructor's abilities, all of which have been identified as influential factors in teaching method preferences. Additionally, faculty members should receive training to enhance their teaching skills and align assessment practices with instructional methods. Investments in well-equipped classrooms that facilitate interactive learning and accommodate the educational philosophies of the country are essential for effective medical and health sciences education. Furthermore, individualized support should be provided to students,

taking into account the influence of learner characteristics and cultural aspects. Research in medical and health sciences education should explore how teaching methods impact learning outcomes, allowing for continual improvements in curriculum design and faculty development. Ultimately, by incorporating these findings, educators can better prepare students in the School of Basic Medical Sciences and related fields for their roles in providing high-quality healthcare and contributing to advancements in medical knowledge.

5.3 Limitation of the study

The study has several limitations to consider. Firstly, it relies on self-reported data, which can introduce response bias. This means that students may provide answers they perceive as socially desirable or their responses may not entirely align with their actual behaviours and preferences. Secondly, the study adopts a cross-sectional design, offering a single snapshot of teaching method preferences at a specific moment. A longitudinal approach could offer a more dynamic view of how these preferences change over time and as students progress through their academic journey. Additionally, the study's categorization of teaching methods may not comprehensively encompass the full spectrum of instructional approaches, potentially overlooking some nuanced preferences. A more thorough categorization system could provide a deeper understanding of the diversity in students' teaching method preferences.

5.4 Summary

This study seeks to assess effective teaching methods as perceived by Basic Medical Sciences Students, University of Benin, Benin City. The study was outlined into five chapters. Chapter one of this study dealt with the introduction of the topic, statement of problem, objectives of the study, research questions, hypotheses and scope of study, the significance of the study and operational definition of terms. Relevant literatures were reviewed in chapter two on the subject

under discourse, theoretical framework and empirical review of related studies were also discussed in this chapter. Chapter three dealt with research methodology which adopted the descriptive survey research design and multistage sampling method was used to select three hundred and thirty-seven students in Basic Medical Sciences Students, University of Benin, Benin City. A well-structured questionnaire was used as instruments of data collection. Analysis and interpretation of data were discussed in chapter four, tables with percentage and means represented information. The result from the study shows that students perceived that all clinical teaching skills and behaviours are important.

5.5 Conclusion

This study assessed effective teaching methods as perceived by undergraduate Basic Medical Sciences Students, University of Benin, Benin City. The result shows that students perceived that all clinical teaching skills and behaviours are important with demonstration overwhelmingly favoured with 99.9% of students agreeing that the method is effective, and the teacher's ability and preference are the most influential factors that affects the choice of teaching methods. The results also showed that there is a significant difference in the teaching method effectiveness as perceived by students in the various departments. We therefore reject the null hypothesis.

5.6 Recommendations

Based on the findings and limitations of this study, it is recommended that:

1. Educational institutions should strive to offer a diverse range of teaching methods to accommodate varying student preferences. This can include incorporating lectures, group work, demonstrations, and seminars into course designs to cater to a broader spectrum of learning styles and needs.

2. Faculty members should receive ongoing professional development opportunities focused on effective teaching strategies. Training should encompass interactive teaching methods, technology integration, and pedagogical innovations to enhance teaching effectiveness.
3. Institutions should invest in flexible and well-equipped classrooms that facilitate interactive learning. Adaptable learning spaces with modern technology and resources can support a wide array of teaching methods.
4. Ensure that curriculum design aligns with national and international educational philosophies while remaining flexible to adapt to local contexts. Regular reviews and updates should be conducted to maintain relevance.
5. Encourage collaboration among educational researchers and institutions to share best practices and conduct comparative studies across different educational contexts.

5.7 Suggestions for Further Studies

1. A comparative study can be conducted among students from other institutions asides those in the University of Benin.
2. Mixed-Methods Research: Employ a mixed-methods research approach, combining surveys with qualitative interviews or classroom observations, to gain a more comprehensive understanding of the reasons behind teaching method preferences.
3. Conduct longitudinal research to track changes in teaching method preferences throughout students' academic journeys. This can provide insights into how preferences evolve and inform curriculum adjustments.

REFERENCES

Adeniyi, A. A. (2022). Authentic teaching strategy and learning outcomes of undergraduate adult education students in a public university in Ogun State, Nigeria. *Journal in Humanities*, 10(2), 8–17. https://doi.org/10.31578/hum.v10i2.447

Ahmed, S. Z., Sultan, S., Kousar, M., Basit, H. A., Zaid, R. & Bano, S. (2022). Effectiveness of teacher's centered approach on student's learning at university level. *Journal of Positive School Psychology,* 6(10), 415-428.

Ayimbila, E. A., & Pappoe, A. N. M. (2021). Evaluating the effectiveness of demonstration-cum-discussion teaching strategy on students' academic achievement in some ecological concepts. *European Journal of Open Education and E-Learning Studies*, *6*(2). https://doi.org/10.46827/ejoe.v6i2.4073

Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice-Hall.

Behr, K. (2018). Effective teaching strategies and techniques for teachers of English language learners. *Journal of Education and Practice*, 9(17), 103-110.

Bishop, J. L., & Verleger, M. A. (2012). The flipped classroom: a survey of the research. *Journal of College Science Teaching*, 42(1), 62-70.

Bonner, S. M., & Thomas, A. S. (2017). The effect of providing instructional facilitation on student college readiness. *Instructional Science*, *45*(6), 769–787. https://doi.org/10.1007/s11251-017-9426-0

Brooks, C. F., & Shadiow, L. K. (2016). Debriefing after Simulation-based Learning: Guidelines for Faculty and Students. *Nurse Educator*, 41(1), 11-16. doi: 10.1097/NNE.0000000000000202

Brown, G. T. L., & Armstrong, A. J. (2019). Evidence-based approaches to assessment, evaluation, and effective teaching in higher education. *Educational Assessment, Evaluation and Accountability*, 31(1), 1-7.

Burger, C., Strohmeier, D., & Kollerová, L. (2022). Teachers can make a difference in bullying: effects of teacher interventions on students' adoption of bully, victim, bully-victim or defender roles across time. *Journal of Youth and Adolescence*, *51*. https://doi.org/10.1007/s10964-022-01674-6

Burger, J. M., Mceachern, A. G., & Graham, J. W. (2019). The Effects of Effective Teaching Strategies on College Students' Academic Achievement, Motivation, and Satisfaction. *Journal of Educational Psychology*, 107(4), 1008-1020. doi:10.1037/edu0000014.

Chan, Wing-man (2018). Teaching in higher education: Students' perceptions of effective teaching and good teachers. *Social Sciences and Education Research Review,*

Department of Communication, Journalism and Education Sciences, University of Craiova, 5(1):40-58.

Chinweuba, A. U., Iheanacho, P. N., & Agbapuonwu, N. E. (2014). *Research and statistics in nursing and related professions*. In C. C. Nwozichi (Ed.), Fundamentals of nursing and anatomy & physiology (pp. 96-115). Rex Charles & Patrick Ltd.

Chuang, H.-H., Weng, C.-Y., & Chen, C.-H. (2016). Which students benefit most from a flipped classroom approach to language learning? *British Journal of Educational Technology*, *49*(1), 56–68. https://doi.org/10.1111/bjet.12530

D'Costa, M. P., & Swarnadas, G. S. (2019). Students' perceptions of effective clinical teaching and teacher behaviours on learning. *Manipal Journal of Nursing and Health Sciences,* 2(2), 1-8.

Devlin, A. M. (2019). The interaction between duration of study abroad, diversity of loci of learning and sociopragmatic variation patterns: A comparative study. *System*, 69, 56-68. DOI: 10.1016/j.system.2017.06.002.

Donche, V., De Maeyer, S., Coertjens, L., Van Daal, T., & Van Petegem, P. (2013). Differential use of learning strategies in first-year higher education: The impact of personality, academic motivation, and teaching strategies. *British Journal of Educational Psychology*, *83*(2), 238–251. https://doi.org/10.1111/bjep.12016

Essel, R., & Owusu, E. O. (2017). Effect of clinical supervision on professional practice of midwives in Ghana: A mixed method study. *BMC Health Services Research*, 17(1), 138. https://doi.org/10.1186/s12913-017-2095-9

Facione, P. A. (2019). *Critical thinking: What it is and why it counts*. Insight Assessment.

Fairhurst, A. (2021). Understanding explanation. *Synthese*, 198(6), 4797-4823. doi: 10.1007/s11229-019-02451-8

García-Peñalvo, F. J., & Mendes, A. J. (2020). Trends of research on flipped learning in higher education: A systematic review. *Educational Sciences: Theory and Practice*, 20(1), 13-28. DOI: 10.12738/estp.2020.1.006.

Gordon, L., Ahmed, T., Osheroff, J., Li, J., & Watt, J. (2019). Identifying and mitigating the risks of AI for public health. *Health Affairs*, 38(8), 1322-1327.

Guzmán-Valdivia, C., & Castro-Zavala, S. (2019). Collaboration in the classroom: A review of practices and challenges. *Cogent Education*, 6(1), 1622358. https://doi.org/10.1080/2331186X.2019.1622358

Gwyneth, R. (2017). Explanation in teaching as an intentional activity in technology education. *Journal of Technology Education*, 29(1), 44-56.

Hande, H. S., Kamath, S. R., & D'Souza, J. (2014). Students' Perception of Effective Teaching Practices in a Medical School. *Education in Medicine Journal*, *6*(3). https://doi.org/10.5959/eimj.v6i3.247

Hansen, J., & Froelick, S. (2019). A comprehensive review of effective classroom teaching: A meta-analysis of researches. *Journal of Educational Research and Practice*, 9(1), 1-18.

Hargie, O., & Dickson, D. (2019). *Skilled Interpersonal Communication: Research, Theory, and Practice*. Routledge.

Horwood, C. M. (2019). *The Art of Explanation: Understanding How to Explain and Why*. In Teaching and Learning in Higher Education (pp. 29-38). Springer, Cham.

Hu, C. C. (2020). Understanding College Students' Perceptions of Effective Teaching. *International Journal of Teaching and Learning in Higher Education*, 32(2): 318-328.

Ing, K.H., & Peng, C. H. (2018). Pupils' perceptions towards the use of Chinese literature texts in primary school education. *International Journal of Academic Research in Business and Social Sciences*, 8(2), 687-699. doi: 10.6007/IJARBSS/v8-i2/3896

Iqbal, J., Ahmad, S., & Khan, M. A. (2019). Active learning and collaborative learning strategies: Enhancing student's academic and social skills. *Journal of Education and Educational Development*, 6(2), 108-121.

Isa, S. G., Mammam, M. A., Badar, Y. Bala, T. (2020). The impact of teaching methods on academic performance of secondary school students in Nigeria, *International Journal of Development Research*, Vol. 10, Issue, 0(6), pp. 37382-37385. https://doi.org/10.37118/ijdr.18223.07.2020

Islami, S. (2018). The Effectiveness of Teaching Techniques to Improve the Classroom Management Based on Adler-Dreikurs Approach on the Degree of the Self-efficacy and Psychological Well-being of Teachers. *European Journal of Behavioral Sciences*. https://doi.org/10.33422/ejbs.2018.06.70

Ivanišević, M., Vuković, V., & Gajić, J. (2020). Effective Teaching in Higher Education: A Systematic Review of Research Literature. *European Journal of Education Studies*, 7(11), 20-34. DOI: 10.5281/zenodo.4274739.

Keiler L. S. (2018). Teachers' roles and identities in student-centered classrooms. *International Journal of STEM education*, 5(1), 34. https://doi.org/10.1186/s40594-018-0131-6

Kumar, M., Kumar, A., Kumar, S., & Parveen, R. (2021). Perception and preferences of teaching and learning methods among second year medical students: a cross sectional survey in a rural tertiary care teaching hospital. *International Journal of Basic & Clinical Pharmacology*, 5(3), 1006–1010. https://doi.org/10.18203/2319-2003.ijbcp20161560

Lateef, M. A. (2017). *A qualitative descriptive exploratory study of teaching methodologies utilised by nurse educators in South West Nigeria*. [Unpublished Master's Dissertation]. 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).

Leinhardt, G. (2020). Understanding explanation in education: Instructional and disciplinary explanations. *Educational Researcher*, 49(4), 249-257. https://doi.org/10.1007/978-1-4419-0594-9_1

Mareš, J., & Křivohlavý, J. (2019). A Cross-Disciplinary Analysis of Effective Teaching. *Central European Business Review*, 8(1), 60-70. DOI: 10.18267/j.cebr.222.

Marmah, A. A. (2019). Students' Perception about the Lecture as a Method of Teaching in Tertiary Institutions. Views of Students from College of Technology Education, Kumasi (COLTEK). *Journal of Education and Practice*, 10(20), 89-95.

Martin, J. R. (2020). *Explanation*. In The Routledge Handbook of Language in the Workplace (pp. 69-84). Routledge.

Mayes, T. (2019). Technology and effective teaching: are we using it right? *Education and Information Technologies*, 24(2), 971-985.

Metcalf, D., & Cruickshank, V. (2021). Exploring the impact of online video explanations on student engagement, satisfaction and learning in a flipped classroom. *Computers & Education*, 169, 104152. doi: 10.1016/j.compedu.2021.104152.

Mohamad Hanefar, S. B., Anny, N., & Rahman, S. (2022). Enhancing teaching and learning in higher education through formative assessment: Teachers' Perceptions. *International Journal of Assessment Tools in Education*, 61–79. https://doi.org/10.21449/ijate.946517

Muhammed, et al. (2021). Student perceptions of effective teaching practices in a medical school: A mixed-methods study. *Journal of Taibah University Medical Sciences*, 16(3), 284-292. DOI: 10.1016/j.jtumed.2021.02.014

Munna, A. S., & Kalam, M. A. (2021). Teaching and learning process to enhance teaching effectiveness: literature review. *International Journal of Humanities and Innovation (IJHI)*, *4*(1), 1–4. https://doi.org/10.33750/ijhi.v4i1.102

Nektarios, L., Filippos, V., Vasilia C., & Denis, V (2022) The effectiveness of a teaching approach using brain-based learning elements on students' performance in a Biology course, *Cogent Education*, 9(1), DOI: 10.1080/2331186X.2022.2158672

Odom, A., & Bell, C. (2015). Associations of Middle School Student Science Achievement and Attitudes about Science with Student-Reported Frequency of Teacher Lecture Demonstrations and Student-Centered Learning. *International Journal of Environmental & Science Education*, *10*(1), 87–97. https://doi.org/10.12973/ijese.2015.232a

Ojo, A. O. (2018). Investigating perceived influence of teaching methods on students' academic performance in shorthand in colleges of education in Kwara State, Nigeria. *International Journal of Education and Literacy Studies*, 6(4), 47-54.

Okoedion, E. G., Okojie, U. C. & Udom, I. D. (2019). Perceived factors affecting students' academic performance in Nigerian Universities. 22(2), 409–422. https://doi.org/10.13128/ssf-10814

Okoronkwo, I. , Onyia-pat, J. , Agbo, M. , Okpala, P. and Ndu, A. (2013) Students' perception of effective clinical teaching and teacher behaviour. *Open Journal of Nursing*, 3, 63-70. doi: 10.4236/ojn.2013.31008.

Opeyemi, O. J. (2021). Perception of Nursing Students Towards Online Learning: A Study of Ladoke Akintola University of Technology (LAUTECH) Open and Distance Learning Centre (LODLC), Nigeria. *Journal of Education and e-Learning Research,* 8(1), 13-22. doi: 10.11648/j.eer.20210801.13

Pavitt, C. (2018). The effectiveness of explanations in learning and teaching. *Journal of Further and Higher Education,* 42(9), 1189-1198.

Perrott, J. A. (2019). Clear explanations in biology: a teaching guide. *CBE—Life Sciences Education*, 18(1), fe1.

Polit, D. F., & Beck, C. T. (2012). *Nursing research: Generating and assessing evidence for nursing practice*. Lippincott Williams & Wilkins.

Raba, A. A. A. M. (2017). The impact of effective teaching strategies on producing fast and good learning outcomes. *International Journal of Research -GRANTHAALAYAH*, *5*(1), 43–58. https://doi.org/10.5281/zenodo.259563

Rahaman, M. A. (2019). Exploring effective teaching: Techniques and approaches. *Journal of Education and Practice*, 10(7), 67-72.

Ramaswamy, R. (2020). A study on the effectiveness of demonstration method in teaching mathematics. *International Journal of Scientific Research and Review*, 9(2), 1931-1936.

Salvucci, Dario D. (2021). "Topics in Cognitive Science 13". *Topics in Cognitive Science*. 13 (3): 488–498. doi:10.1111/tops.12535

Schreurs, J., & Dumbraveanu, R. (2020). A Shift from Teacher Centered to Learner Centered Approach. *International Journal of Engineering Pedagogy (IJEP)*, *4*(3), 36. https://doi.org/10.3991/ijep.v4i3.3395

Shirani, B., N., Nasr I., A., Rouhollahi, A., & Khalili, R. (2016). Effective teaching methods in higher education: requirements and barriers. *Journal of advances in medical education & professionalism*, *4*(4), 170–178.

Skalková, J. (2019). Enhancing the effectiveness of teaching: Importance of feedback to teachers. *Acta Universitatis Agriculturae et Silviculturae Mendelianae Brunensis*, 67(5), 1245-1251. DOI: 10.11118/actaun201967051245.

Srivastava, S., & Dwivedi, S. (2017). Effectiveness of demonstration method for teaching of science. *International Journal of Scientific Research and Management*, 5(8), 6667-6672.

Trevor, J. (2020). What is an Explanation? *Philosophy Compass*, 15(11), e12717. doi: 10.1111/phc3.12717.

Wass, V., Van der Vleuten, C., Shatzer, J., & Jones, R. (2001). Assessment of clinical competence. *The Lancet,* 357(9260), 945-949. https://doi.org/10.1016/S0140-6736(00)04221-5

Waterval, D., Tinnemans-Adriaanse, M., Meziani, M., Driessen, E., Scherpbier, A., Mazrou, A., & Frambach, J. (2017). Exporting a student-centered curriculum: a home institution's perspective. *Journal of Studies in International Education*, 21(3), 278–290. https://doi.org/10.1177/1028315317697542

Deleted[User]: .

Yahaya, A., Ali, I. A., & Sadiq, A. S. (2021). Impact of teaching methods on Geography students' performance in Zaria Local Government Area, Kaduna State, Nigeria. *Journal of Education and Practice*, 12(15), 159-165.

APPENDIX I
NURSING SCIENCE DEPARTMENT
DEPARTMENT OF NURSING
SCHOOL OF BASIC MEDICAL SCIENCES
UNIVERSITY OF BENIN
QUESTIONNAIRE

Dear Respondent,

I am a student of the above named department conducting a research on the **Effective teaching methods as perceived by Basic Medical Sciences students, University of Benin, Benin City.**

Please kindly assist me by indicating your opinion where necessary. This study is strictly for academic purpose and I assure you that all information supplied will be treated in a strictly confidential manner.

Thank you.

Yours faithfully,

Ekhoragbon Nosadeghe Clinton

.

SECTION A: SOCIO- DEMOGRAPHIC DATA

Please Tick [✓] or indicate the right responses that best suggests your answer or option.

1. **Sex:** (a) Male [ ] (b) Female [ ]
2. **Age (Years):** (a) 15-20 [ ] (b) 21-25 [ ] (c) 25-30 [ ] (d) 30 and above [ ]
3. **Ethnic Group:** (a) Bini [ ] (b) Esan [ ] (c) Ibo [ ] (d) Yoruba [ ] (e) Hausa [ ] (f) Other Specify…….....…
4. **Religion:** (a) Christian [ ] (b) Muslim [ ] (c) Traditional Religion [ ] (d) Others [ ]
5. **Level** (a) 100 [ ] (b) 200 [ ] (c) 300 [ ] (d) 400 [ ] (e) 500 [ ]
6. **Mode of Entry:** (a) UTME [ ] (b) Direct Entry [ ]
7. **Department:** Anatomy [ ] Medical Labouratory Science [ ] Physiotherapy [ ] Physiology [ ] Nursing [ ] Medical Biochemistry [ ]

SECTION B: This section asks questions on students' perceptions of different teaching methods.

SD = Strongly Disagree; D = Disagree; A = Agree; SA = Strongly Agree

		SD	**D**	**A**	**SA**
	Lecture				
1	The teaching method of lecturing is considered easy but may not be the most effective for learning.				
2	Passive learning is often associated with boredom in lecturing.				
3	Retaining information taught during lectures is challenging				
4	Lecturers are able to cover a large amount of material in a single session.				
5	Lecturers can also clarify complex or confusing topics for students.				
6	Lecturing helps students understand difficult concepts from textbooks.				
7	As a student, the lecture method is not perceived as challenging or intimidating.				
8	Questions and feedback after lectures can be valuable				
	Group Work				
1	I have previously participated group work.				

2	The purpose of group work is to interact and learn from others				
2.	Group work requires clarification of expectations.				
3.	Preparation for group work takes time.				
4.	It encourages teamwork.				
5.	Students are unhappy and quarrel during group work.				
	Seminars				
1	I have previously participated or organized a seminar.				
2	The purpose of seminar is to develops students' autonomy in learning				
3.	Preparation for seminar takes time and it is challenging.				
4.	There are not enough resources for organizing a seminar.				
5.	Discussions may not be well presented or facilitated by the students in seminar.				
	Demonstration				
1	I like to practice using available models in the laboratory.				
2	It’s fun when am involved in demonstration				
3	Demonstration method requires I practice more				
4	Demonstration makes me replicate what I have been taught				
5	Resources are not enough for demonstration				

Section C: Preference for Teaching Method

Kindly rate your preference for these teaching methods
SD = Strongly Disagree; D = Disagree; A = Agree; SA = Strongly Agree

	SD	**D**	**A**	**SA**
Lecture				
Demonstration				
Group work				
Seminars				

SECTION D: Factors that influence choice of teaching method
SD = Strongly Disagree; D = Disagree; A = Agree; SA = Strongly Agree

	SD	**D**	**A**	**SA**
The nature of the learners				
The number of the students available in the given class.				
Availability of teaching and learning aids				
Educational philosophy of the country				
Teacher's ability and preference				
Cultural aspect of the society				
Examination set up				

APPENDIX B
SPSS RELIABILITY RESULTS

Reliability
Scale: students' perceptions of different teaching methods

Case Processing Summary

		N	%
Cases	Valid	34	100.0
	Excluded[a]	0	.0
	Total	34	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.812	34

Reliability
Scale: Preference for Teaching Method

Case Processing Summary

		N	%
Cases	Valid	34	100.0
	Excluded[a]	0	.0
	Total	34	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.808	4

Reliability
Scale: Factors that influence choice of teaching method

Case Processing Summary

		N	%
Cases	Valid	34	100.0
	Excluded[a]	0	.0
	Total	34	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.841	7