

**EFFECTIVENESS OF TEACHING METHODS ON NURSING  
STUDENTS AT KENYA MEDICAL TRAINING COLLEGE,  
NAIROBI**

**BY:**

**EVERLYN .K. ABUGA (BScN)**

**MSN-3-2118-1/2011**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE CONFERMENT OF THE MASTER OF  
SCIENCE DEGREE IN NURSING EDUCATION IN THE SCHOOL  
OF MEDICINE AND HEALTH SCIENCES OF KENYA  
METHODIST UNIVERSITY**



**JUNE 2015**

## ABSTRACT

One of the key priorities of pre-registration nurse education programs is to equip nursing students with the clinical skills and knowledge appropriate for the demands of the nurse's role, which entails safe practice and ensuring that patient care needs are effectively met. Therefore, regardless of whether this education is delivered at diploma, undergraduate or graduate level, it is essential that the most effective teaching methods are utilized to maximize learning and promote professionalism. This study was based at the Kenya Medical Training College (KMTC), Nairobi, and aimed to establish the effectiveness of teaching methods on Diploma nursing students at KMTC, Nairobi Campus. The study's specific objectives were to establish the students' perception of effectiveness of Lecture, Demonstration of Skills, and Group Discussion Teaching Methods, and to determine the extent to which these teaching methods were used on Diploma Nursing students at KMTC, Nairobi Campus. The study utilized the descriptive design, whereby the data collected provided an account and description of individuals, groups and situations. The design also described what existed and it helped to uncover new facts about the effectiveness of teaching methods as utilized in KMTC, Nairobi. The target population was Diploma nursing students who joined the college between the years 2010 and 2013, both years included. A total of one hundred and fifty students, representing each of the years of study, were randomly selected, and exposed to a pretested, self administered questionnaire. Data obtained was analyzed using STATA version 12 and presented using descriptive and inferential statistics. Qualitative data was put into sub-domains for each of the three teaching methods under study, and compared with quantitative statistical findings. The study found that Diploma nursing students in KMTC Nairobi had a negative perception towards the Lecture Teaching Method; most considered it as not being effective in helping them attain learning objectives for the program. They considered Demonstration of Skills teaching method to be effective and had a positive perception towards it. For the Group Discussion teaching method, the diploma nursing students in KMTC Nairobi considered it effective based on the frequency in which it was used. The study concluded that the lecture teaching method was not effective, but that it still had a role to play in the training of nursing students, whereas the Demonstration of Skills and Group discussion teaching methods were effective since they enhanced integration of theory into practice and improved the students' ability to think creatively. The study recommended that the training of nurses should be focused on changing of educational methods from traditional to new teaching methods that enhance active learning, since the main goal of nursing education is to transfer nursing science to students and help them enhance the required skills and insights for nursing care.