

Enhancing Fourth year Nursing Students Self Confidence and engagement by using Panel discussion Strategy

Abstract

Background: As a cutting-edge educational strategy in nursing education, panel discussions have been used all over the world. They strengthen students' knowledge and practise, encourage self-learning, and boost their engagement and self-assurance..**Aim:**To determine fourth year nursing students self confidence and engagement by using panel discussion strategy. **Design:** A quasi experimental design was used in this study. **Setting:** Faculty of Nursing Benha University.**Subjects:** A systematic random sample of fourth year nursing students (n=57) who were enrolled in the first term of academic year 2020-2021.**Tools:** I: Panel discussion strategy knowledge quetisonaire,II:panel discussion strategy observational check list,III:selfconfidence scale and IV:student engagement questionnaire. **Results:** Less than three quarters (71.9 %) of fourth year nursing students had good level of knowledge at immediate post and follow up phase of application of discussion strategy project. More than three quarters (75.4% &77.2%) of fourth year nursing students had high level of practice,self-confidence, respectively at immediate post and follow up phase of application of discussion strategy project, more than three quarters (80.7%) of fourth year nursing students had high level of student engagement at immediate post and follow up phases of application of panel discussion strategy project. **Conclusion:**There was a statistical significant positive correlation between fourth year nursing student's knowledge, practice, self-confidence and student engagement at immediately post panel discussion strategy project phases. **Recommendations:** Using panel discussions as a educational tool in the nursing curriculum will help the nursing faculty receive a full picture of how engaged and confident nursing students are with their professional growth.

Key words: Engagement, Nursing students, Panel discussion strategy, Self confidence

1. Introduction

A panel discussion strategy is a type of discussion in which participants from a given group speak in front of audiences about a subject from many perspectives. They criticise a problem and attempt to resolve it through debate and idea generation. (Safarnejad,2020).

Selfconfidence is the capacity to have faith in oneself and one's talents. It can be fostered by engaging in self activities like exercising and reading novels with upbeat themes that encourage interaction with others .Student engagement is the active participation of students in their learning activities. Active participants in their learning activities by verbal participation, focused rapid, and intense effort, persistence, and positive mood (Becker,2018).

Aim

Determine fourth year nursing students self confidence and engagement by using panel discussion strategy.

Hypothesis:

Implementation of panel discussion strategy project will lead to significant improvement of fourth year nursing students' knowledge , practice regarding panel discussion strategy and their self-confidence and engagement.

Subject and methods

Design:-

This study was conducted using a quasi-experimental design.

Setting:- Faculty of nursing, Benha University.

Type of sample:-

A systematic random sample of fourth year nursing students (n=57) who were enrolled in the first term of academic year 2020-2021 at Faculty of Nursing, Benha University.

Tools of data collection:

(I):panel discussion strategy knowledge A Structured questionnaire developed by the investigator based on review of related literature It was included two parts;

Part (1): Personal data about fourth year nursing students included ; age, gender, etc.

Part (2): It was included different questions to assess fourth year nursing student's knowledge regarding panel discussion strategy.

Scoring system:

The studied fourth year nursing students answers were compared with a model key answer and scored as; "1" degree for correct answer, and "0" degree for incorrect answer .

Tool (II): Panel Discussion Strategy Observational Checklist (Appendix II):

It was developed by the investigator based on based on review of related literature to assess fourth year nursing students' practice regarding panel discussion strategy.

Scoring system:

Each item was assigned a score of (1) degree for "done" and (0) for "not done.

Tool (III) : Self Confidence Scale

It will developed by the investigator based on based on review of related literature

Scoring :

measured based on a five points Likert Scale as follows; "5" for strongly agree, and "4" for agree, "3" for neutral, "2" for disagree and "1"for strongly disagree .

ToolIV:StudentEngagement Questionnaire:

It was modified by the investigator based on review of related literature .

Scoring :

responses were scored on a three point Liker Scale as follows; (3) always, (2) sometimes and (1) never.

II-Administrative design:

An official approval was obtained from the Dean and Vice Dean of students and education affairs, of Faculty of Nursing, Benha University through official letters explaining the aim of the study to request permission to conduct the study.

Ethical considerations:

Oral informal consent was obtained from each participant in the study. Confidentiality of data obtained was protected by the allocation of a code number to the questionnaire sheets.

III. The operational design

Content validity of the tools:

Seven experts on field of nursing administration and education examined the tools for readability, and provided their feedback on their content validity.

Reliability of the tools:

it was applied by using Cranach's Alpha Coefficient test. knowledge questionnaire was ($\alpha=0.759$), observational checklist was ($\alpha=0.759$), self confidence scale was ($\alpha=0.841$) , student engagement questionnaire was ($\alpha=0.940$) .

Pilot study:

It was done on (6) fourth year nursing students representing 10 % of total study subjects (57). no modification was done. So, study subjects included in the study.

Field work:**I-Assessment phase:**

The investigator collected data electronic by link done through goggle forms(<https://docs.google.com/forms/d/1zo4nv7QWmeMGnk4NzFCq0v6UsPLaSsXczRKd1VNjv8/edit>) then the links were sent to students through the Whats app groups.

II- Planning phase:

Based on baseline data obtained from pre-test assessment and relevant review of literature, an educational project by using panel discussion strategy .

III-Implementation phase:

. The educational project involved (9) sessions held in accordance with the course time schedule of nursing administration course at faculty of nursing Benha University. These sessions were lasted for 16 hours (12 hours theory and 4 hours practical) each session was taken from 90- 120 minutes.

IV- Evaluation Phase:

The effect of project was evaluated for all study subjects using the same tools which were used before the project, immediately after implementation of the project and follow up .

-Statistical design:

The Statistical Package for Social Sciences (SPSS) version 21.0 was used for that purpose,. Descriptive statistics were applied (e.g., mean, standard deviation, frequency and percentages, Chi-square (χ^2). Test of significance paired (t) test, (F) test one way ANOVA.

Table (1):

Shows that more than half (56.1%) of fourth year nursing students had age 21 years most (78.9%) of them were female, the majority (89.5%) of them were unmarried, more than half (54.4%) of fourth year nursing students their grades in third faculty year were excellent.

Figure (1): less than three quarters (71.9 %) of students had good level of knowledge at immediate post application of discussion project phase, while it was slightly decreased to (70.2%) at follow up , compared to pre application was (40.3%).

Figure (2): more than three quarters (75.4%) of students had high level of practice at immediate post application of panel discussion strategy project phase, while it was slightly decreases to (72%) at follow up phases, compared with pre application was (40.3%).

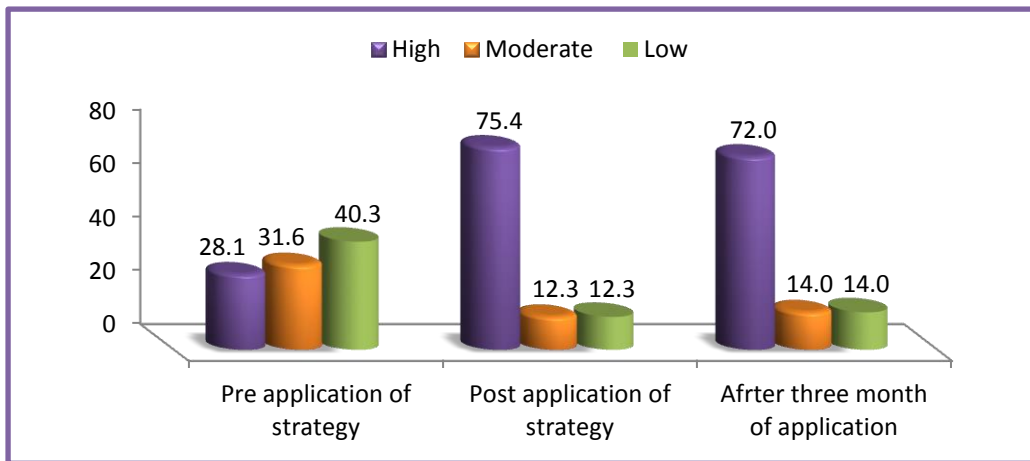
Figure (3): more than three quarters (77.2%) of fourth year nursing students had high level of self-confidence at immediate post application of panel discussion strategy project phase, while it was slightly decreased to (73.3%) in follow up, compared than pre application was (17.5%).

Table (1): Distribution of fourth year nursing students regarding their personal characteristics in the study setting (n=57)

Personal characteristics items	No	%
Age (years)		
21	32	56.1
22	25	43.9
Mean ± SD	21.47±0.504	
Gender		
Male	12	21.1
Female	45	78.9
Marital status		
Married	6	10.5
Unmarried	51	89.5
Place of residence		
Rural	46	80.7
Urban	11	19.3
Grades in third faculty year		
Good	3	5.2
Very good	23	40.4
Excellent	31	54.4
Are you had a family working in nursing before		
Yes	14	24.6
No	43	75.4
If yes who is (n=14)		
Father	1	7.1
Mother	4	28.6
Brother	1	7.1
Sister	8	57.1



Figure (1): Total knowledge levels of the studied fourth year nursing students'



through application of panel discussion strategy project phases in the study setting

Figure (2): Total practices levels of fourth year nursing student's through panel discussion strategy project phases

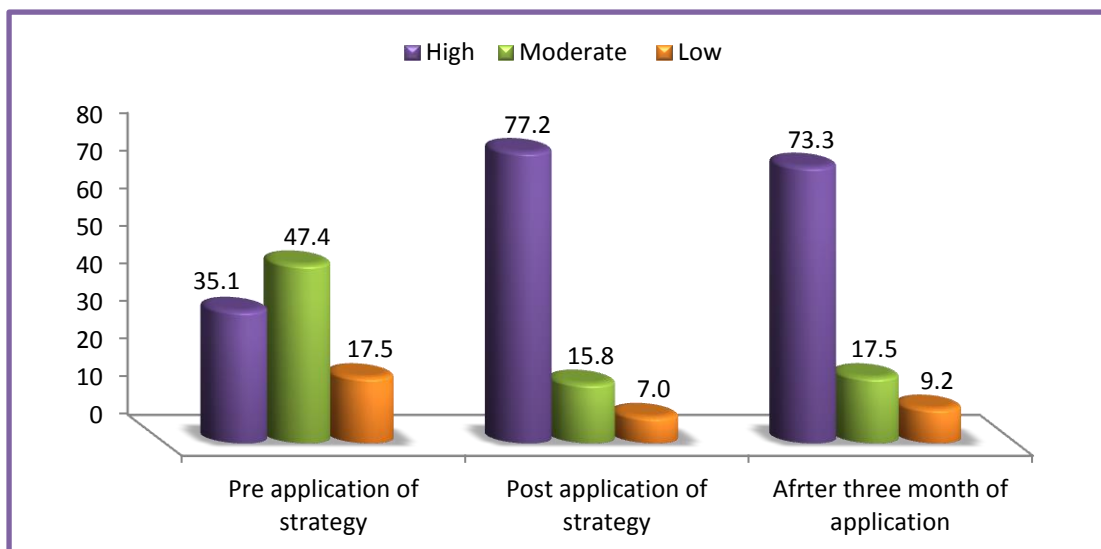


Figure (3): Total self confidence levels of fourth year nursing student's thorough application of panel discussion strategy project phases

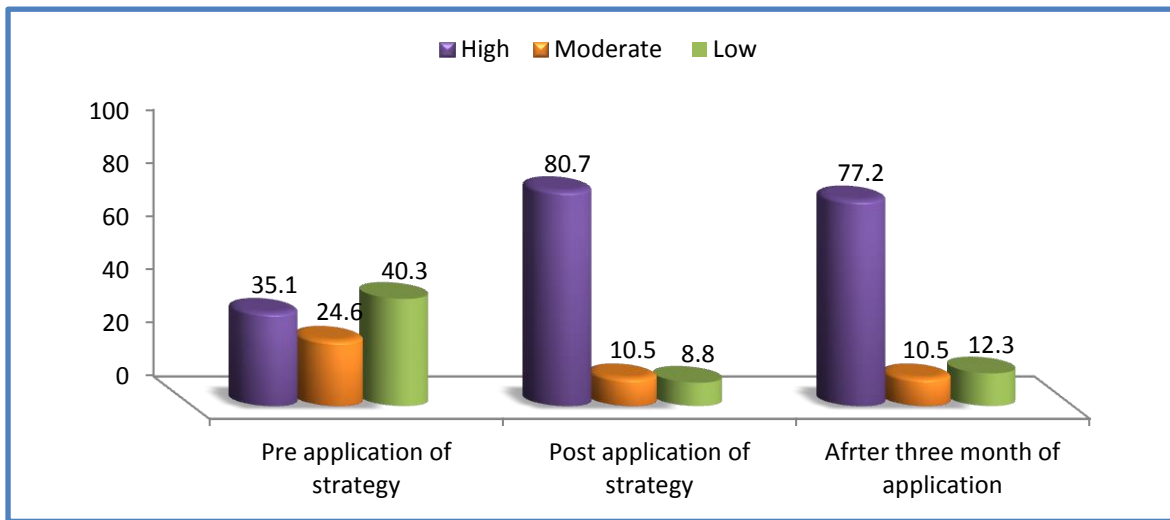


Figure (4): Total students' engagement levels among fourth year nursing students' thorough application of panel discussion strategy project phases

Discussion

Part II: The fourth year nursing student's knowledge level thorough panel discussion strategy project phases

less than of students had good level of knowledge at pre panel discussion strategy phase, but less than three quarters of fourth year nursing students had good level of knowledge at immediate post project and slightly decrease in follow up phase .

It could be have adequate training for it than before application the strategy and the topic was new simple, clear and concise way of presentation and lectures and the availability of relevant media .

The previous findings come in line with those of **Safarnejad,(2020)** who found that after panel discussion application in the classroom students had good level of knowledge at immediate post project because it is very

simple method using cooperative learning.

Part III: The fourth year nursing student's' practice thorough panel discussion strategy project phases in the study setting.

less than half of fourth year nursing students had high level of practice at pre application of panel discussion strategy project,

this could be due to fourth year nursing students acquired the essential knowledge of panel discussion strategy in the educational project

Also, The result of present study was in the same line with **Subramainan,(2020)** demonstrate improved argumentation skills, as they used the formative assessment to imitate experts, to try out their arguments in a low stakes collaborative learning setting, to learn from their own and others' mistakes.

Part IV: The fourth year nursing student's' self-confidence thorough panel discussion strategy project phases in the study setting

Less than one quarter of fourth year nursing students had high level of self-confidence at pre application of panel discussion . This finding was consistent **with Anwar, (2016)** demonstrate that the implementation of the panel group discussion had contributed on better impact on students' self-confidence

Part VII: Relation among fourth year nursing student's' total knowledge, total practice, total self-confidence, total student engagement

there were statistical significant relation between fourth year nursing students knowledge From researcher point of view this might be due to grades in the past year gives more information about dealing with new active learning strategy and students become more open minded, and had

the ability to research for any new information.

This finding was in agreement with **Adeyemi,(2014)** students in the urban schools had higher mean score than students in the rural school in the pre-test and post-test in Economics achievement.

Conclusion

There was a statistical significant positive correlation between fourth year nursing students knowledge, practice,self confidence and student engagement levels.

Recommendations

- Developing training workshops for nursing students about panel discussion as a educational strategy regularly.
- Integrating the panel discussion strategy into the nursing curriculum as to get a complete picture of nursing students self confidence
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