PERCEPTION OF LEARNING STYLES AND ATTITUDE AMONG NURSING STUDENTS IN INSTITUTION OF HIGHER LEARNING IN CROSS RIVER STATE

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ABSTRACT

Purpose: The purpose of the study is to find out the extent to which perception of learning styles and attitude among nursing students in Calabar Education Zone of Cross River State. In order to successfully carry out the study, objectives and research questions were formulated to guide the study. Literature was reviewed based on the research variables, Methods: The research instrument used in collecting data for analysis was a questionnaire which was administered to four schools with a population of 250 each, making a total of 1000 as sample for the study. Their responses were analyzed using frequencies and percentage and the following results were obtained. Result: The study revealed that 200(20%) of the respondents indicated that Information could be memorized yet could never become knowledgeable while 800(80%) indicated that it cannot. 580(58%) indicated that Memorization is a key cognitive process of the brain as all human intelligence is functioning based on it while 420(42%) indicated that they did not lack the skills. 630(63%) indicated that teaching the students through memorization lead to knowledge while 370(37%) indicated that it cannot. 480(48%) indicated that they better retain that knowledge while 520(52%) indicated that they cannot. 750 (75%) indicated that memorization is the most effective way to help students gain knowledge while 250(25%) indicated that it does not. Conclusion: The study revealed that memorization and listening style promote learning.

Keyword: Perception, Learning styles, Attitude, Nursing students and Institution of higher learning

INTRODUCTION

Background to the study

The school system in Nigeria is faced with challenges that undermine the core objectives of national policy in education and primary purpose of education which is the impartation of knowledge and resultant productivity through acquired skills. Fact is school is established for teaching and learning with expected learning attitude at the end of a course or programme which serve as mechanism for evaluation to determine if learning has occurred especially in a higher learning of our institution in Cross River State among nurses. Everyone think and learn in different ways, some need to see things, some need to hear, and some memorize things taught in order to learn them. (Mukherjwe in Oyira (2012) opined that, when learners possess dominant learning styles not supported by the conventional method of instruction, the learner develops a sense of anxiety, begins to perceive curriculum content or concept as difficult, this leads to loss of interest in the subject-matter, under
achievement or negative learning outcome. It is essential to embark on a research to possibly identify the extent to which learning styles and attitude to learning influence learning outcome and behavior manifestation particularly nursing students (Muhammed, Bakar, Mijinyawa & Halabi, 2015). Whereby poor learning outcome persists, it remains a source of worry and calls for concern and possibly a solution. These undesirable poor learning outcomes cannot be wished away, overlooked as its persisting consequences is devastating to the entire school system and all stakeholders concerned. Desirable learning outcomes are tied to learning style that suit instructions and good perception to learning.

The essence of teaching and learning is to create rich and stimulating experiences that involve the student and support his own thinking, mode of learning, explanation, communication and application of knowledge gained to problem solving and to achieve good learning performance. This implies that the prevalence of negative learning performance such as poor academic performance and negative behavior manifestation towards learning and the lack of competencies to problem solving by students is indeed worrisome. Success in learning is measured by the students’ academic performance which entails that students should have that concept of readiness towards listening and memorization to bring a positive outcome.

Learning styles refers to ways, factors or attitudes that enable an individual gather, process and retain information for easy recall and applicability such as memorization, listening and observational learning styles as considered in the study. Kolb (2014) sees learning style as” the way we prefer to absorb and incorporate new information”.

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**OBJECTIVES**

- To assess the perception of memorization of learning style among students in higher institution of learning
- To investigate the perception of listening skills among students in higher institution of learning

**METHODS**

**Research design**

Ex-post factor design was chosen to investigate the Perception of Learning styles and attitude among nursing students in institution of higher learning in Cross River State.

**Research setting**

Cross River State is bounded in the east by the republic of Cameroon, in the south by the bight of Bonny, in the west by Abia state, in the North-west by Yakurr Local Government Area and in the north East by Eton Local Government Area. Southern senatorial Education Zone consists of seven local Government Areas, namely, Akamkpa, Akpabuyo, Bakassi, Biase, Calabar Municipality, Calabar South and Odukpani.

**Research population**

The population of this study comprises of all the nursing students who took part in the 2018/2019 academic session conducted by nursing and midwifery council of Nigeria in Cross River State. With overall students’ population of one thousand four hundred (1400) candidates in cross river state Nigeria, but out of the total we couldn’t use all due to logistics that’s why simple random sampling was used to select 250 students from four schools used for the study.
Accessible population
Accessible population was drawn from all nursing students who took part in the 2018/2019 academic session who were in the present during the course of the study.

Sample and sampling technique
The sample size for this study was 1000 respondents, the sampling technique adopted for this study was the simple random sampling technique, 1000 respondents were selected from the four schools (that is 250 respondents each from the four schools in Cross River State using the convenient sampling method in picking whosoever was present at the time of the study.

Instrument for data collection
The instrument used for data collection in this study was a questionnaire. The questionnaire was divided into four (3) sections. Section A sought to obtain information from the respondents on their socio-demographic data. Section B was meant to determine the perception of memorization of learning style among students in higher institution of learning. Section C was meant to determine the perception of listening skills among students in higher institution of learning.

Validity of instrument
Before the instrument was used, it went through series of steps for validation. The items were first examined by the researcher for face validation. It was then shown to an expert who made some necessary corrections. Some items were dropped while others were added.

Reliability of the instrument
In order to test the reliability of the instrument, a trial test study was conducted in the study area. Here, the questionnaire was administered to ten (10) respondents and after one week, the same questionnaire was again administered on the same persons and their responses were analyzed using chi-square analysis.

Table 1: Test-retest reliability estimates of variables on Perception of Learning styles and attitude among nursing students in institution of higher learning in Cross River State

<table>
<thead>
<tr>
<th>Independent variables</th>
<th>No. of items</th>
<th>Administration</th>
<th>X</th>
<th>SD</th>
<th>Rs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perception of memorization of learning style among students in higher institution of learning</td>
<td>5</td>
<td>1st</td>
<td>13.4</td>
<td>2.63</td>
<td>0.67</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2nd</td>
<td>12.6</td>
<td>2.81</td>
<td></td>
</tr>
<tr>
<td>Perception of listening skills among students in higher institution of learning.</td>
<td>4</td>
<td>1st</td>
<td>12.49</td>
<td>2.84</td>
<td>0.65</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2nd</td>
<td>12.52</td>
<td>2.96</td>
<td></td>
</tr>
</tbody>
</table>

Ethical consideration
Letter of introduction was collected from the ethical committee which introduce the researchers to the principals of the four selected schools from the Head of Department Nursing Sciences which permitted the researchers to proceed with the collection of the data for the study.

The respondents were informed by the researchers that anonymity and confidentiality would be maintained in all the information given. Informed consent was obtained.
RESULTS

Research Question I:

To what extent does memorization of learning style relates to learning perception of students in higher institution of learning?

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Information could be memorized yet could never become knowledge?</td>
<td>200(20)</td>
<td>800(80)</td>
</tr>
<tr>
<td>2 Memorization is a key cognitive process of the brain as all human intelligence is functioning based on it?</td>
<td>580(58)</td>
<td>420(48)</td>
</tr>
<tr>
<td>3 Will teaching the students through memorization lead to knowledge?</td>
<td>630(63)</td>
<td>370(37)</td>
</tr>
<tr>
<td>4 Will they better retain that knowledge?</td>
<td>750(75)</td>
<td>250(25)</td>
</tr>
<tr>
<td>5 Is memorization the most effective way to help students gain knowledge?</td>
<td>520(52)</td>
<td>480(48)</td>
</tr>
</tbody>
</table>

Research question II

Does the exist any relationship between perception and listening skills among students in higher institution of learning?

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Listening learning promotes student learning outcome</td>
<td>530(53)</td>
<td>470(47)</td>
</tr>
<tr>
<td>2 Listening Style determine academic success?</td>
<td>650(65)</td>
<td>350(35)</td>
</tr>
<tr>
<td>3 Listening style influences student academic performance or learning outcome?</td>
<td>850(85)</td>
<td>150(15)</td>
</tr>
<tr>
<td>4 The deficiency of Listening skill result in poor learning?</td>
<td>380(38)</td>
<td>620(68)</td>
</tr>
</tbody>
</table>

DISCUSSION

Result of data presented in table I shows that 200(20%) of the respondents indicated that Information could be memorized yet could never become knowledgeable while 800(80%) indicated that it cannot. 580(58%) indicated that Memorization is a key cognitive process of the brain as all human intelligence is functioning based on it while 420(42%) indicated that they did not lack the skills. 630(63%) indicated that teaching the students through memorization lead to knowledge while 370(37%) indicated that it cannot. 480(48%) indicated that they better retain that knowledge while 520(52%) indicated that they cannot. 750 (75%) indicated that memorization is the most effective way to help students gain knowledge while 250(25%) indicated that it does not.

Based on the responses of the respondents it is concluded that memorization and listening style promote learning.
This is in line with Mukherjwe in Oyira, (2012) everyone think and learn in different ways, some need to see things, some need to hear, and some memorize things taught in order to learn them. Porter which he identified with Garrison (2002) that “information could be memorized yet could never become knowledgeable. The failure of other methods to help students retain this knowledge. Porter investigated this using a plan of lesson on pretest, posttest basis to determine effectiveness of memorization against the conceptual method of understanding.

Also in Muhammed, Bakar, Mijinyawa & Halabi, (2015) it is essential to embark on a research to possibly identify the extent to which learning styles and attitude to learning influence learning outcome and behavior manifestation of particularly nursing students.

Results in table II shows that 530(53%) of the respondents indicated that Listening learning promotes student learning outcome while 470(47%) indicated that it doesn’t. 650(65%) indicated that Listening Style determine academic success while 350(35%) disagreed. 850(85%) indicated that listening style influences student academic performance or learning outcome while 150(15%) indicated that it does not.380(38%) indicated that deficiency of Listening skill result in poor learning while 620(62%) indicated that it does not.

Based on the data presented above, it was concluded that most of the students in Cross River State show positive performance towards listening skills and that will bring a suitable result.

In another study by Gokalp (2013) on the effects of learning styles to their academic success. He further stated that listening style determine success. Also in Kolb (2014) sees learning style as “the way we prefer to absorb and incorporate new information”

CONCLUSION

Listening and Memorization are variables that could promote effective learning in our institution of higher learning if the students exhibit the concept of readiness in learning. It is also in the teachers place to ensure a loud and clear voice while teaching so that listening and memorization will be adequately enhanced.

RECOMMENDATIONS

It was recommended among others that:

1. Dominant learning styles not supported by the conventional method of instruction should be posed
2. Possible solutions should be call for by educational stakeholders in other to militate factors against the achievement of successful learning outcomes which remains a source of worry
3. Government on their part should do enough as to inspect schools and the way teachers should go about their methods of teaching to motivate good attitude in learners.

LIMITATION OF THE STUDY

Students result were not reached to evaluate the outcome, most of the officer in charged were on Sabbatical leave and some were on tight schedules to check for the results was a constraint

ACKNOWLEDGEMENT

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REFERENCES