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The impact of using modified lecture and role-playing methods on nursing students' achievement and attitudes toward nursing profession

Jawdat Ahmad Saadeh
Mohammd Al-Husainat

Abstract

This study aimed at inquiring the impact of two teaching methods on the nursing students' achievement and attitudes toward nursing. The researchers developed two instruments: An achievement test that consisted of (41) items, and an attitude scale that consisted of (31) items .The validity was insured and the reliability of the two instruments were assured by using (KR-20), test – retest and Pearson Correlation. Their reliability values were (0.82) and (0.79).

The sample of the study consisted of (86) students whom were chosen randomly as cluster sample from three universities within three groups: The first experimental group of (30) students who taught by the role-play method, and the second experimental group of (25) students, who taught by the modified lecture method, and the control group of (31) students, who taught by the regular method.

ANCOVA has been used to anaylze the data. The results showed that there was a statistical significant difference in the students achievement in favour of those who studied by role play and modified lecture methods when they compaired with those who studied by the regular method.

Keywords : Role – play, modified lecture, achievement, nursing.

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(Levitt & Adelman, 2010)

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(Russelt & Wright , 2011)

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3.73	4.02	4.26		
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(Zaidy & Ehrman, 1999, Ewa, Rossitet al, 1998,&Checkering, 1996)
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