Comparism of Effect of Note Taking and Discussion Group Study Method on the Test Performance of Student Nurses

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Abstract

This study aimed at comparing the effect of note taking study method and discussion group study methods on the test performance of student nurses was conducted in three schools of nursing selected from Enugu and Ebonyi State of Nigeria. An experimental research design was used. 32 students in their second year were selected using random sampling from each of the schools that were also selected randomly from the two states. The schools were School of Nursing, University Teaching Hospital, Enugu State, School of Nursing, Mater mesiricola hospital Afikpo Ebonyi State and School of Nursing, Enugu State University Teaching Hospital, Enugu. A training package on discussion group and note taking were constructed followed by an evaluation pre-test and post-test construction. The experiment was conducted in three steps of pre-test to both groups as well as the control group, execution of the teaching package to the experimental groups only and then a post-test to three groups. The results show that the mean score for note taking group is higher (65.6670) when compare with that of group discussion method (60.7600) but t-test result shows that there is no significant difference (p<0.05) between the performance of the two group (t=2.338, p=002). This showed that though different students adopt different study method to improve their performance yet individual differences in academic performance have been linked to different intelligence and personality.

Keywords: Note taking method, Discussion group method, Test performance and Student nurses

Introduction

There is a little difference between academic performance and studying habit or methods. A good study method has been identified as a prerequisite for achieving academic excellence. (Nwabuisi 2004 and selye 2004). According to Dewey (2005) different study methods adopted by students to improve their performance score include note taking while reading, organizing discussion groups, memorizing reading through and reciting.

In contemporary societies priorities are placed on educational achievement. Parents want their children to achieve academically as much as they can earlier than ever before (Soroffin 2003 and Ellis 2002). The aim of education is to develop intellectual capacity of individual to understand and appreciate their environment, acquiring with physical and intellectual skills that will enable individual to develop into useful members of the community (NRC 1999). Academic performance is the ability to study, remember first and being able to communicate the knowledge verbally and on proper (Joyful 2010). Individual differences in academic performance have been linked to different in intelligence and personality. Students with high mental ability and those who is higher in conscientiousness tend to achieve higher in academic setting.

The need to improve learning, foster good academic performance and combat failure and elimination among student nurses stimulated the interest for the study. The study aimed of excretory the relative influence of two study methods - note taking and group discussion - on the academic performance of student nurses in schools of nursing.

Methodology

An experimental research design was used to compare the academic performance of the two groups that consist of note taking group, and the control group.

Two schools of Nursing were purposively selected and the school of Nursing Mater Mesirilodea Hospital Afikpo, Ebonyi State.

32 students were randomly selected from each 312 students from UNTH and 165 students in Mater hospital. The allocation of the schools into experimental groups was through balloting. 32 students from ESUTH were used as experimental group I (Note-taking). 32 students from Mater served as control group. Permission were obtained from the school principals for their students to participate in the study. Each of the students gave their consent and willingly participated. The instrument for data collection was a fifth test questions constructed by the researchers on the personal and environmental hygiene. It comprised of multiple choice questions, fill in questions and true or false questions. The blue print questions served as pre-test and post-test instrument.

Training package was Note taking package and the note taking technique involved survey, question, read, reflect and review formula.

The reliability of the instrument was determined using a test-retest method from the result of pilot study conducted in school of Nursing in Abia State. The two scores were
correlated using Pearson moment correlation that was found to be 0.745.

The experimental procedure was done in three steps:

**Step I:** This is the pre-treatment assessment (pre-test) of all, the subjects in the three groups from where pre-test scores were generated.

**Step II:** Execution of the teaching sessions to the - Note taking group only.

**Step III:** Post treatment assessment (post-test) involving all the subjects in the three groups from where post-test scores were derived after the experimental manipulations. The data obtained were analyzed to determine the difference between the mean of pre-test and post-test scores of the experiment categories using the analysis of covariance (ANCOVA).

The null hypothesis tested at 0.05 level of significance is: There is no significance in the academic performance of students who are exposed to note taking study method and those in the control group.

### Result

**Table 1:** Unadjusted and Adjusted means of pre-test and post-test scores for Note taking and discussion trivalent and control group.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Unadjusted pre-test score</th>
<th>Unadjusted post-test score</th>
<th>Adjusted post-test score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Note taking method</td>
<td>N</td>
<td>X</td>
<td>SD</td>
</tr>
<tr>
<td>32</td>
<td>58.4650</td>
<td>8.00302</td>
<td>66.8756</td>
</tr>
<tr>
<td>Discussion method</td>
<td>32</td>
<td>56.750</td>
<td>11.77751</td>
</tr>
<tr>
<td>Control group</td>
<td>32</td>
<td>55.3750</td>
<td>9.81359</td>
</tr>
</tbody>
</table>

The unadjusted and adjusted means of pre-test and post-test score for treatments and control groups are shown in Table 1. The results show that the note taking groups scored higher (65.167) followed by the discussion group (60.760) while the control group scored the least (59.604).

**Table 2:** Analysis of covariance on adjusted mean for subjects with High preference score and students with low performance score in note taking group.

<table>
<thead>
<tr>
<th>Scores of variation in effect</th>
<th>Sum of squares</th>
<th>DF</th>
<th>Mean squares</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance score</td>
<td>1471.531</td>
<td>1</td>
<td>1491.531</td>
<td>18.884</td>
<td>.001</td>
</tr>
<tr>
<td>Explained</td>
<td>4851.918</td>
<td>2</td>
<td>2425.959</td>
<td>31.133</td>
<td>.001</td>
</tr>
<tr>
<td>Residual</td>
<td>2259.785</td>
<td>29</td>
<td>77.924</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>7111.703</td>
<td>31</td>
<td>229.41</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Table 3:** Multiple t-test comparison of adjusted mean of post-test scores for students in note taking method and group discussion method.

<table>
<thead>
<tr>
<th>Post-test score</th>
<th>Note taking</th>
<th>Group discussion</th>
<th>t</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>X</td>
<td>SD</td>
<td>N</td>
</tr>
<tr>
<td>32</td>
<td>65.6670</td>
<td>8.0032</td>
<td>32</td>
<td>60.7600</td>
</tr>
</tbody>
</table>

The hypothesis that no significant in the performance of those with higher scores in pre-test will be different from those with lower score after the treatment was rejected. The result show that there is interactive effect of higher score ability with treatment strategy F=18.884 but the p<0.05.

The result of t-test comparison of adjusted mean of post-test score for note taking group and group discussion is shown on table 3. The results show that the mean score for note taking group is higher (65.6670) when compare with that of group discussion method (60.7600) but t-test result shows that there is no significant difference (p<0.05) between the performance of the two group (t=2.338, p=0.002).

The t-test only is however indicate that the note taking method has greater effect on the performance score than the group discussion but the effect is not significant statistically (p<0.05) so the null hypothesis is therefore rejected.

### Discussion:

The statement to the effect that there is no significant difference in score of students whose are exposed to note taking method and group discussion method.
taking and group discussion on one hand and control group on the other hands was not confirmed by the results of the study. It is pertinent here to recall that all the subject in the three experimental groups were tested on the same task. However, while subjects in the two experimental groups were exposed to different training and learning experiences, those in the control group were not given any form of training. They were not required to use any method whatsoever. They merely undergo the normal classroom teaching with other students.

This showed that though different students adopt different study method to improve their performance (Dewey 2005) yet individual differences in academic performance have been linked to different intelligence and personality. Student with high mental ability and those who a higher in conscientiousness tends to achieve higher in academics setting. This study in no way disproved the role of a good study method as highlighted by Nwabuisi (2004) and Selye (2004) but no particular method should be over emphasised. Students can use note taking discussion, memorizing, reading through and reciting.

This study strongly supported the findings that students with high cognitive competencies benefit more from cognitively oriented training experiences and that general cognitive competence such as vocabulary, verbal ability, conceptualization, mathematics and other abilities are significantly related to the student ability to perform well. (Rymon 2007)

References