

AVAILABILITY AND UTILIZATION OF PHOTOGRAPHIC MATERIALS IN NURSING EDUCATION

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Abstract

The impact of photographic materials in instruction is a very vital area in teaching. And nursing education being the pillar of the medical profession has to be practiced in standard. This can only be achieved if the nurse is prepared adequately by instructing him/her through the use of photographic materials. This research work sought to determine the impact of photographic materials in nursing instruction with more emphasis on its effect on the students' interest and teachers' motivation in the teaching-learning process. The survey method was employed in the research, and the information obtained was used for the presentation of data analysis testing and interpretation of hypothesis along with result discussion. Finally, some recommendations were made in 50 identified problems.

Introduction

The impact of photographic material in instruction is very vital area in teaching and learning process. And nursing education being the pivot of the medical team has to be practiced to standard. This can only be done if the nurse is adequately prepared by instructing him/her through the use of instructional media viz-a-viz photographic materials. Photography can be defined as the production of permanent images by means of the action of light on sensitized surfaces, giving rise to a new form of visual art, historical document and scientific tool. Onasanya and Adedigbe (2007) since the birth of still photography in 1839 photographs have been manufactured employing many different methods. About 40 of these methods have been used commercially and examples of the resulting images can now be found in green numbers and

in addition to this Adedapo, Alabi & Oyedina (2009) are of the opinion that Teaching media provide realistic imagery and substitute experience to enrich teaching learning process.

The topic as it may be is a very relevant and vital topic in educational instruction generally and nursing instruction in particular. Instruction is the art of giving out what one knows. It is the furnishing with knowledge or information. For information to be a good information it must be arranged properly (Chalato 2005). Therefore, utilizing photograph for instruction is concerned with arranging information about a particular concept in a proper manner for easy understanding.

Instruction can also be seen as furnishing with authoritative direction as to action. Instruction

can also pass as a way of teaching photographic materials are the total aggregate of all visuals used in instructions usually called aids. In teaching, it has been proved that photographic materials bring home the concept which the instructor wants to explain or put across to the learner. The nursing profession which requires mastery of underlying scientific principles, provision of skill and intelligent attitudes and appreciation, must necessarily aim for the highest quality of education for its students. The contribution of Instruction can be enriched tremendously through the use of visual materials which these devices can make to specific means of study such as nursing.

Visuals are teaching aids like models pictures, glass-slides, film strips, motion pictures, illustrated specimen or objects and textbooks. These are used to enhance lecturers in teaching or any area where learning are found and instructors available to handover some facts. (Adeyanju 2004). In nursing education, where precision is the order of the day, effectiveness or this can be a lot enhanced by the use of photographic materials. It has been observed that visual objects, the real things, pictures, when brought into the class of study, make instruction easier than verbal explanation.

In nursing education instruction on vital signs like temperature, blood pressure, the use of clinical thermometer and sphygmomanometer and stethoscope are very rampant. Utilizing photography will engrain these specimens in the memory of students better and will make understanding easier, and less time would be

spent on the topic. No form of explanation would make students to recall the application better than the presence of photographic materials. To support this view Maufi (1992) relates that the concept of image and identity is one that can capture the imaginations of young people and inspire their creativity.

Lagos state has been in the forefront of making sure that nursing has its pride of place in the league of medical professionals. The state has achieved the success of extending nursing education into the university. This is in place that all the nursing schools in the state had closed its doors to fresh intakes for the past two years

Also the post basic nursing that is available, takes candidates with five credits at a sitting, and candidates have credits pass in Physics, Chemistry, Biology, English and Mathematics. The regulating authority National Association of Nurses and Midwives (NANM) makes sure that prerequisites are strictly adhered to; universities are enjoined to open up colleges of Nursing. Year 2015 is the dead line for non-graduate practicing nurses to upgrade themselves. With all these in place, the mode of instruction in schools and nursing institution is very vital and better mode will go a long way to improve knowledge in the profession, high quality instructional material specially will go a long way to place nursing in its rightful place in Healthcare System. Studies have often shown that 1.0% of what human beings learn come through taste, 1.5% through touch (i.e feeling), 3.5% through smell, 11.0% through hearing and 83% through sight in (Akinpelu (1999). This reveals that

individual is capable of helping individuals to realize their intellectual potentials which will obviously play a great role for students in nursing institutions.

Statement of Problem

In this era of global recession, what is prevalent in our temporary world is crazy for our function and queue professionals are all over the place. It is not surprising that the quality nursing care rendered to client by nurses in every care centre is poor compared to the standard practice. Nursing has been regarded as a trade in which apprentices are employed who deliver quicks and substandard services. The performance of student nurses in nursing schools/institutions in Nigeria has really gone down hence the quest for modern mode of instruction will be very essential. The application of photographic material in clinical nursing practice has not been well synthesized; hence it is high time to improve instruction in nursing education.

Research Hypotheses

In order to carry out this study effectively the following hypotheses were formulated and tested at 0.5 levels of probability.

H₀₁: There is no significant difference in the utilization of photographic materials in nursing education and students' academic performance.

H₀₂: The use of photographic materials in giving instruction will not enhance the performance of nursing instructors.

H₀₃: The use of photographic materials in nursing education will have no significant

effect on the job performance of nurses.

H₀₄: The use of photographic materials in nursing education does not attract more female students in nursing profession than their male counterparts.

Methodology

The study was carried out with the aid of a self-developed questionnaire, the questionnaire sought information from students, tutors, and practicing nurses selected randomly. The questionnaire was divided into two sections. Section A sought demographic data on subjects (gender, status, training and number of years spent on training). The second section contained 20 items dealing with issues relating to the use of photographic materials in nursing education.

The instrument was validated by giving the initial draft of the questionnaire to some experts in educational technology and necessary corrections and contributions were made.

The reliability of the instrument was established using test-retest method. The same instrument was administered to same set of nursing students twice within a two week interval. The data generated was analysed with the use of Pearson product moment correlation coefficient statistical tool giving correlation coefficient value 0.76.

In writing a reliable result, the researcher made use of structured questionnaire, comprising two sections. The first section dealt with demographic data such as age, sex, status, training and number of years spent on training.

The second section asked questions on the use of photographic materials in nursing education. 30 questionnaires were given out by researchers to the students, tutors and practicing nurses selected

randomly. On collection, the questionnaire was scanned, thought and correction made on the spot so as to facilitate data analysis and reporting.

Results

Table 1: Summary of the data collection from 30 selected student nurses at Lagos State School of

Nursing (LASONS) Ikoyi

S/N		SA	%	A	%	D	%	SD	%
1	Photographic materials will enhance nursing education	16	53.33	4	13.33	8	26.66	2	6.7
2	Performance of nursing instructors is high with the use of photographic	16	53.33	4	13.33	6	20	4	13.33
3	Nurses will perform better if nurses on training are given instruction with the use of photographic	17	56.66	3	10	10	33.33	0	0
4	Instruction aided by photographic are appreciated more by female students than their male counterparts	16	53.33	4	13.33	8	26.66	2	6.77

Table 2: Summary of the data collection from 30 selected student nurses at Lagos University Teaching

Hospital's School of Nursing (LUTHSON)

S/N		SA	%	A	%	D	%	SD	%
1	Photographic materials will enhance nursing education	14	46.67	10	33.33	3	10	2	10
2	Performance of nursing instructors is high with the use of photographic	12	56.66	3	15	7	23.33	2	10
3	Nurses will perform better if nurses on training are given instruction with the use of photographic	16	53.33	4	13.33	6	20	6	20
4	Instruction aided by photographic are appreciated more by female students than their male counterparts	13	43.33	12	40.00	2	6.7	2	10%

Ho: There is no significant difference in the utilization of photographic materials in nursing education and students' academic performance

In order to test the null hypothesis, the responses provided by the student nurses reveals that 50% of the student nurses strongly agree that

photographic materials will enhance nursing education while 21.1% agree. On the other hand 18.33% disagree while 8.33% strongly disagree.

Based on this result the null hypothesis which stated that, there will be no significant difference in the utilization of photographic difference in the utilization of photographic materials is therefore rejected.

H02: The use of photographic materials in giving instruction will not enhance the performance of nursing instructors.

From the responses of the respondents, the analysis point out that 58% of the student nurses strongly agree that performance of nursing instructors is high with the use of photographic materials while 11.66% agree, on the other hand 21.66% disagree while 11.66% strongly disagree therefore null hypothesis which stated that the use of photographic materials in giving instruction will not enhance the performance of nursing instructor is therefore rejected.

H03: The use of photographic materials in nursing education will have no significant effect on the job performance of nurses.

The result shows that 66.66% of the respondents agree that nurses will perform better when nurses on training are given instruction with the use of photographic materials. 11.66% agreed while 16.66% disagree and 6.66% strongly disagree hence the hypothesis which stated that the use of photographic material in nursing education will have no significant effect on the job performance of nurses is therefore rejected.

H04: The null hypothesis IV stated that the use of photographic materials in nursing education does not attract more female students than their male counterparts in nursing profession.

From the data collected, the result reveals that 48.11% strongly agree that photographs are appreciated more by female students than their male counterparts while 26.68% agree, 16.7% disagree and 8.11% strongly disagree. Therefore the null hypothesis which stated that the use of photographic materials in nursing education does not attract more female students than their male counterparts is rejected. This implies that more female students are attracted by photographic materials in nursing education than their male counterparts in nursing profession. This goes along with the findings of Keren (2008) on some appointments where gender overrides professional merit.

Discussion of findings

The result as shown indicated that photographic materials are highly relevant in nursing nursing education forward. The relevance is quite enormous that there is need to make mention of a few of them. With regard to education in general, this study emphasizes the fact that photographic materials, which are types of learning resource enrich the teaching/learning process. This corroborates the assertion of Ajewole and Owolabi (1999), by implication this points out that any time photographic instruction is carried out, it goes a long way to make knowledge acquisition interesting both to the teacher and learner. Instruction aided with photographic materials helps more in assimilation and understanding of the subject matter. And it helps the learner to

have the good mastery of the topic. Mauld (1992) stresses that many of the key issues always address explicitly or implicitly instructions, which will bring about task that will stir up important question and strong feelings.

Photo-materials widen the range of information, which the teacher is able to present to learners at any given time. These materials allow the teacher to explore a lot of information avenues because by using the materials, teacher must be more emphatic, and talk authoritatively, which stimulate students' desire for the subject. This offer credence to the findings of Alabi (2006), in her findings on effect of visual instructional aids and learning activities on students' achievement in history reveals that students' interest had been greatly increased toward the subject.

The presentation of information are more interesting and diversified with photo-materials as the effectiveness of learning base done human voice and printed word is limited (Encyclopedia Britannica, 2007). The learners are carried along with the help of photo materials. The teacher then is at ease most of the time because his/her job is made easier and simpler. Apart from these, the efficiency of the teacher is increased making him/her more dynamic. Repetitions of lectures are limited with the use of visual aids. Photo-materials or visual aids permit guided individual studies, making high quality instruction possible. Learning time is reduced and an enthusiastic learner can possibly gain more than others. It also gives

room for private study without the presence of a tutor.

Conclusion

The study has been undertaken in order to determine the relative effectiveness of the use of photographic materials in nursing education. Similarly, the study has been able to identify the failure of the profession which can be traced to poor instruction delivery in schools of nursing.

The nursing profession which requires mastery of underlines scientific principle, precision of skill and intelligent attitudes. Appreciation must necessarily aim for the highest quality of education for its students. This qualitative education can be made possible through the use of photographic materials, despite the dominance of vision as a way of understanding the world which the western societies have embarked on. It points out that materials seen make learning more effective. Therefore when considering the use of photographic materials as an aspect of visual in instruction, it will enhance the assimilation of the content of nursing education.

Nursing is a science based profession, and for instruction to be effective it has to be backed up with visual aids and photographic material is one of such. These instructional materials have the effect of arousing students' interest in the learning process, taking care of individual differences among student and maintaining teachers' enthusiasm because photo-materials make the teacher less fatigued. It should also be noted that nursing instructors being science teachers need to effectively use these materials

for students' meaningfully especially scientific experiment. This becomes necessary because equipment and materials are very vital for science teaching, no matter the level.

Hence photographic materials cannot be swept under the carpet as far as nursing education is concerned. In a nutshell it was observed:

1. That photographic material will be very useful for effective learning in nursing education
2. That photographic material will enhance the performance of nursing instructor who uses them than those who do not make use of them in the teaching learning process
3. Through this, it was discovered that a number of schools of nursing accept the fact that photographic materials enhance performance in nursing education.
4. That female is more attracted by photographic materials used in nursing education than their male counterparts.

Recommendations

Based on the conclusion of the study the following were some recommendations that may be useful to people in schools of nursing and in

the society in general. The utilization of photographic materials to aid instructions in schools of nursing, especially its inclusion in the training curriculum will attract a lot of improvement. The recommendations are as follows:

- Photographic materials should be part of instructional materials for nursing education
- Nursing instructors should be encouraged to use photographic materials as learning materials.
- Male Student nurses male should be encouraged to embrace the nursing profession by making photo-materials mandatory in training area.
- High quality photographic materials should be made mandatory as one of the prerequisite in approving any nursing schools or department.
- Teachers at different location and neighbouring school should be exposed to the mode of supporting their instruction with photo-materials; they must be made to realize that varieties in teaching and learning improve the pace of knowledge acquisition.

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