Master's Thesis

Lecture-discussion Versus Inquiry-based Learning in the NCM 101 Academic Performance

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Abstract

The search for an effective teaching method is a perennial concern and goal for a responsible educator. This study compared the NCM 101 academic performance of nursing students utilizing lecture-discussion and Inquiry-based learning (IBL) as the bases for a seminar clinic among clinical instructors. There were 47 nursing students in the learning-discussion group and 46 nursing students in the IBL group which was conducted in Cebu Normal University, Cebu City, Philippines. A pretest was administered to both groups prior to the implementation of the experimental intervention, and the same instrument was used for the posttest.

The results revealed that the nursing students of the lecture-discussion and IBL groups failed in the 70% standard passing percentage on their NCM 101 academic performance before the utilization of lecture-discussion and IBL. Additionally, both groups failed after the utilization of lecture-discussion and IBL. However, performance using lecture-discussion was higher than IBL. There was no significant difference on the pretest NCM 101 academic performance between the two groups. There was a significant mean gain on the posttest NCM 101 academic performance of the lecture-discussion group. Also, there was a significant mean gain on the posttest NCM 101 academic performance of the IBL group. There was a significant difference on the posttest NCM 101 academic performance between the two groups.

Based on the findings of the study, academic performance of nursing students was higher in lecture-discussion. With this, the researchers recommend the implementation of the proposed seminar clinic for clinical instructors on the delivery of effective lecture-discussion in the classroom.