

Nurse Educators' Teaching Methodology for Undergraduate Nursing Students: A Framework for Enhancing Faculty Development Plan

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ABSTRACT

The rapid transformation of healthcare systems and the increasing demand for competent, practice-ready nurses necessitate the enhancement of teaching methodologies in nursing education. This study evaluated the teaching methodologies employed by nurse educators and examined their relationship to student learning outcomes to inform the development of a Faculty Development Plan. Using a developmental-descriptive correlational design, data were collected from 100 purposively selected nurse educators through a validated questionnaire measuring teaching methodologies, faculty readiness, institutional support, digital competence, and student learning outcomes. Findings revealed that nurse educators utilized traditional lectures, student-centered methods, simulation-based strategies, and digital or AI-integrated approaches, with instructional design emerging as the strongest area of practice and technological limitations as the most significant challenge. Statistical analysis showed a significant moderate positive relationship between teaching methodologies and student learning competencies, leading to the development of a Faculty Development Plan focused on training, professional development, mentoring, technology integration, and continuous monitoring and evaluation.

Keywords: *Nursing education, Teaching methodologies, Nurse educators, Faculty development plan, Student learning outcomes*

INTRODUCTION

The rapid advancement of healthcare, coupled with the integration of technology and the increasing demand for workforce-ready graduates, continues to drive the evolution of nursing education, where nurse educators play a pivotal role in shaping the knowledge, competencies, and professional dispositions of undergraduate nursing students. Student-centered and outcomes-based education has increasingly supplanted traditional lecture-based instruction through approaches such as flipped classrooms, problem-based learning, simulation-based learning, case-based education, and digitally enhanced or AI-integrated strategies, thereby improving student engagement and learning outcomes. However, challenges, including technological constraints, resource requirements, faculty readiness, and institutional barriers, continue to limit the implementation of these innovative methodologies, underscoring the need for ongoing research on sustainable instructional design, faculty development, and organizational support in nursing education.

Statement of the Problem

The primary objective of this study was to evaluate nurse educators' teaching methodologies for undergraduate nursing students and to develop a framework for enhancing the faculty development plan.

Specifically, this study sought to answer the following questions:

1. Determine the profile of nurse educators in terms of:
Teaching Experience; Educational Attainment; Training Attended
2. What teaching methodologies are utilized by nurse educators in terms of
Traditional Techniques; Student-Centered Methods; Simulation-Based Strategies;
Digital and AI-integrated Approaches
3. Evaluate the degree of student learning outcomes in terms of:
Academic Achievement; Critical Thinking; Clinical Competence
4. Is there a significant relationship between teaching methodologies and student learning outcomes?
5. What factors influence the use of teaching methodologies in terms of:
Faculty Readiness; Institutional Support; Technological Competence
6. Based on the findings of the study, what Faculty Development Plan can be proposed?

Scope and Limitations

The primary purpose of this study is to evaluate the teaching strategies employed by nurse educators and determine their relationship with the learning outcomes of undergraduate nursing students, particularly in terms of academic achievement, critical thinking and clinical reasoning, clinical competence, and practice preparedness. The study involves 100 purposively selected evaluators and utilizes a structured survey questionnaire to measure educational approaches, faculty preparedness, institutional support, digital competence, and student learning outcomes. The inquiry is limited to participants' perceptions and responses, as well as selected variables and institutions, which may constrain the generalizability of the findings across all nursing schools.

Review of Related Literature

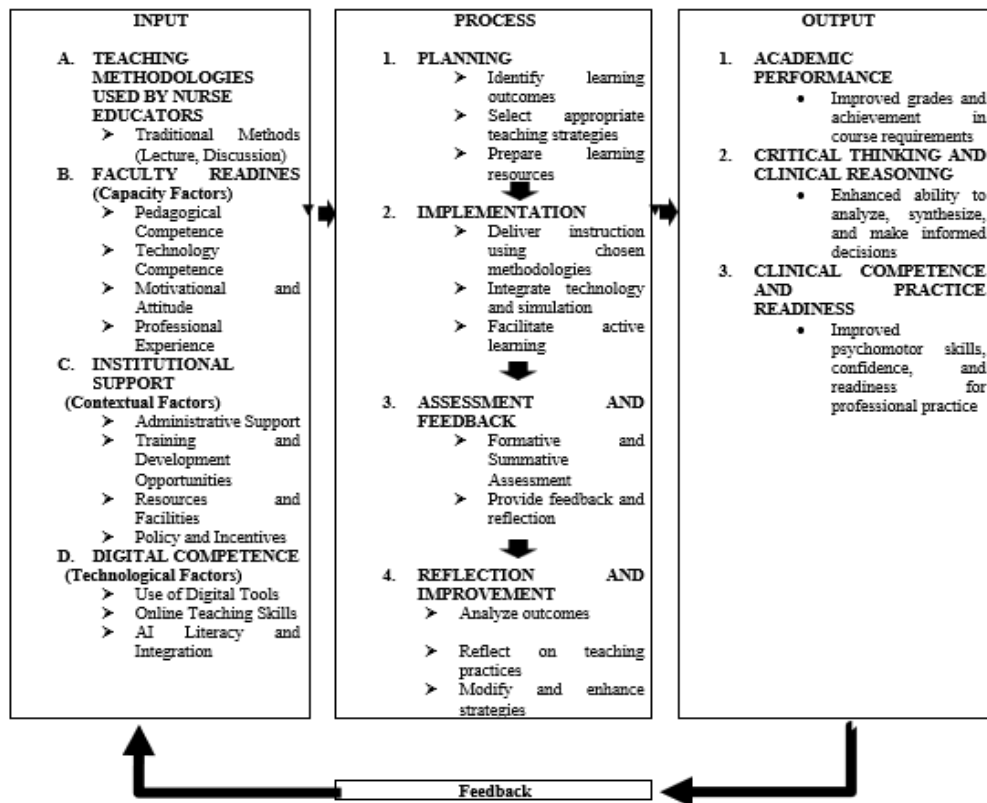
Student-centered teaching methods, simulation-based learning, and faculty readiness are widely recognized as key drivers of effective nursing education and improved student learning outcomes. Studies show that student-centered approaches such as flipped classrooms, problem-based learning, and case-based learning enhance student engagement, critical thinking, and academic performance (Sarker, 2023; Benchadlia, 2023). Likewise, simulation-based learning improves clinical competence, decision-making, and confidence among nursing students, while faculty readiness supported by continuous professional development and training strengthens the successful implementation of innovative teaching strategies despite challenges such as limited resources and technological constraints (Azizi et al., 2022; Bautista et al., 2023).

Theoretical Framework

This study is anchored in three core theoretical perspectives that collectively provide a comprehensive framework for examining the instructional strategies employed by nurse

educators, their impact on student learning outcomes, and the development of a structured Faculty Development Plan.

Conceptual Framework



METHODOLOGY

This chapter includes research design, research steps, data collection and sample selection, data analysis methods, study limitations, and ethical considerations.

Research Design

The study utilized a developmental-descriptive correlational research design to determine the instructional strategies adopted by nurse educators, assess levels of institutional support, faculty preparedness, and digital competency, and examine their relationships with student learning outcomes. Regression analysis was used to assess the influence of faculty preparedness, institutional support, and digital competency on instructional strategies, while the developmental component focused on developing a Faculty Development Plan based on the findings.

Research Steps

The researcher obtained a formal letter of authorization from the administration of the selected Higher Education Institutions (HEIs) offering Bachelor of Science in Nursing programs prior to conducting the study and distributed the research instrument to the designated respondents following approval. Before administering the questionnaire, the researcher explained the study's purpose and significance, emphasized voluntary participation, obtained informed consent, and ensured confidentiality and anonymity. Completed questionnaires were retrieved, checked for accuracy and completeness, organized, coded, and tabulated for

statistical analysis, and the findings served as the basis for the proposed Faculty Development Plan.

Data Collection and Sample Selection

The main tool for data collection in this study was a researcher-developed questionnaire designed to evaluate nurse educators' teaching approaches, the factors influencing their implementation, and the learning outcomes of undergraduate nursing students. The instrument was developed through a thorough review of relevant literature and aligned with the study's objectives of determining the relationship between teaching strategies and student outcomes and identifying predictors for a Faculty Development Plan. The questionnaire collected information on nurse educators' characteristics, teaching methodologies, faculty preparedness, institutional support, digital competence, and student learning outcomes in the areas of academic achievement, critical thinking and clinical reasoning, clinical competence, and practice preparedness.

Data Analysis Methods

The weighted mean was used to determine the extent of teaching methodologies, instructional design strategies, modes of delivery, institutional support, faculty preparedness, technological limitations, workload, and their effects on student learning competencies. Ranking was applied based on the computed weighted means to identify the relative standing of indicators, dominant practices, strongest influencing factors, and areas requiring improvement. Pearson Product–Moment Correlation Coefficient (r) was used to determine the direction and strength of the relationship between teaching methodologies and student learning competencies, with significance tested at the 0.05 level.

Study Limitations and Ethical Considerations

This study adheres to the highest ethical standards in research to protect the rights, privacy, and well-being of all participants. Participation in the study was voluntary, and informed consent was obtained after providing information regarding the purpose, procedures, potential risks, and benefits of the research. Participants were informed of their right to withdraw at any time without penalty, and no form of coercion or undue influence was used to encourage participation.

RESULTS AND DISCUSSION

Based on the analysis and interpretation of data gathered from nurse educators, traditional lectures remained the most frequently used teaching approach, although simulation, case-based learning, and blended teaching were also consistently practiced, with instructional design strategies ranking highest among current teaching methods. Nurse educators perceived high levels of institutional support and rated themselves as highly competent and prepared; however, technological limitations emerged as the most significant challenge to teaching effectiveness, followed by faculty competence, institutional support, and time constraints and workload. Furthermore, innovative teaching methodologies were perceived to have a strong positive effect on student learning competencies, and a statistically significant moderate positive correlation ($r = 0.47$, $p = 0.000$) confirmed that increased use of varied and effective teaching strategies leads to improved student outcomes in skills, knowledge, and values.

CONCLUSIONS

Based on the study's findings, nurse educators continue to rely heavily on traditional lecture-based instruction, although innovative and blended teaching approaches are increasingly integrated into undergraduate nursing education, with instructional design playing a critical role in effective teaching. Institutional support was generally perceived as adequate, and nurse educators were found to be highly prepared and competent; however, organizational barriers, technological limitations, and workload pressures continue to hinder instructional innovation. Furthermore, teaching methodologies were found to have a strong positive influence on students' learning competencies, confirming that frequent and diverse instructional strategies enhance nursing students' overall competence.

RECOMMENDATIONS

Based on the study's conclusions, nursing schools and administrators are encouraged to strengthen technological infrastructure, provide reliable technical support, streamline administrative processes, and sustain institutional support programs that promote instructional innovation. Nurse educators should enhance the use of student-centered and active learning strategies, pursue continuous professional development, and strengthen their competencies in simulation-based and technology-enhanced teaching methods, while curriculum developers should integrate flexible instructional models and values-based experiential learning activities. Future researchers are encouraged to include student perspectives and conduct longitudinal studies across different institutions or regions to assess the long-term impact of innovative teaching methodologies and improve the generalizability of findings.

ACKNOWLEDGMENTS

The researcher sincerely expresses gratitude to all individuals and institutions whose support, guidance, and encouragement contributed to the successful completion of this study. Appreciation is also extended to colleagues, peers, friends, and family for their encouragement, assistance, understanding, and unwavering emotional and financial support. Above all, the researcher offers profound thanks to God Almighty for His guidance, strength, and blessings in making the completion of this scholarly work possible.

AI DECLARATION STATEMENT

AI-supported tools helped with grammar and structure in creating this article. No AI tools were used to collect, analyze, or interpret data; all authors are credited for their academic contributions.

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