

## Enhancing Fourth Year Nursing Students' Self-Confidence and Engagement by Using Panel Discussion Strategy

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### Abstract

**Background:** Panel discussion has been implemented throughout the world as an innovative learning method in nursing education. It enhances students' knowledge, practices, promotes self-learning, and improves their self-confidence and engagement. **Aim of the study:** To determine fourth year nursing students' self- confidence and engagement by using panel discussion strategy. **Study design:** Aquasi-experimental design was used in this study. **Setting:** The study was conducted at Faculty of Nursing, Benha University. **Study subjects:** A systematic random sample of the fourth year nursing students (n=57) who were enrolled in the first term of the academic year 2020-2021 and studied nursing administration course. **Data collection tools: Tool I:** Panel discussion strategy knowledge questionnaire, **Tool II:** Panel discussion strategy observational checklist, **Tool III:** Self-confidence scale and **Tool IV:** Student engagement questionnaire. **Results:** Less than three quarters (71.9% &70.2%) of the fourth year nursing students had good level of knowledge regarding panel discussion strategy at immediate post-program phase, and follow up-phase (after 3 months) of program respectively, more than three quarters (75.4%) of the fourth year nursing students had a high level of practice regarding panel discussion strategy at immediate post-program phase, while it slightly decreased to 72% at follow up phase (after 3 months), more than three quarters (77.2%) had a high level of self-confidence at immediate post-program phase, while it slightly decreased to 73.3% in follow up phase (after 3 months) and the majority (80.7%) had a high level of student engagement at immediate post-program phase, while it slightly decreased to 77.2% in follow up program phase (after 3 months). **Conclusion:** Implementation of panel discussion strategy program led to significant improvement of fourth year nursing students' knowledge, practice regarding panel discussion strategy, self-confidence and engagement. **Recommendations:** Integrating panel discussion strategy into the nursing curriculum as a teaching method in the Faculty of Nursing side by side with lecture to get a complete picture of nursing students' self-confidence and engagement in their professional development and lifelong learning.

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**Keywords:** Engagement, Nursing students, Panel discussion strategy, Self-confidence

### Introduction:

Panel discussion strategy is a kind of discussion where members of particular group talk about a topic from divergent perspective in front of audiences. They criticize an issue, try to solve problem through argumentation and brainstorming of ideas. The participants of panel discussion discuss and talk about an issue

which is a question for them. In fact, in this process, students learn how to communicate with each other and achieve a high level of consciousness and activity. Students learn how to talk to each other in a turn taking conversational democracy. As a matter of fact, panel discussion strategy trains student to concentrate on social surrounding and setting of

others who are listening. It can help learner to improve speaking ability with participating in interaction and can help those who are reluctant to enhance student's confidence (**Montashery & Safarnejad, 2020**).

Self-confidence is the ability to believe in own self and abilities, it also means that one can accept own mistakes, failures, and shortcomings without being afraid of them. Self-confidence enables the person to take risks and try new things, which leads to success. It's a feeling of security about self or own abilities as well as an acceptance of negative feelings such as fear, anxiety or insecurity towards certain situations or people. It can be developed by doing activities that make the person feel good about own self like exercising, reading books with positive messages that allow students engage with others (**Bond, 2020**).

Student engagement refers to students' active involvement in learning activities. The engaged students express active task involvement by showing focused attention, active, quick, and intense effort, verbal participation, persistence and positive emotion and take satisfaction in accomplishments. Engaged students learn more, develop greater critical thinking skills, and are more satisfied with institutions. Disengaged students, in contrast, show passivity through dispersed attention, passive, slow, and minimal effort, verbal silence, helplessness or flat emotion. Student engagement is considered as an important prerequisite for learning as it has been shown to contribute to the attainment of multiple positive learning outcomes including; academic achievement and educational aspirations (**Boer et al., 2023**).

As an innovative teaching method panel discussion is built around active and interactive learning. Panel discussion improves the knowledge and student's participation. The

implementation of the panel discussion strategy had contributed on better impact on student's self-confidence, learning, logical analysis of the learner and over all understanding, so, this method of teaching can be promoted as a general method for teaching nursing student (**Khoiru, 2016**). Panel discussion is an alternative teaching strategy that really provides the students' challenges to have more creative activities in thinking, sharing, presenting ideas, enhances psychomotor skills, and improves speaking, argumentation skills, critical thinking and problems solving. Panel discussion is an amalgamation of language proficiency and content understanding (**Acharya et al., 2019**).

#### **Aim of the study:**

The study aimed to determine fourth year nursing students' self confidence and engagement by using panel discussion strategy.

#### **Hypothesis:**

Implementation of panel discussion strategy program will lead to significant improvement of fourth year nursing students' knowledge, practice regarding panel discussion strategy and their self-confidence and engagement.

#### **Subjects and Method**

##### **Research Design:**

A quasi-experimental design was utilized to achieve the aim of the present study.

##### **Study Setting:**

Faculty of Nursing, Benha University.

##### **Study Subjects:**

A systematic random sample of fourth year nursing students (n=57) who were enrolled in the first term of the academic year 2020-2021 and studied nursing administration course in Nursing Administration Department in the Faculty of Nursing, Benha University.

##### **Tools of data collection:**

Four tools were used to collect data to achieve the study's aim as follows:

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### **Tool (I): Panel discussion strategy knowledge questionnaire**

A Structured questionnaire developed by the researcher based on review of related literature (**Angeline et al., 2015, Acharya et al., 2019**). It included two parts;

**Part (1):** Personal data about fourth year nursing students included; age, gender, marital status, place of residence, grade of faculty past year, family member working in nursing (6 questions).

**Part (2):** It included different questions to assess fourth year nursing student's knowledge regarding panel discussion strategy and topics taught by panel discussion strategy. It included five topics of nursing administration course as (leadership, motivation, conflict management, team building and marketing). It consisted of (60) questions.

#### **Scoring system:**

The studied fourth year nursing students' answers were scored as follows: "1" degree for correct answer, and "0" degree for incorrect answer and the total knowledge score was (60) points. The scores were calculated by summing up the grades of items, scores were converted into percent score. The total level of knowledge was categorized as the following;

- **Good knowledge:** equal to  $\geq 75\%$  ranged from 45-60 points score.
- **Average knowledge:** 60 - < 75 %, ranged from 36 - 44 points score.
- **Poor knowledge:** < 60% was < 35 points score

### **Tool (II): Panel discussion strategy observational checklist:**

It was developed by the researcher based on review of related literature (**Mishra et al., 2016, Montashery & Safarnejad, 2020**) to assess fourth year nursing students' practices regarding panel discussion strategy. It consisted of 26 items, divided into four dimensions as follows: Presentation skills (8 items),

argumentation skills (8 items), communication skills (3 items) and speaking skills (7 items).

#### **Scoring system:**

Each item was assigned a score of (1) degree for "done" and (0) for "not done". The scores were calculated by summing up the grades of items of checklist, the scores were converted into percent score. Total score was (26) points. The level of practice was considered as follows:

- **High practice:**  $\geq 75\%$  of total scores, ranged from 20-26 points score.
- **Moderate practice:** >75% of total score, ranged from 16-19 points score.
- **Low practice:** < 60% was < 26 points score (**Young, 2020**).

### **Tool (III): Self Confidence Scale**

It was developed by the researcher based on review of related literature (**Rosenberg, 2014 & Khoiru, 2016**), it included 10 items to assess fourth year nursing students' self-confidence toward panel discussion strategy.

#### **Scoring system:**

The fourth year nursing students' responses were measured based on a five points Likert scale as follows; "5" for strongly agree, and "4" for agree, "3" for neutral, "2" for disagree and "1" for strongly disagree and the total self-confidence score was ranged from (38-50). The level of self-confidence was categorized as follows;

- **High level:**  $\geq 75$  of total scores, ranged from 38-50 points score.
- **Moderate level:** 60 to <75% of total scores, ranged from 30-37 points score.
- **Low level:** < 60% of total scores, ranged from 10-2 points score (**Butler & Winne, 2019**).

### **Tool (IV): Student Engagement Questionnaire:**

It was developed by **Community College Survey of Student Engagement, 2018** and modified by the researcher based on review of related literature (**Bowen, 2019 & Bull et al.,**

2020) to assess the fourth year nursing students' engagement toward panel discussion strategy. It included 28 items grouped under five dimensions.

**Scoring system:**

The fourth year nursing students' responses were scored on a three point Likert Scale as follows; (3) always, (2) sometimes and (1) never. For each item, the scores were summed-up and giving a mean score for the item. Total engagement score was ranged from (28-84). These scores were converted into a percent score. The level of student engagement was considered as follows;

- **High level:**  $\geq 75$  of total scores, ranged from 63-84 points score.
- **Moderate level:** 60 to  $< 75\%$  of total scores, equal to 51-62 points score.
- **Low level:**  $< 60\%$  of total scores, ranged from 28-50 points score (Irvine et al., 2020).

**Administrative design**

An official approval was obtained from the Dean and Vice Dean of Students and Education Affairs, Head of Nursing Administration Department of Faculty of Nursing, Benha University through official letters explaining the aim of the study to request permission to conduct the study.

**Content validity:**

Seven experts on field of Nursing Administration and Nursing Education examined the tools for readability, relevancy, comprehensiveness, and applicability and provided their feedback on their content validity.

**Reliability of the tools:**

Reliability of the tools was applied by using Cranach's Alpha Coefficient test. Panel discussion strategy knowledge questionnaire was ( $\alpha=0.759$ ), Panel discussion strategy observational checklist was ( $\alpha=0.759$ ), self-confidence scale was ( $\alpha=0.841$ ) and student

engagement questionnaire was ( $\alpha=0.940$ ) compared (test-re-test reliability).

**Ethical Consideration:**

Oral informal consent was obtained from each participant in the study. Confidentiality of data obtained was protected by the allocation of a code number to the questionnaire sheets. Subjects were informed that the obtained data will be used for the research purpose only. Participants' right to withdraw from the study at any time with no consequences was ascertained.

**Pilot Study:**

Pilot study was carried out from the beginning of July, 2021 to the end of the same month, during (thirteenth, fourteenth, fifteenth and sixteenth weeks) to assess tools clarity and applicability. It was done on (6) fourth year nursing students representing 10 % of total study subjects (57). In the light of the pilot study analysis, no modification was done and the last form was developed. So, study subjects included in the study

**Field work:**

**Assessment phase:**

By gathering and analyzing baseline data from the completed instruments, this phase evaluated the researcher collected data electronic by link done through goggle form ([https://docs.google.com/forms/d/1zo4nv7QWm\\_eMGnk4NzFCq0v6UsPLaSsXczRKd1VNjv8/ed\\_it](https://docs.google.com/forms/d/1zo4nv7QWm_eMGnk4NzFCq0v6UsPLaSsXczRKd1VNjv8/ed_it)) then, the links were sent to fourth year nursing students through the Whats app groups.

**Planning phase:**

This phase took one month from beginning to the end of September, 2021. Based on the baseline data obtained from pre-test assessment and relevant review of literature, an educational program by using panel discussion strategy according to Nursing Administration course of the first semester of the academic year 2021-2022. Program constructed of five different topics concerning motivation, leadership, conflict management, team building and

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marketing and scenarios were prepared in a form of printed English booklet .

### **Implementation phase:**

- This phase was initiated in October 2021 to the end of December 2021. The educational program involved (9) sessions held in accordance with the course time schedule of nursing administration course at Faculty of Nursing Benha University.
- These sessions were lasted for 16 hours (12 hours theory and 4 hours practical), each session took from 90- 120 minutes.
- The panel discussion sessions took place one day per week over 9 weeks according to teaching plan of nursing administration course.
- The program consisted of two main parts; the first theoretical part were consist of seven sessions; (two sessions about panel discussion strategy and five sessions regarding motivation, leadership, conflict management, team building and marketing) and the second part (two practical sessions) in the form of activities and assignment behind each session were answered by fourth year nursing students using panel discussion strategy.
- Feedback was given at the beginning of each session about the previous one and at the end of each session about the current session.
- The moderator began the panel discussion session with the rules of session such as silent mobile, no member should dominate the discussion, and at the end of session there will be open discussion for 15 minutes; then the moderator introduced panelist members then explained objectives and the outlines of the topic to emphasize the main points of the topic.
- The moderator mentioned the time allotted for each phase of the panel discussion, asked

panelists member (students) not to bring limited slides to show as part of the panel.

- The purpose of the panel discussion session was to convey information to the audience; the moderator had the authority to politely cutoff or redirects speakers through the session. During the session, every panelist member showed his or her content fully.
- Open discussion a period was held for interaction among panelists and the audience for 15 minutes at the end of each panel discussion, which was conducted following the predetermined scenario and script. Great questions were often created in advance by the moderator sourced from the audience either before or during the panel discussion.
- Debriefing the session was conducted at the end of each panel discussion session for at least 10 minutes by the investigator for summarization and emphasizing the main points of each topic. The moderator thanked the panelist students and the audience students at the end of each session.

### **Evaluation Phase:**

This phase lasted for three months from the beginning of January, 2022 to end of March, 2022. The effect of the education program by using panel discussion program was evaluated for all study subjects using the same tools which were used before the program, immediately after implementation of the program and follow up after three months of program implementation.

### **Statistical analysis:**

Data were verified prior to computerized entry. The Statistical Package for Social Sciences (SPSS) version 21.0 was used for that purpose, followed by data analysis and tabulation. Descriptive statistics were applied (e.g., Mean, standard deviation, frequency and percentages, Chi-square ( $\chi^2$ ). Test of significance paired (t) test, (F) test one way ANOVA, Pearson correlation coefficients were

used for investigation of the relationships among scores. The P-value is the probability of error that indicate significance of results through observed difference. A significant level value was considered when  $p < 0.05$ , and a highly significant level value was considered when  $p < 0.01$ . None significant level value was considered when  $p = 0$ .

### **Results:**

**Table (1):** Shows that more than half (56.1%) of fourth year nursing students had age 21 years with mean  $\pm$ SD (21.47 $\pm$ 0.504), more than three quarters (78.9%) of them were female, the majority (89.5%) of them were unmarried, more than half (54.4%) of fourth year nursing students their grades in third faculty year were excellent. Three quarters (75.4%) of the studied subjects had a family working in nursing before, more than half (57.1%) of them had sisters working in nursing.

**Figure (1):** Shows that less than three quarters (71.9 %) of fourth year nursing students had good level of knowledge at immediate program phase (after 3months) of program phases, compared to pre-program was (38.6%).

**Table (2):** Illustrates that, there was highly statistically significant improvement between pre-program and immediate post program, also between pre-program and follow up program phase regarding fourth year nursing students' knowledge regarding to panel discussion strategy sessions through program phases ( $p < 0.001$ ), except marketing session. The highest total mean scores of knowledge was (38.88 $\pm$ 13.22) at immediate post program while it was slightly decreased to (37.59 $\pm$ 5.70) at follow up program phase (after 3 months) compared to pre-program phase with mean  $\pm$ SD (21.21 $\pm$ 6.88). Regarding to session, the highest Mean  $\pm$  SD knowledge scores (24.52 $\pm$ 7.61) was “panel discussion strategy” throughout immediately post

program phase and the lowest session Mean  $\pm$ SD (1.19  $\pm$  1.04) knowledge scores was “marketing” through pre-program phase.

**Figure (2):** Shows that more than three quarters (75.4%) of fourth year nursing students had high level of practice at immediate post-program phase, while it was slightly decreases to (72%) at follow up program phase (after 3months) of program phases, compared with pre-program phase was (28.1%).

**Table (3):** Represents that, there was highly statistically significant improvement regarding the fourth year nursing students' communication skill between pre and follow up program phase (after 3months) of program, the highest total mean scores of practices regarding panel discussion strategy were at immediate post program phase with Mean  $\pm$ SD (17.84  $\pm$  3.13), while it was slightly decreased to Mean  $\pm$ SD (16.43 $\pm$ 5.77) at follow up program phase (after 3months) of program compared to Mean  $\pm$  SD (13.84  $\pm$ 3.13) at pre-program phase. The highest mean between panel discussion strategy practice scores was "argumentation skills" with mean  $\pm$  SD (6.42 $\pm$ 1.88) throughout immediately post program phase and the lowest mean between panel discussion strategy practices scores was "communication skills." with mean  $\pm$  SD (1.49 $\pm$ 50) throughout pre-program phase.

**Figure (3):** Shows that more than three quarters (77.2%) of fourth year nursing students had high level of self-confidence at immediate post-program phase, while it was slightly decreased to (73.3%) in follow up program phase (after 3 months) of program, compared than pre-program was (35.1%).

**Table (4):** Shows that, there was highly statistically significant improvement between pre-program and immediate post program, also between pre-program and follow up program phase (after 3 months) of program regarding fourth year nursing students self-confidence through program phases ( $p < 0.001$ ). The

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highest total mean scores regarding fourth year nursing students' self-confidence was at immediate post program with Mean  $\pm$ SD (38.78  $\pm$  5.99) compared to pre-program phase with Mean  $\pm$  SD (16.03 $\pm$ 4.21). The highest mean of self-confidence items scores was related to item " I feel that have a number of good qualities"with Mean  $\pm$ SD (4.87 $\pm$ 0.08) throughout immediately post program phase and the lowest mean self-confidence items scores was related to item " I am inclined to feel that I am a failure "with Mean  $\pm$ SD (1.00 $\pm$ .00) through pre-program phase.

**Figure (4):** Shows that, more than three quarters (80.7% &77.2%) of the fourth-year nursing students had high level of student engagement at immediate post program phase, and follow up program phase (after 3 months) of program respectively, compared to pre-program phase was (35.1%).

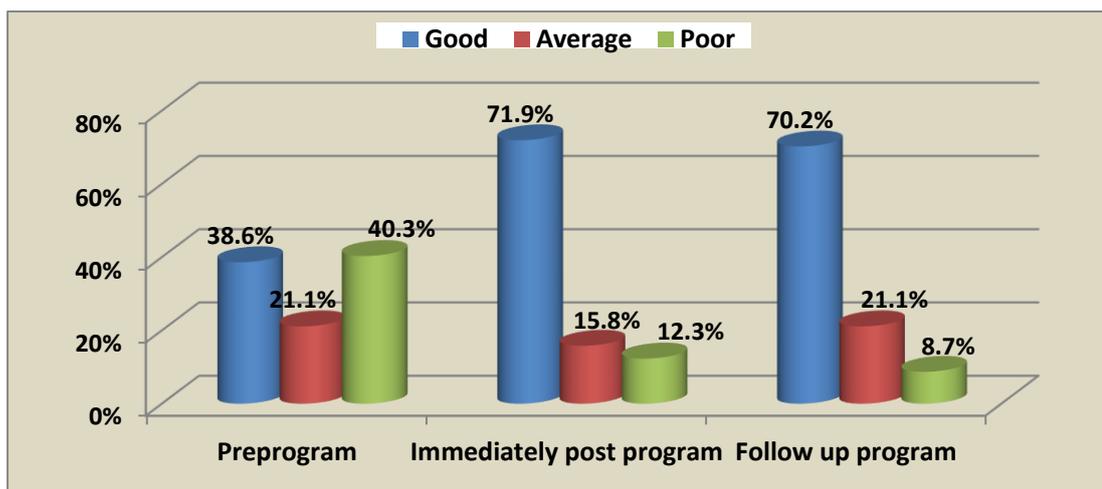
**Table (5):** Shows that, there was highly statistically significant improvement regarding fourth year nursing students' engagement regarding panel discussion strategy between pre-program phase and immediate post program phase, also between pre-program and follow up program phase ( $p < 0.001$ ). The highest total mean scores of student engagement was at immediate post program with Mean  $\pm$  SD (70.98 $\pm$  8.34) and it was decreased to Mean  $\pm$  SD (68.29  $\pm$ 4.04) compared to pre-program phase with Mean  $\pm$  SD (43.05 $\pm$ 9.93). The highest mean of student engagement dimensions scores was related to "support for learners" with Mean  $\pm$  SD (16.77 $\pm$ 2.42) throughout immediately post program phase and the lowest mean between students engagement dimensions scores was related to "academic challenge" with Mean  $\pm$  SD (7.68 $\pm$ 2.05) through pre-program phase.

**Table (6):** Represented that, there was statistically significant positive correlation between knowledge, self-confidence and students' engagement at pre-program phase. There was high statistically significant correlation between knowledge and self-confidence, while there was a statistically significant correlation between knowledge, practice, and self-confidence and students' engagement at immediately post program phases, while there was a statistically significant correlation between knowledge, practice; there was a highly statistically significant correlation between practice, and self-confidence and engagement at follow up program phase (after three months) of program.

**Table (1): Distribution of studied fourth year nursing students regarding their personal characteristics in the study setting (n=57)**

| Age (years)   | No | Percent |
|---|----|---------|
| 21  | 32 | 78      |
| 22  | 25 | 43.9    |
| <b>Mean ± SD 21.47±0.50</b>                                       |    |         |
| <b>Gender</b>   |    |         |
| Male  | 12 | 21.1    |
| Female  | 45 | 78.9    |
| <b>Marital status</b>   |    |         |
| Married   | 6  | 10.5    |
| Unmarried   | 51 | 89.5    |
| <b>Place of residence</b>   |    |         |
| Rural   | 46 | 80.7    |
| Urban   | 11 | 19.3    |
| <b>Grades in third faculty year</b>                               |    |         |
| Good  | 3  | 5.2     |
| Very good   | 23 | 40.4    |
| Excellent   | 31 | 54.4    |
| <b>Family working in nursing before</b>                           |    |         |
| Yes   | 14 | 24.6    |
| No  | 43 | 75.4    |
| <b>If yes, who is (n=14)</b>                                      |    |         |
| Father  | 1  | 7.1     |
| Mother  | 4  | 28.6    |
| Brother   | 1  | 7.1     |
| Sister  | 8  | 57.1    |
| <b>Attending training courses about panel discussion strategy</b> |    |         |
| Yes   | 12 | 21.1    |
| No  | 45 | 78.9    |
| <b>If yes, how many times (n=12)</b>                              |    |         |
| 1-2   | 6  | 50      |
| More than 4   | 6  | 50      |

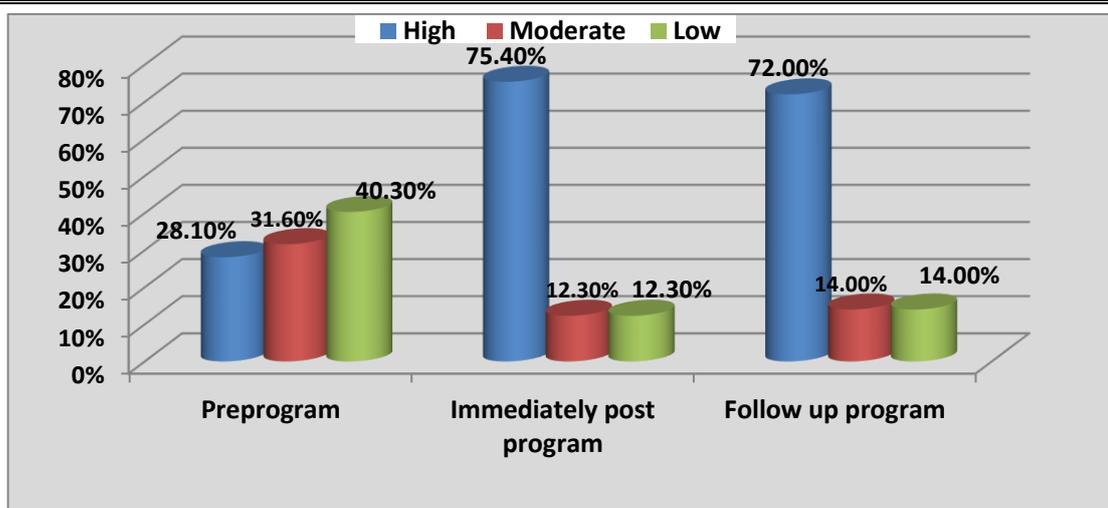
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**Figure (1): Total knowledge levels of the fourth year nursing students through program phases in the study setting**

**Table (2): Total mean scores and standard deviation of fourth year nursing students' knowledge regarding to panel discussion strategy sessions through program phases**

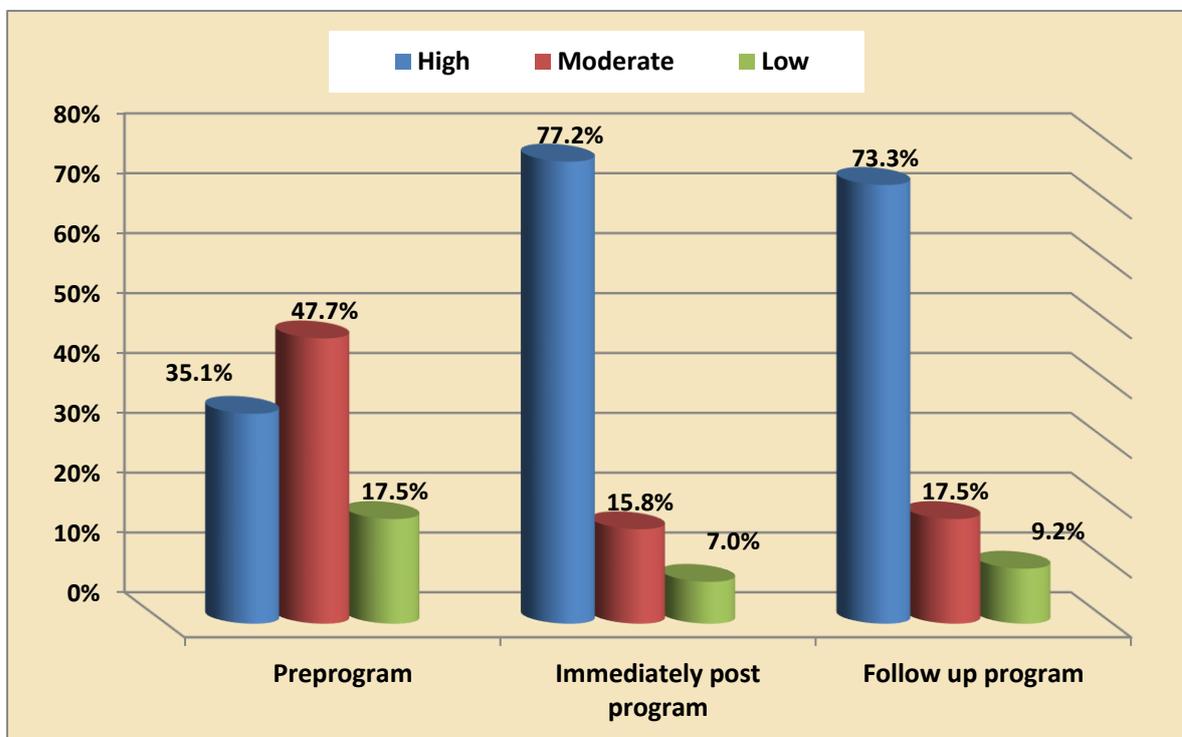
| Sessions                  | Max score | Pre program         | Immediately post program | Follow up (after 3 months) | p-value      | t <sub>2</sub> | p-value     | t <sub>3</sub> | p-value      |               |
|---------------------------|-----------|---------------------|--------------------------|----------------------------|--------------|----------------|-------------|----------------|--------------|---------------|
|                           |           | Mean±SD             | Mean ±SD                 | Mean ±SD                   |              |                |             |                |              |               |
| Panel discussion strategy | 29        | 13.78 ± 4.70        | 24.52±7.61               | 21.54±3.75                 | 8.760        | .000**         | 1.381       | .147           | 7.090        | .000**        |
| Leadership                | 4         | 1.61± 1.11          | 3.28±1.09                | 2.83 ±1.14                 | 7.939        | .000**         | 1.382       | .125           | 3.634        | .002*         |
| Motivation                | 2         | 71± 70              | 2.43±.59                 | 1.96 ±1.01                 | 13.038       | .000**         | 1.680       | .214           | 5.547        | .000**        |
| Conflict management       | 5         | 2.28 ±1.20          | 3.80±1.60                | 3.63 ±1.49                 | 5.611        | .000**         | 1.011       | .541           | 3.213        | .005*         |
| Team building             | 6         | 1.61 ± 1.11         | 3.05±2.76                | 2.92 ±1.53                 | 3.606        | .001**         | 0.442       | .660           | 5.333        | .000**        |
| Marketing                 | 3         | 1.19 ± 1.04         | 1.56±1.19                | 1.84±1.04                  | 1.692        | .096           | 1.085       | .282           | 3.362        | .001**        |
| <b>Total</b>              |           | <b>21.21 ± 6.88</b> | <b>38.66±13.22</b>       | <b>37.59±5.70</b>          | <b>8.469</b> | <b>.000**</b>  | <b>.197</b> | <b>.254</b>    | <b>9.165</b> | <b>.000**</b> |



**Figure (2): Total practices levels of the studied fourth year nursing student regarding panel discussion strategy through program phases**

**Table (3): Total mean scores and standard deviation of practices among fourth year nursing students regarding to panel discussion strategy through program phases**

| Panel discussion strategy practice | Max score | Pre program        | Immediately post program | Follow up program (after 3 months) | t1          | p-value       | t2           | p-value     | t3          | p-value       |
|------------------------------------|-----------|--------------------|--------------------------|------------------------------------|-------------|---------------|--------------|-------------|-------------|---------------|
|                                    |           | Mean ±SD           | Mean ±SD                 | Mean ±SD                           |             |               |              |             |             |               |
| Presentation skills.               | 8         | 3.52 ±.75          | 5.52 ±.75                | 4.80 ±2.89                         | 4.34        | .000**        | .389         | .699        | 4.12        | .000**        |
| Speaking skills.                   | 6         | 3.40 ±1.42         | 5.40 ±1.42               | 5.77 ±1.33                         | 4.04        | .000**        | 1.699        | .081        | 5.93        | .000**        |
| Communication skills.              | 3         | 1.49 ±.50          | 2.49 ±.50                | 2.05 ±.76                          | 2.14        | .032*         | 3.176        | .002*       | 2.73        | .042*         |
| Argumentation skills.              | 8         | 3.42 ±1.88         | 6.42 ±1.88               | 5.80 ±1.58                         | 5.71        | .000**        | .435         | .666        | 4.48        | .000**        |
| <b>Total</b>                       | <b>19</b> | <b>13.84 ±3.13</b> | <b>17.84 ±3.13</b>       | <b>16.43±5.77</b>                  | <b>8.40</b> | <b>.000**</b> | <b>1.151</b> | <b>.072</b> | <b>6.66</b> | <b>.000**</b> |

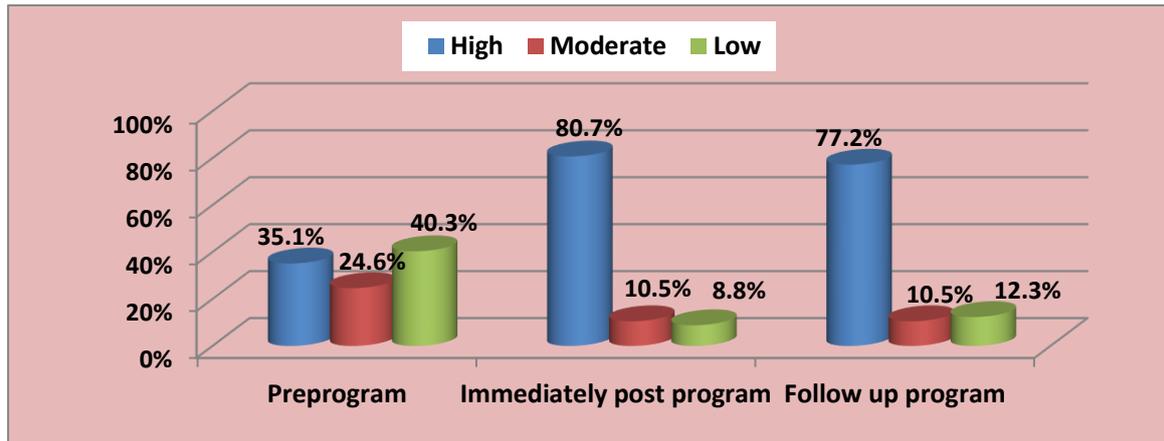


**Figure (3): Total self-confidence levels of fourth year nursing students thorough program phases**

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Table (4): Total mean scores and standard deviation of self-confidence among the fourth year nursing students regarding panel discussion strategy through program phases.

| Self-confidence items   | Max Score | Pre program      | Immediately post program | Follow up program (after 3 months) | t1            | p-value       | t2           | p-value     | t3           | p-value       |
|---|-----------|------------------|--------------------------|------------------------------------|---------------|---------------|--------------|-------------|--------------|---------------|
|   |           | Mean ±SD         | Mean ±SD                 | Mean ±SD                           |               |               |              |             |              |               |
| I feel that I am a person of worth at last on an equal plane. | 5.0       | ± 2.47<br>1.15   | 4.21±0.03                | 3.8. ±73                           | 3.261         | .000**        | .545         | .588        | 3.080        | .000**        |
| I feel that have a number of good qualities.                  | 5.0       | 2.018<br>±1.06   | 4.87±0.08                | 3.95±.78                           | 4.614         | .000**        | 1.135        | .261        | 3.193        | .000**        |
| I am inclined to feel that I am a failure                     | 5.0       | 1.00±.00         | 3.49±1.35                | 3.03±.59                           | 8.332         | .000**        | .232         | .818        | 8.158        | .000**        |
| I do thing as well as most other people                       | 5.0       | 2.895±.88        | 4.0±0.25                 | 3.89±.49                           | 3.507         | .000**        | 1.885        | .065        | 3.001        | .004*         |
| I don't have much to be proud of.                             | 5.0       | 1.140±1.0        | 4.05±0.12                | 3.98±.49                           | 8.441         | .000**        | 1.629        | .109        | 4.013        | .000**        |
| I take a positive attitude toward myself                      | 5.0       | 2.684±.94        | 3.281±1.33               | 3.09±.49                           | 3.876         | .000**        | .112         | .912        | 2.654        | .010*         |
| I am satisfied with myself on the whole                       | 5.0       | 2.421±1.1        | 3.87±1.03                | 3.59±.49                           | 2.412         | .000**        | 1.375        | .174        | 2.806        | .002*         |
| I wish I could have more respect for myself                   | 5.0       | 2.228±1.1        | 4.50±.1.03               | 3.96±.44                           | 4.427         | .000**        | 1.509        | .137        | 3.222        | .025*         |
| I certainly feel useless at times                             | 5.0       | 1.947±1.0        | 3.35±1.09                | 3.15±.48                           | 3.217         | .000**        | 1.397        | .172        | 4.361        | .000**        |
| I think I am no good at all at timed.                         | 5.0       | 2.228±1.0        | 4.14±0.10                | 3.75±.64                           | 5.434         | .000**        | 1.176        | .275        | 6.858        | .000**        |
| <b>Total</b>  | <b>50</b> | <b>16.03±4.2</b> | <b>38.78±5.99</b>        | <b>36.75±3.57</b>                  | <b>11.884</b> | <b>.000**</b> | <b>1.795</b> | <b>.127</b> | <b>8.401</b> | <b>.000**</b> |



**Figure (4): Total students' engagement levels among fourth year nursing students' thorough program**

**Table (5): Total mean scores and standard deviation of fourth year nursing students' engagement regarding panel discussion strategy through program phases.**

| Students' engagement Dimensions    | Max Score | Pre program       | Immedia tely post program | Follow up program (after 3 months) | t <sub>1</sub> | p-value      | t <sub>2</sub> | p-value     | t <sub>3</sub> | p-value       |
|------------------------------------|-----------|-------------------|---------------------------|------------------------------------|----------------|--------------|----------------|-------------|----------------|---------------|
|                                    |           | Mean ±SD          | Mean ±SD                  | Mean ±SD                           |                |              |                |             |                |               |
| Active and collaborative learning. | 18        | 10.52±2.65        | 16.38±1.26                | 15.38±1.09                         | 30.62          | .000*        | 1.995          | .051        | 4.90           | .000**        |
| Academic challenge.                | 12        | 7.68±2.05         | 10.84±1.61                | ±1.38 9.87                         | 6.39           | .000*        | .431           | .668        | 2.62           | .031*         |
| Student's effort.                  | 15        | 8.50±2.01         | 13.71±1.69                | 11.24±1.46                         | 3.42           | .001*        | 0.575          | .567        | 3.19           | .000**        |
| Student faculty interaction.       | 15        | 8.45±2.40         | 13.26±2.03                | 11.10±1.12                         | 11.23          | .000*        | 1.879          | .065        | 2.86           | .027*         |
| Support for learners .             | 18        | 10.98±2.50        | 16.77±2.42                | 12.68±1.00                         | 34.56          | .000*        | .503           | .617        | 3.63           | .000**        |
| <b>Total</b>                       | <b>78</b> | <b>43.05±9.93</b> | <b>70.98±8.34</b>         | <b>68.29±4.04</b>                  | <b>28.59</b>   | <b>.000*</b> | <b>1.074</b>   | <b>.287</b> | <b>5.29</b>    | <b>.000**</b> |

**Enhancing Fourth Year Nursing Students' Self-Confidence and Engagement by Using Panel Discussion Strategy**

**Table (6): Correlation among fourth year nursing student's' total knowledge, total practice, total self-Confidence and total engagement through program phases**

| Phases                    | Variables       | P value | Knowledg | Practic | Self confide | Student engagement |
|---------------------------|-----------------|---------|----------|---------|--------------|--------------------|
| Pre program               | Knowledge       | R       | 1        | 0.105   | .120         | .370               |
|                           |                 | p-value | -        | .436    | .373         | .005*              |
|                           | Practice        | R       | .105     | 1       | 0.093        | .015               |
|                           |                 | p-value | .436     | -       | .492         | .914               |
|                           | Self-confidence | R       | .120     | 0.093   | 1            | .429               |
|                           |                 | p-value | .373     | .492    | -            | .001**             |
| Students engagement       | R               | .370    | .015     | .429**  | 1            |                    |
|                           | p-value         | .005*   | .914     | .001    | -            |                    |
| Immediately post program  | Knowledge       | R       | 1        | .388    | .556         | .276               |
|                           |                 | p-value | -        | .003*   | .000**       | .038*              |
|                           | Practice        | R       | .388**   | 1       | .302         | .241               |
|                           |                 | p-value | .003*    | -       | .022*        | .071               |
|                           | Self-confidence | R       | .556     | .302    | 1            | .061               |
|                           |                 | p-value | .000**   | .022*   | -            | .654               |
| Students engagement       | R               | .276    | .241     | .061    | 1            |                    |
|                           | p-value         | .038*   | .071     | .654    | -            |                    |
| Follow up (after 3months) | Knowledge       | R       | 1        | .351    | .185         | .018               |
|                           |                 | p-value | -        | .008*   | .168         | .896               |
|                           | Practice        | R       | .351     | 1       | -.425- **    | .639               |
|                           |                 | p-value | .008*    | -       | .001**       | .000**             |
|                           | Self-confidence | R       | .185     | .425    | 1            | .598               |
|                           |                 | p-value | .168     | .001**  | -            | -                  |
| Students engagement       | R               | .018    | .639     | .598    | 1            |                    |
|                           | p-value         | .896    | .000**   | .000**  | -            |                    |

**Discussion**

Regarding personal characteristics of fourth year nursing students, the current study showed that, more than half (56.1%) of fourth year nursing students had age 21 years with mean  $\pm$ SD (21.47 $\pm$ 0.504), more than three quarters (78.9%) of them were female, the majority (89.5%) of them were unmarried, more than half (54.4%) of fourth year nursing students their grades in third faculty year were excellent. Three quarters (75.4%) of the studied subjects had a family working in nursing before, more than half

(57.1%) of them had sisters working in nursing.

Concerning total knowledge levels of fourth year nursing students. The finding of present study shows that less than of fourth year nursing students had good level of knowledge at pre-program phase, but less than three quarters of fourth year nursing students had good level of knowledge at immediate post program and slightly decrease in follow up phase (after 3months) of program phases that still higher than pre-program phase.

From researcher point of view, this improvement in studied fourth year nursing students knowledge level could be due to the studied fourth year nursing students have adequate training for it than before application the strategy and the topic was new simple, clear and concise way of presentation and lectures and the availability of relevant media that gave more illustration for understanding the text and frequent repetition and motivating them to share in the program. In addition to, during sessions the studied fourth year nursing students showed an interest to the program content revealed by the positive interaction during program sessions. The decrease that occurred in knowledge scores at the follow-up phase could be explained by a gradual decrease in the fourth year nursing student's knowledge over time due to many causes such as; there was unavailable time for many students to continue the program they were busy in their exams.

The previous findings come in line with those of **Sihotang et al., (2017)** who found that after panel discussion application in the classroom students had good level of knowledge at immediate post program because it is very simple method using cooperative learning, through sharing ideas and clarifying them, and therefore constructing new knowledge, better outcomes and performance.

Regarding mean and standard deviation scores of the fourth year nursing students' knowledge through program phases. The finding of present study showed that was highly statistically significant improvement between pre-program and immediate post program phase, also between pre- program and follow up program phase (after 3 months) of program, the highest total mean scores of knowledge was at immediate post program phase with while it was slightly decreased at

follow up program phase (after 3 months) than pre-program phase.

From the researcher point of view highly statistically significant improvement in fourth year nursing students knowledge throughout immediately post and follow-up phases of the program was related to fourth year nursing students gained their knowledge through the use of different learning activities during panel sessions these learning activities included reading assignment, role played act as panelist members, questioning and active learning by using lesson plan format (script format) of handbook ,utilizing of panel discussion method which was more centered on learner and facilitated the interactions, collaboration and good communication among panelists and audiences in small groups, panelists prepared lectures well and the audiences gave quality feedback during the sessions that reflected on gaining more knowledge in the learning process.

This finding was consistent with **Acharya et al., (2019)** they conducted a study about "Educational panel discussions as a model of learning preference in the subject of medicine for undergraduates of a medical university " and showed that after the sessions of panel discussions the study group had significantly improved in knowledge post-tests. This finding was in the same line with **Tan et al., (2017)** they conducted a study about" Effectiveness of flipped classrooms in nursing education: systematic review and meta-analysis" revealed that panel discussion had a significant role the helping nursing students to improve not only knowledge acquisition, but also skills, attitudes, self-learning and study satisfaction.

On the other hand, this result was contradict with **El-Hay et al., (2018)** they conducted a study about" Effect of concept mapping on problem solving skills,

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competence in clinical setting and knowledge among undergraduate nursing students" reported no improvement in the knowledge acquisition. The possible explanation of this disagreement with the current results might be the methodological limitations of some studies like poor intervention compliance, baseline differences between the study groups and high drop-out rates.

Concerning total practice levels of studied fourth year nursing students, the current study result shows that less than half of fourth year nursing students had high level of practice at pre-program, but more than three quarters of fourth year nursing students had high level of practice at immediate post program phase, while it was slightly decreases to at follow up program phase (after 3months) of program phases but still higher than pre-program.

From the researcher point view, this could be due to fourth year nursing students acquired the essential knowledge of panel discussion strategy in the educational program that helped them to implement panel discussion strategy effectively through pre implementation; they were setting educational goals, forming groups and assigning roles and responsibilities to every member equally. During implementation; they were listening to and questioning one another and using the time effectively to complete the assignments. Also, the learning environment condition which considered the main element in the success of panel discussion strategy in which there were enough seats, adequate light and good ventilation of the setting and numbers of group members were manageable.

Also, The result of present study was in the same line with **Gensowski et al., (2016)** they conducted a study about "A Student panel discussion to practice argumentation

skills" demonstrated that after implementation panel discussion strategy students demonstrate improved argumentation skills, as they used the formative assessment to imitate experts, to try out their arguments in a low stakes collaborative learning setting, to learn from their own and others' mistakes.

The finding of present study regarding mean and standard deviation scores of the fourth year nursing students' practice, showed that there was highly statistically significant improvement related to fourth year nursing students communication skill and speaking skills between pre, immediately post program and follow up program phase (after 3months) of the program , the highest total mean scores of practices were at immediate post program phase, the lowest total mean scores of practices were at pre-program phase.

From the researcher point of view, this could be due to traditional education teaching is only oriented toward clarification, explanation, demonstration and evaluation; this was not an effective manner to develop and improve cognitive skills and abilities of students. This improvement may be due to students in panel discussion could make progress in speaking through practicing the use of phrases for debating and discussing, questioning, argumentation, and rhetorical skills practice. Moreover, they realized the use of indirect questions, reported speech, conditional sentences, and passive voice. It improves students' fluency and accuracy within using the simple present, simple past and also present perfect.

The result of present study was consistent with **Safarnejad & Montashery, (2020)** they conducted a study about "The effect of implementing panel discussion on speaking skill of Iranian intermediate learners

"showed after operating panel discussion the speaking performance of the experimental group improved through communicative language teaching.

Regarding total self confidence levels of the fourth year nursing students, the result of current study of shows that less than one quarter of fourth year nursing students had high level of self-confidence at pre-program while, more than three quarters of fourth year nursing students had high level of self-confidence at immediate post program phase, while it was slightly decreased in follow up program phase (after 3 months) of program, but still higher than pre-program. From the researcher point view it could be due to, Panel discussion helped learners to have critical thinking, utilizing the panel discussion in English conversation can improve the students' self-esteem and confidence in order to have an active role in real conversations and helps those learners who are not active in the course of the class.

This finding was consistent with **Anwar, (2015)** who conducted a study about "Panel discussion and the development of students self-confidence" demonstrate that the implementation of the panel group discussion had contributed on better impact on students' self-confidence and their self-esteem in panel discussion is developed by having more practices in a small group discussion to accustom the habit of sharing, arguing, and discussion, presenting ideas in pairs or to other limited members. Self-confidence emerges by itself when the opportunity and the frequency of sharing and discussing have been accumulated.

The finding of present study showed regarding mean and standard deviation scores of fourth year nursing student's self-confidence, that there was highly statistically significant improvement between pre-program and immediate post program , also

between pre-program and follow up program phase (after 3 months) of program regarding fourth year nursing students self-confide through program phases, the highest mean of self-confidence items scores was related to item" I wish I could have more respect for myself throughout immediately post program phase and the lowest mean self-confidence items scores was related to item "I take a positive attitude toward myself throughout immediately post program phase.

From the researcher point of view this could be due to active education teaching is not only oriented toward clarification, explanation, demonstration and evaluation; but also effective manner to develop and improve cognitive skills and abilities of students. Fourth year nursing students were ready to be personally responsible for their actions during practice and therefore self-confidence in panel discussion is developed by having more practices in a small group discussion to accustom the habit of sharing, arguing, and presenting ideas in pairs or to other limited members. Self-confidence emerges by itself when the opportunity and the frequency of sharing and discussing have been accumulated.

The present study results in agreement with **Khan et al., (2020)** they mentioned that, their subject demonstrated that clinical practice helps to develop the confidence and competence in nursing students of healthcare need to provide the services required by healthcare facilities.

The findings of the present study was inconsistent with **Akbari & Sahibzada, (2020)** they conducted a study about "Students' self-confidence and its impacts on their learning process" and founded students in some areas of learning have low self-confidence. On the other hands majority of them were highly self-confident. The study found out that students 'with self-confidence

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can lead them improved participation, enjoy learning, reduced test anxiety, increased interest in goal seeking, growth of comfort with their lecturers and classmates and finally help them in sharing their experience and opinions in the class.

Regarding total student engagement levels of the studied fourth year nursing students, the result of the present study shows that, less than half of fourth year nursing students had high level of student engagement at pre-program phase but, the majority of fourth year nursing students had high level of student engagement at immediate post program phase, while it was slightly decreases in follow up program phase (after 3 months) of program but still higher than preprogram phase.

From the researcher point view this improvement in the student engagement of the studied fourth year nursing students could be resulted from their readiness to learn new skills to facilitate their dealing with active strategy and improve their interaction and engagement, also this improvement could be resulted from their readiness to utilize creative teaching approaches that can facilitate the interactions and collaboration in the work. The decrease that occurred in engagement scores at the follow-up phase could be explained by a gradual decrease in the studied fourth year nursing students over time due to many causes such as; there are no continuing training and education programs, increasing work load, forgetting and lack of monitoring.

This finding was consistent with, **Willkesmann et al., (2019)** their study to assess academic motivation of students the German case revealed that nursing students become more motivated when they are grouped and involved in classroom activities. The result agree with **Malmberg et al., (2017)** they conducted a study to assess

supporting group emotions and motivational regulation during collaborative learning showed that participation in classroom activities motivate students positively related to gains in knowledge, critical thinking and interdependent problem solving skills and to provide students with maximum opportunities to develop their potency by optimizing interaction among friends.

Additionally, this finding was supported with **Jones, (2014)** who conducted study about "Discussion group effectiveness is related to critical thinking through interest and engagement" represent that when discussion groups help students to understand and engage with new ideas and information, this can promote the interest and engagement that can promote positive outcomes.

The previous finding was inconsistent with the study conducted by **Hudson & Carrasco, (2018)** they conducted a study about "Nursing student engagement: Researching the journey and its potential impact on transitions to practice" low level of engagement as perceived by faculty members and low level of engagement as perceived by students.

The result of the study was disagree with the study conducted by **Bond, (2020)** entitled "Facilitating student engagement through flipped learning approach in K-12:systematic review" whose study for nursing students revealed that the highest mean of student engagement dimensions scores was related to participation in faculty activities.

The result of the present study showed regarding mean and standard deviation scores of fourth year nursing student's engagement through program phases; that there was highly statistically significant improvement between pre phase program

and immediate post program phase, also between pre-program phase and follow up program phase regarding fourth year nursing students' engagement through program phases. The highest mean of student engagement dimensions scores was related to "support for learners" throughout immediately post program phase and the lowest mean self-confidence dimensions scores was related to "academic challenge throughout immediately post panel discussion strategy program phase.

From the researcher point view it may be due to students attend sessions regularly and successfully complete their assignments, students engage academically, behaviorally and cognitively and affectively in the session ,they set their goals and invest their efforts into reaching their goals. Fourth year nursing students take high support from their faculty in how to research and apply theory and concepts to solve practical problems or new situation and understanding topics and concepts in different way for better engagement during sessions they able to ask and take immediate feedback from moderator and panelists.

Concerning engagement as perceived by faculty members and nursing students, the result of the study showed that there was a highly statistical significant difference in the fourth year nursing students engagement regarding all student faculty interaction items through pre and immediate post program phases except item "receive quick feedback on my performance from teaching staff" the result of the study was agree with **Abdool , Nirula, Bonato1, Rajji & Silver, (2017)**, they conducted a study entitled "Stimulation in under graduated psychiatric: Exploring the depth of learner engagement" and found that student engagement improved when participated in classroom activities especially open discussion with colleague

and educators also, student reported different source of information enhanced their knowledge and engagement.

The result of the present study represents that there was statistical significant positive correlation between knowledge, self-confidence and student engagement at pre phase. From the researcher point of view this might be due to when students act as panelist they search, acquire knowledge they become able to share information with their panelists through brief presentation this give them high self-confidence and become more engaged through feedback taken from other panelists in open discussion period.

This finding was supported with **Acharya et al., (2019)** they conducted a study about "Educational panel discussions as a model of learning preference in the subject of medicine for undergraduates of a medical university" represent that the implementation of the panel group discussion in a lesson study setting on the subject of Medicine in this study had contributed on better significant relation between students' self-confidence, learning, logical analysis of the subject and over all understanding as analyzed by the feedback taken after the study . The result of the study was consistent with **Saleh, (2019)** who conducted a study about "Effect of panel as a teaching strategy on technical nursing student's achievement, problem solving skills and self-esteem" revealed that there was significant positive correlation between knowledge, self confidence among students studied by panel discussion strategy.

#### **Conclusion:**

Implementation of panel discussion strategy program led to significant improvement of fourth year nursing students' knowledge, practices regarding panel

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discussion strategy and their self-confidence and engagement.

### **Recommendations:**

#### **Recommendations for nurses:**

- Developing training workshops for faculty administrators, nurse educators and nursing students about panel discussion as a teaching strategy regularly.
- Integrating the panel discussion strategy into the nursing curriculum as a teaching method in the faculty of nursing side by side with lecture to get a complete picture of nursing students' self-confidence and student engagement in their professional development and lifelong learning.
- Applying panel discussion strategy with more participants using digital media (online learning) is highly recommended to achieve generalizable results and generate more evidence on the effects of panel discussion.
- Conduct a study to evaluate the impact of structured panel discussion strategy on improving proficiency and self-confidence through group work.

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## تعزيز الثقة بالنفس والاندماج لطلاب التمريض بالفرقة الرابعة باستخدام إستراتيجية الندوة

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تنفذ إستراتيجية الندوة في جميع أنحاء العالم كطريقة تعليمية مبتكرة في تعليم التمريض، حيث تعمل الندوة على تعزيز المعرفة الممارسة لدي الطلاب وتعزيز التعلم الذاتي وتحسين ثقتهم بأنفسهم واندماجهم، لذلك هدفت هذه الدراسة إلي تحديد تأثير استراتيجية الندوة علي الثقة بالنفس والاندماج لطلاب التمريض بالفرقة الرابعة. وتم استخدام التصميم الشبه التجريبي في هذه الدراسة. حيث أجريت الدراسة في كلية التمريض جامعة بنها على عينة عشوائية منتظمة من طلاب التمريض بالفرقة الرابعة (طالب ٥٧) الذين التحقوا بالفصل الدراسي الأول من العام الدراسي ٢٠٢٠-٢٠٢١ ودرسوا مقرر إدارة التمريض. وظهرت النتائج بأن أقل من ثلاثة أرباع (٩, ٧١٪ و ٢, ٧٠٪) من طلاب التمريض بالفرقة الرابعة لديهم مستوى جيد من المعرفة فيما يتعلق باستراتيجية الندوة في مرحلة ما بعد البرنامج مباشرة، ومرحلة المتابعة (بعد ٣ أشهر) من البرنامج على التوالي، أكثر من ثلاثة كان لدى أرباع (٤, ٧٥٪) طلاب التمريض بالفرقة الرابعة مستوى عالٍ من الممارسة فيما يتعلق باستراتيجية الندوة في مرحلة ما بعد البرنامج مباشرة، في حين انخفضت قليلاً إلى ٧٢٪ في مرحلة المتابعة (بعد ٣ أشهر) من البرنامج، أكثر من ثلاثة أرباع (٢, ٧٧٪) لديهم مستوى عالٍ من الثقة بالنفس في مرحلة ما بعد البرنامج مباشرة، بينما انخفض قليلاً إلى ٣, ٧٣٪ في مرحلة المتابعة (بعد ٣ أشهر) من البرنامج، وكان لدى الأغلبية (٧, ٨٠٪) مستوى عالٍ من الثقة بالنفس والاندماج في مرحلة ما بعد البرنامج مباشرة في حين انخفضت بشكل طفيف إلى ٢, ٧٧٪ في مرحلة برنامج المتابعة (بعد ٣ أشهر) من البرنامج. واوصت الدراسة بدمج استراتيجية الندوة كأسلوب تدريس في كلية التمريض جنباً إلى جنب مع المحاضرة للحصول على صورة كاملة عن ثقة طلاب التمريض بأنفسهم ومشاركة الطلاب في تطورهم المهني والتعلم مدى الحياة.