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Learning Challenges and Opportunities Faced by Nursing Teachers While Teaching the New Generation Students in Professional Institutes: A Mixed-Method Study

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Abstract

The present study was conducted to assess the learning challenges faced by nursing teachers while teaching the new generation of students, along with identifying opportunities to enhance teaching effectiveness. The study also explores strategies and implications for professional institutes to adapt to the evolving educational landscape.

A mixed-method approach with a convergent parallel design was adopted. The objectives included assessing demographic trends, identifying teaching methodologies, evaluating teachers' experiences and attitudes, and exploring challenges and opportunities in teaching the new generation.

Findings revealed that teachers experience difficulties such as reduced attention span, technology dependence, and behavioral issues among students. However, opportunities such as e-learning, curriculum innovation, and faculty development were also identified. The study concludes that adapting learner-centered approaches and integrating active learning strategies are essential to improve educational outcomes and workforce preparedness.

Keywords: Learning Challenges, Nursing Education, New Generation Students, Teaching Strategies, Nursing Teachers, Professional Institutes

Introduction

The educational landscape has undergone significant transformation with the emergence of a new generation of learners born after 2001. These learners are highly influenced by digital technologies, which has reshaped their learning preferences, behavior, and expectations.

Nursing education, being both theoretical and practice-oriented, requires educators to continuously adapt

teaching methodologies to meet these evolving needs. Understanding the challenges and opportunities faced by teachers is essential to ensure effective knowledge transfer and professional competency development.

Objectives

1.To assess demographic trends among nursing teachers in professional institutes
2.To investigate various teaching methodologies adopted by nursing teachers
3.To evaluate teachers' experience and attitude towards teaching the new generation
4.To associate experience and attitude with demographic variables
5.To identify challenges and opportunities faced by nursing teachers

Hypothesis

H1: There is a significant relationship between selected demographic variables and attitude
H0: There is no significant relationship between selected demographic variables and attitude

Operational Definitions

Learning Challenges: Problems and barriers faced by nursing teachers while teaching new generation students
Opportunities: Positive prospects identified by teachers while teaching new generation students
New Generation: Students born after the year 2001 studying in professional institutes
Professional Institutes: Nursing institutes recognized by bodies such as INC and SNC

Methodology

Research Approach: A mixed-method approach was adopted to obtain a comprehensive understanding of the research problem through the integration of both quantitative and qualitative data.

Research Design: A convergent parallel design was employed, enabling the simultaneous collection of quantitative and qualitative data, which were analyzed independently and integrated during interpretation to provide a holistic understanding of the findings.

Study Design: A cross-sectional survey design was utilized to collect data from participants at a specific point in time, facilitating the assessment of variables within the current study context.

Data Collection Method

Data were collected using a digital survey administered through Google Forms. The study utilized a self-reported response use of an online survey format facilitated efficient data collection, improved accessibility, and enabled convenient participation from respondents while ensuring systematic organization of the collected data.

Limitations method, allowing participants to provide information based on their own perceptions,

experiences, and viewpoints. The

1.Lack of in-depth interviews
2.No direct classroom observation
3. Limited to nursing institutes
4. Possibility of response bias

Data Analysis

Data analysis was carried out using both quantitative and qualitative approaches. Quantitative data were analyzed using descriptive and inferential statistical methods. Descriptive statistics, including frequency and percentage distributions, were used to summarize and present the characteristics of the study variables. Inferential analysis was performed using the Chi-square test to determine associations between selected variables. Qualitative data were analyzed using thematic analysis, which involved identifying, organizing, and interpreting recurring patterns and themes to gain a deeper understanding of participants' perspectives and experiences.

Results

Table 1: Demographic Findings

Demographic Findings

Category	Subcategory	Number of Participants (n)	Percentage (%)	Key Finding
Age Group (Years)	≤ 25	8	8%	The majority of participants belonged to the age group of **36–45 years (40%).**
	26–35	24	24%	
	36–45	**40**	**40%**	
	46–55	20	20%	
	≥ 56	8	8%	
	Total	**100**	**100%**	
Teaching Satisfaction Level	Low	8	8%	Teaching satisfaction levels among participants were generally reported as **moderate to high (84%).**
	Moderate	**44**	**44%**	
	High	**40**	**40%**	
	Very High	8	8%	
	Total	**100**	**100%**	
Number of Workshops Attended	None	12	12%	Most teachers had attended **1–6 workshops (68%),** indicating a moderate level of exposure to professional training and professional development activities.
	1–3	**32**	**32%**	
	4–6	**36**	**36%**	
	7–9	14	14%	
	≥ 10	6	6%	
	Total	**100**	**100%**	

Table1 revealed that the majority of participants belonged to the age group of 36–45 years. Teaching satisfaction levels among participants were generally reported as moderate to high. In addition, most teachers

had attended 1–6 workshops, indicating a moderate level of exposure to professional training and professional development activities.

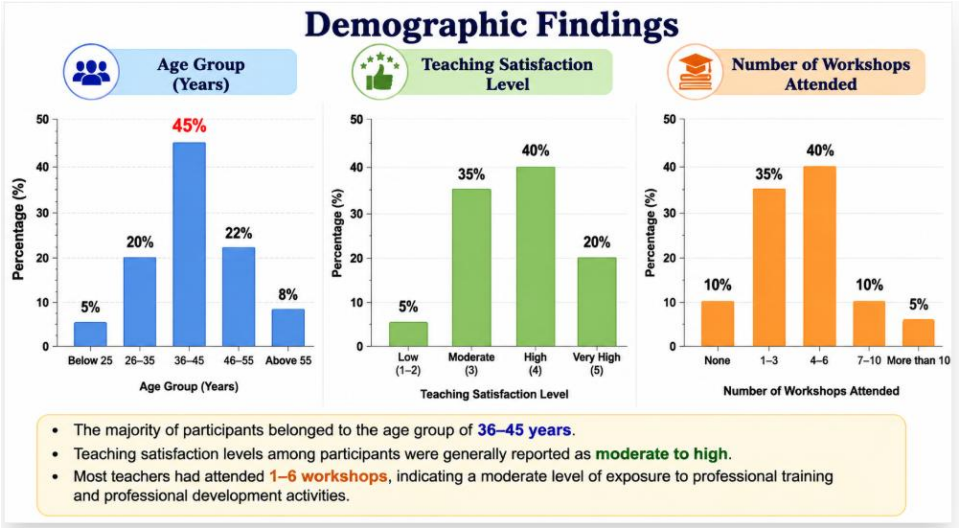


Fig.1: Distribution of demographic variables

Table 2: Challenges Faced by Teachers

Challenges Faced by Teachers

No.	Challenge	Description	Number of Teachers (n)	Percentage (%)
1	**Reduced student attention span**	Students have shorter attention spans, making it difficult to sustain engagement in lessons.	72	**72%**
2	**Increased dependence on technology**	Over-reliance on digital tools and devices impacts independent learning and critical thinking.	64	**64%**
3	**Lack of interest in traditional learning methods**	Students show decreased interest in conventional teaching approaches and learning activities.	58	**58%**
4	**Poor discipline and communication issues**	Classroom indiscipline and weak communication hinder the teaching–learning process.	54	**54%**
5	**Behavioral and attitudinal concerns among students**	Negative behaviors, attitudes, and low motivation affect participation and overall learning outcomes.	48	**48%**
Total			**296**	–

Table 2 shows the several challenges experienced by teachers in the contemporary teaching–learning environment. These included reduced student attention span, increased dependence on technology, lack of interest in traditional learning methods, poor discipline and communication issues, and various behavioral and attitudinal concerns among students. These factors were perceived to negatively affect the effectiveness of the teaching–learning process.

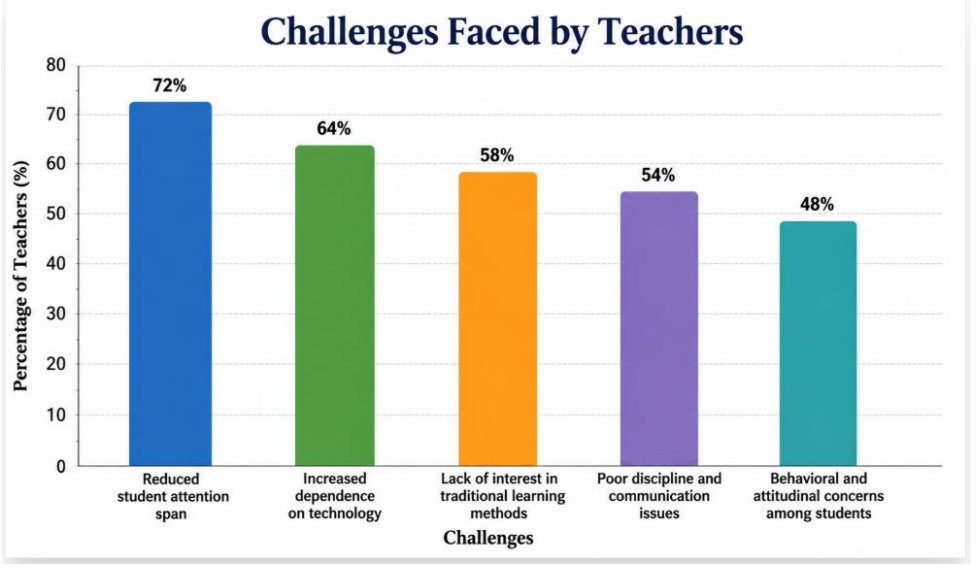


Fig 2: Distribution of challenges faced by teachers

Table 3: Opportunities Identified

No.	Opportunity Identified	Description	Expected Benefit / Outcome
1	Integration of e-learning	Adoption of digital learning platforms and online resources to support teaching and learning.	Improves accessibility and increases student engagement.
2	Curriculum enhancement	Updating and strengthening curriculum content to meet evolving educational needs.	Ensures relevance and improves learning quality.
3	Faculty training programs	Conducting workshops and professional development programs for teachers.	Enhances teaching competencies and professional growth.
4	Improved learning environments	Creating supportive and learner-centered educational environments.	Promotes better learning experiences and student participation.
5	Adoption of innovative teaching strategies	Implementing creative and modern teaching approaches such as active learning and technology-assisted methods.	Enhances teaching effectiveness and improves learning outcomes.

Table 3 highlighted several opportunities for enhancing educational practices. Participants emphasized the integration of e-learning as an effective strategy to improve accessibility and student engagement. Curriculum enhancement, faculty training programs, and the development of improved learning environments were also recognized as important areas for improvement. Furthermore, the adoption of innovative teaching strategies was identified as a promising approach to enhance teaching effectiveness and promote better learning outcomes.

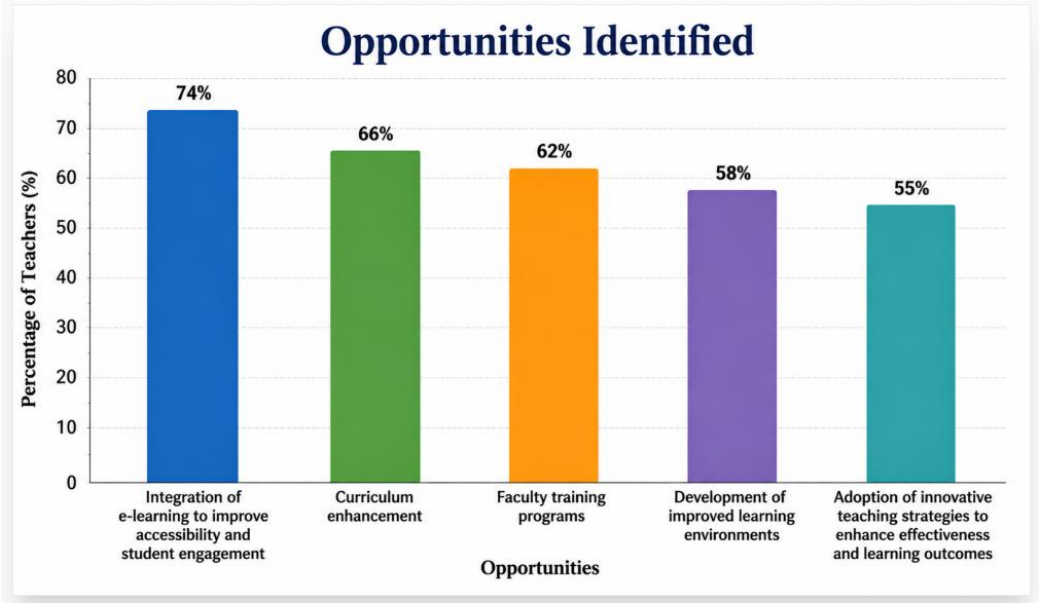


Fig.3: Distribution of opportunities identified.

Discussion

The findings of the present study are consistent with previous research in the field of education. Studies on active learning strategies have demonstrated improved academic outcomes and enhanced student engagement, supporting the findings of the current study. Similarly, earlier research has emphasized that student behavior plays a significant role in influencing the teaching–learning process, which aligns with the observations made in this study. Furthermore, faculty training programs have been identified as an important factor in improving teaching effectiveness and educational outcomes. Although the inferential results of the present study did not show statistically significant findings in this area, the overall evidence suggests that continuous professional development remains valuable for strengthening teaching practices and enhancing learning experiences.

Conclusion

The study highlights that nursing teachers encounter several challenges while educating the new generation of learners within the evolving teaching–learning environment. However, it also emphasizes the presence of significant opportunities to enhance educational practices and improve learning experiences. The adoption of learner-centered approaches, effective integration of technology, and implementation of active learning strategies can play a crucial role in addressing existing barriers and promoting greater student engagement.

Furthermore, continuous faculty development initiatives and ongoing curriculum innovation are essential to meet the changing demands of modern education. Strengthening these areas will contribute to improved teaching effectiveness and better prepare students for future professional roles and workforce expectations.

Recommendations

1. Incorporate active learning strategies in teaching
2. Conduct regular faculty development programs
3. Promote the use of e-learning platforms
4. Address behavioral and communication barriers among students
5. Encourage curriculum updates aligned with technological advancements

Implications for Nursing Education

1. Improves teaching effectiveness
2. Enhances student engagement
3. Supports professional competency development
4. Bridges the generation gap in education

Declaration of Conflicting Interests

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