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## Original Research Article

## A study to assess issues faced during paper evaluation by nursing teachers in selected nursing colleges: A descriptive study

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## ABSTRACT

**Introduction:** Nursing education is crucial for producing skilled healthcare professionals. However, nursing teachers face various challenges during paper evaluation, which can affect the effectiveness of the assessment process.

**Aims and Objectives:** This study aims to assess these issues and explore their association with demographic variables.

**Research Design:** A descriptive research design was used, conducted in selected nursing colleges with a sample of 50 nursing teachers.

**Materials and Methods:** Data was collected using a self-administered structured questionnaire, and analyzed with descriptive and inferential statistics.

**Tool Reliability:** The questionnaire showed high reliability (0.7593).

**Result:** Nursing teachers face various challenges during paper evaluation. Common issues include unreadable handwriting (12%), irrelevant answers (4%), and incorrect numbering (6%). Long-answer questions are the most difficult to assess (40%), while 80% evaluate 20–40 papers daily, often requiring extra hours (24%). Presentation challenges (58%) and emotional strain (40%) further complicate the process. While 34% prefer digital evaluation, specialization ( $p = 0.005$ ) and designation ( $p = 0.0001$ ) significantly influence these challenges, but age ( $p = 0.48$ ) and MUHS experience ( $p = 0.60$ ) show no significant association.

**Conclusion:** Nursing teachers face significant challenges during paper evaluation, including difficulty with long-answer questions, presentation issues, and emotional strain. Specialization and designation significantly influence these challenges, while age and experience in MUHS evaluation do not. The findings highlight the need for streamlined evaluation processes, with a preference for digital methods to improve efficiency and reduce stress.

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## 1. Introduction

Nursing education is the backbone of the healthcare system, producing skilled healthcare professionals who play a crucial role in patient care.<sup>1</sup> Nursing teachers play a vital role in shaping the future of healthcare professionals, and

their evaluation process can sometimes be challenging.<sup>2</sup> One of the main problems they face during evaluation is ensuring a fair and accurate assessment of their students' skills and knowledge.<sup>3</sup> Nursing is a complex field that requires a combination of theoretical understanding and practical application, which can be difficult to measure in a standardized evaluation setting. The challenge lies

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in finding a balance between objective criteria, such as written exams, and subjective assessments, such as clinical performance evaluations. Moreover, nursing teachers often struggle with the limited time they must evaluate many students, which can lead to rushed assessments and potential biases.<sup>4,5</sup> To overcome these obstacles, nursing teachers need to employ various evaluation methods, including simulations, case studies, and peer evaluations, to provide a comprehensive and well-rounded assessment of their students' capabilities.<sup>6,7</sup> Additionally, open and transparent communication with students, along with constructive feedback, can help address any issues or concerns that may arise during the evaluation process.<sup>8</sup>

Paper checking is none other than a real-time teacher exam! Teachers have to check the exam paper of students in a liberal way. Evaluating students papers can be quite a challenge for teachers.<sup>9</sup> It's not easy to assess the quality of their work, provide constructive feedback, and assign fair grades.<sup>10</sup> Teachers have to consider various factors like content, organization, language skills, and critical thinking.<sup>11</sup> It's important for teachers to have clear criteria and rubrics to ensure consistency and fairness in evaluating students' papers.<sup>12</sup>

## 2. Objectives

1. To assess the issues faced by the nursing teachers during paper evaluation.
2. To find out the association between issues faced by teachers and selected demographic variables.

## 3. Materials & Methods

Qualitative study, Nursing teachers, Nursing teachers in selected nursing colleges, selected nursing colleges of the city, convenient sampling technique, 50 nursing teachers, Self-structured questionnaire.(Tables 1 and 2)<sup>13</sup>

### 3.1. Tools for data collection

Issues teacher faces during paper evaluation were, 12% of the nursing teachers responded that unreadable handwriting of students, 4% irrelevant answers and 6% inappropriate numbering of answers.

8% of nursing teachers responded that multiple choice questions is difficult to check, 14% responded that short answer questions are difficult and 40% of nursing teachers responded that long answer questions are difficult to check.

Each 10% of nursing teachers evaluates less than 20 papers and 40-60 papers in a single day and 80% of them evaluates 20-40 papers in a single day.

24% of nursing teachers feels that extra time should be given for paper evaluation excluding working hours in college and 38% of them feels that it depends on how many bundles of paper we have to check in a single day.

**Table 1:** Percentage wise distribution of nursing teachers according to their demographic characteristics (n=50)

Demographic Variables	No. of nursing teachers	Percentage (%)
<b>Age(yrs)</b>		
25-28 yrs	25	50
29-32 yrs	16	32
33-36 yrs	8	16
>36 yrs	1	2
<b>Specialization</b>		
Medical Surgical Nursing	16	32
Mental Health Nursing	14	28
Child Health Nursing	10	20
Obstetrics and Gynaecology nursing	3	6
Community Health Nursing	7	14
<b>Designation</b>		
Clinical Instructor	4	8
Lecturer/Assistant Prof	34	68
Associate Professor	7	14
Professor	5	10
<b>Years of experience in MUHS paper evaluation</b>		
≤ 1 yrs	28	56
2-4 yrs	17	34
5-7 yrs	4	8
≥ 8 yrs	1	2
<b>Experience in teaching field</b>		
3-5 yrs	20	40
6-8 yrs	21	42
9-11 yrs	8	16
≥ 12 yrs	1	2
<b>Other university evaluated theory papers</b>		
None	24	48
One	18	36
Two	6	12
More than two	2	4
<b>Done digital evaluation</b>		
Yes	29	58
No	21	42
<b>Better paper evaluation</b>		
Digital	29	58
Pen Paper	5	10
Not Any	16	32

4% of nursing teachers revealed that diagrammatic presentation is difficult to evaluate, 6% feels that point based presentation and 58% of them revealed that paragraph-based presentation is difficult to evaluate.

40% of nursing teachers suggested that it can be emotionally draining to assess student's performance and 60% of nursing teachers suggested that managing emotions is not a major concern.

34% of nursing teachers suggested that digital paper checking is easy, each 2% of them suggested that pen paper method is better and appropriate time should be given.

**Table 2:** Assessment with level of knowledge score (n=50)

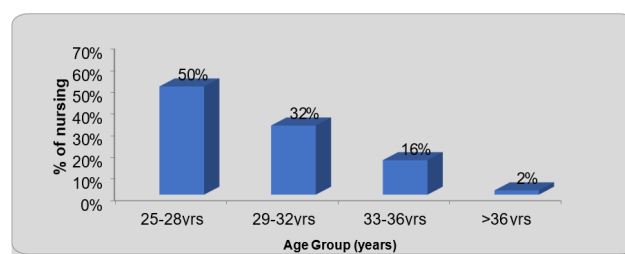
Issued Faced	Options	No of nursing teachers	Percentage
What are the issues teacher face during paper evaluation	Unreadable handwriting of students	6	12
	Irrelevant answers	2	4
	Inappropriate numbering of answers	3	6
	All of the above	39	78
Type of questions find difficult to check	Multiple choice question	4	8
	Short answer questions	7	14
	Long answer questions	20	40
	None	19	38
How many papers do you evaluate in a single day	Less than 20	5	10
	20 to 40	40	80
	40 to 60	5	10
	More than 60	0	0
Do you think you should be given extra time for paper evaluation excluding working hours in college	Yes, must be given	12	24
	No it is Ok	15	30
	It depends on how many bundles of paper we have to check in a single day	19	38
	Yes, but only when we are engaged in college work for whole day	4	8
Which kind of paper presentation do you find difficult to evaluate	Diagrammatic presentation	2	4
	Point based presentation	3	6
	Paragraph based presentation	29	58
	All of the above	16	32
Do you think it is difficult for you to manage emotional impact while evaluating papers	Yes, it can be emotionally draining to assess student's performance	20	40
	No, managing emotions is not a major concern	30	60
	Digital paper checking is easy	17	34
	Pen paper method is best	1	2
Do you have any other suggestions	Appropriate time should be given	1	2
	Not any	31	62

#### 4. Result

It is statistically interpreted that teachers faced various issues regarding pen paper evaluation. By using Interrater form method of reliability, it is found to be 0.7593 and hence tool is reliable and valid. The tabulated 'F' values were 3.15(df=2,47) which is less than the calculated 'F' i.e. 4.78 at 5% level of significance. Also, the calculated 'p'=0.013 which was less than the acceptable level of significance i.e. 'p'=0.05. Hence it is interpreted that better paper evaluation of nursing teachers is statistically associated with their issues faced during paper evaluation. (Figures 1, 2, 3, 4, 5, 6, 7 and 8) (Tables 3, 4 and 5)

#### 5. Discussion

The findings based on the study objectives and evaluates their implications. The first objective was to identify issues nursing teachers face during paper evaluation. Challenges



**Figure 1:** Percentage wise distribution of Nursing Teachers according to their age (yrs)

included unreadable handwriting (12%), irrelevant answers (4%), inappropriate numbering (6%), and difficulty in evaluating multiple-choice (8%), short-answer (14%), and long-answer questions (40%). Regarding workload, 10% of teachers evaluate less than 20 papers or 40-60 papers

**Table 3:** Association of issues faced during paper evaluation by nursing teachers in relation to other university paper evaluated (n=50)

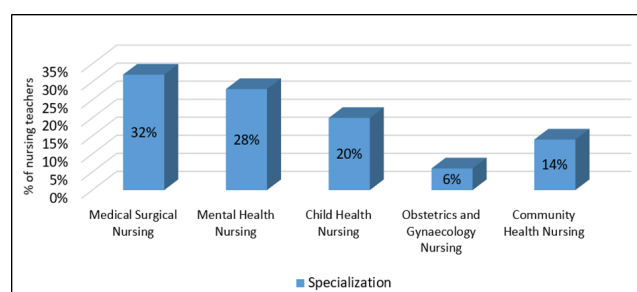
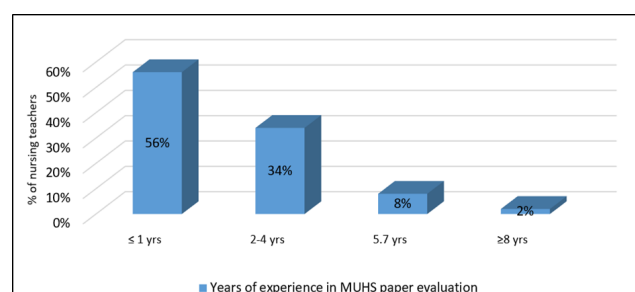
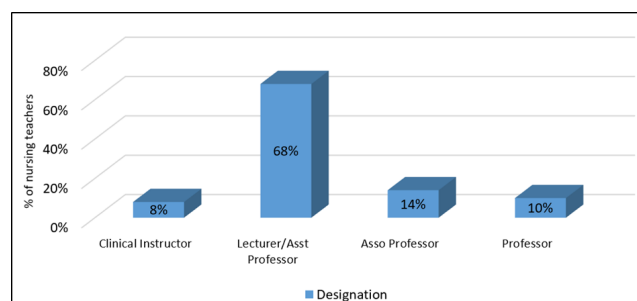
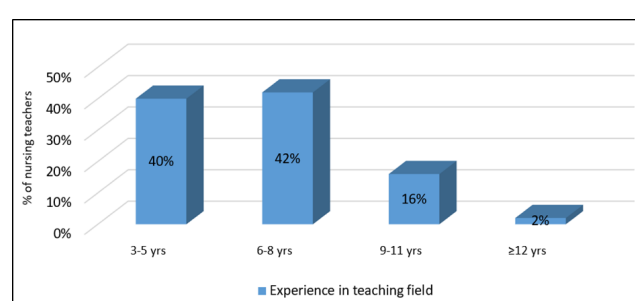
Other university paper evaluated	No. of nursing teachers	Mean score	F-value	p-value
None	24	18.29±2.69	0.99	0.40 NS, p>0.05
One	18	18.94±2.36		
Two	6	17.83±2.48		
More than two	2	21±2.82		

**Table 4:** Association of issues faced during paper evaluation by nursing teachers in relation to digital evaluation (n=50)

Digital Evaluation	No. of nursing teachers	Mean score	t-value	p-value
Yes	29	18.44±2.86	0.42	0.67 NS, p>0.05
No	21	18.76±2.11		

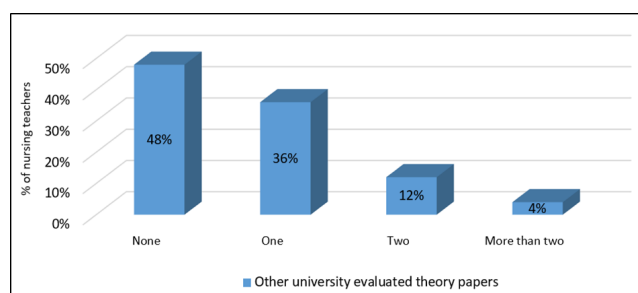
**Table 5:** Association of issues faced during paper evaluation by nursing teachers in relation to better paper evaluation (n=50)

Better paper evaluation	No. of nursing teachers	Mean score	F-value	p-value
Digital	29	18.51±2.45	4.78	0.013 S, p<0.05
Pen Paper	5	15.80±2.77		
Not Any	16	19.56±2.09		

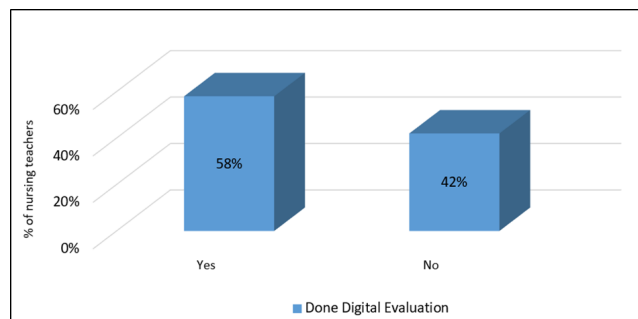
**Figure 2:** Percentage wise distribution of Nursing Teachers according to specialization**Figure 4:** Percentage wise distribution of Nursing Teachers according to years of experience in MUHS paper evaluation**Figure 3:** Percentage wise distribution of Nursing Teachers according to designation**Figure 5:** Percentage wise distribution of Nursing Teachers according to experience in teaching field

daily, while 80% assess 20-40 papers. Additionally, 24% suggested extra time for evaluation, and 38% felt it depends on the workload. Difficulties in assessing diagrams (4%), pointbased answers (6%), and paragraph-based answers (58%) were noted. Emotional strain was a concern for 40%, but 60% did not view it as significant. Digital evaluation was favored by 34%, while 2% preferred pen-paper methods and better time allocation. The second objective examined associations

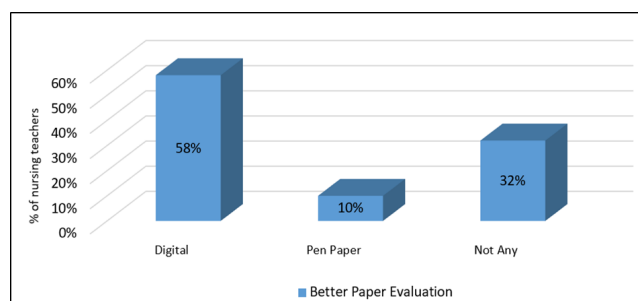
between issues and demographic variables. Statistical analysis revealed: Age: No significant association ( $F=0.82$ ,  $p=0.48$ ). Specialization: Significant association ( $F=4.25$ ,  $p=0.005$ ). Designation: Significant association ( $F=8.64$ ,  $p=0.0001$ ). MUHS evaluation experience: No significant association ( $F=0.61$ ,  $p=0.60$ ). Teaching experience: No significant association ( $F=0.63$ ,  $p=0.59$ ). Reliability of the tool, measured using the Interrater method, was 0.7593, indicating it is reliable and valid.



**Figure 6:** Percentage wise distribution of Nursing Teachers according to other universities evaluated theory papers



**Figure 7:** Percentage wise distribution of Nursing Teachers according to digital evaluation



**Figure 8:** Percentage wise distribution of Nursing Teachers according to better paper evaluation

## 6. Recommendations

Based on findings of the study it is recommended that.

1. The descriptive study can be replicated on large scale.
2. Study may be conducted to evaluate the issues faced by nursing teachers during paper evaluation.
3. The research can be done at selected nursing colleges of city.
4. Study may be conducted to evaluate the different types of issues faced by teachers and its frequency.

## 7. Conclusion

The significant change was observed in issues faced by teachers during assessment of annual pattern and

semester pattern of Basic BSC Nursing students.<sup>14</sup> The tools used was google forms which were provided them through google links and the respond was recorded.<sup>15</sup> The demographic variables are found to have significant association with the teaching experiences of teachers. Also, the teachers faced various issues during the same.

## 8. Source of Funding

None.

## 9. Conflict of Interest

None.

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