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## Original Research Article

## Perception and attitude of nursing faculties regarding innovative teaching strategies in nursing education: A descriptive study

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## ABSTRACT

**Introduction:** Nursing is a field which requiring clinical knowledge & skills to care for the patients & his family as we deal and handle with real life situations. Innovations depends on the teacher that how they utilizes the instructional strategies while delivering lectures or teaching in clinical.

**Materials and Methods:** A Non experimental cross sectional descriptive research design was adopted with 73 nursing faculties from entire India. Sampling technique was Non probability convenience sampling. A self-structured socio-demographic tool consisting of 10 questions, a self-structured rating scale on consisting of 14 items and a Self- Structured Likert scale on consisting of 10 items was developed to collect the data. Data was collected by creating Google form in an online mode.

**Results and Discussion:** Data was analyzed by using both descriptive and inferential statistics. 64.4% had highly satisfactory perception and 35.6% had satisfactory perception. 82.2% had a positive attitude. The calculated Karl Pearson's Correlation value of  $r=0.235$  shows a positive correlation. It was observed that exposure to any training program on simulation ( $p=0.0001$ ) had statistically significant association with level of perception. Also qualification of the teacher ( $p=0.049$ ) and teaching methods whatever they have been using ( $p=0.046$ ) and place of residence ( $p=0.019$ ) had statistically significant association with level of perception.

**Conclusion:** With effective knowledge regarding online teaching and learning strategies, future nurses can be trained regarding the innovative methods which will be fruitful and beneficial for the development and widespread in the field of nursing education.

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## 1. Introduction

Education is a light which shows the right direction to mankind to surge.<sup>1</sup> The purpose of education is not just making a student literate but also to add rationale thinking, knowledgeably along with self-sufficiency.<sup>1</sup> Nursing is a field which requiring clinical knowledge & skills to care for the patients & his family as we deal and handle with real life situations. Nursing graduates must be prepared to

practice as competent healthcare professionals in a highly complex, diverse, and ever-changing environment.<sup>2</sup> A study by Mary suggests that use of more creative methodologies like utilizing web based teaching, portfolios, case studies and a range of other creative teaching strategies in teaching enhance the competencies rather than predominantly using didactic teaching methods such as the lecture method and demonstration to teach across all subject areas.<sup>2</sup> Innovation is the act of constructive thinking, grouping knowledge, skills, and attitude into new, original & rational ideas. Innovations depends on the teacher that how they utilizes the

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instructional strategies while delivering lectures or teaching in clinical. Nursing education is skill-based profession. The training of a competent health care professional is a multifaceted and multidimensional process, as in any teaching learning practice, educational undertakings must address the purposes in the cognitive, affective, and psychomotor domains.<sup>3</sup>

The transition to an “information society” means that Information and Communication Technology (ICT) has become integral in our lives. Healthcare professionals, especially nurses are required to use ICT in their daily work. Institutions of higher education do use technology in various ways, however, successful integration of ICT in education requires acceptance by instructors who are expected to use ICT in teaching practices.<sup>3</sup> Moreover the online learning atmosphere not only affords availability to education for health sciences students, but also poses challenges to academic integrity.<sup>4</sup> COVID-19 pandemic has interrupted teaching in a variety of organizations.<sup>15</sup> Online teaching and learning have also received extensive approval in the recent years due to the outburst of the COVID-19 pandemic.<sup>13</sup> Also, an important characteristic of the learning process for students is to replicate on their past capabilities and experiences.<sup>5</sup>

Faculty members and students, those who are considered as future resources of the nation must work collaboratively in an appealing and knowledge generating scenario in order to produce an environment that promotes leadership, guidance, Inter professional education, transformative research and cultural comprehensiveness.<sup>6</sup> There had also been a steady push towards online learning in general during the Covid pandemic.<sup>7</sup> Learners are expected to demonstrate willingness to participate in the learning activity, be present in the moment, and cultivate an attitude of self-reflection after each learning opportunity.<sup>8</sup> The academic setting is one of the most investigated aspect concerning to nursing education to develop vital abilities to perform proficiencies related to nursing care practice.<sup>9</sup>

## 1.1.

### 1.1.1. Problem statement

Perception and Attitude of Nursing Faculties Regarding Innovative Teaching Strategies in Nursing Education: A Descriptive Study

## 2. Objectives

The objectives of the study are:

1. To assess the level of perception related Innovative Teaching Strategies in Nursing Education among the nursing faculties.
2. To assess the level of attitude regarding Innovative Teaching Strategies in Nursing Education among the nursing faculties.

3. To assess the correlation between level of Perception and Attitude of nursing faculties regarding Innovative Teaching Strategies in Nursing Education.
4. To determine the association between perceptions regarding Innovative Teaching Strategies in Nursing Education with selected socio-demographic variables.
5. To determine the association between attitudes regarding Innovative Teaching Strategies in Nursing Education with selected socio-demographic variables.

## 2.1. Operational definitions

1. Perception: In this study, Perception of nursing teachers refers to perceived opinion regarding the Innovative Teaching Strategies in Nursing Education which will be assessed by a self- structured three point Rating Scale.
2. Attitude: In this study, Attitude of nursing teachers refers to the frame of mind regarding the Innovative Teaching Strategies in Nursing Education which will be assessed by a self –structured three point Likert scale.
3. Innovative Teaching Strategies: In this study, innovative teaching strategies refers to the current teaching methods utilized by the nursing teachers, viz. simulation based learning, OSCE, and Computer based learning, ICT.

## 2.2. Hypotheses

1.  $H^1$  : There is a significant correlation between level of perception and level of attitude of Nursing Faculties Regarding Innovative Teaching Strategies in Nursing Education.
2.  $H^2$  : There is a significant association between levels of perception of Nursing Faculties Regarding Innovative Teaching Strategies in Nursing Education with their selected socio- demographic variables.
3.  $H^3$ : There is a significant association between levels of attitude of Nursing Faculties Regarding Innovative Teaching Strategies in Nursing Education with their selected socio- demographic variables.

## 2.3. Assumptions

1. It is assumed that the level of perception of Nursing Faculties Regarding Innovative Teaching Strategies in Nursing Education will be suitably assessed through a self-structured three point rating scale.
2. It is assumed that the level of attitude will be of Nursing Faculties Regarding Innovative Teaching Strategies in Nursing Education suitably assessed through a self-structured three point Likert Scale.

### 3. Research Methodology

1. Research Approach: Quantitative Non Experimental Research Approach
2. Research Design: Descriptive Research Design
3. Setting: Nursing teaching institutions
4. Study population: Nursing teachers working in various teaching institutions in India.
5. Sample size: 73 teachers across India
6. Sampling Technique: Non probability convenience sampling technique was adopted.
7. Research Variables:
8. Research Variable 1: Perception of Nursing Faculties Regarding Innovative Teaching Strategies in Nursing Education
9. Research Variable 2: Attitude of Nursing Faculties Regarding Innovative Teaching Strategies in Nursing Education
10. Development of the Tool: The tool was developed on the basis of objectives of the study.
11. Description of the Tool: The tool comprised of three sections:
  1. *Section 1:* Consists of demographic variables of 10 questions.
  2. *Section 2:* Self structured three point rating scale which consists of 14 questions.
  3. *Section 3:* Self structured three point Likert scale which consists of 10 questions.
1. Content Validity of the tool: Content validity of the tool was established by experts from the field of education and nursing.
2. Reliability: Reliability of the tool was 0.92.
3. Ethical Consideration: Ethical permission was obtained before carrying out the study from the Institutional Ethics Committee of NEMCARE Hospital, Guwahati.
4. Data Collection Procedure: The study was conducted by creating Google form. The link of the google form was shared/circulated in various online platforms and responses were being recorded. Google form link was kept open for 10 days after creation.

### 4. Funding

There has been no funding received for this study. The study was performed as part of the usual research activities, held in a routine basis in NEMCARE Group of Institutions, Mirza, Assam.

### 5. Conflict of Interest

The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

### 6. Ethical Consideration

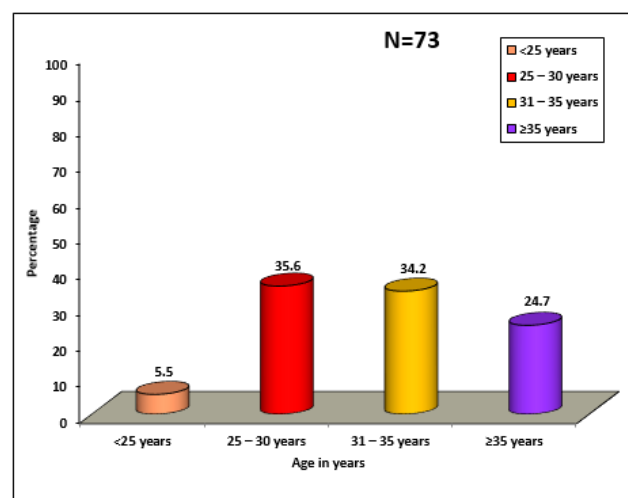
Ethical permission was obtained from the Institutional Ethics Committee of NEMCARE Group of Institutions. All methods were carried out in accordance with relevant guidelines and regulations.

#### 6.1. Informed consent

Informed consent was taken from all the participants included in the study.

#### 6.2. Analysis

*Percentage distribution of subjects by their age*



**Figure 1:** Percentage distribution of subjects by their age

Figure 1 shows the frequency and percentage distribution of subjects by their age. In the study, majority of the teachers, i.e. 35.6% are in the age group of 25- 30 years of age.

*Percentage distribution of subjects by their qualification*

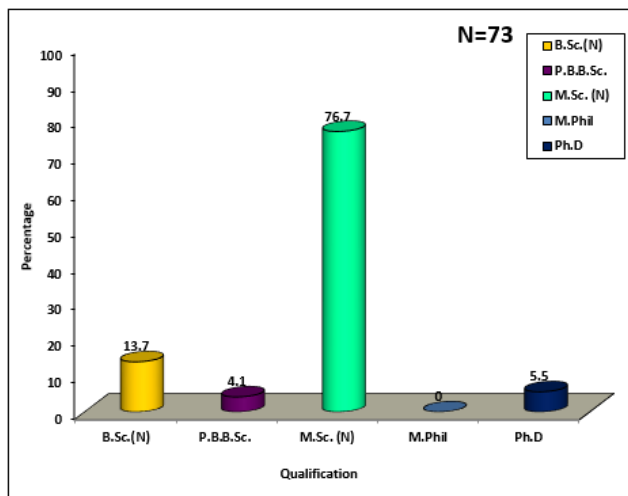
Figure 2 shows the frequency and percentage distribution of subjects by their educational qualification. In the study, majority of the teachers, i.e. 76.7% are M.Sc. Nurses.

*Percentage distribution of subjects based of exposure to any training program regarding E-learning and ICT*

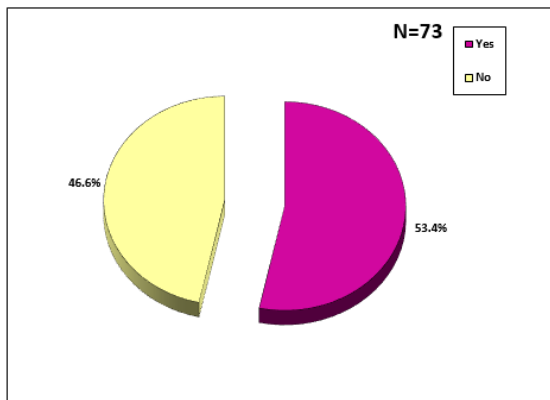
Figure 3 shows the percentage distribution of subjects based on exposure to any training program regarding E-learning and ICT. It was seen that 53.4% had exposure and rest 46.6% does not had any exposure to any type of training.

*Percentage distribution of monthly income of the nursing faculties*

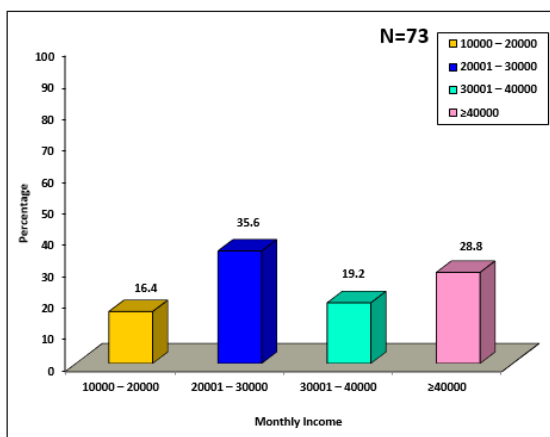
Figure 4 shows the percentage distribution of subjects by their monthly income. In the study, majority of the teachers, i.e. 35.6% reported a monthly income of Rs: 20000 to 30000.



**Figure 2:** Percentage distribution of qualification among nursing faculties

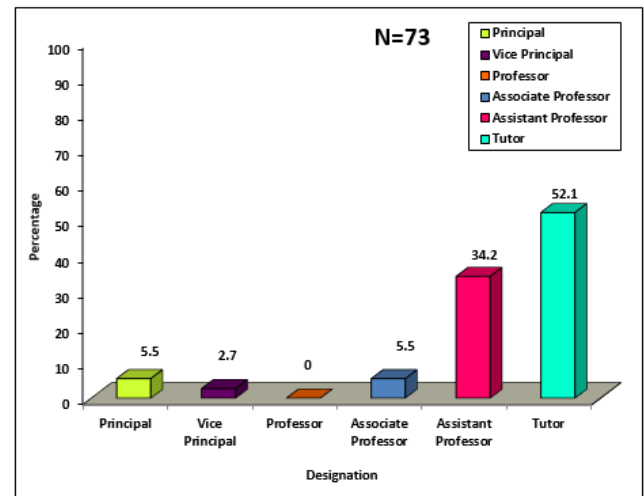


**Figure 3:** Percentage distribution of subjects based on exposure to any training program regarding E-learning and ICT



**Figure 4:** Percentage distribution of monthly income of the nursing faculties

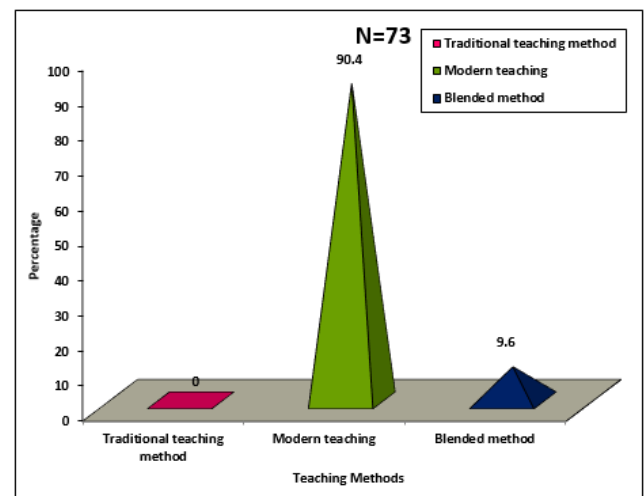
*Percentage distribution of designation of the nursing faculties*



**Figure 5:** Percentage d istribution of designation of the nursing faculties

Figure 3 shows the percentage distribution of subjects by their designation. In the study, majority of the teachers, i.e. 52.1% are tutors, followed by 34.2% as assistant professors, 5.5% are equally working as associate professors and Principals and 2.7% were working as vice principals.

*Percentage distribution of kind of teaching methods used while teaching your students of the college student by the nursing faculties*

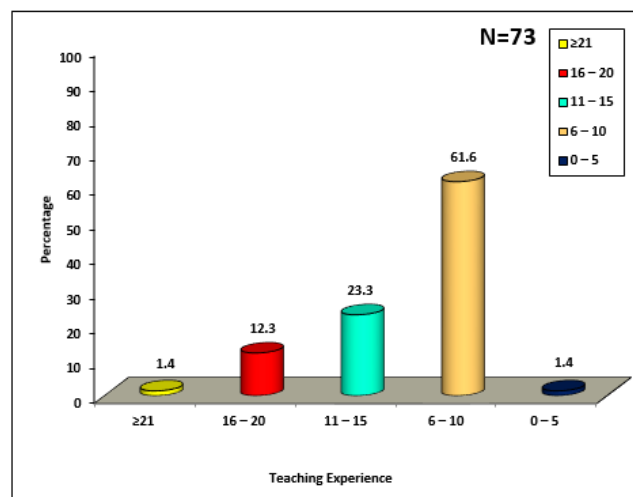


**Figure 6:** Percentage distribution of kind of teaching methods used while teaching your students of the college student by the nursing faculties

Figure 6 shows the percentage distribution of subjects based on the kind of teaching methods used while teaching your students of the college student by the nursing faculties.

In the study, it has been seen that 90.4% were using Modern teaching methods, whereas 9.6% were using Blended method. None of the teachers reported using traditional teaching methods.

*Percentage distribution of teaching experience among the nursing faculties*



**Figure 7:** Percentage distribution of teaching experience among the nursing faculties

Figure 7 shows the percentage distribution of subjects based on the years of teaching experience. It was seen that majority of the teachers, i.e. 61.6% have a teaching experience of 6-10 years. 23.3% has a work experience of 11-15 years. 12.3% has a work experience of 16-20 years, whereas 1.4% have an experience of more than 20 years and also of 0-5 years equally.

*Percentage distribution of online teaching experience among nursing faculties*

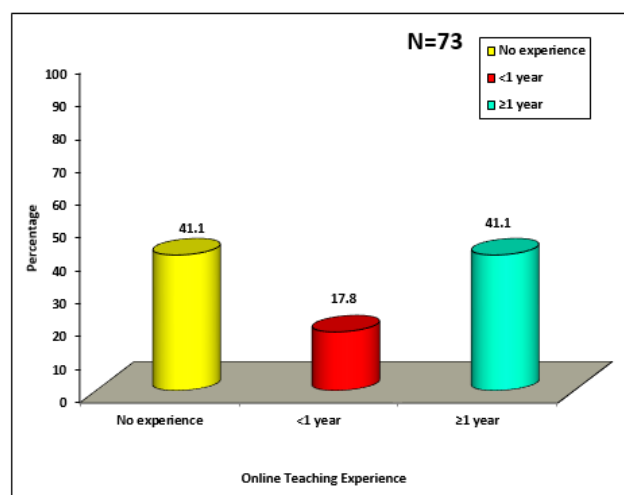
Figure 8 shows the percentage distribution of subjects based on the years of online teaching experience. It was seen that majority of the teachers, i.e. 41.1% have online teaching experience of more than 1 years. Equally 41.1% reported having no experience regarding online teaching and 17.8% reported having online teaching experience of less than 1 year.

*Percentage distribution of place of residence of the nursing faculties*

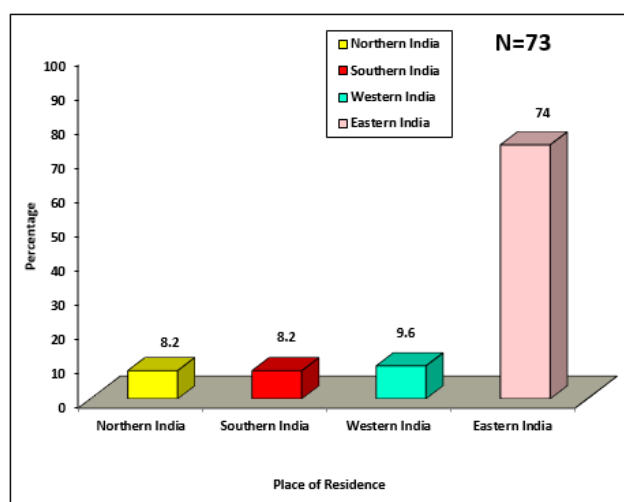
Figure 9 shows the percentage distribution of subjects based on the place of their residence. It was seen that majority of the teachers, i.e. 74% belongs to Eastern India. 9.6% belongs to Western part of India, whereas 8.2% belongs to Northern and Southern part of India equally.

*Frequency and percentage distribution of factors related to perception regarding Innovative Teaching Strategies in Nursing Education among the nursing faculties.*

Figure 10 depicts the frequency and percentage distribution of factors related to perception regarding



**Figure 8:** Percentage distribution of online teaching experience among nursing faculties



**Figure 9:** Percentage distribution of place of residence of the nursing faculties

Innovative Teaching Strategies in Nursing Education among the nursing faculties. It shows that, 64.4% of the teachers had highly satisfactory perception and 35.6% of the teachers had satisfactory perception regarding Innovative Teaching Strategies in Nursing Education among the nursing faculties.

*Percentage distribution of level of attitude regarding Innovative Teaching Strategies in Nursing Education among the nursing faculties*

Figure 11 depicts the frequency and percentage distribution of level of attitude regarding Innovative Teaching Strategies in Nursing Education among the nursing faculties. It shows that, 82.2% of the nursing teachers had positive attitude and 17.8% of the teachers had neutral attitude towards Innovative Teaching Strategies in

**Table 2:** Association of level of knowledge regarding Innovative Teaching Strategies in Nursing Education among the nursing faculties with their selected demographic variables.

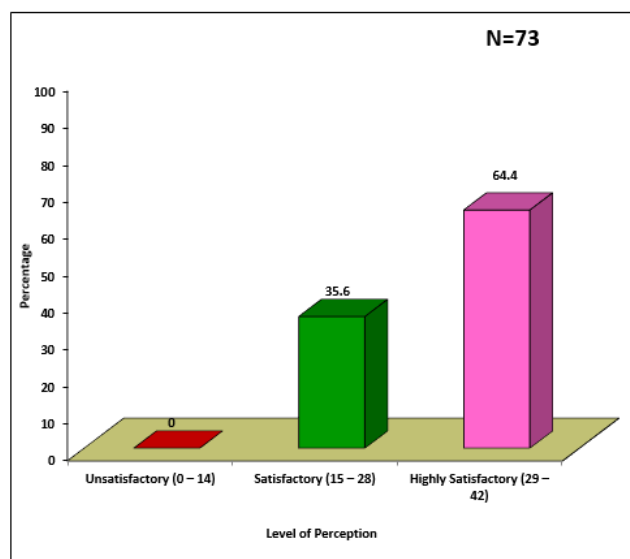
Demographic Variables	Satisfactory f	%	Highly Satisfactory f	%	Chi-Square p-value / Fisher E
Age in years					
<25 years	3	4.1	1	1.4	p=0.405 N.S
25 – 30 years	9	12.3	17	23.3	
31 – 35 years	9	12.3	16	21.9	
≥35 years	5	6.8	13	17.8	
Qualification					
B.Sc.(N)	7	9.6	3	4.1	p=0.049 S*
P.B.B.Sc.	1	1.4	2	2.7	
M.Sc. (N)	18	24.7	38	52.1	
M.Phil	-	-	-	-	
Ph.D	0	0	4	5.5	
Exposure to any training program regarding E-learning and ICT					
Yes	8	11.0	31	42.5	p=0.007 S**
No	18	24.7	16	21.9	
Monthly income					
10000 – 20000	6	8.2	6	8.2	p=0.431 N.S
20001 – 30000	9	12.3	17	23.3	
30001 – 40000	6	8.2	8	11.0	
≥40000	5	6.8	16	21.9	
Designation					
Principal	0	0	4	5.5	p=0.179 N.S
Vice Principal	1	1.4	1	1.4	
Professor	-	-	-	-	
Associate Professor	0	0	4	5.5	
Assistant Professor	8	11.0	17	23.3	
Tutor	17	23.3	21	28.8	
What kind of teaching methods are you using while teaching your students?					
Traditional teaching method	-	-	-	-	p=0.046 S*
Modern teaching	26	35.6	40	54.8	
Blended method	0	0	7	9.6	
Teaching Experience in years					
≥21	0	0	1	1.4	p=0.383 N.S
16 – 20	0	0	1	1.4	
11 – 15	1	1.4	8	11.0	
6 – 10	6	8.2	11	15.1	
0 – 5	19	26.0	26	35.6	
Exposure to any training program on Simulation					
Yes	2	2.7	27	37.0	p=0.0001 S***
No	24	32.9	20	27.4	
Any Online teaching experience?					
No experience	16	21.9	14	19.2	p=0.002 S**
<1 year	6	8.2	7	9.6	
≥1 year	4	5.5	26	35.6	
Place of residence					
Northern India	0	0	6	8.2	p=0.019 S*
Southern India	2	2.7	4	5.5	
Western India	0	0	7	9.6	
Eastern India	24	32.9	30	41.1	

\*\*\*p&lt;0.001, \*\*p&lt;0.01, \*p&lt;0.05, S – Significant, p&gt;0.05, N.S – Not Significant

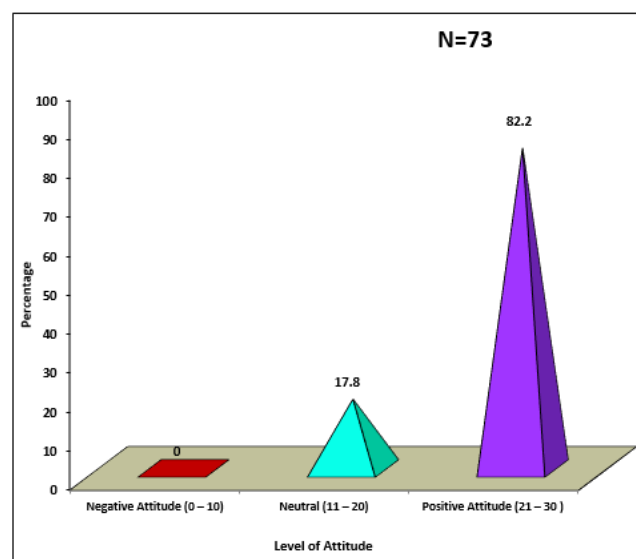
**Table 3:** Association of level of attitude regarding Innovative Teaching Strategies in Nursing Education among the nursing faculties with their selected demographic variables

Demographic Variables	Neutral		Positive Attitude		Chi-Square p-value / Fisher Exact
	f	%	f	%	
Age in years					
<25 years	0	0	4	5.5	p=0.546 N.S
25 – 30 years	3	4.1	23	31.5	
31 – 35 years	6	8.2	19	26.0	
≥35 years	4	5.5	14	19.2	
Qualification					
B.Sc.(N)	2	2.7	8	11.0	p=0.922 N.S
P.B.B.Sc.	0	0	3	4.1	
M.Sc. (N)	10	13.7	46	63.0	
M.Phil	-	-	-	-	
Ph.D	1	1.4	3	4.1	
Exposure to any training program regarding E-learning and ICT					
Yes	7	9.6	32	43.8	p=1.000 N.S
No	6	8.2	28	38.4	
Monthly income					
10000 – 20000	0	0	12	16.4	p=0.336 N.S
20001 – 30000	5	6.8	21	28.8	
30001 – 40000	3	4.1	11	15.1	
≥40000	5	6.8	16	21.9	
Designation					
Principal	0	0	4	5.5	p=0.411 N.S
Vice Principal	0	0	2	2.7	
Professor	-	-	-	-	
Associate Professor	3	2.7	2	2.7	
Assistant Professor	5	6.8	20	27.4	
Tutor	6	8.2	32	43.8	
What kind of teaching methods are you using while teaching your students?					
Traditional teaching method	-	-	-	-	p=0.339 N.S
Modern teaching	13	17.8	53	72.6	
Blended method	0	0	7	9.6	
Teaching Experience in years					
≥21	0	0	1	1.4	p=0.501 N.S
16 – 20	0	0	1	1.4	
11 – 15	3	4.1	6	8.2	
6 – 10	4	5.5	13	17.8	
0 – 5	6	8.2	39	53.4	
Exposure to any training program on Simulation					
Yes	4	5.5	25	34.2	p=0.545 N.S
No	9	12.3	35	47.9	
Any Online teaching experience?					
No experience	5	6.8	25	34.2	p=0.847 N.S
<1 year	3	4.1	10	13.7	
≥1 year	5	6.8	25	34.2	
Place of residence					
Northern India	0	0	6	8.2	p=0.350 N.S
Southern India	2	2.7	4	5.5	
Western India	2	2.7	5	6.8	
Eastern India	9	12.3	45	61.6	

\*\*\*p&lt;0.001, \*\*p&lt;0.01, \*p&lt;0.05, S – Significant, p&gt;0.05, N.S – Not Significant



**Figure 10:** Frequency and percentage distribution of factors related to perception regarding Innovative Teaching Strategies in Nursing Education among the nursing faculties.



**Figure 11:** Percentage distribution of level of attitude regarding Innovative Teaching Strategies in Nursing Education among the nursing faculties

**Table 1:** Correlation between perception and attitude regarding Innovative Teaching Strategies in Nursing Education among the nursing faculties.

Variables	Mean	S.D	Karl Pearson's Correlation 'r' Value
Perception	30.21	4.83	$r = 0.235$ $p = 0.045, S^*$
Attitude	23.84	3.04	

\* $p < 0.05$ , S – Significant

Nursing Education among the nursing faculties.

*Correlation between perception and attitude regarding Innovative Teaching Strategies in Nursing Education among the nursing faculties. N = 73*

Table 1 shows that the calculated Karl Pearson's Correlation value is (r) 0.235, which shows a positive correlation between the perception and attitude regarding Innovative Teaching Strategies in Nursing Education among the nursing faculties, which was found to be statistically significant at (p) 0.05 level of significance.

Association of level of knowledge regarding Innovative Teaching Strategies in Nursing Education among the nursing faculties with their selected demographic variables. N = 73

Table 2 shows the level of association between the perception regarding Innovative Teaching Strategies in Nursing Education among the nursing faculties with their selected demographic variables. It was observed that exposure to any training program on simulation ( $p = 0.0001$ ), exposure to any training program regarding E-learning and ICT ( $p = 0.007$ ) and any online teaching experience ( $p = 0.002$ ), Educational qualification ( $p = 0.049$ ) and kind of teaching methods being adopted while teaching the students ( $p = 0.046$ ) along with place of residence ( $p = 0.019$ ) had statistically significant association with level of perception regarding Innovative Teaching Strategies in Nursing Education among the nursing faculties at (p) 0.05 level of significance.

Association of level of attitude regarding Innovative Teaching Strategies in Nursing Education among the nursing faculties with their selected demographic variables. N=73

Table 3 shows the level of attitude regarding Innovative Teaching Strategies in Nursing Education among the nursing faculties with their selected demographic variables. It shows that none of the demographic variables had no statistically significant association with level of attitude regarding Innovative Teaching Strategies in Nursing Education among the nursing faculties.

## 7. Conclusion

Nursing education is evolving with time and trends. So, a teacher is responsible to adopt her or himself with the dynamic and innovative trends emerging in the field of nursing education. Along with the academics, clinical experience in nursing is also considered an essential part of nursing education as it transforms the theoretical knowledge into practice and the keystone of nursing as a profession related to health.<sup>14</sup> The novice demand for nursing education in this era is to help reduce the competition among the students by promoting cooperation and help in boosting a healthy study environment by embracing contemporary teaching methods.<sup>10</sup>

## 8. Source of Funding

None.

## 9. Conflict of Interest

None.

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[AOvVaw0whc1JZ0EtFHymzFzOtNcS&ust=1690352315753452&opi=89978449](https://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=web&cd=&ved=0CAIQw7AJahcKEwiY0JjAnKmAAxUAAAAAHQAAAAQAw&url=https%3A//medicopublication.com/index.php/ijone/article/download/4040/3792/7522&psig=AOvVaw0whc1JZ0EtFHymzFzOtNcS&ust=1690352315753452&opi=89978449).

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