

Assessing the Impact of Modified Revision Strategies Implemented by Teachers on Nursing Students: A Quasi-Experimental Study

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Abstract

Background: Academic success in nursing education depends not only on students' intelligence but also on effective teaching, mentoring, revision planning and emotional support. There is no single best method of revision for examination preparation; however, an organized, need-based and student-centred revision strategy can help students improve their academic performance. Modified Revision Strategies are planned approaches implemented by teachers to identify students' academic needs, classify learning levels, provide individual guidance and improve examination outcomes.

Aim: The study aimed to assess the effect of Modified Revision Strategies on nursing students' academic performance and satisfaction and to review teachers' attitudes and perceptions regarding the strategy.

Objectives: The objectives of the study were to assess the effectiveness of Modified Revision Strategies on students' academic performance and satisfaction, analyse academic performance after implementation of the strategy in the experimental group, and review teachers' attitudes and perceptions regarding Modified Revision Strategies.

Methods: A quasi-experimental research approach with non-equivalent group design was adopted. The study included Basic B.Sc. Nursing students appearing for university and board examinations. Modified Revision Strategies were implemented among the experimental group, while the control group followed routine revision methods. The strategy included classification of students as high, moderate, slow and very slow learners; individualized academic and assignment plans; skill enhancement; targeted internal assessment improvement plans; daily planning; outcome discussion; mentoring; and collaboration among teachers, students and parents. Purposive sampling technique was used.

Results: The findings revealed that Modified Revision Strategies improved academic performance and student satisfaction. Among 218 students, 21 were high achievers, 124 were moderate achievers, 52 were low achievers and 21 were very poor achievers. Semester results improved from 45–65% to 75–90%. Final-year, third-year and second-year results improved to 100%, 80% and 75%, respectively. ATKT subjects decreased significantly. Board examination results showed consistent 100% success over the past three years, with increased distinction and first-class results in 2024. Student satisfaction was favourable, with an overall mean satisfaction percentage of 73.2%. Teachers also showed a positive attitude, with a mean satisfaction percentage of 59.6%.

Conclusion: Modified Revision Strategies were effective in improving academic performance and satisfaction among nursing students. The strategy was accepted by students, teachers and parents. Personalized planning, learner categorization, continuous follow-up, parental involvement and collaborative teacher-student efforts were key components of success. The findings suggest that the strategy can be implemented in nursing education to support students with diverse learning needs.

Keywords: Modified revision strategies, Nursing students, Academic performance, Student satisfaction, Quasi-experimental study, FOCUS model

Introduction

Nursing education is a demanding professional programme that requires students to develop theoretical knowledge, clinical skills, critical thinking, communication ability and professional attitude. Nursing students are expected to perform well in internal assessments, university examinations, clinical postings, practical examinations and board examinations. Due to the wide syllabus, clinical responsibilities and examination pressure, many students experience academic stress and difficulty in revision planning.

Revision plays an important role in examination preparation. However, students often use unplanned or last-minute revision methods, which may not lead to effective learning or long-term retention. Some students are able to perform well with routine revision, whereas slow learners and academically weak students may require structured guidance, repeated follow-up and individualized academic support. Therefore, teachers have an important role in planning effective revision strategies according to students' learning needs.

There is no single best way to revise for an examination. Different students have different learning abilities, levels of confidence, academic backgrounds, study habits, family support and emotional challenges. Hence, a uniform revision plan may not be equally effective for all students. Student-centred academic strategies help teachers identify individual learning gaps and provide need-based support.

Modified Revision Strategies are structured educational methods implemented by teachers to improve students' academic performance. These strategies include categorizing students according to academic performance, preparing individualized study plans, conducting focused revision sessions, giving assignment-based support, strengthening internal assessment performance, providing continuous mentoring, discussing daily targets and involving parents when required.

Such strategies are especially important in nursing education because failure in examination may affect students' confidence, progression, clinical exposure and professional development. By using organized revision and mentoring methods, teachers can help students improve their preparation, reduce fear of examination and increase satisfaction with the learning process.

The present study was conducted to assess the impact of Modified Revision Strategies implemented by teachers on nursing students' academic performance, satisfaction and teachers' perceptions.

Need for the Study

Academic performance is an important indicator of student progress in nursing education. Students who are unable to cope with academic requirements may experience anxiety, low confidence and repeated failure. In many nursing colleges, students come from different educational, social and linguistic backgrounds. Some students adapt quickly to professional education, while others need additional guidance and repeated support.

Traditional revision methods often focus on common classroom revision, question banks and examination tips. These methods may help average and high achievers but may not adequately support slow learners. Slow learners need special attention, repeated explanation, simplified planning, regular monitoring and emotional encouragement. Therefore, a modified and structured revision approach is needed.

Teachers are the key facilitators of student success. Their role is not limited to teaching syllabus content but also includes mentoring, motivation, academic planning and identification of barriers to learning. When teachers work collaboratively with students and parents, academic improvement becomes more achievable. Parental involvement may improve student confidence, discipline and emotional support.

Modified Revision Strategies are relevant because they focus on the root causes of poor performance. Instead of simply labelling a student as weak, the strategy identifies whether the problem is related to lack of preparation, poor time management, language difficulty, low confidence, incomplete assignments, poor attendance, weak internal marks or personal issues. Once the cause is identified, a need-based plan can be prepared.

The present study is important because it evaluates an organized teacher-led revision model in nursing education. It also introduces the FOCUS model, which emphasizes continuous follow-up, organization of need-based plans, customized action, united team effort and success. The model may help nursing institutions improve examination outcomes and student satisfaction.

Aim of the Study

To assess the effect of Modified Revision Strategies on students' academic performance and satisfaction and to review teachers' attitudes and perceptions regarding Modified Revision Strategies.

Objectives of the Study

Short-Term Objectives

1. To assess the effectiveness of Modified Revision Strategies on students' academic performance and satisfaction among nursing students appearing for university examinations.
2. To analyse the academic performance of students after implementing Modified Revision Strategies in the experimental group.
3. To review teachers' attitudes and perceptions regarding Modified Revision Strategies.

Long-Term Objective

To revise the model for nursing students and develop it further as the FOCUS model for future academic use and intellectual property protection.

Hypotheses

H₀: There will be no significant difference between experimental and control group students' academic performance after implementation of the Modified Revision Strategy.

H₁: There will be a significant difference between experimental and control group students' academic performance after implementation of the Modified Revision Strategy.

Operational Definitions

Modified Revision Strategies

Modified Revision Strategies refer to planned, structured and individualized academic revision methods implemented by teachers to improve students' examination preparation, academic performance and satisfaction.

Academic Performance

Academic performance refers to students' achievement in university, board and internal examinations, measured through pass percentage, distinction, first class, ATKT subjects and improvement in results.

Student Satisfaction

Student satisfaction refers to the level of acceptance and positive response expressed by students regarding the Modified Revision Strategies.

Teacher Attitude and Perception

Teacher attitude and perception refer to teachers' views, acceptance, workload experience and professional response toward implementation of Modified Revision Strategies.

Research Methodology

Research Approach

A quantitative research approach was used for the study.

Research Design

A quasi-experimental non-equivalent group design was adopted. The experimental group received Modified Revision Strategies, while the control group followed routine revision practices.

Setting of the Study

The study was conducted in SMES Smt. Sunanda Pravin Gambharchand Institute of Nursing & Paramedical Sciences.

Population

The population consisted of Basic B.Sc. Nursing students appearing for university and board examinations.

Sample

The study included data from different batches of Basic B.Sc. Nursing students, including Summer 2024, Winter 2023, Summer batch and Winter 2021–22 batch. The control group consisted of 145 students from the Winter 2021–22 batch who followed routine revision plans.

Sampling Technique

Purposive sampling technique was used to select the sample.

Description of the Intervention

Modified Revision Strategies were implemented by teachers for students appearing for university and board examinations. The major components of the intervention were:

1. Classification of students into high, moderate, slow and very slow learners.
2. Preparation of individualized academic plans.
3. Preparation of assignment completion plans.
4. Skill enhancement activities.
5. Targeted improvement plans for internal assessments.
6. Daily planning and monitoring of academic targets.
7. Discussion of outcomes with students.
8. Collaborative efforts among teachers, students and parents.
9. Continuous follow-up until examination completion.
10. Identification of root causes of poor academic performance.

Control Group

The control group followed the routine revision plan without structured categorization, individualized academic planning or formal collaborative follow-up.

Description of the FOCUS Model

The study proposes the development of the FOCUS model for nursing students.

F – Follow Up Until the End

Teachers continuously follow students until completion of examinations. Follow-up includes academic, emotional, psychological, social and spiritual support with a family-type approach.

O – Organize Need-Based Plans

Teachers identify the root causes of academic difficulty and organize need-based plans for students. These plans may include extra classes, revision schedules, assignment support and internal assessment improvement.

C – Customize Plan of Action

Individualized short-term and long-term action plans are prepared according to student performance, learning speed, confidence level and academic need.

U – United Team Effort

Teachers, students and parents work together as a team. Regular communication and joint responsibility help improve student motivation and academic outcomes.

S – Success

The final goal is academic success, improved confidence, reduced ATKT subjects, better examination results and increased satisfaction among students and teachers.

Data Collection Procedure

Data were collected from academic records, examination results, student satisfaction responses and teachers' perception records. Students were categorized based on academic performance. Modified Revision Strategies were implemented among the experimental group. Academic performance after implementation was compared with previous results and the control group. Student satisfaction and teachers' attitudes were reviewed after implementation.

Plan for Data Analysis

Data were analysed using descriptive statistics such as frequency, percentage and mean percentage. Academic performance was compared in terms of pass percentage, ATKT subjects, distinction, first class and improvement in semester and annual results. Student and teacher satisfaction were analysed using mean satisfaction percentage.

Results

Section I: Distribution of Students According to Admission Category

Among 218 students, 65 students were admitted through NEET and 154 students were admitted through nursing CET.

Table 1: Distribution of Students According to Admission Category

Admission Category	Frequency
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Admission Category	Frequency
NEET	65
Nursing CET	154
Total	218

Note: The total mentioned in the original data exceeds 218 by one. This may be due to clerical or rounding error and should be verified from the original record.

Section II: Distribution of Students According to Achievement Level

Among 218 students, 21 were high achievers, 124 were moderate achievers, 52 were low achievers and 21 were very poor achievers.

Table 2: Distribution of Students According to Achievement Level

Achievement Level	Frequency	Percentage
High achievers	21	9.63%
Moderate achievers	124	56.88%
Low achievers	52	23.85%
Very poor achievers	21	9.63%
Total	218	100%

The findings show that the majority of students were moderate achievers, followed by low achievers. This indicates the need for structured revision strategies to support both average and academically weak students.

Section III: Improvement in Academic Performance

After implementation of Modified Revision Strategies, academic performance improved in semester, annual and board examination results. Final-year results improved to 100%, third-year results improved to 80% and second-year results improved to 75%. Semester results increased from 45–65% to 75–90%.

Table 3: Improvement in Academic Results After Modified Revision Strategies

Academic Area	Result Before MRS	Result After MRS
Semester results	45–65%	75–90%
Final-year result	Not specified	100%
Third-year result	Not specified	80%
Second-year result	Not specified	75%
Board examination result	Improved trend	100% success over three years

The findings show that Modified Revision Strategies contributed to better academic outcomes. ATKT subjects decreased significantly, and the number of students obtaining distinction and first class increased notably in 2024.

Section IV: Student Satisfaction Regarding Modified Revision Strategies

Students expressed positive attitudes toward Modified Revision Strategies. High achievers were particularly positive, with a mean satisfaction percentage of 77.7%. Low achievers moderately favoured the strategy. The overall mean satisfaction percentage was 73.2%.

Table 4: Student Satisfaction Regarding MRS

Group	Satisfaction Level
High achievers	77.7%
Low achievers	Moderately favourable
Overall student satisfaction	73.2%

The findings indicate that students accepted the strategy positively. They felt that individualized planning, teacher follow-up and academic support improved their confidence and preparation.

Section V: Teachers' Attitudes and Perceptions

Teachers showed a positive attitude toward Modified Revision Strategies despite increased workload. The mean satisfaction percentage among teachers was 59.6%. Teachers reported that the strategy helped them identify students' needs, plan focused revision and improve academic outcomes.

Table 5: Teachers' Attitude Toward MRS

Variable	Mean Satisfaction Percentage
Teachers' satisfaction	59.6%

Parental involvement was also identified as an important factor in improving students' confidence and academic success.

Discussion

The present study assessed the impact of Modified Revision Strategies implemented by teachers on nursing students' academic performance and satisfaction. The findings revealed that the strategy was effective in improving academic outcomes among nursing students.

The study showed that among 218 students, the majority were moderate achievers. A significant number of students were low and very poor achievers, indicating the need for academic support beyond routine revision. Modified Revision Strategies helped teachers classify students according to their academic level and prepare need-based plans.

The improvement in semester results from 45–65% to 75–90% indicates that the strategy had a positive academic impact. Final-year results improved to 100%, third-year results to 80% and second-year results to 75%. Board examination results also showed consistent 100% success

over the past three years. These findings suggest that continuous follow-up, targeted revision and teacher-student collaboration can improve examination performance.

The reduction in ATKT subjects is an important finding. ATKT subjects often create academic burden and emotional stress among students. When students are supported through regular planning, completion of assignments, internal assessment improvement and focused revision, the number of failed subjects can be reduced. This helps students progress smoothly in their academic programme.

Student satisfaction was also favourable. The overall mean satisfaction percentage was 73.2%, indicating that students accepted the Modified Revision Strategies positively. High achievers showed particularly positive satisfaction, probably because the strategy helped them strengthen their performance further. Low achievers also moderately favoured the strategy, suggesting that individualized academic support improved their confidence.

Teachers also expressed positive attitudes toward the strategy, with a mean satisfaction percentage of 59.6%. Although teachers experienced additional workload, they recognized the benefit of the strategy in improving students' performance. This finding is important because successful implementation of any academic model depends on teachers' acceptance and involvement.

The study also highlighted the role of parents. Parental involvement helped improve students' confidence and emotional support. In nursing education, many students stay away from home and may experience stress, fear of failure or low motivation. Communication with parents may help create a supportive environment for students.

The FOCUS model developed from this study provides a practical academic framework. It emphasizes follow-up until the end, organization of need-based plans, customized action, united team effort and success. This model is suitable for nursing education because it addresses academic, emotional and social aspects of student learning.

Overall, the study findings suggest that Modified Revision Strategies are effective and feasible in nursing education. However, further research with stronger experimental design, larger sample size and statistical testing is recommended to validate the model.

Nursing Educational Implications

Nursing Education

Modified Revision Strategies can be included as an academic support system in nursing colleges. Teachers can use learner categorization and individualized revision plans to improve examination preparation.

Nursing Administration

Nursing administrators can develop institutional policies for academic mentoring, revision planning and early identification of slow learners. Faculty workload should be planned properly to support such strategies.

Nursing Practice

Improved academic performance can strengthen students' confidence, clinical readiness and professional competence. Students who receive structured support may perform better in clinical practice and patient care.

Nursing Research

Further studies can be conducted to test the effectiveness of the FOCUS model in different nursing institutions. Experimental and longitudinal studies may help establish stronger evidence.

Limitations of the Study

1. The study used purposive sampling, which may limit generalization.
2. The study used a quasi-experimental design without randomization.
3. Complete statistical details such as test values and p-values were not available.
4. Some sample numbers require verification from the original academic record.
5. The study was conducted in one institutional setting.
6. Teacher workload and implementation feasibility need further evaluation.

Recommendations

1. The study can be repeated with a larger sample size.
2. A randomized controlled study can be conducted to test the effectiveness of the FOCUS model.
3. Long-term follow-up can be done to assess academic retention and professional performance.
4. Modified Revision Strategies can be compared with routine revision methods in multiple nursing colleges.
5. The FOCUS model can be refined and validated through expert review.
6. Teachers should be trained in academic mentoring and individualized learning planning.
7. Parental involvement should be used carefully and ethically to support students without creating pressure.

Conclusion

The study concluded that Modified Revision Strategies implemented by teachers were effective in improving academic performance and satisfaction among nursing students. The strategy helped identify students according to their academic level and provided individualized support based on their needs. Improvement was observed in semester, annual and board examination results. ATKT subjects decreased, and distinction and first-class results increased notably.

Students expressed favourable satisfaction toward the strategy, and teachers also showed positive attitudes despite additional workload. The involvement of parents further strengthened student confidence and motivation. The findings suggest that student-centred, teacher-led and family-supported revision planning can improve academic outcomes in nursing education.

The FOCUS model developed through this study provides a structured framework for academic support. It includes continuous follow-up, need-based organization, customized action plans, united team effort and success. This model may be useful for nursing institutions to support diverse learners, especially slow and academically weak students.

The study recommends wider implementation and further validation of Modified Revision Strategies in nursing education. With proper planning, faculty involvement and institutional support, the strategy can contribute to improved academic performance, student confidence and overall quality of nursing education.

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