

Factors Affecting the Process of Teaching with Students in Nursing School

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Abstract: ***Introduction:** Teaching is an interactive process between the lecturer and students. In this study, we analyzed the possible factors that influence the quality of teaching in our Nursing School. **Material and Methods:** The study was conducted in the period November 2013 - April 2014. In this study included 300 students of the branch of General Nursing. The aim of this study was to see how students evaluate, level of teaching in our school. Students were asked to fill out an anonymous questionnaire for a feedback about the process of teaching. The questionnaire focused, except generality and demographic background, in five major categories as: the instructor's academic performance; programs and curricula, student motivation, learning environments; coordination of theoretical knowledge with practice teaching in hospitals. **Results:** During the study it was observed that the categories with lower feedback were: school environment (66%), the instructor's academic performance (42%) and coordination of the theoretical knowledge with practice teaching (32%). **Conclusions:** For a better quality in teaching, faculty should improve its facilities so that all auditors are equipped with video beam and classes to be with fewer students. This will motivate lecturers for a better educational performance.*

Keyword: teaching, feedback, academic performance, interactive process

1. Introduction

Teaching is an interactive process between the lecturer and students. This means that the learning process in the classroom is a process of cooperation and coordinating ideas [1-4]. Between the two main actors in class exists such a spirit, then and learning is active and productive, especially for students. Ultimately Teaching is a process which means: to learn to others through your knowledge [5].

Be called simply "good teacher" has resulted as a definition of general and often not accurate, until in "The Essence of Good Teaching (1985)," Stanford psychologist C. Ericksen [4] writes that "good teachers are those who know the subject selected by their and organize, enable students to understand and adapt to the case in the simplest way possible, promoting logical and intellectual curiosity and promoting learning individually". However, a teacher is the final goal; "Affect the lives of students regardless of their background and form citizens who can live and work productively in a complex society with a growing dynamism". But no matter how good teacher and you can be successful, can not make a successful final product without being correlated and many other factors [6-8]. The teacher does not act alone in his work, but is in close cooperation with students who are a factor and the most important actors in the quality of teaching [9]. Teaching affects not only the pedagogic. Good teachers influence their knowledge, but above all with the personality they have [10]. But it requires and students are motivated. In most cases the student's motivation is something that grows gradually and promoted mostly by others. To promote motivation that everyone should interact citing school so its policies, teachers, parents and society in general own [11-16]. For a better productivity, is very important to adopt the environments of school. For its specifics studies of Nursing, these rooms should be organized such that the student feels freely in communication but especially in action with equipment,

mannequins and various laboratory equipment [17]. There would be more appropriate to having great classical halls or auditoriums to lecture than smaller classes that will be offered work with small groups of students it and adapted curricula and teaching of subjects.

2. Material and Methods

This is a descriptive study was conducted with the students of the Faculty of Medical Technical Science in Tirana. The aim of this study was to understand the factors affecting the quality of the teaching in the faculty. The study was conducted during November 2013 - April 2014, and in the study participated in total 300 student branch of General Nursery, 100 students for each year of study. We study the number of women and men were equal. Students were initially explained the nature and purpose of the study and then asked to fill out an anonymous questionnaire for a feedback about the process of teaching in college. The questionnaire was distributed randomly to students, but given the involvement equally to male and female students. The questionnaire focused, except generality and demographic background, in five major categories as: the instructor's academic performance, programs and curricula, student motivation, learning environments, coordination of theoretical knowledge with practice teaching hospital clinics. Rate evaluation of factors influencing each category was from 1-5 questionnaire (based on 5-points Likert scale) where 1 = no, 2 = almost no, 3 = adequate, 4 = almost 5 = very much. Also at the end of the questionnaire, was left a space for comments free by students. All students were subjected to the same conditions questionnaire. At the end of the questionnaire students were thanked for their cooperation. The material obtained by taking the questionnaire was prepared with the statistical program SPSS 19.

3. Results

Age of students that participated in the study was 19-24 years old with an average age of 21.2 years. Women and men were in an equal number M/F 50% and 50%. Average clinical competencies assessed by participants were 35% for females and 23% for males. The same conclusions emerged and in terms of motivation that had students (Figure 1), that 35% of women indicated that they were more motivated to teaching process as well as clinical activity against 23% who were male.

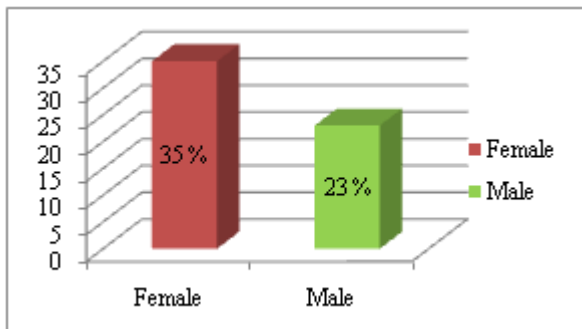


Figure 1: Assessment of student motivation by gender

The study showed that 66% of the students asked (198 students), were not satisfied with the facilities that provided school. This is the fact of being in larger classes with more students. Lectures and workshops were made on the same premises. Not all the classes provide optimal conditions as related for the IT equipment. This performance related and pedagogical 42% decrease. Given the above, all students do not feel motivated (18%), while 32% did not feel proficient in clinical actions that demonstrated during clinical practice in different hospital wards (Figure 2)

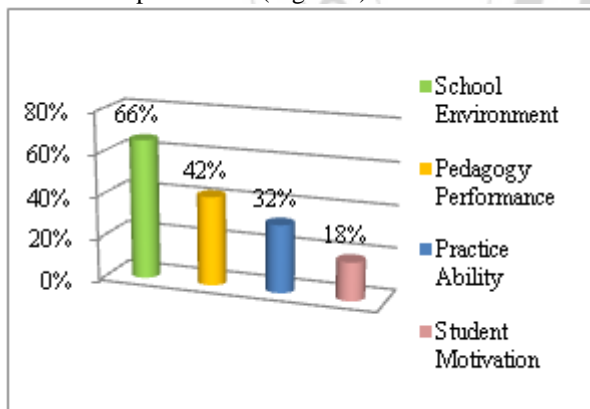


Figure 2: The results collected by the study

4. Discussion

Professional development of teachers sits at the heart of any successful technology and education program. Baylor *et al.* [18] carried out a quantitative study that looked at the factors facilitating teacher skill, teacher morale, and perceived student learning in technology-using classrooms. They found that professional development has a significant influence on how well IT is embraced in the classroom. Also, they added that teachers' training programmes often focus more on basic literacy skills and less on the integrated use of IT in teaching. Despite the numerous plans to use

technology in schools, however, teachers have received little training in this area in their teacher education programs. According to Schafferand [19], when technology is introduced into teacher education programs, the emphasis is often on teaching about technology instead of teaching with technology. Hence, inadequate preparation to use technology is one of the reasons that teachers do not systematically use computers in their classes. Teachers need to be given opportunities to practice using technology during their teacher training programs so that they can see ways in which technology can be used to augment their classroom activities Rosenthal *et al.* [20]. Teachers are more likely to integrate IT in their courses, when professional training in the use of IT provides them time to practice with the technology and to learn, share and collaborate with colleagues. On the other hand, training school students to serve as technology experts may aid the integration of computers into the classroom setting. Hruskocyc *et al.* [21] carried out a study on training students to become technology experts for teachers and peers. Based on this study, ten teachers of grades one through five sent their students to the training sessions. The strengths and limitations of the programmes were evaluated through reflection.

Other studies [22-24] have suggested that female nursing students are more at risk of suffering the effects of stress than are men, our study found no statistically significant difference between genders. Today, approximately half of all nursing students are female, and there is a larger representation of women on the faculties of the schools. Perhaps this recent trend has alleviated some of the pressures previously experienced by women to equal, and even outperform, their male counterparts in order to prove their worth in what were once male-dominated fields.

In another study by Murphy *et al.* [25] revealed that medical, dental and nursing students are most stressed by grades and performance on examinations. This is consistent with another high stressor: fear of failing a course or licensing examination.

5. Conclusions

The quality of teaching is the ultimate purpose of education and training of nursing students. Evaluation of clinical and practical skills and knowledge of the factors that influence them can be very helpful in promoting and achieving the improvement of clinical skills - practical for students. Seeing the result emerges as an obligation to work more male students by encouraging more in daily clinical activities, as this would increase more motivating to them. The Nursing School must requires a better organization of classes and equip them with the necessary tools to IT, equipping laboratories with all the necessary materials for practice, but in particular the coordination of the work with preceptors as are proper persons to motivate and perfected students in practical operation. Emotional support from the academic staff and hospital clinical staff and the feeling of being a team member or colleague nursing staff, would have an impact on the deposits amount to a better assessment of the clinical environment promoting more students motivation.

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