



Assess The Qualities And Behaviors Valued By Nursing Faculty And Baccalaureate Nursing Students For Effective Teaching-Learning Process.

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Abstract: In India, nursing admissions have been increasing steadily, but there is a significant discrepancy between the intake of students and the number of qualified graduates. To address this issue, this research aimed to investigate the qualities and behaviors expected from both nursing faculty and baccalaureate nursing students to enhance the teaching-learning process. A cross-sectional survey was conducted, where participants ranked the top 10 qualities/behaviors from the Teacher Behavior Checklist (TBC) list of 28 items. The study involved 23 nursing faculty members and 86 BSc Nursing students. The results revealed six key factors deemed crucial for effective teaching and learning by both faculty and students: Confidence, Professionalism, Knowledge of Subject Matter, Good Listening Skills, Positive Attitude/Humor, and Student Encouragement. Further research is recommended to explore these aspects across different nursing institutions and to compare views on effective teaching between baccalaureate and associate degree nursing programs.

Introduction:

The increasing number of nursing admissions in India has not translated proportionally to qualified graduates. The reasons behind this discrepancy are still not fully understood, and there could be potential issues either with the students or the faculty. This research aims to shed light on the behaviors and qualities expected from both nursing faculty and baccalaureate nursing students to improve the teaching-learning process.

Objectives:

To assess the qualities/behaviors valued by nursing faculty for an effective teaching-learning process.

To assess the qualities/behaviors valued by baccalaureate nursing students for an effective teaching-learning process.

Methods:

A cross-sectional survey was employed to identify the teaching qualities/behaviors valued by nursing faculty and baccalaureate nursing students for effective teaching-learning. Participants were asked to rank the top 10 qualities/behaviors from a list of 28 items in the Teacher Behavior Checklist (TBC). The study included 23 nursing faculty members and 86 BSc Nursing students. Descriptive statistics were used to analyze the frequency and percentages of responses.

Results:

The study comprised 23 nursing faculty members, with the majority being female (65.2%), possessing an educational qualification of MSc Nsg (78.3%), and having 0-5 years of teaching experience (65.2%). The top qualities ranked by faculty members were: Encourages and Cares for Students (72.09%), Creative and Interesting (70.93%), Knowledgeable About Subject Matter (65.11%), Understanding (58.13%), Confident (51.16%), Happy/Positive Attitude/Humorous (50.16%), Good Listener (44.18%), Professional (43.02%), Flexible/Open-Minded (42.02%), and Promotes Class Discussion (41.86%).

Among the 86 BSc Nursing students who participated in the study, the majority were female (89.5%), aged 19-20 years (37.2%), and in their first year of BSc Nursing (44.2%). The top qualities ranked by students were: Confident (82.60%), Effective Communicator (73.91%), Professional (69.56%), Knowledgeable About Subject Matter (65.21%), Good Listener (60.86%), Happy/Positive Attitude/Humorous (59.86%), Encourages and Cares for Students (52.17%), Presents Current Information (47.82%), Technologically Competent (43.47%), and Punctuality/Manages Class Time (42.47%).

Conclusion:

Both nursing faculty and baccalaureate nursing students agreed on six crucial qualities/behaviors for an effective teaching-learning process: Confidence, Professionalism, Knowledge of Subject Matter, Good Listening Skills, Positive Attitude/Humor, and Student Encouragement. Further research across various nursing institutions with baccalaureate nursing programs is warranted, along with a comparison of perspectives on effective teaching between baccalaureate and associate degree nursing programs.

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