

THE EXPECTATIONS OF NURSING STUDENTS ON TEACHING AND LEARNING MANAGEMENT

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ABSTRACT

The objectives of this survey research, on the expectations of nursing students on teaching and learning management, were: to investigate the expectations of nursing students on teaching and learning management; and to compare the expectations of nursing students on teaching and learning management by College of Nursing and Health, Suan Sunandha Rajabhat University, classified by year of study. Populations of the research were first year student – forth year students, totally 435 students. Samples were 200 students. Questionnaire was the collecting data instrument which comprise of 2 parts. The part was demographic data, such as sex, age, year of study, domicile, Grade Point Average: GPA. The second part was the 3 aspects of expectations of nursing students toward the managing teaching and learning by College of Nursing and Health, Suan Sunandha Rajabhat University, which are: 1) managing the teaching and learning process and curriculum objectives; 2) management process; and 3) evaluation of educational management. Findings showed that most of students were female (86 percent), 20 years old (31 percent), hometown in Northeast of Thailand (58.5 percent), G.P.A. between 3.01-3.50 (55 percent). When considering the expectations toward the teaching and learning management from the students of College of Nursing and Health, the aspect of managing the teaching and learning process was found that most of the student, 56.5 percent, expected to be able to apply the knowledge gained in performing to help the patient with the highest potential ($\bar{x} = 4.50$). Meanwhile, the aspect of management process was found that most of the student, 52 percent, can get the job in the famous hospital after graduated and earn a good income ($\bar{x} = 4.44$). In the same time, the aspect of evaluation of educational management was found that most of the student, 51 percent, expects to be qualified from the professional exam after graduated ($\bar{x} = 4.41$). Moreover, the different year of study was no different in the expectations toward the managing teaching and learning program.

Keywords: Expectations, Managing the Teaching and Learning Program, Nursing Students

INTRODUCTION

The core mission of higher education institutions is to produce and develop personnel to meet the needs of the society, the government's policies in accordance with the National Economic and Social Development Plan No. 12 (Nov 2017-2021), National Education Plan 2560-2579, and the National Education Standards Act, 2018, which focusing on the development of people and Thai society to be the value people of the country. There is a learning management that focuses on integrated development of learners in order to have desirable characteristics. There is also a quality assurance system, monitoring, evaluation and development of educational management.[1] In accordance to rapid environmental change, all higher education institutions, including Rajabhat University, need to be ready to change in order to survive and to maintain the level of success for creating benefits for society, such as the use of research leads to new innovations. Hence, this could be used as guidelines for teaching and development of academic work which must be considered in the contemporary Education management in order to meet the new requirement of the workforce market. Consequently, the achievement of the graduated is not only get a good score of the test, but have to prepare students for life when they end up in order to create the sustainable ability to learn. Students must be taught not only to learn knowledge, but must have the ability to learn independently. The university should establish a relationship with the community for lifelong learning of all members. Therefore, the universities need to change their roles from teaching to focus on learning more by facilitate the knowledge transfer, create knowledge, support the learning of necessary life skills, critical thinking, lifelong learning, interpersonal communication, interpersonal skills, which allow students to participate in the

social change process, manage learning at all times and places by using technology as a tool to facilitate learning [2]

Higher education institution is one of the social groups which consist of executives, teaching staffs, supporting staffs, students, office staffs, and security staffs. Certainly, this group of people views related to expectations in all higher education institutions. All success of institution relies on these groups of people, especially, the student group which considers to be the main goal of educational quality development. Moreover, if the educational institutions know the student expectations, the institute can provide the right direction in teaching and learning in accordance with the reality.[3],[4],[5] The educational institutions provide the various benefits to the students which deliver the satisfaction and respond to their expectations of both groups of people and society which define broadly as quality, service, and cost. Therefore, the creation and configuration of values are, therefore, necessary to start by looking for the needs and expectations of students

The researcher recognizes to this important issue, therefore, has conducted this research to investigate the expectations of nursing students towards the teaching and learning management of nursing and health colleges. Results of the research could benefit to develop the teaching and learning development and curriculum development as well as to ensure the quality of education of Nursing College and Health.

OBJECTIVE

1. To investigate the expectations of nursing students on teaching and learning management of nursing and health colleges Suan Sunandha Rajabhat University.
2. To compare the expectations of nursing students on teaching and learning management of nursing and health colleges Suan Sunandha Rajabhat University classified by year of study.

METHODOLOGY

Questionnaire was the collecting data instrument which comprise of 2 parts. The first part was demographic data. The second part was to compare the expectations of nursing students on teaching and learning management by College of Nursing and Health which are: 1) managing the teaching and learning process; 2) management process; and 3) evaluation of educational management.

Populations of the research were first year student – forth year students, totally 435 students. Simple random sampling was used to be sampling technique. Sample size was applied Krejcie & Morgan technique (1970)[6]. Samples were 200 students which divide to 50 students per year of study.

RESULTS

Part 1 Demographic information found that most of the students were female (172 students or 86 percent, followed by male (28 students or 14 percent). Most of the students were 20 years old (62 students or 31 percent), followed by 19 years old (46 students or 23 percent), and 21 years old (38 students or 19 percent). Meanwhile, it was found that most of the students were domiciled in the northeastern of Thailand (117 students or 58.5 percent), followed by the northern region (24 students or 12 percent), and Bangkok and periphery (19 students or 9.5 percent). Moreover, the information on Grade Point Average (G.P.A.) found that most of them have G.P.A. between 3.01-3.50 (110 students or 55 percent), followed by G.P.A. between 2.51-3.00 (64 students or 32 percent), and G.P.A. between 3.51-4.00 (24 people or 12 percent).

Part 2 Overall of the students' expectation .The information on the expectations toward managing the teaching and learning process and curriculum objectives found as follows: there are 113 students (56.5 percent) expected to be able to apply the knowledge gained in performing to help the patient with the highest potential (\bar{x} = 4.50); 104 students (52 percent) expected to get the job in the famous hospital after graduated and earn a good income (\bar{x} = 4.44); 102 students (51 percent) expected to be qualified from the professional exam after graduated (\bar{x} = 4.41); 99 students (49.5 percent) expected to emphasizes the educational management on knowledge and language skills (\bar{x} = 4.38); 95 students (47.5 percent) expected to emphasize the knowledge and skills in occupation and a happy life (\bar{x} = 4.34); 93 students (46.5 percent) expected the college will be ready to step into the ASEAN community (\bar{x} = 4.34); 93 students (46.5 percent) expected the college to emphasize the knowledge

and skills in science and technology ($\bar{x} = 4.25$); 91 students (45.5 percent) expected the college to emphasize the knowledge about religion, art, culture, sports, Thai wisdom and application of wisdom ($\bar{x} = 3.97$); 90 students (45.0 percent) expected to emphasize on knowledge and mathematics skills ($\bar{x} = 3.75$); 87 students (43.5 percents) expected to emphasize the knowledge and a happy life ($\bar{x} = 4.27$); 114 students (57percent) expected the college to manage the course based on student-centered ($\bar{x} = 4.19$); 113 students (56.5 percent) expected the college to encourage the students to develop themselves naturally and fully according to their potential ($\bar{x} = 4.14$); and 105 students (52.5 percent) expected to emphasize the knowledge about themselves and their relationship to society, including family, community, nation and world society ($\bar{x} = 4.12$), as showed in Table 1.

Table 1

The students' expectations toward managing the teaching and learning process and curriculum objectives

Students' expectations	1st Year	2nd Year	3rd Year	4th Year	\bar{x}	SD
1. The college to manage the course based on student-centered	4.28	4.18	4.12	4.18	4.19	0.62
2. The college encourages students to develop naturally and fully according to their potential.	4.20	4.26	3.96	4.12	4.14	0.67
3. The college emphasizes knowledge about themselves and their relationship to society, including family, community, nation and world society	4.20	4.34	3.92	4.02	4.12	0.69
4. The college to emphasize the knowledge and skills in science and technology.	4.40	4.26	4.14	4.18	4.25	0.69
5. The college to emphasize the knowledge about religion, art, culture, sports, Thai wisdom and application of wisdom.	4.04	4.06	3.80	3.96	3.97	0.73
6. The college emphasizes on knowledge and mathematics skills.	3.72	3.92	3.54	3.82	3.75	0.78
7. The college emphasizes the educational management on knowledge and language skills.	4.52	4.30	4.18	4.52	4.38	0.68
8. The college emphasizes the knowledge and skills in occupation and a happy life.	4.52	4.34	4.22	4.28	4.34	0.74
9. The college emphasizes the knowledge and a happy life.	4.36	4.38	4.08	4.24	4.27	0.74
10. Get the job in the famous hospital after graduated and earn a good income.	4.54	4.30	4.46	4.46	4.44	0.63
11. Able to apply the knowledge gained in performing to help the patient with the highest potential.	4.70	4.38	4.44	4.48	4.50	0.61
12. Qualified from the professional exam after graduated.	4.46	4.12	4.46	4.60	4.41	0.66
13. The college will be ready to step into the ASEAN community.	4.46	4.30	4.38	4.22	4.34	0.70

When comparing the students' expectations toward managing the teaching and learning process and curriculum objectives classified by year of study, there was no difference, as showed in Table 2.

Table 2
The comparison on students' expectations toward managing the teaching and learning process and curriculum objectives classified by year of study

		Sum of				
		Squares	df	Mean Square	F	Sig.
Teaching and learning process	Between Group	1.080	3	.360	1.976	.119
	In Group	35.705	196	.182		
	Total	36.785	199			

The information on the management process found as follows: there are 111 students (55.5 percent) expect to have the content and activities are organized in accordance with their interests and aptitudes by concerning individuals ($\bar{x} = 4.09$); 111 students (55.5 percent) expect to have educational materials such as model, medical device, and facilitate the students to learn ($\bar{x} = 4.45$); 103 students (51.5 percent) expect to have the activities for students to learn from real experiences, practice, able to think and act, love of reading, and continue to pursue knowledge ($\bar{x} = 4.35$); 103 students (51.5 percent) expect to be trained in the hospital / training source that is conducive to learning in real practice ($\bar{x} = 4.44$); 100 students (50.0 percent) expect to receive the experience and knowledge from a competent instructor ($\bar{x} = 4.32$); 99 students (49.5 percent) expect the practicing thinking process skills, handling situations and applying knowledge to prevent and solve problems ($\bar{x} = 4.29$); 98 students (49.0 percent) expect the cultivate morality, good values, and desirable characteristics for every course ($\bar{x} = 4.42$); 94 students (47.0 percent) expect the cooperation with parents and guardians to develop students in accordance with their potential ($\bar{x} = 4.20$); 92 students (46.0 percent) expect the instructors to create an atmosphere and environment to enable the students to learn ($\bar{x} = 4.22$); 87 students (43.5 percents) expect the learning management that can occur at anytime, and anywhere ($\bar{x} = 4.29$); 86 students (43.0 percent) expect the teaching and learning process that combines various aspects of knowledge in a balanced manner ($\bar{x} = 4.29$); 86 students (43.0 percent) expect the research is used as part of the learning process ($\bar{x} = 4.28$); and 87 students (43.5 percent) expect to cooperation with people in the community to develop the students in according to their potential ($\bar{x} = 4.30$), as showed in Table 3.

Table 3
The students' expectations toward the management process

Students' expectations	1st Year	2nd Year	3rd Year	4th Year	\bar{x}	SD
1. The content and activities are organized in accordance with their interests and aptitudes by concerning individuals.	4.08	4.08	4.06	4.12	4.09	0.66
2. Practicing thinking process skills, handling situations, and applying knowledge to prevent and solve problems	4.28	4.16	4.40	4.30	4.29	0.65
3. The activities for students to learn from real experiences, practice, able to think and act, love of reading, and continue to pursue knowledge.	4.36	4.24	4.36	4.42	4.35	0.60
4. Teaching and learning process that combines various aspects of knowledge in a balanced manner	4.38	4.22	4.30	4.26	4.29	0.69
5. Cultivate morality, good values, and desirable characteristics for every course	4.52	4.36	4.44	4.34	4.42	0.62
6. Instructors create an atmosphere and environment to enable the students to learn	4.30	4.16	4.22	4.20	4.22	0.72
7. Will receive the transfer of experience and knowledge from a competent instructor	4.36	4.18	4.46	4.26	4.32	0.64

Students' expectations	1st Year	2nd Year	3rd Year	4th Year	\bar{x}	SD
8. Receive the experience and knowledge from a competent instructor.	4.32	4.38	4.66	4.38	4.44	0.63
9. Have educational materials such as model, medical device, and facilitate the students to learn	4.44	4.42	4.54	4.40	4.45	0.70
10. Research is used as part of the learning process	4.40	4.36	4.34	4.00	4.28	0.72
11. Learning management that can occur at anytime, and anywhere	4.28	4.22	4.42	4.24	4.29	0.73
12. Cooperation with parents and guardians to develop students in accordance with their potential	4.34	4.1	4.3	4.04	4.20	0.77
13. Cooperation with people in the community to develop the students in according to their potential	4.44	4.22	4.42	4.10	4.30	0.71

Expectations of 1st to 4th year students towards organizing the management process .When comparing the students' expectations toward managing the management process classified by year of study, there was no difference, as showed in Table 4.

Table 4
The comparison on students' expectations toward the management process classified by year of study

		Sum of Squares	df	Mean Square	F	Sig.
Management process	Between group	.812	3	.271	1.217	.305
	In Group	43.618	196	.223		
	Total	44.431	199			

The information on the evaluation of educational management found as follows: there are 117 students (58.5 percent) expected that after completing the course and going to the profession, it will be accepted by the public ($\bar{x} = 4.55$); 113 students (56.5 percent) expected that there is a follow-up to check the evaluation of success to improve teaching efficiency ($\bar{x} = 4.50$); 107 students (53.5 percent) expected that there is an assessment of students based on the students' development ($\bar{x} = 4.32$); 107 students (53.0 percent) expected that there is an assessment of students based on behavior, observe their study behavior ($\bar{x} = 4.34$); 98 students (49.0 percent) expected that there is an assessment of learners based on the standard examination ($\bar{x} = 4.42$); and 96 students (48.0 percent) expected that there is an assessment of students based on participation in the activities ($\bar{x} = 4.31$), as showed in Table 5.

Table 5
The students' expectations toward on the evaluation of educational management

Students' expectations	1st Year	2nd Year	3rd Year	4th Year	\bar{x}	SD
1. There is an assessment of students based on the students' development	4.32	4.22	4.42	4.30	4.32	0.60
2. There is an assessment of students based on behavior, observe their study behavior	4.28	4.34	4.44	4.30	4.34	0.60
3. There is an assessment of students based on participation in the activities	4.34	4.28	4.28	4.34	4.31	0.65
4. There is an assessment of students based on the standard examination	4.4	4.5	4.46	4.30	4.42	0.62

5. After completing the course and going to the profession, it will be accepted by the public	4.6	4.42	4.64	4.54	4.55	0.56
6. There is a follow-up to check the evaluation of success to improve teaching efficiency	4.62	4.46	4.58	4.34	4.50	0.61

From a comparative study of differences between years Found that students with different years There will be no different opinions on the evaluation of educational management. Table 6.

Table 6
The comparison on students' expectations toward the evaluation of educational management classified by year of study

		Sum of				
		Squares	df	Mean Square	F	Sig.
Evaluation of educational management	Between group	.429	3	.143	.728	.536
	In Group	38.543	196	.197		
	Total	38.973	199			

CONCLUSION AND FUTURE WORK

The study of the expectations of nursing students on teaching and learning management by College of Nursing and Health, found that most of students were female (86 percent), 20 years old (31 percent), hometown in Northeast of Thailand (58.5 percent), G.P.A. between 3.01-3.50 (55 percent), respectively. When considering the expectations of nursing students toward the managing teaching and learning by College of Nursing and Health, the aspect of managing the teaching and learning process was found that most of the student, 56.5 percent, expected to be able to apply the knowledge gained in performing to help the patient with the highest potential ($\bar{x} = 4.50$). Meanwhile, the aspect of management process was found that most of the student, 52 percent, can get the job in the famous hospital after graduated and earn a good income ($\bar{x} = 4.44$). In the same time, the aspect of evaluation of educational management was found that most of the student, 51 percent, expects to be qualified from the professional exam after graduated ($\bar{x} = 4.41$). When comparing the students' expectations toward teaching and learning management classified by year of study, there was no difference. According to the study, it has been found that, in overall, the students have high expectations for educational management in all aspects which are: 1) managing the teaching and learning process and curriculum objectives; 2) management process; and 3) evaluation of educational management. As students expected to be able to apply the knowledge gained in performing to help the patient with the highest potential, get the job in the famous hospital after graduated and earn a good income, and be qualified from the professional exam after graduated, which consistent with the guidelines for establishing the College of Nursing and Health, in order to provide nurses with quality and sufficient for the needs of the country in the future. While there was no difference between the students' expectations toward teaching and learning management and year of study, this would be all students expected to gain the achievement from all aspects of educational management which corresponds to many scholars who have discussed the expectation that it relates to individual needs, perceptions, beliefs, attitudes, motivations as well as thoughts or expectations in that matter [7], Therefore, the expectations of students are in the same direction as the need for successful in quality of nursing education, then, get a security career, good income, and can apply the knowledge to the job.[8],[9].

As discussion above, researchers would suggested that the College can use the results of this research to improve and develop teaching and learning courses to be appropriate and encourage students to be successful in their studies as expected. Moreover, it can be considered separately for each year in what students expect to meet the most needs.

Future research may extended all aspects related to student life, such as the expectations about the instructor, the expectations about school buildings, the expectations about scholarships, the expectations about factors contributing the student life, and so on. These would be the important complement for the students' success which the Colleges should also play a role in supporting students in these areas as well.

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