

IMPACT OF SOCIO-DEMOGRAPHIC CHARACTERISTICS OF LEARNERS ON THE PERCEPTION OF TEACHERS' FEEDBACK IN NURSING SCHOOLS IN THE DR CONGO



EDUCATION

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ABSTRACT

The objective assigned to this study was to determine whether the gender and academic level of learners have a statistically significant effect on the perception of feedback provided by their teachers. A cross-sectional study using a descriptive survey was done on 290 learners from three different nursing schools, namely IEM / Kamalondo, ITM / Zaidi (Upper Katanga Province) and ITM / Ukarimu Lwalaba Province) in the DR Congo. These schools being pending implementation of the reform of nursing education based on the competency approach. Data were entered using Microsoft Excel 2013 and the analysis was done into epi info software version 3.5.3. and SPSS. The hypothesis was tested on basis of the Chi-square test. Data showed that girls and boys have a positive perception of feedback from their teachers (Chi-Square 1; $P = 0.05$). This perception was also positive from learners of all education levels (Chi-Square: 13; $P = 0.05$). In conclusion this study highlighted that the learners' gender at any level does not impact on their perception quality of the feedback provided by their teachers.

Other studies on socio-demographic variables such as the social background of learners and other subjects can contribute on schooling and nursing profession.

KEYWORDS:

Learners, perception, feedback, Teachers

I. INTRODUCTION

Socio-demographic characteristics of learners such as gender and school level are among the elements of differentiation in the school population. They are observable and recorded in each learner's file. The effects they produce on different aspects of the learner's school life are not known in the secondary nursing school environment in the DRC.

This study, which aimed to determine the influence of the learners' gender and level of schooling on the perception of the feedback provided by their teachers, was more concerned with the image of learners using questioning dynamics. As noted by Monnard [1], the use of interviews with pupils is a feasible modality, as experience shows that it is easy to infer a student's motivation based on his / her statements about Schooling in general and all of it in particular.

The definition of "feedback" of teachers as a generic category of interactive regulation modalities in a collective situation [2]. This definition makes feedback, one of the regulatory tools to promote the interactions between learners and their teachers for the transferability of educational achievement in the workplace. Caffiaux [3] notes that for an interactive evaluation to be meaningful, it must lead to a reflexive analysis of action and knowledge objects.

It becomes important that the objectives of the learners' pedagogical progression are known to them, and the elements that contribute to success as well as to failure in the classroom are identified and explained to the learners too.

This study allowed to identify the communication environment that characterizes the learners' journey. And, as pointed out by Allal [4], the study of the mechanisms of regulation is essential to understand the learning processes. In motor learning, feedback is seen as a key element in the pedagogical relationship and therefore should be one of the major concerns of teachers when they focus on the motor skills to be learned [5].

Nursing education requires strong training in professional

communication focused primarily on the regulative value of learning. Teachers' attitudes and interventions in response to successful or unsuccessful responses or performances of learners must have an objective. Feedback enables students to realize their skills and how to develop them in relation to the situations in which they are present. Laveault also points out that a learning culture that encourages students to think about self-regulating strategies used in carrying out an activity or when studying or completing their duties is necessarily formative in terms of human wellbeing and a rich academic performance anxiety less.

Responsibility in terms of resit of the feedback quality more the teacher's concern. Lopez [7] shows that there is a great variability in the teachers' interventions according to the time of the lesson, the target knowledge and the individual characteristics of the learners. The emergence of the expectations and fears of the learners and of the teacher during the first class meeting is a means used by many educational professionals to raise a motivational climate.

II. STUDY AREA, MATERIEL AND METHODS

a) Study area

This study was carried out in Schools of Health Sciences Education of the secondary level of the city of the Lubumbashi and Kolwezi cities in the Democratic Republic of Congo.

b) Materials

The study population was made up of the learners from three different Health Sciences Schools of the 2nd, 3rd and 4th years of secondary school present at the time of Administration of the questionnaire. The participant signed the content form for free participation in this study, the anonymity for free opinion expression and the confidentiality remained observed in the manipulation of the answers. First-year learners were not eligible for not attending yet a full academic year.

c) Method

Using a cross-sectional descriptive study based on the questionnaire administration constructed at five levels:

1) Strongly agree,

- 2) Agree,
 3) No opinion,
 4) Disagree
 or 5) Strongly disagree;

We gathered on the feedback measured through the feedback of the teachers to the work carried out by the learners alone or in group.

Multivariate analysis to have a geometric representation and the reliability of the instrument was determined by Cronbach's alpha ($r = 0.73$) in this study. The SPSS software made it possible by carrying out the various preliminary analyzes. The bivariate analyzes made on the basis of the statistical Chi-square test (χ^2) led to the exploration of the relations between the variables taken in pairs. The reading of the results is subject to a confidence interval (CI) of 95%.

III. RESULTS

The obtained results are recorded in table I and II.

Table I: Perception of feedback provided by teachers on the basis of gender Inquiries

Feedback from teachers			
sex	Positive Perception n (%)	Negative Perception n (%)	Total n (%)
Female	192(81)	45 (19)	237(100)
Male	37(71)	15(29)	52(100)
Total	229(79)	60(21)	289 (100)

Chi-Square: $1 > P = 0.05$

The examination of table I allowed to make the observations that 81% of female respondents and 71% of male respondents had a positive perception on feedback from teachers

Table II: Perception of feedback from teachers on the basis of the respondents' education level

Feedback from the teachers			
Education level	positive Perception n (%)	negative Perception n (%)	Total n (%)
2 nd Year	107(86,3)	17(13,7)	124(100)
3 rd Year	62(78,2)	17(21,8)	79(100)
4 th Year	61(70,1)	26(29,	87 (100)
Total	230(79)	60 (21)	290 (100)

Table II shows that regardless of their level of education, respondents have a positive perception of teacher feedback, in particular 86.3% for those in the 2nd year, 78.2% for those in the 3rd year, and 70, 1% for those in the 4th year.

IV. Discussion

The fact that a learner is a girl or a boy does not affect the perception of feedback provided by teachers (Chi-square: 1 above the threshold of 0.05). Since the chi-square is greater than the threshold of 0.05; the H_1 is rejected. The "grade level" variable also does not affect the perception of the feedback provided by learners (Chi-square: 13 being above the threshold of 0.05). Since the chi-square is greater than the threshold of 0.05; rejection of H_1 .

In this study on "the perception of teacher-learner interactions, the contribution of learners to the interactional profile of teachers in training", Genoud [8] concluded that the differences between the averages found across all Classes were small, whether on the "proximity" axis or the "influence" axis, the difference was so small that one could not even tell of a trend. The analyzes of the variance carried out did not reveal significant results on the differences in perception by sex of the student and the trainee. Only the Severity" on the eight octants had a significant Fisher coefficient but the gap between the averages was still very small and the scores were not very consistent with the results found in the literature.

Jarlégan [9] found in their study that girls had scores significantly higher than boys for the "p = 0.54 for girls and 0.43 for boys" scales, empathy p = .69 for Girls and 0.37 for boys" and empowerment p = 0.60 for girls and 0.11 for boys. On the other hand, their scores were significantly lower for the "dissatisfaction p = 0.81 for girls versus 0.97 for boys" and "severity p = 0.75 for girls and 1.11 for boys". The difference between the results of this study and those of other researchers can be explained in part by the various instruments used.

V. Conclusion

The results of this study showed that there is no statistically significant difference in the effect based on sex and the level of learners' perceptions on the perception of feedback from teachers.

This study is only an attempt to understand the process of teaching-learning in this new curriculum of nursing high schools in the aspect of the perception of the learners with regard to the feedback reserved to them by the teachers. It would also be desirable to explore the qualitative aspects of the feedback characteristics of teachers in further studies on variables such as the social origin of learners and other subject groups for improving the quality of feedback in the nursing school environments.

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