

### The Study of the Interaction Effects between Students and Instructors from Shushtar Nursing Students' Perspective

Shayeste Haghghi<sup>1</sup>; Darush Rokhfroz<sup>2</sup>; Neda Sayadi<sup>3\*</sup>

<sup>1</sup>Faculty of Nursing and Midwifery School, Ahvaz Jundishapur University of Medical Sciences, Ahvaz, IRAN

<sup>2</sup>Faculty of Nursing and Midwifery School, Ahvaz Jundishapur Medical Science University, Ahvaz, IRAN

<sup>3</sup>Faculty of Nursing and Midwifery School, Ahvaz Jundishapur University of Medical Sciences, Ahvaz, IRAN

\*Nursing and Midwifery School, Jundishapur University of Medical Sciences Ahvaz, IRAN

Tel: +98 9166026450

Fax: +98 6113738331

E-mail:

sayadi\_neda@yahoo.com

Received: June 29, 2015

Accepted: September 19,

2015

**Background:** Communication is very important in human societies in connection with the exchange of ideas and information between the instructor and student. The current research aimed to study factors that influence the interaction between the instructor and student from the perspective of Shushtar medical sciences students.

**Methods:** This descriptive - cross sectional study was conducted in Ahvaz University of Medical Sciences (Shushtar Nursing Branch). Sample size (n = 82) includes nursing students, medical emergencies and operation room. The instrument was a researcher-made questionnaire consisting two parts, the first part included personal characteristics and the second part was related to factors affecting the interaction between teacher and student. After data collection, the data was analyzed descriptively by SPSS software (version 18).

**Results:** The results of the present study showed that the average age of participants was  $29.63 \pm 3.8$ . Most of them (51.2%) believed that there should be restriction on student-teacher relationships. The majority of the students believed that the existence of restriction between instructor and students such as indigenous knowledge of Islamic law and ethical standards of communication, counseling, the balance between intimacy and limitations between instructor and students can build confidence and enhance effective communication between teacher and student and improve learning process.

**Conclusions:** According to the results of the professional characteristics and teaching, workshops can reinforce the skills of teachers and improves education.

**Keywords:** Interaction, Teachers, Students

### بررسی عوامل موثر بر تعامل استاد و دانشجو از دیدگاه دانشجویان دانشگاه علوم پزشکی شوشتر

**مقدمه:** ارتباطات در ارتباط با تبادل ایده ها و اطلاعات بین مربی و دانش آموز در جوامع انسانی بسیار مهم است. پژوهش حاضر با هدف مطالعه عواملی که تعامل بین استاد و دانشجو از منظر دانشجویان علوم پزشکی شوشتر را تحت تاثیر قرار می دهد انجام شده است.

**روش کار:** این مطالعه توصیفی - مقطعی در دانشگاه علوم پزشکی اهواز (واحد شوشتر) انجام شد. حجم نمونه (۸۲ نفر) شامل دانشجویان پرستاری، فوریت های پزشکی و اتاق عمل بود. ابزار گردآوری اطلاعات شامل پرسشنامه محقق ساخته مشتمل بر دو بخش بود، بخش اول شامل مشخصات فردی و بخش دوم مربوط به عوامل موثر بر تعامل بین استاد و دانشجو بود پس از جمع آوری داده ها، جهت تجزیه و تحلیل داده ها از نرم افزار SPSS (نسخه ۱۸) استفاده شد.

**نتایج:** نتایج حاصل از این مطالعه نشان داد که متوسط سن شرکت کنندگان  $29.63 \pm 3.8$  بود. بسیاری از آنها (۵۱٫۲٪) معتقد بودند که باید محدودیت در روابط استاد و دانشجو وجود داشته باشد. اکثر دانش آموزان اعتقاد داشتند که وجود محدودیت هایی بین استاد و دانشجویان نظیر: دانش بومی از قوانین اسلامی، معیارهای اخلاقی ارتباط، مشاوره، تعادل بین صمیمیت و محدودیت بین استاد و دانشجو می توانند سبب ایجاد اعتماد و افزایش ارتباط موثر بین معلم و دانشجو و بهبود فرآیند یادگیری شوند.

**نتیجه گیری:** با توجه به نتایج حاصل از ویژگی های حرفه ای و آموزش، کارگاه های آموزشی می تواند مهارت های معلمان را تقویت و سبب بهبود امر آموزش شود.

**کلمات کلیدی:** تعامل، استاد، دانشجو

### دراسة العوامل المؤثرة على تعامل الاستاذ و الطالب من خلال رؤية طلاب جامعه شوشتر للعلوم الطبية

**المقدمة:** إن سبل التواصل لها الدور الكبير في الارتباط و تبادل الافكار و المعلومات بين المربي و الطالب في المجتمعات الإنسانية. يسعى هذا البحث الي دراسة العوامل المؤثرة على تعامل الاستاذ و الطالب من خلال رؤية طلاب جامعه شوشتر للعلوم الطبية.

**أجلوب العمل:** تم إجراء هذه الدراسة الوصفية المقطعية في جامعه الهواز للعلوم الطبية (فرع مدينة شوشتر). العدد ۸۲ تخص من طلاب التمريض و الطوائف و غرفة العمليات. تم تجميع المعلومات عبر استمارات مؤلفة من قسمين. القسم الاول المعلومات الشخصية و القسم الثاني يتعلق بالعوامل المؤثرة على التعامل بين الاستاذ و الطالب. تم تحليل المعطيات عبر برنامج . spss النسخة ۱۸.

**النتائج:** اشارت النتائج الي أن متوسط عمر المشتركين كان  $29.63 \pm 3.8$ . اعتقد ۵۱٫۲٪ من الطلاب أنه يجب أن يكون هناك ضوابط تحکم التعامل بين الإستاذ و الطالب. اعتقد الاغلب منهم أن الضوابط التالية تكون سبب في بناء الثقة و رفع مستوى التأثير في التعامل بين المعلم و الطالب و تحسين التعليم: المعرفة المعلية عن القوانين الإسلامية، المعايير الاخلاقية في الإرتباط، المساورة، التعامل بين الإلفة و رعاية الحدود (الاستاذ و الطالب).

**الاستنتاج:** نظرا للنتائج الحاصلة في هذه الدراسة، إن إجراء معامل تعليمية تكون مؤثرة في رفع مستوى المبراه عند المعلمين و تحسن امر التعليم.

**كلمات المفتاح:** التعامل، الإستاذ، الطالب.

### استاد طلباء کے تعاون پر اثر انداز ہونے والے عوامل۔ شوشتر میڈیکل یونیورسٹی کے طلباء کی نظر میں

**بیک گراؤنڈ:** انسانی معاشروں میں مربی اور طلباء کے درمیان رابطے کی نوعیت کی بے انتہا اہمیت ہے۔ اس تحقیق کا هدف ان عوامل کی کو سمجھنا ہے جو شوشتر میڈیکل یونیورسٹی کے طلباء کی نظر میں استاد اور طلباء کے تعاون پر اثر انداز ہوتے ہیں۔

**روش:** اس تحقیق میں اهواز میڈیکل یونیورسٹی شوشتر برانچ کے طلباء شریک تھے۔ تحقیق میں بیاسی طلبا نے حصہ لیا اور ان میں میڈیکل ایمرجنسی، نرسنگ اور آپریشن روم کے طلباء شامل تھے۔ تحقیق میں شرکت کرنے والوں کو سوالنامہ دیا گیا تھا جس میں استاد اور طلباء کے درمیان تعاون اثر انداز ہونے والے عوامل اور فردی کوائف شامل تھے۔ ڈیٹا کا تجزیہ ایس پی ایس ایس سافٹ ویئر ورژن اٹھارہ سے کیا گیا۔

**نتیجے:** اس تحقیق سے پتہ چلتا ہے کہ اکاون فیصد شرکاء کا کہنا تھا کہ استاد اور طلباء کے درمیان کچھ حدود رہنی چاہیں اور اساتذہ کو مقامی اسلامی آداب و اطوار، اخلاقی معیارات، مشاورت کے اصولوں اور طلباء کے لئے دلسوزی اور رکھ رکھاؤ میں توازن برقرار کرنے کی صلاحیت کا حامل ہونا چاہیے۔ ان خصوصیات سے استاد اور طلباء کے درمیان موثر رابطہ برقرار ہوتا ہے اور یہ طلباء کی تعلیمی پیشرفت میں بھی مفید ہے۔

**سفارش:** اس تحقیق سے پتہ چلتا ہے کہ پیشہ ورانہ اور تعلیمی روشوں سے اساتذہ کی مہارت میں مزید اضافہ کیا جاسکتا ہے جس سے طلباء کی تعلیم پر بھی مفید اثرات پڑیں گے۔

**کلیدی الفاظ:** تعاون، استاد، طلباء موثر رابطہ۔

## INTRODUCTION

The ability to communicate is a basic skill of human being (1). Communication means the interaction between at least two people who receive and send the message in order to fulfill a specific purpose (2). Communication is very important in human societies and some experts believe that communication process affects both human development and individual failure (3). In education, communication means the exchange of ideas and information between teachers and students (4). In this regard, three important aspects of the training process that have great impact on the quality of education at universities are teachers, students and educational system. It is obvious that the interaction between the three aspects can be beneficent, and if they are separated from each other and from the community they will not develop effectively (5). Since a part of the responsibility for educating and training of young people is borne by the universities, so, constructive relationship between students and teachers can have a significant impact on improving the education and preventing the educational problems (6). Bearden *et al.*, quoted from Hezarehie and Fathi, indicated that training drop-out is due to the factors such as lack of proper communication between students and teachers, negligence of the teachers to student's training status, financial problems, and the training boring environment (7). Kenneth Stewart Cole and Roger Braley Cole in their experimental study of learning how to solve educational problems and students' progress in some of the universities in America show that guidance and counseling the students improve the influence on the positive self-concept, social skills, and education improvement (8). Those students who specially attend higher education from different areas and face new cultural space, new issues such as social status of students and teachers, coeducation, the presence of both boys and girls on campus, living in a dormitory or a private house, can all lead to academic failure. Clearly insufficient guidance or lack of a proper communication can make trouble for students to achieve educational and professional goals (9). Ability to communicate is one of the most important indicators of effective teaching and, in turn, indicates the scientific personality characteristics of the teacher. Various characteristics of teachers such as cheerfulness, positive and energetic approach and a desire for guiding can affect communication. Various studies have introduced the numerous factors of the interaction between teachers and students, including: gender, academic ability, and teacher's communicative style (10). To facilitate the teaching - learning process, teachers especially at universities, must be familiar with the elements of effective communication. In fact, effective teaching depends on communication skills (11). The study was conducted to determine the factors affecting the interaction between teachers and students and to understand views of students and teachers of Ahvaz Jundishapur University of Medical Sciences.

## METHODS

This study was conducted through descriptive - cross

sectional method at Ahvaz Jundishapur University of Medical Sciences (Shushtar Nursing Branch). Participants were students of nursing, medical emergencies and operation rooms ( $n = 82$ ). Inclusion criteria consist of: second year students and higher, willingness to participate in the study and having no sign of mental problem. Exclusion criteria consist of not being willing to participate in the study.

The instrument used was a researcher-made questionnaire consisting of two parts. The first part contains the individual features and the second part was related to effective factor that influence the communication between instructors and students. It includes thirty-three questions in 4 general areas (personal characteristics, appearance, professorial characteristics, teaching qualities) and a 5-point rating scale of Very High, High, Moderate, Low, very Low and Have No Idea was adjusted with a score of 1 to 5. The validity of the questionnaire was modified and confirmed with the point of view of faculty members of university and students and the reliability was correlated with Cronbach's alpha coefficient Weber 0.8. In order to collect research data, after the beginning of the class with the permission of the teacher and giving the necessary explanations to ensure the confidentiality of the questionnaire, the questionnaires were distributed and after completion, collected at once. After gathering the data, and using the software SPSS, Versions 18, the data was analyzed descriptively.

## RESULTS

The results showed that the average age of participants in the study was  $29.63 \pm 3.8$ . The majority of participants in the study were (59.3%) men; other demographic data are presented in Table 1.

Results (Table 2) shows that the most important characteristics that affect the student-teacher relationship include: proper ethical behavior (62.8%), the ability to understand and empathize with teachers and students (51.2%) and happiness is timely and appropriate (53.6%). Results (Table 4) show that the most important professional characteristics of teachers that affect the student teacher relationship are: knowledge, clinical experience, academic experience, up to date and availability. About teaching characteristic, the results of Table 5 shows that using

**Table 1. Demographic information of students**

	Index of	Frequency (percent)
Marital Status	Single	67(77.9)
	Married	15(17.4)
The number of students divided	Nursing	23(26.7)
	Operating Room	19(22.1)
	Emergency Medicine	42(48.8)
Lodging	Dorm	28(32.6)
	House	50(58.1)
Degree	Bachelor	39(45.3)
	Associate degree	39(45.3)

Table 2. Personal characteristics affecting the relationship between teacher and student						
Personal characteristics of teacher	Very much	High	Average	Low	Very little	No comment
	Frequency (percent)					
Ethical behavior	54(62.8)	16(8.6)	14(16.3)	1(1.2)	0	1(1.2)
The ability of mutual sympathy and understanding	44(51.2)	20(23.3)	13(15.1)	3(3.5)	5(5.8)	1(1.2)
Secrecy	40(46.5)	17(19.8)	15(17.4)	2(2.3)	2(2.3)	10(11.6)
Bailment	35(40.7)	20(23.3)	14(16.3)	4(4.7)	3(3.5)	10(11.6)
Adherence to the principles of religious beliefs	34(39.5)	26(30.2)	12(14)	5(5.8)	6(7)	3(3.5)
Cheerfulness timely and appropriate	46(53.6)	21(24.4)	15(17.4)	1(1.2)	2(2.3)	0
Age	20(23.3)	23(26.7)	35(40.7)	0	3(3.5)	5(5.8)
Gender	12(14)	8(9.3)	8(9.3)	1(1.2)	1(1.2)	56(65.1)
Marital Status	21(24.4)	8(9.3)	22(25.6)	9(10.5)	2(2.3)	24(27.9)
Humility, purity of Professor	38(44.2)	24(27.9)	14(16.3)	2(2.3)	7(8.1)	1(1.2)
important responsibility of the college or university	25(29.1)	19(22.1)	16(18.6)	6(7)	9(10.5)	11(12.8)
Recognized	34(39.5)	20(23.3)	10(11.6)	5(5.8)	11(12.8)	6(7)
By college or university	39(45.3)	22(25.6)	13(15.1)	4(4.7)	5(5.8)	3(3.5)
Punctuality	39(45.3)	22(25.6)	13(15.1)	4(4.7)	5(5.8)	3(3.5)

Table 3. Teacher appearance characteristics affecting the relationship between teacher and student						
Teacher appearance characteristics	Very much	High	Average	Low	Very little	No comment
	Frequency (percent)					
Ethical behavior	31(36)	22(25.6)	13(15.1)	4(4.7)	6(7)	10(11.6)
The ability of mutual sympathy and understanding	35(40.7)	29(33.7)	14(16.3)	1(1.2)	2(2.3)	5(5.8)
To be arranged	24(27.9)	19(22.1)	16(18.6)	7(8)	6(7)	14(16.3)
Fitness	37(43)	31(36)	11(12.8)	2(2.3)	2(2.3)	3(3.5)

appropriate communication techniques (66.3%), know how to hold a session (60.5%), have teaching qualification (61.6%), and appropriate practical experience (64%) have affect on teacher student relationship.

### DISCUSSION

Communication is a process in which people share thoughts, ideas, and is a tool that enables a person to understand and accept others as well as to be accepted, to transfer or receive information, give or accept the desire, teach or learn. Communication is always a two-way process (12). The study's results indicate that factors such as teacher's age and gender have low or no impact on the relationship between students and teachers.

In this respect, Ghadami *et al's* study also showed that over 50% of students believed in the lack of the age and gender impact on the interaction between teacher and student and it is in line with the results of the present study (13). On the other hand, Esfandiari's study indicates that factors such as gender affect the interaction between teacher and student,

which is not similar to the present study (10). However, these differences might be due to the different environments and cultures. On the other hand, teaching characteristic has an important role in teacher-student interaction, factors such as: using appropriate techniques of communication; dominance on scientific concepts; the fitness of courses with teacher's field of study; and practical experience in relation with the topic . Ghadami *et al.* study also showed that some of the teacher's educational features that represent the teaching skills such as rhetoric and teaching skills (84%), the academic level of the teacher (81.5%), the experience of the teacher (76.5%) are some factors that influence the student-teacher relationship (14) which in line with the results of the present study. According to this study the personality characteristics of the teacher such as fine pleasant character (54%) has a great impact on the relationship between student and teacher. Similarly, Ghadami *et al.* study showed that the personality characteristics of teacher (68.5%) were effective on improving the relationship between teacher and student and it is in line with the study's results, as well.

Table 4. professional Characteristics affecting the relationship between teacher and student						
Professional Characteristics of Teacher	Very much	High	Average	Low	Very little	No comment
	Frequency (percent)					
Knowledge	60(86.9)	11(1.22)	5(8.5)	0	12(14)	1(2.1)
Clinical Experience	56(16.9)	16(6.18)	9(5.1)	0	5(5.8)	1(2.1)
Academic Experience	63(37.3)	13(1.15)	8(3.9)	0	2(2.3)	0
Being up-to-date	59(68.6)	12(14)	9(10.5)	2(2.3)	5(5.8)	2(2.3)
Availability	50(58.1)	11(12.8)	11(12.8)	6(7)	1(1.2)	1(1.2)

Table 5. teaching Characteristics affecting the relationship between teacher and student						
characteristics of teaching	Very much	high	Average	low	Very little	No comment
	Frequency (percent)					
Top theoretical	45(52.3)	11(12.8)	10(11.6)	3(3.5)	2(2.3)	12(14)
Use appropriate communication techniques	57(66.3)	13(15.1)	5(5.8)	2(2.3)	4(4.7)	5(5.8)
Type of lesson	52(60.5)	14(16.3)	15(17.4)	2(2.3)	1(1.2)	2(2.3)
Mastery of scientific concepts	38(44.2)	21(24.4)	15(17.4)	6(7)	1(1.2)	5(5.8)
Fitness instructor courses with field of study	53(61.6)	20(23.3)	9(10.5)	1(1.2)	1(1.2)	1(1.2)
Practical experience appropriate to the course topic	55(64)	22(25.6)	6(7)	1(1.2)	0	2(2.3)

Likewise, Abidi *et al.*'s study showed that students believed teacher's appropriate cheerfulness, modesty, faithfulness improve the communication between students and teacher and have a remarkable role in teaching and learning process (10, 15).

The results of this study showed that the individual characteristics and professional characteristics of a teacher improve the teacher –student interaction.

According to Gashmard *et al.* study, Bushehr university students and teachers believed that mastering the course, honesty in speech and behavior, providing interesting educational material are the features of a good teacher (16). Furthermore, Abedini *et al.*'s study showed that personality

and moral aspects of a teacher along with his or her academic and teaching style can improve the relationship between teachers and students as well as the teaching and learning process (17) which is consistent with the results of this study. While apparent characteristics are not much important and since the professional and teaching features can be learned, it seems that these skills can be strengthened in teachers by workshops; and in this way it improves the communication and promotion of education. The limitation of this study is that only undergraduate students participated in the study and the sampling was performed at nursing college students. It would be better to compare nursing schools with other school.

## REFERENCES

1. GHadiri Ishkajai F, zolfaghari motlagh M. The World Health Organization, mental health section, links to the doctor - patient. Translation: Tehran Psychiatric Institute. medical training and Studies Centre University of medical sciences and health care. 1999[in Persian]
2. FathiAzar E. Teaching methods.first ed .Tabriz: Tabriz university publication office.2003.[in Persian]
3. Shives LA, Isuacs A.Basic concepts of psychiatric- mental health nursing . 2000,5thed.Philadelphia: Lippincott Williams&Wilkins.
4. Espeland K.Empowering versus enabling in academia. J nurs educ 2001;40(8):342-6.
5. Safdari F, Delaram M, Parvin N et al. Causing factors on academic advance of students and professors in nursing and midwifery of shahrekord university of medical science 2007;9(3):71-75.[in Persian]
6. Hazavei M, Fathi Y.Student'ssatisfactionfrom academic guidance and consultation at Hamadan University of Medical Sciences. Journal of Shahid Sadoughi University of Medical Sciences and Health Services 2000; 2(8): 56-62.[in Persian]
7. Coll KM, Stewart RA. Collaboration between counseling services and academic program: An exploratory study of student outcome. J College Counsel 2002; 5(2): 135-42.
8. Shams B, Garakyaraghi M, Ebrahimi A et al. The problems of educational period and the proper reference for solving them.medical students view point in Isfahan universityof Medical Science.Iranian Journal of medical Education 2006; (6):63-9.[in Persian]
9. Esfandiari GH.Surveying stressors in

- students of Kurdistan of University of medical sciences and comunication with their general health. *Journal ofTeb&Tazkiye* 2001; 43: 57.[in Persian]
10. GHadami A. Salehi B, Sajadi SH et al. Effective factors in communicating between students and master from the perspective of Arak University of medical sciences. *Iranian Journal of medical education* 2007. Winter& spring; 7 (1): 149-154.[in Persian]
11. Tabatabaian M.Zamani A.Shams B et al. Surveying viewpoints ofclinical faculty in Isfahan University of medical sciences about the necessity of communication skills training h to medical students. Professional doctorate thesis and Isfahan, Isfahan University of medical sciences, 2003.[in Persian]
12. Obeydi N. Effective factors in communicating between students and master of allied health students, *Journal of education strategies* 2010;3(3),129-133.[in Persian]
13. Coeling H, Cukr PL. Communication styles that promote perceptions of collaboration, quality, and nurse satisfaction. *J Nurs Care Qual* 2000;14:63-74.
14. Principles of patient care, Dogas, faculty members of School of Nursing& midwifery Department of SHahid Beheshti University, publishing of Golban whit collaboration of Ghazi jahani. second edition, 2007.[in Persian]
15. Spencer J. ABC of Learning and Teaching in Medicine.*BmJ* 2003 Mar 8; 326(7388):543-5.
16. Gashmard R. Motamedi N. Vahed parast H. Comments students and professors of University of medical sciences of Boshahr about the properties of a good master. *Iranian Journal of medical education* 2011 spring /:11 (1): 57-48.[in Persian]
17. Abedini M. Abbasi A. Mortazavi F et al. factors in communication between the master and the student and master from the perspective of students OF birjand University of medical sciences. the Iranian *Journal of medical education/September* 2012 (6);12: 449-454.[in Persian]