

THE QUALITY OF TEACHING AND THE SATISFACTION OF NURSING STUDENTS AT THE NATIONAL UNIVERSITY TIMOR LOROSA'E

Alexandra Maria Pires*, Francisco Soares, Alexandre Gentil Corte-Real de Araújo, Rafael dos Santos Ximenes, Maria José Alves, Carlos Boavida Tilman.

Abstract

Introduction: *In an attempt to respond to the various challenges and demands that have arisen in the community and higher education in Timor-Leste, there is a growing need to invest in the quality of education and specifically in the area of nursing education. The satisfaction or satisfaction of students is an indispensable indicator to evaluate this quality of teaching, with benefits for universities and for the whole community.*

Objective: *to analyze the quality of teaching and the satisfaction of nursing students at the Timor Lorosae National University.*

Methodology: *And everything quantitative, descriptive-analytical; Sample: 177 students attending the nursing course at the Faculty of Medicine and Health Sciences of the National University of Timor Lorosae. Data were collected through a questionnaire.*

Results: *The quality of teaching, with a medium value of also 3, influences the academic success of students and the satisfaction of their expectations, translated by the degree of student satisfaction and the determination of the pedagogical points or critical teaching and learning in higher education schools.*

Conclusion: *we found that although there is a coherence in the students' responses, mostly leveled by Good or Satisfied, there is still a long and hard work to be done in the department, reinforcing good pedagogical practices and measuring new bets, to develop a teaching adapted to the needs of students and nursing contexts in our country.*

Keywords: And students, And nursing teaching, Teaching quality, Satisfaction.

INTRODUCTION

The movement of rebuilding or reconstruction and reform that, however, began, essentially sought to fulfill three purposes: (1) to rehabilitate and reopen schools; (2) recruit new teachers; and (3) replace the Indonesian curriculum in adaptation, with a more significant and more consonant curriculum with the purposes of the new nation and with the challenges that have most recently been posed to educational systems, in a general and country-specific context cited by Carlos and Alexandra, 2022¹. With regard to the rehabilitation and construction of new educational facilities and their rigging of teaching materials, for the same authors, the process has made remarkable progress, resulting both from the commitment of the Timorese authorities and from the significant volume of aid from outside the international community². The Constitution of the Democratic Republic of East Timor (RDTL) guarantees all citizens equal opportunities in access to the highest levels of education, scientific research and artistic creation, in addition to the right to vocational training

and cultural creation, as well as the duty to preserve, defend and enhance the cultural heritage of Timor-Leste³.

The National University of Timor Lorosae was created in 2000, by initiatives of the former professors of the two institutions with the support of UNTAET, from the function of Universitas Timor Timur (1986 to 1999) and Politeknik Dili (1990 to 1999), to respond to various challenges and requirements that arose in higher education in Timor-Leste, soon after the historic referendum of 1999, but which, for various motives, has been operating in the years without its own legal status, duly approved and publicly recognized³. Unanimously, the Members present approved the Statutes of the Faculty of Medicine and Health Sciences of the Timor Lorosae National University pursuant to Article 35/3, Decree-Law No. 2/2008, of January 16⁴.

Nursing teaching continues to be transformed according to the needs of the community, namely health care, constant updating by the development of the scientific nursing and safety area with the need for implementation of international scripts. The center of ethics and human rights to offer a forum to discuss the ethical and human rights issues experienced by nurses, enabling to improve ethical competencies in nursing, and also helps to plan activities, emphasizing the role of education in the advancement of science to improve the profession of health professionals and also in the area of specific nursing education and medicine in the global context cited by Carlos and Alexandra, 2022⁵. Today in each institution, including in the Higher Schools of Nursing, a quality education should be developed, focused on the strategic development plan of Timor-Leste and adapting to the needs of the Timorese population, as well as to the expectations and desires of its students, in order to satisfy all the interests of society, to contribute to the effectiveness of higher education for the advancement of this scientific area and for the recognition of health nursing professionals in their own country and worldwide (Carlos & Alexandra, 2022).

The Nursing Degree Course at UNTL currently has two hundred and eighteen nursing students enrolled. The faculty includes forty-six professors in total, of whom ten are permanent nursing professors, of these four are graduates in nursing, five graduated in public health and one with a master's degree in psychiatry, the remaining thirty-six are licensed professors. In addition, the knowledge and skills of the faculty also compromise the ability to perform their functions properly, in view of the pedagogical quality standards currently required and the requirements of nursing teaching⁶. Another of the very important aspects to be safeguarded in Higher Education and in particular in the nursing area are facilities and infrastructures, which in UNTL still have some limitations, such as the library, where some of the central works for teaching and learning and development in nursing are still missing. Another important aspect, for the nursing department, is not yet having a laboratory that allows students to develop their practice, in simulation, before going to the practical context, to develop clinical teaching. The knowledge and skills of the faculty still present some weaknesses, due to the conjecture limitations of investment in their training and development. We still believe that if there are no quality support services, we can also call into question the quality of the formative process is fundamental UNTL, 2015, and cited by Carlos and Alexandra, 2022⁷.

Several efforts have been made at UNTL especially interaction teaching of practices cited Carlos and Alexandra, 2022⁸. The nursing process is a systematized and rigorous method of organizing thinking for the decision-making process, nursing care, for problem solving. Effectiveness of the nursing process is dependent on cognitive abilities, practical abilities, experiences and interpersonal relationships⁹. The transition, happens when reality changes, is seen as a need for change between the past and the future, whenever reality undergoes changes in teaching and learning. Transition conditions and patterns and response are influenced and influence nursing therapies, which circumscribe nursing therapies (intentionality of nursing actions) and nursing interventions (response actions to a diagnosis of the sick act, which generate a result). The care process that nurses develop, in view of the situation and the individual. This theory enables nurses to respond with individualized nursing care, with a better understanding of individuals in relation to the transition situation they experience. In relation to the context of this study, nurses can support the student in his/her transition throughout the nursing course, facilitating the process of change and the experience of school or practices, minimizing the negative impact and favoring the transactional process. By monitoring and supporting the transactional process, nurses strengthen balance and stability in the student and enhance human development, maturity and growth and completion of the course successfully according to the knowledge of health nursing people or students and other interconnected sciences¹⁰.

above, we intend to conduct a study with the title: "The Quality of Teaching and the Satisfaction of Nursing Students at the *National University Timor-Lorosae*". Thus, the formulation of the problem in this study is: "What is the level of quality of teaching and the level of satisfaction of nursing students at the *National University of Timor-Lorosae*?"

Objectives

General objective: To smooth the quality of teaching and the satisfaction of students and nursing at the *National University of Timor-Lorosae* (UNTL).

The specific objectives are:

- 1) Describe the main aspects of nursing education;
- 2) Describe the expectations of nursing students in relation to the course;
- 3) Assess the levels of satisfaction of nursing students;

THEORETICAL FRAMEWORK

This theory focuses on a specific phenomenon, being easy its applicability to nursing in all world, this and theory has underlain some fundamental concepts such as: client, environment, health, nursing process, interaction, nursing therapies and social

The definition of nursing education is described as a process of formation and development of knowledge, skills, mind, character, and so on, espe-

cially through formal schooling. After attending formal education, the process of non-formal education in the community is still continuing, either with a regular or irregular characteristic. Basically, education, formal or informal, reflects the human effort of the educator, conscious and deliberate, with full responsibility for guiding physical as psychologically¹¹. The curriculum is a joint program of activities and resources are provided to achieve the goals and objectives of the study program, including learning programs, resources, processes and evaluation or appreciation of nursing learning outcomes cited by Carlos and Alexandra, 2022¹². Nursing teaching curriculum prepared with a solid conceptual structure to know and understand: 1) The domain of science and technology; 2) Solving problems scientifically; 3) Attitudes, behavior and professional capacity; 4) Active and independent learning; 5) Community education. Nursing education, as a profession, has the following traits:

- a) Provision of individualized services/ care and conduct research in accordance with the waters of science and competencies, as well as the code of nursing ethics.
- b) Graduating, in higher education is expected to be able to: Being professional; Have the knowledge and professional skills required by the profession; Usar an ethical nursing conduct in the provision of nursing services/care;
- c) Grego the design of the nursing according to the rules of a profession in the field of health, namely: Health services / nursing care; Nursing education/training by levels; Formulation of quality nursing standards (nursing care, nursing education, registration/legalization); to perform nurs-

ing research by nurses, in a planned and targeted way, according to the development of science and technology¹³.

The satisfaction or contentment of students is a positive characteristic for the maintenance of the proactive educational process of these in higher education institutions, it is the correspondence between what is expected to receive and what is necessary to be received. To determine the level of satisfaction or satisfaction of students, the different educational establishments are based on their responses to the instrument or tool for collecting data, applied in the study of the satisfaction of each reality and current novelty. There are many variables that can cause dissatisfaction in students, including the incompatibility between students' expectations and what actually happens¹⁴. Sometimes the educational services received by students are not satisfactory, the behavior of staff, higher education institutions, is not the most pleasant, the environments, atmosphere and physical conditions of buildings are not the best and the most favorable to learning, still has negative impact on satisfaction, poor performance of the students. The constraints of the satisfaction of higher education students are essentially: teacher performance; students' educational activities; the discipline of students; the opportunity to take a decision; the school's infrastructure; communication and friends. Student satisfaction corresponds to the satisfaction of the clients of the Universities National Timor Lorosae, 2002 cited by Carlos and Alexandra, 2022.

METHODOLOGY

We had the type of descriptive and analytical, cross-sectional study and quantitative approach. The population will be composed of students from The Ti-

mor Lorosae University, especially the General Medicine Faculty in the Nursing Department. The population is all nursing students in 228 UNTL students. The sample number is 177 students with intentional non-probabilistic sampling for convenience, it is a sample taken without planning, in advance. This criterion of inclusion to be considered are: Ser and student of the degree of nursing at UNTL; Do not suffer from mental illness; Ter healthy condition at the moment; They have not failed more than two consecutive years throughout the Course. The instrument for data collection for the questionnaire, our questionnaire is posted by closed questions with uses a Likert *scale*. Data analysis we will investigate or use simple descriptive statistics to the computer program SPSS (*Statistical package For the Social Sciences*) and the resulted presented in tables¹⁵.

ADOS RESULT

Table 1 - Distribution of the sample according to gender.

Sex	N	%
Male	73	41
Female	104	59
Total	177	100

This data given to table I indicate that the distribution of the sample according to gender, we conclude that the sample is mostly female, with a representation of 59%. The sample of 177 students has an average age of 22 years.

Table 2 - Distribution of the sample according to the semester they attend.

Semester	N	%
2nd	19	10
4th	37	21
6th	70	40
8th	51	29
TOTAL	177	100

According to the semester that the students attend, the distribution can be observed in table 2. Students with higher representation attend semesters 6 and 8 semesters respectively according to the result investigation (cited by Carlos and Alexandra, 2022).

Quality of Teaching Teachers' Skills	Average	Average Group
The teacher uses language and lesson material that is easy to understand	3	3
Teachers use creative teaching methods that are appropriate to the capacity and potential of students	3	
The teacher comes to the class in time, so the time is not reduced for learning activities	3	
The teacher does well the communication and interaction with students, have a positive relationship	3	
The teacher provides the test results in accordance with the established	3	
The material of the class is well understood	3	
The teacher uses pedagogical means well in the conduct of teaching and learning activities	3	
The teacher often arrives too late	2	
The teacher responds to complaints about student learning difficulties and personal subjects	3	
The teacher gives students the opportunity to present questions	3	
The teacher uses methods that are difficult to understand	3	

Quality of Teaching	Average	Average Group
Facilities		
12. Campus location is away from the road	3	3
Existing education systems serve to support teaching and learning activities	3	
Support books are not available in the library	3	
Teaching media and books are not well maintained	2	
Bathroom and toilet kept clean	2	
State of the classrooms are clean and comfortable	3	
Classrooms are arranged neatly	3	
The Campus is beautiful and exuberant	3	
The Campus and Affect zone are kept clean	3	
The Library Space is conducive as a place to read.	2	
Lighting, air circulation and space are convenient for laboratory	2	

Quality of Teaching	Average	Average Group
Teaching and learning process		
Learning Objectives are clearly informed before each lecture	3	3
The teaching materials delivered, clear and easy to understand	3	
The methods used in teaching and learning activities do not vary	3	
The implementation of learning activities is suitable for learning	3	
Teaching and learning activities can encourage me to actively participate in	3	
The Teacher's Teaching Method is in accordance with the materials presented (e.g., teaching materials that require verification are implemented through demonstration or experimentation)	3	
The Teaching Materials were presented	3	
The application of the learned matter is passed on to the practice	3	
Matter is easy to learn	3	
Pedagogical materials are related to applications in daily life, using the field observation method	3	

Quality of Teaching	Average	Average Group
Extracurricular Activities		
The Campus offers a wide range of extracurricular activities, both academic and non-academic	3	3
The implementation of extracurricular activities begins and ends in time	3	
The implementation of extracurricular activities well programmed	3	
Supervision of extracurricular activities provides motivation to stand out	3	
Facilitate students on campus and in conducting activities, to increase their non-academic performance	3	
The Campus has facilities for carrying out extracurricular activities	3	
Students are allowed to choose activities that suit their extracurricular interests	3	
Extracurricular activities interfere with hours of formal learning	3	

Regarding the students' opinion about the quality of teaching, in particular about the teachers' skills, facilities, the teaching-learning process and extracurricular activities, the average number of responses of the group of nursing students was 3, i.e., the respondents expressed that the quality of teaching is good, considering that the teachers of the nursing course have good competencies, the facilities are good, as well as the teaching learning process and extracurricular activities. The competencies of the teachers mentioned in the questionnaire are: language, teaching method, presence/punctuality of the teacher, communication and positive interaction with students, evaluation methods and classification of students, according to their skills, use of the appropriate teaching method, to answer doubts during the learning teaching process, to give opportunity to students when they want to ask questions, and also validates the students' opinion on the teaching methods applied, if they facilitate the understanding of the subject taught, presenting an average response of 3, which corresponds to a good satisfaction of the students (cited by Carlos and Alexandra, 2022).

In relation to the facilities the result also reveals an average, in the room of 3 or good, referring to the satisfaction of students about the location of the campus, the education system, the support books, the means of teaching, the cleaning of the bathrooms, on the state of the classrooms, cleanliness and comfort, the disposition of the classrooms, about the campus, cleanliness, comfort and organization, about the library space and also about the illumination and quality given room and laboratory space. However, in this part, the results presented on average between 2-3, on the Likert scale, revealing that students consider only satisfactory teaching

methods, the conservation of books, the cleaning of bath in, the and space of the library, as a place to read, still the illumination and the exchange of air in the rooms and in the laboratory space. Finally, on extracurricular activities, the result of table 3 illustrates that the students' opinion is an average of 3 points, i.e., 100% of students consider as good the extracurricular activities implemented on campus in the nursing department. The activities mentioned are: the campus offers a wide range of extracurricular activities; the implementation of extracurricular activities, the implementation of extracurricular activities is well programmed and supervised and facilitates the learning of students. The result of this statement on the degree of satisfaction or contentment with the Bear C is illustrated as follows.

Table 4 Degree of student satisfaction.

The set of assumptions on the degree of satisfaction or contentment of the statespersons an average of 3, which is equivalent to Satisfied. On teaching, the students pointed out that their level of satisfaction with the implementation of teaching and learning activities in the classroom; with the materials presented by the teachers with the material to be taught, is satisfactory. The ability to respond, according to what the students mentioned, on the demands of the complaints; the efforts of learning and the motivation of teachers to achieve their achievement, is equally satisfactory or reasonable. The fence of material resources, when referring to the books provided by the library, the ability to shape the physical appearance of the classroom, the books supporting learning available in the library, about the laboratories, environmental cleanliness on campus and the maintenance of environmental purity

and with the maintenance of bathroom cleaning, students respond that they are satisfied. Regarding the campus, which includes the level of satisfaction with the activities on campus, com the provision of campus information, the students are equally satisfied or sated as a level of satisfaction of 3. Finally, when asked about empathy or enteropathy, they show a level of satisfaction of 3, that is, they are satisfied with the relationship with teachers, the safety of the fields, the level of comfort of the classroom, the service of the librarian. Regarding the comfort level of the library, the latter item was scored with 2, which corresponds to dissatisfied or disgruntled (cited by Carlos and Alexandra, 2022).

Ensanche	Average	Average Group
1. Your level of satisfaction with the implementation of teaching and learning activities in the classroom	3	3
2. Your level of satisfaction with the materials submitted by teachers	3	
3. Your level of satisfaction with the subject to be taught	3	
Responsiveness		
Responding to student complaints	3	3
Your level of satisfaction with learning efforts	3	
Your level of satisfaction with the motivation of teachers to achieve their achievement	3	
Resources		
Books provided by the library	3	3
Your level of satisfaction for shaping classroom physical appearance	3	
Your level of satisfaction on the learning support books available in the library	3	
Your level of laboratory satisfaction	3	
Your level of satisfaction environmental cleanliness of the campus	3	
Your level of satisfaction with maintaining environmental purity	3	
Your level of satisfaction with maintenance and cleaning of bathrooms	3	
Campus		
Your level of satisfaction from campus activities	3	3
Your level of satisfaction with the provision of campus information	3	
Empathy		
Your level of satisfaction with the relationship between teachers and students	3	3
Campus Security	3	
The level of comfort of classrooms	3	
The Librarian's Service	3	
The comfort level of the library	2	

DISCUSSION

The results obtained in this study make it possible to recognize some of the factors that, directly or indi-

rectly, contribute to the satisfaction of students and consequently to their academic success. Thus, these results facilitate the academic community, in particular THE UNTL, in the perception of factors that, according to the students, influence the quality of teaching and its satisfaction. This research emphasizes some of the variables of the nursing education development model, based on teaching and learning skills. The results of these statements about the quality of teaching and the degree of satisfaction or contentment with the bear, show that students consider teaching good quality and are satisfied with nursing education. The sample consisted of the total number of nursing students who attended the 2nd semester, the 4th semester, the 6th semester and also the 8th semester, in a total target population of 228 students, with a adherence rate of 78%. As we have mentioned above, in the present study the number of individuals representing the samples are 177 students of the nursing degree course, the respondents are students aged between 17 and 25 years, with an average age of 22 years.

The degree of satisfaction according to the opinion of the students (177 respondents), the results reveal that the average value is 3, which means that they are satisfied with: teaching, responsiveness, resources, campus and empathy. The students' satisfaction with the services provided by the institution studied depends on the following factors, in the scope of the teaching itself, the resources made available, the campus space and the relationships. The provision of services, in this case and in the context of academic satisfaction, focuses on a set of conditions that have been made available to students as consumers. We

know that the perception of quality and student satisfaction is dependent on student needs and the possibility they have to express them and adapt to academic challenges. The learning teaching process is characterized by constant changes, namely pedagogical and curricular organization, evaluation methods, different time management needs¹⁶. From the approach developed, we realize that academic satisfaction is always analyzed in a multi-dimensional way, which allows a careful look at different campus structures and different indicators, being dependent on each other and contributing significantly to the academic success of each student¹⁷. In the nursing course, the student's experiences of practices also contribute to the academic success and satisfaction or contentment of the student, which contribute to the assimilation of the integration of knowledge acquired or obtained in theoretical classes and simulation of practices in the development of the study cited by Carlos and Alexandra, 2022.

CONCLUSION

We conclude that the concept of quality from the perspective of education/training is based on many factors that affect the maximization of education/training excellence, involving the qualification and preparation of teachers (human resources), the facilities available at the School/ University, such as the library, laboratories and other fundamental resources for nursing teaching at global levels (material resources). When analyzing the reality of UNTL particularly in the nursing department, an area under study in this study, we emphasize that the main factors that affect student satisfaction are

determinant to improve the quality of nursing teaching that is taught at this University. We found that although there is consistency in the students' responses, mostly leveled by Good or Satisfied, there is still a long and hard work to be done in the department, reinforcing good pedagogical practices and measuring new bets, to develop a teaching adapted to the needs of students and nursing contexts in our country, according to the result investigation cited by Carlos and Alexandra, 2022.

REFERÊNCIAS

1. Pacheco, Mogador, Flores, Castro. (2009). *Curriculum Plan for the 3rd Cycle of Basic Education Strategy Implementation in Timor-Leste*. Dili: UNTL.
2. National Directorate of Statistics (2020). *Timor-Leste Demography Health Survey*. ICF Macro Calverton, Maryland, U.S.A.
3. Decree-Law No. 16 of 20 October 2010. Statute of National University Timor Lorosae.
4. Decree-Law No. 2/2008, of January 16th. Educational Planning and Policy in East Timor. Dili: Ministry of Education.
5. Perry, Peter (2009). *Nursing Fundamentals*. Jakarta: Salemba Medical.
6. Spoliating, P. (2010). *Student Satisfaction Based Learning Management*. Jakarta: Ghalia Indonesia.
7. Sagawa, S. (2010). *Strategic Management in Education Quality Improvement*. Bandung: Alfabet.
8. Melees, A. I. (2010). *Transitions Theory*. Middle. Springer Publishing Company.
9. Carlos Boavida Tilman, Acácio Guterres Pereira, José Ximenes da Conceição, et al. (2022). *Stress in Practical Teaching of Nursing Students at the National University Timor Lorosae*. *Nursing Primary Care*, 2022; 6(4): 1-6. Website <http://www.seivisionpub.com>.
10. Silva R., Pires R., and Vilela C. (2011). *Supervision of nursing students in clinical teaching a Systematic review of the Literature*. *Nursing Journal Reference*. 2011;3:113-122.
11. Bonito, J., Saraiva, M., Trindade, V., J.; Barros, J. P., Santo, J., Martins; M. J. D., Oliveira, T., Fialho, I., & Cid, M. (2008). Representations of the quality of teaching of nursing students in Alentejo: An exploratory study. *Galician-Portuguese journal of educational and psych pedagogy*.
12. Surya Subroto (2005). *Curriculum management*. Jakarta: Cipta Rineka.
13. Lucas, I. (2006). *Resilience: Life Values and Academic Experiences of Nursing Students*. PhD Thesis in Psychology, presented at UNEX (unpublished) Badajoz: UNEX.
14. Soares, A. P. C., Vasconcelos, R. M. & Almeida, L. S. (2002). *Adaptation and Satisfaction at the University: Presentation and validation of the Academic Satisfaction Questionnaire*. *Contexts and dynamics of academic life* Guimaraes: University of Minho, 153-165.
15. Tilman C.B et al. (2020). *The Perception of Population and Health Professionals regarding the National immunization Program of Timor-Leste*. *Health Systems and Policy Research*, ISSN 2254-9137 Vol.7 No.1:2 2020. www.imedpub.com published date May 11, 2020.
16. Freitas, H. C. N. M., Raposo, N. A. V., & Almeida, L. S. (2007). *Student adaptation to*

higher education and academic performance: a study with first-year nursing students. Portuguese Journal of Pedagogy, 41, 179-188. Available at <http://hdl.handle.net/10316.2/4524>, accessed July 2016.

Union of Psychology Entities.

17. Schlaich, A. L. R. & Polydor, S. A. J. (2005). *Academic Satisfaction of University Students: Pilot Study [ICD]*. In: Proceedings of the 1st Latin American Congress of Psychology, 2005 São Paulo: SP, ULAPSI-Latin American

Citation: Alexandra Maria Pires, et al. THE QUALITY OF TEACHING AND THE SATISFACTION OF NURSING STUDENTS AT THE NATIONAL UNIVERSITY TIMOR LOROSA'E. AJMCRR. 2022; 1(2): 1-11.