

International Conference on Advanced Nursing & Neonatal Nursing

September 10-11, 2019 | Prague, Czech Republic

Nursing students' perceptions about feedback from their educators in a selected higher education institution

There is global awareness of investment in higher education to ensure quality learning. Provision of quality feedback is perceived as key benchmark of effective learning and vital requirement in meeting students' expectations. Nevertheless, increased students' demands and expectations about quality feedback are in competition with increased pressure on academic resources which may result in dissatisfaction on students. Despite high priority placed on quality feedback by higher education institutions (HEI's), insufficient research studies have been conducted on student nurses' perceptions of quality feedback. The purpose of study was to describe nursing students' perceptions on feedback received from educators in selected HEI's. Non-experimental, exploratory, descriptive research design was used to guide research process. Non-probability, convenience sampling method was used with 75 nursing students as respondents. Data was collected by means of questionnaire and analysed using SPSS version 24. Descriptive statistics procedure was used to present findings of study. Most respondents (82.7%) opined they received understandable, timely, personalized, criteria-referenced, positive and clear feedback after assessment. Conversely, (17.3%) of respondents indicated that they received delayed, non-understandable feedback with limited opportunities for clarity and negatively written feedback. This suggests that quality feedback mechanisms in selected HEI were utilized to make effective learning and meet nursing students' requirements and expectations. The findings of research indicate that nursing students receive quality feedback after assessment. In addition, students acknowledge that quality feedback positively aided feedback process. However, there is need to provide feedback that improved performance of students and meet their needs.

Biography

Libuseng Moureen Rathobei has completed her primary education at Iketseng Private School and moved to Sefika High School. She was later admitted at National Health Training College where she obtained a Diploma in General nursing in 2006. She then joined the University of Free State where she obtained a Degree in Nursing with the following specialization; Nursing Education, Psychiatric Nursing Science, Child Psychiatric Nursing Science, Community Health Nursing and Nursing Management. In 2010, she joined Paray School of Nursing, where she worked as a Nurse Educator facilitating in both Programs of; Certificate in Nursing Assistants and Diploma in General Nursing.

rathobei@yahoo.com



Libuseng Moureen Rathobei

University of Kwazulu Natal,
South Africa