

Introduction

Quality of education and training is considered in all members' State to be concern of the highest political priority. High of knowledge, competencies, and skills are considered to be the very basic conditions for active citizenship , employment and social cohesion , and high quality education is essential in the light of market policies, and the free movement of workers (*Bennell ps & Achyeampong, 2007*).

Teaching /learning process fosters intellectual growth, critical thinking, and lifelong learning. Teaching and learning are based on the beliefs that each of intellectual inquiry and is implemented through effective interpersonal relationships (*Smethem,and day,c.l., 2009*)and Learning is a dynamic and interactive process resulting in some modification relatively permanent in the way of thinking, feeling and doing of the learner (*Kartika ,2008*).

Nursing is professional development as "the lifelong process of active participation in learning activities to enhance professional practice". Building upon educational and experiential bases that enhance nursing practice to maintain and improve quality health care, nursing professional development encompasses both continuing education and staff development (*Smethem,and day,c.l., 2009*)).

Profession nursing provides culturally competent care to individuals, families, and communities within their

environment, care of the physical, psychological and spiritual needs are essential to the promotion, protection, and maintenance of health (**Jone, 2010**).

The nature of nursing education and nursing qualifications varies considerably across the world (**Wikimedia, 2010**). School is an organizational unit within an educational institution such as higher education systems. (**Leslie 2008**).

A nursing school is a type of educational institution, providing education and training to produce a fully qualified nurse. The nature of nursing education and nursing qualifications varies considerably across the world. The nursing school is a type of educational institution or part thereof, providing education and training to student to become a fully qualified nurse (**Killian, 2009**).

Nursing students must be able to accurately observe close at hand and at a distance to learn skills and to gather data students must possess functional use of the senses that permit such observation (**Jone, 2010**). Students need to be continuously improved. This should be done in order to provide equal opportunities within higher education institutions society (HEIS) and to secure the quality of education. The form and substance of education, including curricula and teaching methods, must be student oriented. In this regard, as with all other aspects of HE, students and authorities of HEIs must communicate in order to create a better study environment (**Donald, 2009**).

Nursing encompasses autonomous and collaborative care of individuals of all ages, families, groups and communities, sick or well and in all settings. Nursing includes the promotion of health, prevention of illness, and the care of ill, disabled and dying people. Advocacy, promotion of a safe environment, research, participation in shaping health policy and in patient and health systems management, and education are also key nursing roles (*International Council of Nurses, 2010*).

Significance of the study.

Universities and health care settings currently have increasing efforts to gain accreditation. This would ensure the quality of the services provided in these institutions, whether in terms of patient care or education of health care providers. This study is attempt to help the nursing school in the process of getting accreditation of the quality of its educational process through exploring the teacher's and student's opinions. it would also help the teacher's and student's to acknowledge the important of the quality for future nurses and its ultimate positive impact on the quality of care thy will provide to their patients.

Aim of the Study

This study aim to assess nursing teacher's and student's opinions regarding the quality of learning opportunities in nursing schools.

Through:-

1. Assessing nursing teacher's opinion regarding the quality of learning opportunities in nursing schools.
2. Assessing nursing student's opinion regarding the quality of learning opportunities in nursing schools.
3. Identifying the strength and weakness points of educational process to teachers and student's opinions.

Research Questions

1. What are the nursing teacher's opinion regarding the quality of learning opportunities in nursing school?
2. What are the nursing student's opinion regarding the quality of learning opportunities in nursing school?
3. What are the strength and weakness points of educational process to teachers and student's opinions?

Review of Literature

Definition Of Quality

The word ‘Quality’ has a variety of meanings. It has both descriptive and normative characteristics. In a descriptive sense, it refers to the ‘defining essence of an entity’. Here, one speaks of the quality of a classroom, a school or a system. In this sense, different observers may identify different defining characteristics as essential (**Berry, 2008**).

Quality Improvement

Quality improvements require the establishment of a quality council, which is the driver, to insure that improvement continuous and never ending. Quality improvement can be achieved if an organization develops a management philosophy of continuous improvement, and provide the necessary supporting organizational practice (**Garbutt, 2009**).

Total Quality Management

Total quality management is total organization approach for meeting customer needs and expectations that involves all managers and employs in using quantitative methods to improve continuously the organization’s process, products and services (**Alexandros, 2007**).

Quality System

Activities affecting quality and documented in accordance with written manuals, procedures, instructions, specifications, and drawings that contain appropriate criteria for determining whether prescribed activities have been satisfactorily accomplished **(Konidari and Abernot, 2010)**.

Conceptual Perspective Of School Quality

Quality' in the context of education is an elusive term. It has been interpreted in a number of ways and hence a crystallized definition of the term has not yet evolved **(Williams, 2011)**. It needs to be clarified that in the works of some researchers educational quality and school quality have been used interchangeably **Kilpi (2009)** Report states that of the large body of research on what is important for the quality of education, most of the literature deals with schools as it is the major institution of learning in all societies. It is also evident that sometimes school quality may be subsumed under the term educational quality **(UNESCO 2009)**.

The term educational quality is a wider concept, where the focus of improving quality of education could begin with the learner's conditions to the very specific aspects of the school or classroom through to that of the educational system as a whole **(Harvey & Stensaker, 2008)**.

Definitions Of School Quality

The quality of a school or educational program is often defined as some combination of inputs, processes and

outcomes. Educational quality has been defined as material inputs and non-material characteristics of schools which have been shown to improve student teaching (**Adams, 2007**).

UNICEF (2009) has defined educational quality in terms of 5 dimensions: First learners who are healthy and well nourished, second environments that are safe / protective / gender sensitive with adequate resources, third content that is reflected in the relevant curriculum and materials for the acquisition of basic skills four processes through which trained teachers use child-centered teaching approaches in well managed classrooms; and five outcomes that encompass knowledge, skills and attitudes.

School Quality in developing countries has defined the term in the following way – ‘School Quality is defined here as (a) the level of material inputs allocated to schools per pupil (b) and the level of efficiency with which a fixed amount of material inputs are organized and managed to raise pupil achievement (**Leena, 2009**).

Most people view quality of education as the learning outcomes of students, which is the primary concern of all stakeholders. But to achieve the desired quality, the antecedents, that is the inputs and process should also have quality in terms of efficiency, effectiveness, excellence and sound justice (**UNESCO 2009**).

The term of educational can be quality defined in terms of either inputs or outputs. In the first, the quality of education is linked to school inputs such as teacher

qualification, class size, teaching methods, pedagogical materials and curriculum **(Adams, 2007)**.

The quality of an educational program will be defined by input, output and value-added measures assessed in desired outcomes for their inter-relationships with one another.

Quality In Education

Education is a process of changing the patterns of people's thinking, feeling and overt action. It is a creative and dynamic process that occurs within the context of relationships and is aimed at the whole person. Within the education process, opportunities are provided for learners to negotiate and attain desired goals through a variety of both structured and unstructured learning experience .Education is concerned with the development of knowledge, attitudes and psychomotor skills of the student and must be congruent with the student's chosen field of study. Also education from other perspective is an action or process of encouraging the formation and development of person's physical, intellectual and moral abilities **(Hassan, 2007)**.

In all aspects of the school and its surrounding education community, the rights of the whole child, and all students, to survival, protection, development and participation are at the school. This means that the focus is on learning which strengthens the capacities of students to act progressively on their own behalf through the acquisition of relevant knowledge, useful skills and appropriate attitudes;

and which creates for students, and helps them create for themselves and others, places of safety, security and healthy interaction (**Bernard, 2009**).

Many definitions of quality in education exist, testifying to the complexity and multifaceted nature of the concept. The terms efficiency, effectiveness, equity and quality have often been used synonymously. Considerable consensus exists around the basic dimensions of quality education today, however. Regarding to Adams, (2008) Quality education includes:

- Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities.
- Environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities.
- Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition.
- Centered teaching approaches in well-managed classrooms and schools and skillful assessment to facilitate learning and reduce disparities.
- Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society.

Definitions of quality must be open to change and evolution based on information, changing contexts, and new

understandings of the nature of education's challenges **(Motala, 2008 and Benoliel et al, 2009)**.

Systems that embrace change through data generation, use and self-assessment are more likely to offer quality education to student's continuous assessment and improvement can focus on any or all dimensions of system quality: learners, learning environments, content, process and outcomes **(Glasser, 2010)**.

Quality of education plays pivotal role in the process of development of nations. Hence, quality concerns in education are national priorities for all nations. Quality is multiple perspectives and is not a unitary concept. The dimensions of quality in education include achieving pre-determined targets and objectives **(Newton, 2007)**.

The term quality assumes significance in the context of education when it is given a normative interpretation. Quality would refer to 'a degree of excellence' and could include two aspects - a judgment of worth and a position on an implied scale of good / bad. Quality also denote implicitly 'the good' or 'excellent' as in 'quality school'. In normal parlance, quality may also be used in contradistinction with quantity, where qualitative statements are made of phenomena which cannot be measured **(Barnes, 2007)**.

The Multiple Meanings Of Educational Quality

Motala (2008) and Harvey (2005) identify common usages of quality that are given by educators:

1. **Quality as Reputation:** This refers to a general consensus of high and low quality, commonly used with reference to institutions of higher education, and not infrequently to lower educational levels that are known for their quality or lack of it. The basis for reputation often includes information of inputs and outputs.
2. **Quality as Inputs and Resources:** This is the most common usage of quality. High quality is seen in high levels of provision of resources such as buildings, facilities, instructional materials etc. Input refers to the characteristics of pupils, teachers, administrators, their training / levels of education. Resources are necessary but insufficient conditions for desirable outputs such as student achievement. The quantifiable nature of inputs makes this definition more common than other less measurable aspects of education, such as processes and outcomes.
3. **Quality as Process:** This suggests that not only inputs / results, but also the nature of intra-institutional interaction of students, teacher's administrators, materials and technology in educational activities or how 'quality of life' of the school is valued determines quality. It also refers to the way the educational inputs are used.
4. **Quality as Content:** This refers to the body of knowledge, attitude and skills intended to be transmitted through the school curriculum to which a particular country or institution may favor in such a way that some content may be of higher quality than another. A trend towards a

common educational content is now being recognized in the curriculum of early schooling across most of the countries.

5. **Quality as Outputs/Outcomes:** This is the most popular definition with policy makers that refers to the consequences of education, which is the primary concern of virtually all stakeholders. Measures of this definition of quality as outputs are students' cognitive achievement, completion rates, entrance ratios to next level of education, certification, individual skills, attitudes etc. Outcomes, on the other hand, refer to long term consequences of education such as employment, earnings, and changes in social attitudes / behavior.
6. **Quality as Value Added:** This refers to the extent to which a school / system has influenced the student i.e., how the student has changed because of the programs / norms of the school.
7. **Quality as Selectivity:** This refers to quality as a form of exclusiveness. The more exclusive or selective a school is, the higher its quality.

In the view of international organizations such as the UNICEF and UNESCO, attempts to define quality in education, must take in to consideration the cognitive development of learners, and the acquisition of values and attitudes. Finally, it must take note of equity as any system characterized by the discrimination against any group in not fulfilling its mission (UNESCO, 2009).

School and classroom is also the focus of two other complementary definitions of quality which, though, like us, acknowledge the importance of the external world on the classroom, stress the importance of key classroom variables e.g. the relationship between the teacher and the student, time on task, the quality of the classroom milieu, and effective school management (**Leonard and McAdam, 2012**).

Quality education is a learning situation which vibrates with positive energy and where the learner and the learned both are eagerly absorbed in understanding and communicating education in the classroom that are the most critical element (**Newton, 2007**).

Quality and its concepts are usually defined as outputs, outcomes, processes or inputs. Quality has both descriptive and normative usages. (**Adams, 2007**).

In educational planning, it is necessary to distinguish between internal efficiency and external efficiency. Internal efficiency refers to the wise use of resources, which means getting the most output for the same input or getting the same output with reduced input. These measures of outputs / objectives are associated with ‘costs’ of inputs and processes. External efficiency relates inputs costs to outcomes which is actually the ratio of non-monetary inputs to outcomes (**Rutayisire, 2008**).

Loewenson , (2011) note, “measurable learning objectives help teachers precisely describe what students are to gain from instruction” and “accurately assess student

accomplishment.” Problem – based learning is a strategy that enhances students’ abilities to critically apply cumulative knowledge to actual problems. It is necessitates collaborative student effort to analyze and solve unfolding clinical problems that are fluid and reflect real- life situations **(Niemer, 2010)**.

Learning

Learning defined as a basic human activity essential to survival, it may be conscious or unconscious easy or difficult. It is defined as a change in human disposition or capabilities which can be retained and not ascribable to the process of growth. It is both an emotional and an intellectual process resulting in some modification relative permanent of the way thinking, feeling, and doing of learner that also gradual adaptable and selective. It is resulting from practice, repetitions and experiences **(Hassan, 2007)**.

Learning refers to the process of obtaining knowledge through one’s own efforts. In the classroom, discovery learning often occurs though structured or directed activities that require students to manipulate, investigate, and explore materials that may lead them to discover important principles or relationships **(Schunk, 2010)**.

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process resulting in some modification relative permanent of the way thinking, feeling, and doing of learner that also gradual adaptable and selective. It is resulting from practice, repetitions and experiences **(Hassan, 2007)**.

Teaching

Teaching is a complex and demanding activity that involves mastery of content, classroom control, techniques of organization, and command of teaching skills **(Fitzpatrick, 2009)**. The team teaching is often used to describe the situation in which two general education teachers combine classes and share instruction. Facilitative teaching behaviors, such as communication skills , student attitude, enthusiasm for the topic, fairness in student evaluation, flexibility, encouraging students to think for themselves, sensitivity to student needs and perception of student's understanding as important to school effectiveness **(Gaber,2009)**.

Learning Domains

Effective education often involves the promotion of behaviors in all three domains (Cognitive, Affective, and Psychomotor). Each domain has specific behavioral components that form a hierarchy of levels. Each level builds on the previous one. An understanding of these three learning domains forms the background for providing effective education. Understanding each learning domain prepare nurse teacher to select proper teaching techniques **(Dowe, 2008)**.