



Investigation of the affecting factors on communication between students and professors from the perspective of Razi University students in 2015

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Abstract: Affecting factors on communication professors and students to improve the educational process is very important. To identify these factors, the study of factors affecting communication between students and professors from the perspective of university students were secret. This study is a cross - sectional. The study population included all undergraduate students of the Faculty of Social Sciences and Education University of Kermanshah. According to their field of study stratified random sample of 162 persons were selected. To collect data, the questionnaire consisted of two parts: demographic information and 23 items about effective factors in establishing communication between students and professors with a four point ordinal scale (very effective, effective, effective and ineffective) and to were presented respectively by scoring four to one. Using 19-SPSS statistical software using descriptive statistics and comparison groups conducted with chi-square test. Results showed that teacher characteristics which reflect his teaching skills as well as some personal and behavioral characteristics that indicate the relationship human communication from the perspective of students are effective. Offers educational workshops to improve this relationship are recommended findings.

Key words: communication, teacher, student

Introduction

Communicate effectively to coordinate human and material elements, for an effective and efficient network is essential to the effective management and effective communication depends on (Iran rescue et al., 2001). I think the best, most innovative proposals and the map can be molded without effective communication. Communication means no data or intellectual concepts, and if there is no communication actually accepts. Several factors such as emotion, language understanding can cause selective in communicating with each other. Therefore, it is necessary to take measures for removing those obstacles (Robbins and Senzo, 2000).

Effective education depends on the proper use of communication skills. Teachers use their knowledge and teaching skills using texts establishing the right environment, will lead to student learning. Faculty characteristics that can facilitate the learning process and even textbooks and lack of educational facilities to compensate for the defect or vice versa, the subject teaching positions with the inability develop a good relationship with the inactivated and non-attractive (Shabani, 2000).

Communication is all activity- speech, writing and behavior - a move intended to convey meaning or effect and influence others used (Moqimi, 2001). In the communication process and elements of many variables such as teacher training, comprehensive, inquiry and environmental factors is involved (Kohestani, 2001). Its educational process for the exchange of ideas and information in a two-way interaction between teachers and students is done (Asplnd, 2001). The issue of the relationship between teacher and student is very important because effective teaching and learning depends on the proper use of communication skills. Teachers use their knowledge, the use of texts, teaching skills and student learning environment would be appropriate. The characteristics of a master that can facilitate the learning process and even make up for the deficiency of textbooks and lack of education and on the

contrary, the position of the subject taught by the inability to communicate environment favorable to the non-active and non-attractive convert (Shabani, 1992; quoted by Torabi and Zahiri, 2012).

Sotkin et al., (2008) believe that quality education is beyond the normal education and by inspiring, supporting, active student involvement and communication are achieved. Training teachers, especially professors need to be familiar with the factors affecting communication to facilitate learning and teaching. Learning effective communication skills depends on the teacher. Ability to communicate effectively is 9 because he Featuring Master confidence and motivation in students increase learning and effective teaching is the index (Peterson & Carford, 1994).

This function of professional competence, academic ability, mastery of the subject, his moral character and features Master (Ashraf et al., 2002; Nikbakhat Nasrabadi,2000) openness, positive attitude and the energy, the desire to lead, material Master and style contacted 11 eloquence and power of expression, clarity of content, personal characteristics and behavior (Mazlomi et al., 2002), the participation and contribution of students in education (World Federation of Medicine, 2000) in order to improve the quality of teaching-learning process instructors engage in communication factors (Spencer, 2003).

However, we must consider the fact that the character of the students is very important in this matter. The main motivation of students gaining knowledge, but we should not forget that all of these incentives are not the same. Target number of students learning, but target some degree or spend time and other non-education issues, so one cannot expect that all students have the same teacher teaching process and evaluate educational activities (Fulda, 2000).

The study showed that students from the four areas of the characteristics of a good teacher, as their ability to communicate by Professor important (Zoohor, 2004). Another study in Taiwan showed that the characteristics and relationships of the nursing division are effective and ineffective teachers (Tang et al., 2005). Also Torabi and Zahiri (2012) in his study to investigate the factors influencing the relationship between teachers and students from the perspective of Ahwaz University of Medical Sciences that concluded that among the various factors of personal, ethical, professional and work environment, personal and ethical factors have a greater impact on the relationship between teachers and students in many cases are subject to neglect and negligence.

In Ghadami and colleagues (2007) as factors influencing the communication between students and a professor from the perspective of medical students to the teacher concluded that some aspects of his teaching skills and representing some of the characteristics of moral and one that reflects human relations from the perspective of students to communicate effectively. Abidi (2010) in their research as factors in communication between students and professors of the paramedical students found that the students timely and appropriate openness, humility, confidentiality and integrity of communication between students and teachers master in order to improve learning, play a key role. In order to know the views of students, this study aimed to determine students' views Faculty of Social Sciences and Education in University of Razi about the risk factors associated with students and teachers was conducted.

Method

This was a cross - sectional study was conducted in 2015. The study population included all undergraduate students of the Faculty of Social Sciences and Education University of Kermanshah. According to their field of study stratified random sample of 162 persons were selected. Educational program include the social sciences, psychology - consulting, Accounting, Economics and Political Science, respectively. To collect data, the questionnaire consisted of two parts: demographic information and 23 items about the factors influencing the communication between students and professors with a four-point ordinal scale for (highly effective, effective, low-impact and non-impact) and were presented with scoring four to one.

After reviewing the validity of other studies (Ghadamiet al., 2007; Shakurnia et al, 2005, when et al., 2003). And the views of expert faculty members and students for face and content validity were examined and test-retest reliability and correlation with 0.79 was acceptable.

Questionnaires were distributed and collected for the implementation in the classroom. The students were informed consent and confidentiality was considered. Using SPSS-19 software and descriptive statistics and frequency distribution, mean, standard deviation and Chi-square test was used to compare the groups.

Findings

Thirty-seven percent of male students and Sixty-three percent were female. The mean of age was 1.4 ± 24 years old. 18% of students in social sciences, 32 percent in the field of psychology, counseling, and accounting for 19 percent, 17 percent and 14 percent of economic science were studying political science.

Table1. frequency distribution, mean and standard deviation factors in the relationship between students and teachers

| Mean (SD) | Effectless | Low-impact | effective | Very effective | Effective factors |
|------------|------------|------------|-----------|----------------|---|
| 3/36± 0/81 | 0 % | 1/2 % | 17/8 % | %81 | Rhetoric and teaching skills |
| 3/58±0/87 | 0 % | 0/70 % | 19/8 % | 79/5 % | Knowledge of tutors |
| 3/48±0/78 | 3/2% | 2/7 % | 29/6 % | 64/5 % | Respect and honor student by teacher |
| 3/27±0/9 | 0% | 3/7 % | 30/8 % | 65/5 % | Using appropriate communication techniques |
| 3/25± 0/96 | 0% | 5/1 % | 42/9 % | 52 % | Modesty and purity of professor |
| 2/83±0/93 | 2/3% | 18/7 % | 47/3 % | 31/7 % | Capable of empathy and mutual understanding Master |
| 3/48±0/78 | 1/4% | 11/6 % | 47/7 % | 39/3 % | Appearance of Master |
| 2/84±0/85 | 1/6% | 27/5 % | 45/5 % | 25/4 % | Help to solve students problem |
| 3/70±0/90 | 1% | 19/6 % | 49/9 % | 29/5 % | Discipline and punctuality of masters |
| 3/18±0/58 | 0% | 11/1 % | 39/4 % | 49/5 % | Ability to motivate to learn more |
| 3/69±0/48 | 3% | 3/6 % | 37/4 % | 56 % | Availability professor |
| 3/28±0/96 | 0% | 11/1 % | 48/1 % | 40/8 % | Age of master |
| 2/48±1/43 | 15/5% | 37/9 % | 30/1 % | 17/5 % | Gender of Master |
| 2/29±1/57 | 15% | 39/3 % | 28/3 % | 17/4 % | Confidentiality and trustworthiness of master |
| 2/29±1/67 | 0/9% | 7/6 % | 32/4 % | 60 % | Experience of Master |
| 3/23±0/86 | 1/98% | 17/81 % | 41/11 % | 39/1 % | Professor adherence to the principles and religious beliefs |
| 3/43±0/93 | 0/35% | 1/9 % | 24/06 % | 73/5 % | Type of Master lesson |

The results showed that the relationship between teachers and students, teaching skills of rhetoric, ethics professor, his knowledge, capable of empathy and mutual understanding, help solve the problem, motivation to learn and experience the master role had a significant, whereas age, sex, type of course and professor adherence to religious principles is less effective (Table 1).

In comparing the attitudes of different groups of students of the questionnaire were the same opinions, but younger students and lower-semester Master's humility and significant knowledge in effective communication with the other groups. Chi-square test results for the cause of humility master and semester test ($P = 0.005$ and $X = 6.25$) and a humble teacher and student age ($P = 0.005$ and $X = 7.25$) to in addition, while students aged less than 24 years about the impact of religious beliefs on the relationship between the Estado students differed Master $P = 0.015$) and $X = 4.91$).

Discussion and conclusion

Individual factors include: ethics, motivation of work, gender, age, and characteristics of factors including the updated information, the knowledge, professional characteristics include: how to learn, the ability to understand the lessons of the most important factors in student communication with the master Students considered these factors and the characteristics of studies have found even more effective teacher evaluation (Shakornia et al., 2005).

Results of the study show that features professional and practical and personal - the highest importance to the moral master account (Shabani, 2000). Another study showed that the characteristics of knowledge and experience in Yazd, the second important feature are ideal teacher (Zamani et al, 2003).

The study showed that students from the four areas of the characteristics of a good teacher, as their ability to communicate by Professor important (Zoohor, 2004). Another study in Taiwan showed that the characteristics and relationships of the nursing division is effective and ineffective teachers (Tang et al., 2005). Also Torabi and Zahir (2012) in his study to investigate the factors influencing the relationship between teachers and students from the perspective of Ahwaz University of Medical Sciences that concluded that among the various factors of personal, ethical, professional and work environment, personal and ethical factors have a greater impact on the relationship between teachers and students in many cases are subject to neglect and negligence.

In Ghadami and colleagues (2007) as factors that affect the relationship between students and teachers from students to the University of Medical Sciences concluded that some educational features of faculty member which reflect his teaching skills as well as some personal and behavioral characteristics that reflect the view of human relations is effective in establishing communication.

Abidi (2010) in their research as factors in communication between students and professors of the paramedical students found that the students timely and appropriate openness, humility, confidentiality and integrity of communication between students and teachers master in order to improve learning, play a key role. In another study by Iran oven and colleagues (2000) was conducted, results showed that the students of 60.4 percent of teachers with communication skills desirable and 39.6% of communication skills were unacceptable 51.9 percent of teachers with educational performance desired and the rest of the education were unacceptable. Masters male and female educational performance (evaluation) was different.

Students are not familiar with the university environment at the beginning, detached from family, lack of interest in the field of acceptance, incompatibility with other people in the environment and the insufficient facilities and economic problems such as these are the conditions that emotional problems and to create or aggravate mental. The younger students are expected to master them, the role of support and guidance, and to walk humbly to solve their problems. Zahedan study showed that the highest number of students a sense of alienation and low self-concept were low age, perhaps due to biological, social status, cultural and emotional structures that are age (Navidian et al,2001).

Dear teachers can consider the factors in communicating with students to guide and improve the process forward. Workshops on this topic can be solutions. Research carried out to investigate the barriers to communication within the recommended training and further studies would be useful to intervene to improve this relationship. The results of this study and other studies show that among the various factors of personal, ethical, professional and work environment, personal and ethical factors have a greater impact on the relationship between teachers and students, in many cases, ignorance is subject to. Therefore, teachers should improve the learning and development of a dynamic and friendly environment tried to appropriate and effective communication is the key to learning, establish. Finally, we recommend a comprehensive research on the communication skills of teachers and students as well as useful measures to be taken to meet the communication needs for empowerment of teachers and students.

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