

The most mentioned factors influencing proper inefficiency in higher education of medical sciences

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Abstract

Today, the advancement of teaching and learning at the university level of higher education presents a challenge which is facing the whole world. Through the discovery and elimination of the factors that hinder the achievement of progress in the learning process, we have considered that it is possible to increase the level of success of students in their studies.

The study was conducted in the form of a survey, addressed to students of basic studies of medical sciences. In total, there were 25 questions which were mainly related to the factors that directly affect the learning process. The questions were closed, open and alternative, with the possibility with more than one answer. There were 100 students involved in the study and they're divided into 2 groups. The first group consisted of 50 students of the Faculty of Medicine, the University of Prishtina and the second group consisted of 50 students of the private college Rezonca in Prishtina. The questions were sent electronically to each student, while their answers were analyzed anonymously and processed by statistical methods.

Results. The average age of the all students surveyed was 21 years. With existing curricula and subject programs were satisfied 80% of students of the second group and 40% of students of the first group ($P < 0.005$). The lecture schedule was more suitable for the students of the first group whereas exercise schedule was more suitable for the students of the second group. Through teaching conditions, the way of lecturing and the use of didactic teaching aids, the students of the second group were more satisfied, compared to the students of the first group ($P < 0.001$). The assessing of the knowledge by the professors and the correctness of the teachers in relation to the students is positively appreciated, only by the 35% of the students of both groups. The lectures were attractive and interesting for 80% of the students of the second group and only 20% of the first group ($P < 0.005$). Involvement of students in practical work, research and scientific projects is confirmed only by 25% of the students of the second group. Our results suggest that most students in both groups are not satisfied with the provision of teaching conditions in both institutions, with particular emphasis on the public institution.

Keywords: curricula, learning, teaching.

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