

Original Research Article

Challenge of the Massification in Teaching of Health Science (Preliminary Approach at Nursing High School of Lubumbashi)

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Abstract: Introduction: The increasing of the number of the students remains a problem in high colleges in the Democratic Republic of Congo. Confronted to a big number of students, diverse challenges are raised up in order to reach the level that we normally have to attend. This approach had fixed the inventory of fixtures on the number of the students is concerned and yet identify the challenge on it. **Method:** A transversal descriptive approach has been applied. Different data had been collected in the honors lists and in the register-book. From 1992 to 2016, 33.690 students were enrolled. Besides, 18 teachers have participated to our research. **Results:** In nursing, a sensitive increasing of a peak of 400 students from 2007 has been observed. In 2008, 1167 students in G1, 769 students in G2 and 539 students in G3 have been enrolled as a peak. In midwife section, in spite of the reformation, the number of students in different degrees remains high with a peak of 110 students in G1 in 2009; of 137 students in G2 in 2010 and of 130 students in G3 in 2011. In EASI, the graduate cycle has enrolled more students in 2003 (a peak of more than 200 students). In the path of laboratory, nutrition and Management health Institution, the number of students was increasing every year. In the degrees where the approach of competency is applied, the ratio between teacher and students was of 1/13 in nursing and 1/29 in midwife. In training, the ratio was of 1/33. **Conclusion:** As far as the challenge is concerned, we have noticed the increasing of the number of students, the weak number of head of training and educated teachers in approach of competency, difficulty in applying teaching methods when the group of students to teach is increased and overweight in work.

Keywords: Challenge-Massification-Teaching.

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INTRODUCTION

The increasing of the number of students is a problematic for competency teaching in Universities and Colleges in the Democratic Republic of Congo. In the Health sciences domains, the training institutions which are confronted to a big number of students have the challenge to rise in order to reach the required knowledge level. The development of competency is a demand in the competency approach. However, the increase number of students makes teaching methods more difficult to attend a good result (Navarro, 2012). In spite of the use of active methods, the difference

remains tightened. Consequently, teachers have reduced their demand in terms of knowledge by creating the rubbish success. The question upon popularization remains asked.

According to us, we are concentrated on internal sociological factors to the school and are looking for conciliating crowd and apprenticeship. Our approach wants to think more of teaching practices organization of learning. Preliminary speaking, this approach would like to make inventory of fixtures on the number of students (through the magazine of the increasing of number of students) and to raise the

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challenges of which those institutions of teaching chiefly in the path of paramedical professional are confronted.

METHODOLOGY

This present approach is a transversal descriptive based on documentary analysis. The documents used in this work are honors list and training registers. The investigation field is the Nursing College of Lubumbashi (ISTM-L'SHI in abbreviation initials).

This high School is located at the South of the Democratic Republic of Congo, in Lubumbashi town.

This High School organizes studies in the following domains:

- Nursing (with four directions: Medical care, General medical care, Teaching and Administration in nursing, and pediatric care)
- Medical biology, Technique of Laboratory, Nutrition and Diet, and Management of Health Institution.

However, the Midwife and the General medical care are both sections that use the new competency approach. That's why you'll realize that all my researches on challenges are focused on them. This

is done after the revision of the number of students of the directions of all the institution.

The comprehensive analysis has been done on 33,690 students divided into 28 degrees, 5 departments and 3 sections (considered as Faculties of the University) in the period from 1992 up to 2016. The Nursing Section had 25,984 learners, 1004 educated midwives and 7,706 learners in Management, Laboratory and Nutrition.

We have recorded 11,992 graduated of whom 7,098 in Nursing, 1069 graduated in EASI (Teaching and Administration in Nursing) 375 undergraduate in EASI, 324 graduated in Medical Biology and 1237 undergraduate in Laboratory, 70 graduate in Nutrition and 279 undergraduate in laboratory, 105 graduate in Hospital Management and 431 undergraduate in Hospital Management.

Besides, our research was focused on 13 teachers educated in competency approach in the path of General medical care and 5 teachers in Midwife section.

RESULTS

We present the data referring to the increasing of the number of each department.

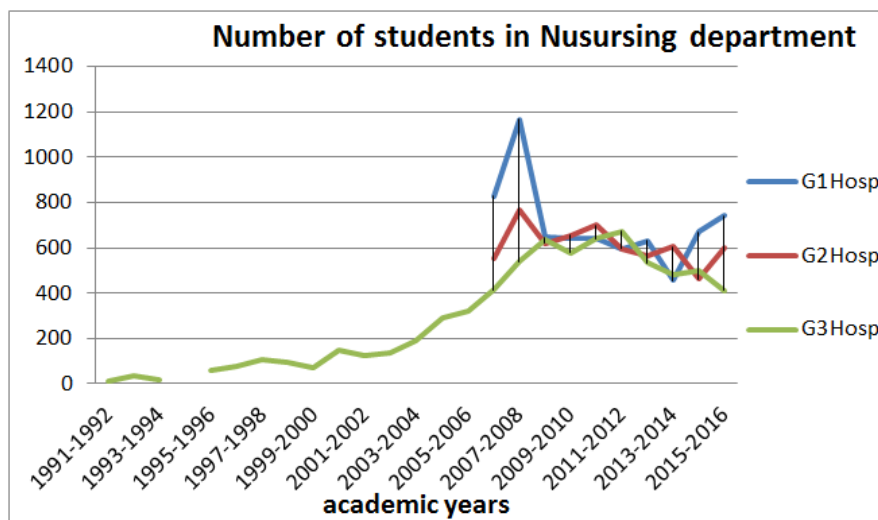


Fig-1: Number of students in Nursing, Nursing Care from 1992 up to 2016.

From 2007 up to 2016, the numbers of learners raised more than 400 students by promotion with the

peak of 1167 students in G1 in 2008, 769 students in G2 and 539 students in G3.

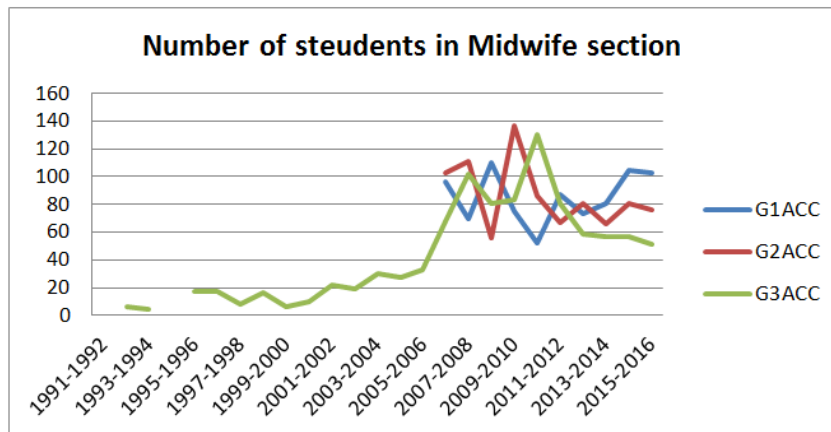


Fig-2: Number of students in the path of Midwife Section from 1992 up to 2016

From 2007 up to 2016, the numbers of learners were more than 400 students by promotion with the peak of 1167 students in G1 in 2008, 769 students in G2 and 539 students in G3.

From 2008, the numbers of learners by degree raised more than 50 students with the peak of 110 students in G1 in 2009, 137 students in G2 in 2010 and 130 students in G3 in 2011.

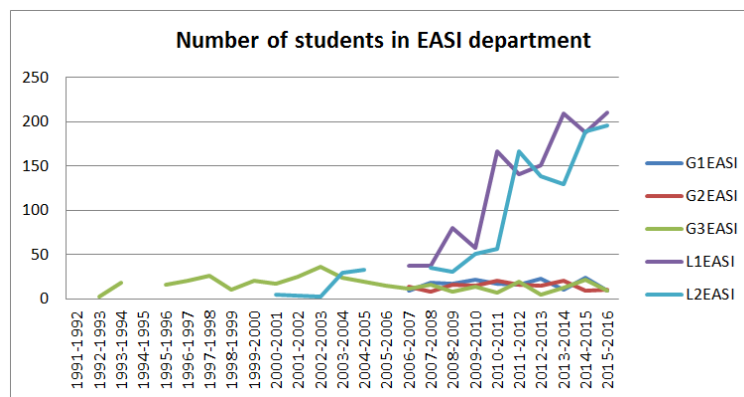


Fig-3: Number of students in the path of EASI Department from 1992 up to 2016

In EASI, the graduate cycle had a big number of students than the undergraduate cycle. The curve is

increasing with the peak more than 200 students a degree.

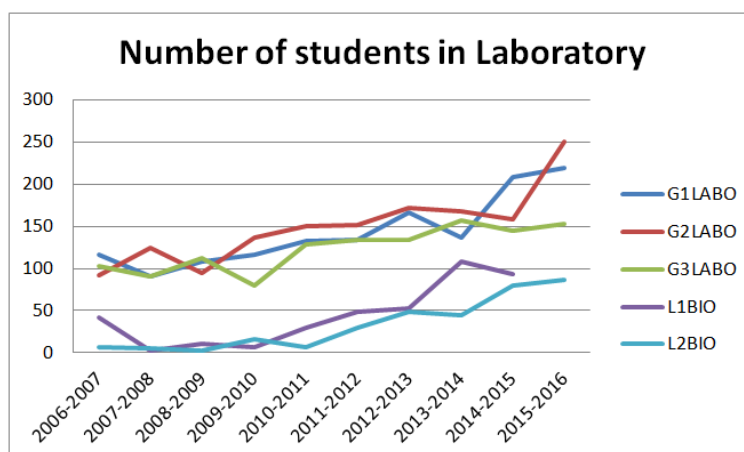


Fig-4: Number of students in Laboratory from 2007 up to 2016

In all the degrees of laboratory department, the number of students is always raising up yearly.

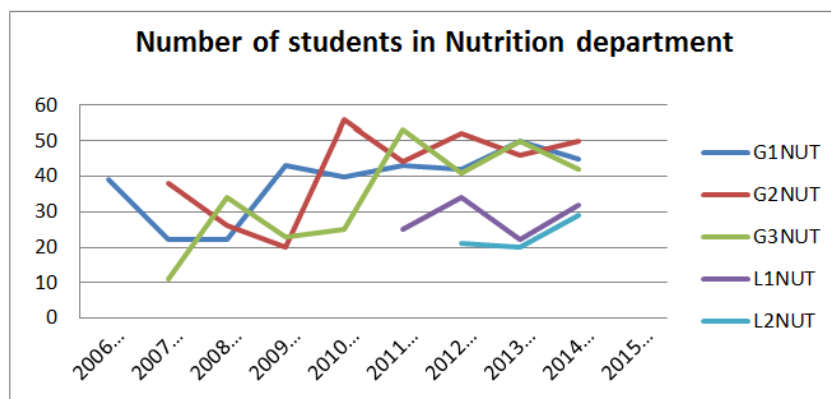


Fig-5: Number of learners in Nutrition department from 2007 up to 2015

This picture demonstrates that from 2009, the number of students has been increased up to 40 with the peak more than 53 learners in 2012.

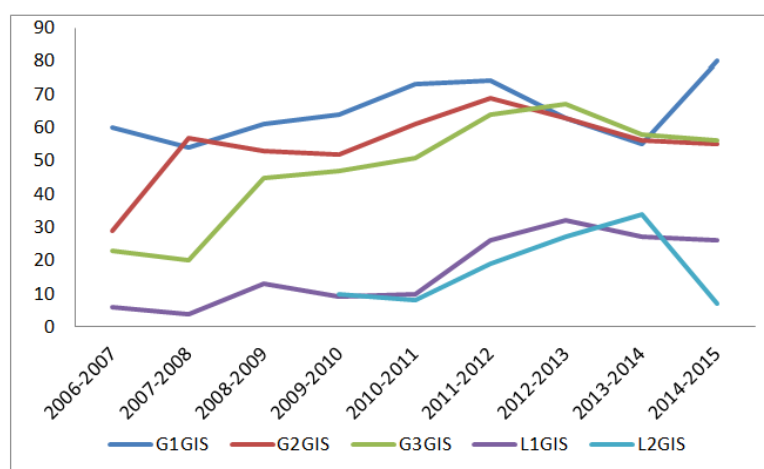


Fig-6: Number of learners in Hospital Management department from 2007 up to 2015

The number of students in Hospital Management Department was between 23 and 80

learners in under graduation and from 4 up to 42 learners in graduation.

Manning table-1: Ratio of Students and Teachers in Competency approach for the degrees in reformation

Paths	Students	Educated Teachers in Competency Approach	Ratio
Nursing General care	165	13	12,69
Midwife	230	8	28,75

In teaching reformation using competency approach, it seems that one educated teacher is for 13

students in Nursing General care and one educated teacher is for 29 students in Midwife Section.

Manning table-2: Ratio of the Trainee Students referring to welcome proficiency in a witness hospital

Appointed Trainees	Proficiency of U.C.L.	Picture framer	Ratio
1 st Undergraduate: 200	179	6	33,3
2 nd Undergraduate: 200			33,3
3 rd Undergraduate: 200			33,3

*UCL: University Clinics of Lubumbashi

According to the framing of trainees, it seems the institution sent only one picture framer for 33 students' trainees in one healthcare facility. This healthcare facility was unable to welcome correctly the number of the appointed trainees.

DISCUSSION

Most of the High Schools compete to welcome students due to the diversification of the Universities and the reduction of the financial means (Pelletier & Hulot, 2017). The number of studies has widely modeled the nowadays university (Brémaud &

Boisclair, 2012). From that time, we have noticed diverse profile of students and, in a parallel direction; several changes have been noticed in the education (Loyola & Romainville, 2008 quoted by Lison & Jutras 2014). This is the case that also happens in the Democratic Republic of Congo. In spite of these changes, many of these institutions always resort to the former teaching which means the teacher still be a spoon feeder. In the Democratic Republic of Congo, the number of students has been watched. This number of students in several degrees has been constituted the subject matter of my study. And it has been investigated in the healthcare facility where paramedical healthcare professionals were educated.

The results of our study had confirmed the sensitive increasing of number of students in all the paths organized in the Nursing college chiefly in the Nursing care section. In this path, we have noticed, from 2007, the raising of the number of students beyond 400 students by degree with the peaks of 1167 students in G1 under graduation in 2008. During the same year, 769 students have been enrolled in G2 and 539 in G3. This great number of students has also been brought back in the Romainville & Michaud work (2012) quoted by Crombrughe & Romainville (2015). According to them, the husbandry of the great number of students of the first form (G1) often not selected at the beginning, is the main concern of many universities since the great number of students has generated difficulties.

Therefore, the great number of students in the lecture theater pushes teachers of High School to be spoon feeder. In their research, Mercier & others (2004) have realized a big number of students, who are taught by teacher using authoritative method between 50 and 300 even more.

The consequence of this method is that only the teacher is a spoon feeder, no feed-back from students, no question towards the teacher, less questions and adjustments which arouse demotivation and absenteeism. This way of teaching masterly also affects the Nursing College of Lubumbashi (ISTM-LUBUMBASHI) even if the teaching has been reformed and the competence approach has been adopted.

We have decoded the increasing of number of students in the path of midwifery section, the peak of 110 students when enrolling them in 2009, 137 students in G2 in 2010 and 130 students in third form of undergraduate in 2011 (form 2).

In the path of teaching and administration of nursing services, the graduate cycle had many students (the curve was crescent with the peak more than 200 learners) (form 3). This great number of students in graduate cycle is due to the inflow of the under

graduated students from Nursing care, General nursing care and midwife section. The annual increasing of the number of student had been noticed in Laboratory and Biology-medical, Nutrition and Management of Health Institution option (form 4, 5 and 6).

This great number of students has essentially challenged the teaching action with the risk of dissociating teaching to learning, combining pedagogy to technology and to enlarge again thinking and global construction on the plan of reformation. These three risks have constituted the main subject matter of Lebrum or not to dissociate them said De Katele, 2010. All the best theories and the best outcome of the researches on the strategies of teaching cannot be well applied when the number of students in the lecture theater is big.

Navarro (2012) has also confirmed that all the applied energies are worthless. Among those theories, here are what we have noticed:

1. The moving of the masterly teaching to the own student learning (Langevin, Grandtner and Ménard, 2008; Romainville and Michaud, 2012; Tardif, 1997, quoted by Ménard (2017) and
2. The resolution of the presented problems as liable to technique to ameliorate the inescapable teaching of a great number of students in the lecture theater (Demeester, 2008).

In our institutions, the weaknesses that we have observed to resort to technologies and new strategies of teaching destroy more the qualities of training. However, our researches are pursuing up to think again on the teaching strategies which must ally the number of students to our particular teaching environment.

Reproaching the University with its teaching method, Alberio (2012) has suggested using the appropriated and operating useful tools which leading to practical teaching and the research of an outline of a program of a specific research to the concern domain.

All researchers recognize that teaching a great number of students in a lecture theater cause several difficulties. Gibbs & Jenkins (1992) have identified the recurrent problems bound to teaching in a great lecture theater chiefly managing diverse students becomes tough, the difference of expertise between teachers and students and the configuration of the lecture theater makes difficult the interactivity between teacher and students (Daele & Sylvestre, 2011).

The ratio between student and teacher was raised in the organization of learning activities in laboratory clinics of simulation, during manipulation in the demonstration room of nursing techniques. This challenge is directly linked to the quantitative popularization of teaching, due not only to the

demographic increasing of the Congolese people but also to the weak resources of the teaching institutions. In the audience, the ratio was planned for one educated teacher in competence approach and in active pedagogy for 13 students in general care and one educated teacher for 29 students in midwifery. Theoretically speaking, nevertheless one teacher ratio by one student agreed was of 1/10 (system of reference in midwife and General care education in DRC, 2013).

In training accompaniment, it was said that for the next academic year of 218, the ratio for the picture framer was of 33 trainees feint in the health care facilities that has a few number of students than the number of feint students. In the medical training where doctors, nurses and other health professionals are educated, the number of students is to be taken into account (Vanpee & *et al.*, 2008; Hadj Slimane & *et al.*, 2017). In the education of the health care providers, teaching learners in a big group is quasi arbitrary; why? Because problems are generally exacerbated in terms of activities of teaching (surcharge of complexity of interaction to manage, heterogeneity of students). A teacher may be quickly limited in current teaching competence due to the number of students in the audience (Chauvigné & Coulet, 2016). So, students are expecting for pedagogical experiences more active and dynamic which push them to commitment (Habib, 2013 cited by Ménard, 2017). But what they are receiving is pitiful.

CONCLUSION

Here are the following challenges that we have noticed:

- The annual increasing of the number of learners has got issues which are extra work in teaching and difficulties to apply teaching approach when having a great number of learners in training even in the audience;
- A few numbers of educated teachers on competence approach who are supposed able to take care of trainees.

Finally we have to think again on different strategies of teaching and enrolment. The two strategies have to scrutinized next.

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