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ЕЖЕМЕСЯЧНЫЙ НАУЧНЫЙ ЖУРНАЛ

Медицинские новости Грузии

საქართველოს სამედიცინო სიახლენი

GEORGIAN MEDICAL NEWS

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GMN: Georgian Medical News is peer-reviewed, published monthly journal committed to promoting the science and art of medicine and the betterment of public health, published by the GMN Editorial Board since 1994. GMN carries original scientific articles on medicine, biology and pharmacy, which are of experimental, theoretical and practical character; publishes original research, reviews, commentaries, editorials, essays, medical news, and correspondence in English and Russian.

GMN is indexed in MEDLINE, SCOPUS, PubMed and VINITI Russian Academy of Sciences. The full text content is available through EBSCO databases.

GMN: Медицинские новости Грузии - ежемесячный рецензируемый научный журнал, издаётся Редакционной коллегией с 1994 года на русском и английском языках в целях поддержки медицинской науки и улучшения здравоохранения. В журнале публикуются оригинальные научные статьи в области медицины, биологии и фармации, статьи обзорного характера, научные сообщения, новости медицины и здравоохранения. Журнал индексируется в MEDLINE, отражён в базе данных SCOPUS, PubMed и ВИНИТИ РАН. Полнотекстовые статьи журнала доступны через БД EBSCO.

GMN: Georgian Medical News – საქართველოს სამედიცინო სიახლენი – არის ყოველთვიური სამეცნიერო სამედიცინო რეცენზირებადი ჟურნალი, გამოიცემა 1994 წლიდან, წარმოადგენს სარედაქციო კოლეგიისა და აშშ-ის მეცნიერების, განათლების, ინდუსტრიის, ხელოვნებისა და ბუნებისმეტყველების საერთაშორისო აკადემიის ერთობლივ გამოცემას. GMN-ში რუსულ და ინგლისურ ენებზე ქვეყნდება ექსპერიმენტული, თეორიული და პრაქტიკული ხასიათის ორიგინალური სამეცნიერო სტატიები მედიცინის, ბიოლოგიისა და ფარმაციის სფეროში, მიმოხილვითი ხასიათის სტატიები.

ჟურნალი ინდექსირებულია MEDLINE-ის საერთაშორისო სისტემაში, ასახულია SCOPUS-ის, PubMed-ის და ВИНИТИ РАН-ის მონაცემთა ბაზებში. სტატიების სრული ტექსტი ხელმისაწვდომია EBSCO-ს მონაცემთა ბაზებიდან.

WEBSITE

www.geomednews.com

К СВЕДЕНИЮ АВТОРОВ!

При направлении статьи в редакцию необходимо соблюдать следующие правила:

1. Статья должна быть представлена в двух экземплярах, на русском или английском языках, напечатанная через **полтора интервала на одной стороне стандартного листа с шириной левого поля в три сантиметра**. Используемый компьютерный шрифт для текста на русском и английском языках - **Times New Roman** (**Кириллица**), для текста на грузинском языке следует использовать **AcadNusx.** Размер шрифта - **12**. К рукописи, напечатанной на компьютере, должен быть приложен CD со статьей.

2. Размер статьи должен быть не менее десяти и не более двадцати страниц машинописи, включая указатель литературы и резюме на английском, русском и грузинском языках.

3. В статье должны быть освещены актуальность данного материала, методы и результаты исследования и их обсуждение.

При представлении в печать научных экспериментальных работ авторы должны указывать вид и количество экспериментальных животных, применявшиеся методы обезболивания и усыпления (в ходе острых опытов).

4. К статье должны быть приложены краткое (на полстраницы) резюме на английском, русском и грузинском языках (включающее следующие разделы: цель исследования, материал и методы, результаты и заключение) и список ключевых слов (key words).

5. Таблицы необходимо представлять в печатной форме. Фотокопии не принимаются. **Все цифровые, итоговые и процентные данные в таблицах должны соответствовать таковым в тексте статьи**. Таблицы и графики должны быть озаглавлены.

6. Фотографии должны быть контрастными, фотокопии с рентгенограмм - в позитивном изображении. Рисунки, чертежи и диаграммы следует озаглавить, пронумеровать и вставить в соответствующее место текста **в tiff формате**.

В подписях к микрофотографиям следует указывать степень увеличения через окуляр или объектив и метод окраски или импрегнации срезов.

7. Фамилии отечественных авторов приводятся в оригинальной транскрипции.

8. При оформлении и направлении статей в журнал МНГ просим авторов соблюдать правила, изложенные в «Единых требованиях к рукописям, представляемым в биомедицинские журналы», принятых Международным комитетом редакторов медицинских журналов - http://www.spinesurgery.ru/files/publish.pdf и http://www.nlm.nih.gov/bsd/uniform_requirements.html
В конце каждой оригинальной статьи приводится библиографический список. В список литературы включаются все материалы, на которые имеются ссылки в тексте. Список составляется в алфавитном порядке и нумеруется. Литературный источник приводится на языке оригинала. В списке литературы сначала приводятся работы, написанные знаками грузинского алфавита, затем кириллицей и латиницей. Ссылки на цитируемые работы в тексте статьи даются в квадратных скобках в виде номера, соответствующего номеру данной работы в списке литературы. Большинство цитированных источников должны быть за последние 5-7 лет.

9. Для получения права на публикацию статья должна иметь от руководителя работы или учреждения визу и сопроводительное отношение, написанные или напечатанные на бланке и заверенные подписью и печатью.

10. В конце статьи должны быть подписи всех авторов, полностью приведены их фамилии, имена и отчества, указаны служебный и домашний номера телефонов и адреса или иные координаты. Количество авторов (соавторов) не должно превышать пяти человек.

11. Редакция оставляет за собой право сокращать и исправлять статьи. Корректура авторам не высылается, вся работа и сверка проводится по авторскому оригиналу.

12. Недопустимо направление в редакцию работ, представленных к печати в иных издательствах или опубликованных в других изданиях.

При нарушении указанных правил статьи не рассматриваются.

REQUIREMENTS

Please note, materials submitted to the Editorial Office Staff are supposed to meet the following requirements:

1. Articles must be provided with a double copy, in English or Russian languages and typed or compu-ter-printed on a single side of standard typing paper, with the left margin of **3** centimeters width, and **1.5** spacing between the lines, typeface - **Times New Roman** (**Cyrillic**), print size - **12** (referring to Georgian and Russian materials). With computer-printed texts please enclose a CD carrying the same file titled with Latin symbols.

2. Size of the article, including index and resume in English, Russian and Georgian languages must be at least 10 pages and not exceed the limit of 20 pages of typed or computer-printed text.

3. Submitted material must include a coverage of a topical subject, research methods, results, and review.

Authors of the scientific-research works must indicate the number of experimental biological species drawn in, list the employed methods of anesthetization and soporific means used during acute tests.

4. Articles must have a short (half page) abstract in English, Russian and Georgian (including the following sections: aim of study, material and methods, results and conclusions) and a list of key words.

5. Tables must be presented in an original typed or computer-printed form, instead of a photocopied version. **Numbers, totals, percentile data on the tables must coincide with those in the texts of the articles.** Tables and graphs must be headed.

6. Photographs are required to be contrasted and must be submitted with doubles. Please number each photograph with a pencil on its back, indicate author's name, title of the article (short version), and mark out its top and bottom parts. Drawings must be accurate, drafts and diagrams drawn in Indian ink (or black ink). Photocopies of the X-ray photographs must be presented in a positive image in **tiff format**.

Accurately numbered subtitles for each illustration must be listed on a separate sheet of paper. In the subtitles for the microphotographs please indicate the ocular and objective lens magnification power, method of coloring or impregnation of the microscopic sections (preparations).

7. Please indicate last names, first and middle initials of the native authors, present names and initials of the foreign authors in the transcription of the original language, enclose in parenthesis corresponding number under which the author is listed in the reference materials.

8. Please follow guidance offered to authors by The International Committee of Medical Journal Editors guidance in its Uniform Requirements for Manuscripts Submitted to Biomedical Journals publication available online at: http://www.nlm.nih.gov/bsd/uniform_requirements.html
http://www.icmje.org/urm_full.pdf
In GMN style for each work cited in the text, a bibliographic reference is given, and this is located at the end of the article under the title "References". All references cited in the text must be listed. The list of references should be arranged alphabetically and then numbered. References are numbered in the text [numbers in square brackets] and in the reference list and numbers are repeated throughout the text as needed. The bibliographic description is given in the language of publication (citations in Georgian script are followed by Cyrillic and Latin).

9. To obtain the rights of publication articles must be accompanied by a visa from the project instructor or the establishment, where the work has been performed, and a reference letter, both written or typed on a special signed form, certified by a stamp or a seal.

10. Articles must be signed by all of the authors at the end, and they must be provided with a list of full names, office and home phone numbers and addresses or other non-office locations where the authors could be reached. The number of the authors (co-authors) must not exceed the limit of 5 people.

11. Editorial Staff reserves the rights to cut down in size and correct the articles. Proof-sheets are not sent out to the authors. The entire editorial and collation work is performed according to the author's original text.

12. Sending in the works that have already been assigned to the press by other Editorial Staffs or have been printed by other publishers is not permissible.

Articles that Fail to Meet the Aforementioned Requirements are not Assigned to be Reviewed.

ავტორთა საყურადღებოდ!

რედაქციაში სტატიის წარმოდგენისას საჭიროა დავიცვათ შემდეგი წესები:

1. სტატია უნდა წარმოადგინოთ 2 ცალად, რუსულ ან ინგლისურ ენებზე,დაბეჭდილი სტანდარტული ფურცლის 1 გვერდზე, 3 სმ სიგანის მარცხენა ველისა და სტრიქონებს შორის 1,5 ინტერვალის დაცვით. გამოყენებული კომპიუტერული შრიფტი რუსულ და ინგლისურენოვან ტექსტებში - **Times New Roman (Кириллица)**, ხოლო ქართულენოვან ტექსტში საჭიროა გამოვიყენოთ **AcadNusx.** შრიფტის ზომა – 12. სტატიას თან უნდა ახლდეს CD სტატიით.

2. სტატიის მოცულობა არ უნდა შეადგენდეს 10 გვერდზე ნაკლებს და 20 გვერდზე მეტს ლიტერატურის სიის და რეზიუმეების (ინგლისურ, რუსულ და ქართულ ენებზე) ჩათვლით.

3. სტატიაში საჭიროა გაშუქდეს: საკითხის აქტუალობა; კვლევის მიზანი; საკვლევი მასალა და გამოყენებული მეთოდები; მიღებული შედეგები და მათი განსჯა. ექსპერიმენტული ხასიათის სტატიების წარმოდგენისას ავტორებმა უნდა მიუთითონ საექსპერიმენტო ცხოველების სახეობა და რაოდენობა; გაუტკივარებისა და დაძინების მეთოდები (მწვავე ცდების პირობებში).

4. სტატიას თან უნდა ახლდეს რეზიუმე ინგლისურ, რუსულ და ქართულ ენებზე არანაკლებ ნახევარი გვერდის მოცულობისა (სათაურის, ავტორების, დაწესებულების მითითებით და უნდა შეიცავდეს შემდეგ განყოფილებებს: მიზანი, მასალა და მეთოდები, შედეგები და დასკვნები; ტექსტუალური ნაწილი არ უნდა იყოს 15 სტრიქონზე ნაკლები) და საკვანძო სიტყვების ჩამონათვალი (key words).

5. ცხრილები საჭიროა წარმოადგინოთ ნაბეჭდი სახით. ყველა ციფრული, შემაჯამებელი და პროცენტული მონაცემები უნდა შეესაბამებოდეს ტექსტში მოყვანილს.

6. ფოტოსურათები უნდა იყოს კონტრასტული; სურათები, ნახაზები, დიაგრამები - დასათაურებული, დანომრილი და სათანადო ადგილას ჩასმული. რენტგენოგრამების ფოტოასლები წარმოადგინეთ პოზიტიური გამოსახულებით **tiff** ფორმატში. მიკროფოტოსურათების წარწერებში საჭიროა მიუთითოთ ოკულარის ან ობიექტივის საშუალებით გადიდების ხარისხი, ანათალების შეღებვის ან იმპრეგნაციის მეთოდი და აღნიშნოთ სურათის ზედა და ქვედა ნაწილები.

7. სამამულო ავტორების გვარები სტატიაში აღინიშნება ინიციალების თანდართვით, უცხოურისა – უცხოური ტრანსკრიპციით.

8. სტატიას თან უნდა ახლდეს ავტორის მიერ გამოყენებული სამამულო და უცხოური შრომების ბიბლიოგრაფიული სია (ბოლო 5-8 წლის სიღრმით). ანბანური წყობით წარმოდგენილ ბიბლიოგრაფიულ სიაში მიუთითეთ ჯერ სამამულო, შემდეგ უცხოელი ავტორები (გვარი, ინიციალები, სტატიის სათაური, ჟურნალის დასახელება, გამოცემის ადგილი, წელი, ჟურნალის №, პირველი და ბოლო გვერდები). მონოგრაფიის შემთხვევაში მიუთითეთ გამოცემის წელი, ადგილი და გვერდების საერთო რაოდენობა. ტექსტში კვადრატულ ფჩხილებში უნდა მიუთითოთ ავტორის შესაბამისი N ლიტერატურის სიის მიხედვით. მიზანშეწონილია, რომ ციტირებული წყაროების უმეტესი ნაწილი იყოს 5-6 წლის სიღრმის.

9. სტატიას თან უნდა ახლდეს: ა) დაწესებულების ან სამეცნიერო ხელმძღვანელის წარდგინება, დამოწმებული ხელმოწერითა და ბეჭდით; ბ) დარგის სპეციალისტის დამოწმებული რეცენზია, რომელშიც მითითებული იქნება საკითხის აქტუალობა, მასალის საკმაობა, მეთოდის სანდოობა, შედეგების სამეცნიერო-პრაქტიკული მნიშვნელობა.

10. სტატიის ბოლოს საჭიროა ყველა ავტორის ხელმოწერა, რომელთა რაოდენობა არ უნდა აღემატებოდეს 5-ს.

11. რედაქცია იტოვებს უფლებას შეასწოროს სტატია. ტექსტზე მუშაობა და შეჯერება ხდება საავტორო ორიგინალის მიხედვით.

12. დაუშვებელია რედაქციაში ისეთი სტატიის წარდგენა, რომელიც დასაბეჭდად წარდგენილი იყო სხვა რედაქციაში ან გამოქვეყნებული იყო სხვა გამოცემებში.

აღნიშნული წესების დარღვევის შემთხვევაში სტატიები არ განიხილება.

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THE ASSOCIATION BETWEEN QUALITY OF TEACHING AND STUDENT'S SUCCESS AT THE FACULTY OF MEDICINE IN KOSOVO

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Abstract.

High-quality education, research and innovation have a crucial role in the social cohesion support, economic development and global competition. Additionally, education development is crucial for the socio- economic and cultural development of a particular country. The most significant mission of the educational institutions is to ensure qualitative education for their students, and to guarantee them a qualitative degree. This study is a quantitative analysis grounded in a questionnaire survey, and aims to evaluate the quality of teaching at the departments of Physiotherapy and Nursery in the Faculty of Medicine in Kosovo, as well as to evaluate the correlation between the teaching quality and students' achievements. This study includes 175 students. Out of this cohort, 90 students are from the Nursery department, and 85 students from the Physiotherapy department. Data were collected through a questionnaire, which contains 27 closed-ended questions. 72.6% (n=127) of the study respondents, confirmed that various teaching methods were used. Additionally, 71.4% (n=125) confirmed that lecturers encouraged critical thinking, and that they were attractive and creative during the class. Further, 81.7% of the study participants verified that the knowledge gained was in the accordance with the syllabus, and the theoretical knowledge was adequate in relation to practical skills acquired for the job market demand. Most of the students affirmed that there were provided adequate literature, had access to comfortable classrooms equipped with auto-visual, laboratories well supplied with the necessary equipment, tools and reagents. To conclude, students' opinion on the study program were mostly positive, but they emphasized the great need for a better interconnection between theory to practical skills, and improving laboratories with newest equipment is needed.

Key words. Effective teaching, quality teaching, inter-professional education.

Introduction.

In recent decades the quality of teaching and learning has become a major issue in higher education systems worldwide, increasing awareness of the importance of quality assurance in teaching and the internationalization of higher education [1].

Quality in education is primarily a result of the interaction of teachers, students and educational institutions. Quality assurance must ensure a learning environment where the curriculum, learning opportunities and equipment are fit for purpose. Higher education should try to stimulate students in research, teach them to be skilled in the creation of advanced knowledge, prepare students to be active citizens, as well as to be skilled in their future careers and the development of their personal life objectives. Educational institutions have become diversified by offering digital learning, new forms of information distribution, various forms of cooperation and internationalization. The development of higher education is essential for the socio-economic development and culture of a country. Based on the expectation and diversity of higher education, a change in its provisions is required, placing the student at the center of learning and teaching [2].

Effective teaching means providing knowledge in the most attractive, easy and understandable way. High-quality teaching materials contribute majorly to students' success, learning experience and outcomes. The message given must be easily understood by the students, because if it is not understood, then it has not been conducted in the right way and it is not meaningful. Encouraging enthusiasm is one of the key characteristics in learning; if during teaching enthusiasm is transmitted to students through a lecture, a powerful stimulus is provided to students for learning [3].

The student's role is not only to acquire knowledge but also to seek, challenge, build knowledge and change their own perception. To develop these skills, all students need to be able to ask questions, critically evaluate new information, identify their learning needs and gaps in their knowledge, reflect and set goals for their learning outcomes. Discussions and causing debate in the classroom arouses the attention of students and increases the possibility of learning [4]. Group work has been shown to be a very efficient method, as the class is more energetic and the students are more focused and engaged [5].

Students have different learning styles, therefore identifying ones preferred learning style can be a useful way to increase learning opportunities, help students recognize their strengths and areas for development [6].

In the work progress report of the University of Prishtina management, improving the quality of teaching and learning in the Faculty of Medicine, as a leading provider of medical education in Kosovo, is an essential component towards the overall progress of health care in the country. The development strategy of the Faculty of Medicine is focused on the use of innovative teaching and learning techniques, such as e-learning, problem-based learning and simulated learning, as well as greater use of technology that assist in achieving excellence in the quality of teaching and learning [7].

Materials and Methods.

In this study, data were collected through questionnaires completed electronically. Questionnaires were delivered to the students through their student domain emails for completion. The second- and third-year students of the Physiotherapy and Nursing departments are included in this study cohort. Data obtained were processed through SPSS, and Windows Excel program.

For completion of this research, a questionnaire was formulated with detailed questions about teaching, the methods used, and their suitability for learning and acquiring the necessary knowledge and skills. The questionnaire was originally based on the standard evaluation instrument used by the University of Prishtina for assessing study subjects.

It was slightly modified to better reflect the specific learning objectives and teaching practices of the Nursing and Physiotherapy departments. Modifications included the addition of items related to simulation-based learning, group work, and assessment methods, as these were identified as areas of focus in the study objectives. To ensure the efficacy and clarity of the modified questionnaire, validity was established through a panel of three academic staff members with expertise in medical education and survey design. The questionnaire was also pilot tested with a small group of 10 students (not included in the final analysis) to assess item clarity and relevance, and minor adjustments were made accordingly.

These questionnaires were completed anonymously to ensure confidentiality and promote honest responses, increasing the validity of the data. The final version of the questionnaire was concise and easy to understand, consisting of 27 closed-ended items.

This study is conducted during January-April 2020, and includes 90 students from the Faculty of Medicine, Nursing department, and 85 students from the Physiotherapy department.

Results.

We present demographic data of the study participants under Table 1.

Table 1. *Demographic data of the students included in the research.*

Variable	**N (%)**
Gender	
Male	37 (21.1%)
Female	138 (78.9%)
Department	
Nursing	90 (51.4%)
Physiotherapy	85 (48.6%)
Study year	
2	129 (73.7%)
3	46 (26.3%)
GPA based on gender	
Female cohort GPA	8.41
Male cohort GPA	8.20

The demographic data of the students included in this study, reveal a clear majority of female students, comprising 78.9% of the sample, compared to 21.1% male students. The distribution between departments is nearly even, with 51.4% of students coming from Nursing department, and 48.6% from Physiotherapy department. In terms of study year, a significant majority were in their second year (73.7%), while 26.3% were in their third year. Regarding academic performance, the average GPA for female students is 8.41, slightly higher than the 8.20 average GPA for male students.

Further, we analyzed teaching methods and their impact in more effective learning under Table 2.

Table 2. *Teaching methods used for more effective learning.*

Are different teaching methods used in your faculty?	**(%)**	**x^2**	**p**
Do not agree	14.3%	121.2	p<0.001
Neutral	13.1%		
Agree	72.6%		
Active participation, group work and critical debates among students have been increased during teaching?	(%)		
Do not agree	14.9%	75.1	p<0.001
Neutral	21.1%		
Agree	64%		
How do you evaluate the growth of critical thinking in students?	(%)		
Do not agree	12%	114.8	p<0.001
Neutral	16.6%		
Agree	71.4%		
How do you evaluate the creativity and attractiveness of the academic staff during teaching?	(%)		
Do not agree	8%	121.5	p<0.001
Neutral	20%		
Agree	72%		
The ratio between gaining knowledge and acquiring practical skills of the subjects is adequate?	(%)		
Do not agree	9.1%	137.0	p<0.001
Neutral	16%		
Agree	74.9%		

Students responses regarding the use of different teaching methods were positive and indicate a wide adoption of these methods throughout the teaching process. The majority of students (72.6%) reported the application of these methods with a highly significant difference (x^2=121.2, p<0.001). A neutral stance was expressed by (13.1%) of students, and (14.3%) of students disagreed. Active student participation during lessons, the development of critical debates, and group work were emphasized, with (64%) of students agreeing, which resulted in a high statistical significance (x^2=75.1, p<0.001). Meanwhile, (21.1%) expressed neutrality, and (14.9%) of students were not satisfied. The strengthening of critical thinking is positively evaluated by students (71.4%) with a big difference from the values of neutral answers (16.6%) and negative answers (12%). The creative and attractive teaching was evaluated positively by the students (72%) with a high difference (x^2=121.5, p<0.001), a neutral evaluation was given by (20%) and (8%) of the students disagreed. And with regard to gaining knowledge and acquiring practical skills, the ratio between these two was adequate, affirmed (74.9%) of students with high distinction (x^2=137.0, p<0.001), (16%) were declared neutral and the (9.1%) had a negative answer.

Furthermore, table 3 provides a comprehensive overview of key aspects related to the school environment, including the condition of laboratory equipment's and classroom comfort. This table examines the adequacy of the school's infrastructure and resources, focusing on the availability and quality of materials in the laboratories, as well as the overall comfort of

Table 3. *The environment of the school, the equipment of the laboratories with materials and the comfort of the classrooms.*

The classrooms are comfortable (chairs, spaces, adequate lighting and temperature?	**(%)**	**x^2**	**p**
Do not agree	18.3%	76.8	p<0.001
Neutral	17.1%		
Agree	64.6%		
The classrooms are equipped with audio-visual tools for concretizing the lesson?	(%)		
Do not agree	17.7%	63.6%	p<0.001
Neutral	20.6%		
Agree	61.7%		
Laboratories and halls are supplied with equipment and tools necessary for the concretization of learning?	(%)		
Do not agree	25.7%	5.12	0.08
Neutral	34.9%		
Agree	39.4%		

the classrooms. By evaluating these elements, we gain insight into how the physical and operational aspects of the school contribute to the learning experience and support the academic development of students.

In assessing the learning environment, we evaluated student satisfaction with various aspects of the learning spaces, including the suitability of classrooms, the adequacy of furniture, and lighting conditions. The results indicate that 64.6% of students found the classrooms to be suitable, reflecting overall satisfaction with the workspaces. However, 17.1% of students remained neutral, while 18.3% expressed dissatisfaction. Concerning audio-visual tools in classrooms, 61.7% of students confirmed their presence, though 20.6% were neutral on the matter, and 17.7% felt the tools were insufficient. In contrast, satisfaction with laboratory equipment, tools, and reagents was notably lower, with only 39.4% of students expressing contentment. There was no significant difference in this area (x^2=5.12, p=0.08), with 34.9% remaining neutral and 25.7% dissatisfied.

Although student dissatisfaction with laboratory equipment did not reach statistical significance (p = 0.08), this finding still merits serious consideration. Nearly 60% of respondents expressed either neutral or negative views about the adequacy of laboratory tools and materials. This suggests a meaningful level of concern that, while not statistically conclusive, is practically important for enhancing the quality of hands-on learning experiences. Given the essential role of laboratory-based education in health sciences, institutional efforts to modernize and maintain laboratory facilities may significantly improve students' engagement, confidence, and preparedness for real-world practice. Even when p-values fall just above conventional thresholds, such trends can highlight important areas for educational enhancement, particularly when corroborated by consistent student feedback.

Moreover, under table 4 we provide an in-depth analysis of various critical components related to the educational curriculum. It examines the alignment between the syllabus content and the learning objectives, the adequacy of educational materials provided, and the methods and effectiveness of evaluation. This table offers insights into how well the syllabus supports educational goals, whether the resources available are sufficient to meet the curriculum needs, and how evaluation practices are structured and perceived. By exploring these elements, we can better understand the coherence and efficiency of the educational program in fostering student learning and achievement.

Table 4. *Content of the syllabus, its adaptation to the objectives, sufficiency of educational materials, evaluation and its forms.*

The contents of the syllabuses have been clear since the beginning of the semester?	**(%)**	**p**
Do not agree	9.7%	p<0.001
Neutral	14.9%	
Agree	75.4	
The lesson is carried out according to the syllabus?	(%)	
Do not agree	5.8%	p<0.001
Neutral	17.1%	
Agree	77.1%	
The acquired knowledge is in accordance with the objectives of the syllabus?	(%)	
Do not agree	4.6%	p<0.001
neutral	13.7%	
Agree	81.7%	
The literature has been adequate and sufficient?	(%)	
Do not agree	23.4%	p<0.001
Neutral	26.9%	
Agree	49.7%	
Have you had formative assessments (tests, colloquiums within the module)?		
Do not agree	34.3%	p<0.001
Neutral	20%	
Agree	45.7%	
Are you satisfied with your assessment?		
Do not agree	11.4%	p<0.001
Neutral	26.3%	
Agree	62.3%	

Table 4 presents a comprehensive analysis of various aspects related to the syllabus and evaluation processes. Regarding the clarity of syllabus content from the start of the semester, a substantial majority of students (75.4%) agreed that the syllabus was clear, while 14.9% were neutral and 9.7% disagreed. The p-value of p< 0.00 indicates strong statistical significance, suggesting a clear relationship between the clarity of the syllabus and student perceptions.

When asked if teaching followed the syllabus as outlined at the beginning of the module, 77.1% of students agreed, 17.1% were neutral, and 5.8% disagreed. The p<0.00 again signifies that these results are statistically significant.

In terms of whether the acquired knowledge aligned with the syllabus objectives, 81.7% of students responded positively, 13.7% were neutral, and 4.6% disagreed. The p< 0.00 highlights

a significant correlation between the alignment of knowledge and syllabus objectives.

Regarding the adequacy of literature, nearly half of the students (49.7%) felt the literature was sufficient, while 23.4% were dissatisfied. Additionally, students' perceptions of formative assessments showed that 45.7% affirmed their presence, 34.3% disagreed, and the remainder were neutral. Finally, 62.3% of students expressed satisfaction with the evaluation methods, 26.3% were neutral, and 11.4% disagreed. The $p<0.00$ confirms the statistical significance of these findings, indicating a meaningful relationship between evaluation methods and student satisfaction.

Discussion.

To create a comprehensive picture of the factors influencing teaching quality and student success, this discussion integrates multiple interconnected elements, including innovative teaching methods, critical thinking, group learning, instructor engagement, and the learning environment. These findings together suggest a multifaceted approach to improving educational outcomes at the Faculty of Medicine.

In this research, we have evaluated the teaching practices at the Faculty of Medicine, specifically within the Nursing and Physiotherapy programs. Our study provides a comprehensive overview of various aspects, including the adequacy of academic literature, the quality and comfort of teaching facilities, and the effectiveness of employed teaching methods. We have developed a strategic plan aimed at addressing diverse student needs, enhancing their satisfaction, and improving their adaptation to studies. This plan focuses on strengthening the connection between teaching quality and student engagement, thereby fostering a positive learning environment and ensuring that students remain motivated and active in their education [8].

One key component of this integrated approach is the use of innovative teaching strategies, including simulation and digital methods. The adoption of innovative teaching methods is increasingly fostering a positive learning environment. According to the study, 72.6% of students reported that various teaching techniques, including simulations, are utilized in their education. This finding aligns with a separate study on medical students' perceptions of simulation-based learning, where 72.5% of the 247 participants expressed favorable views towards this method. Simulation-based techniques are thus proving to be instrumental in developing practical skills [9]. Simulation is now being recognized as an appropriate pedagogical approach and influences improved patient care and better clinical outcomes. Simulation is an experiential learning process that provides a safe learning environment while preventing patient harm [10].

These innovations are complemented by collaborative learning strategies, such as group work and peer debate, which further enrich the educational experience. Active participation, group work, and critical debates are crucial for student development, as they engage even introverted students, encouraging them to contribute, share their knowledge, and collaborate. These methods not only help students to support one another but also contribute significantly to their overall progress. According to our evaluation, 64% of students view these approaches positively, appreciating their application and effectiveness. Similarly, research from the University of Ottawa demonstrated that 83% of students found group activities motivating, as they prepared in advance, integrated knowledge, and exchanged ideas with peers [11]. While in another research, 59% of students strongly agreed that learning with other students helps them to be more effective, achieve better learning and create advanced practical skills for the future [12].

Another crucial pillar of effective education is the cultivation of critical thinking, which empowers students with analytical and problem-solving skills. The enhancement of critical thinking is crucial for comprehensive knowledge acquisition and effective professional preparation. According to 71.4% of students, the integration of critical thinking in the University of Prishtina Faculty of Medicine is significantly benefiting their education, particularly in honing their problem-solving skills and enabling them to address complex issues independently. Furthermore, fostering student debates has contributed to a more engaging and innovative learning environment. Such discussions are instrumental in generating new ideas, exploring diverse problem-solving methods, and further developing critical thinking skills [13]. Critical thinking positively influences students' goal orientation and their approach to answering questions. Additionally, self-regulatory behaviors enhance students' self-esteem, learning efficiency, and overall performance [14].

The statistical significance of the results, as indicated by p-values less than 0.001 across most dimensions assessed, demonstrates strong student consensus on key educational factors such as critical thinking, active engagement, and the application of various teaching methods. These findings are not only statistically valid but also practically meaningful, suggesting that these elements are deeply valued by students and should be prioritized in curriculum development. For instance, the significant associations between perceived teaching creativity and student satisfaction support the implementation of dynamic, learner-centered approaches. Similarly, the strong alignment between gained knowledge and syllabus objectives ($p<0.001$) underscores the importance of maintaining clearly structured and goal-oriented teaching strategies. Recognizing and acting upon these statistically significant insights can directly inform institutional efforts to enhance teaching quality, better align pedagogy with student needs, and ultimately improve academic outcomes.

Faculty enthusiasm and dedication also play a central role in motivating students and enhancing classroom engagement. To cultivate a supportive learning environment, the presence of dedicated educators and enthusiastic engagement is essential. Survey results indicate that the commitment of faculty and teaching assistants to achieving educational objectives is highly valued by students, with 85.7% expressing strong satisfaction. These findings suggest a high standard of higher education in the country. Moreover, students identified faculty evaluations as a crucial factor in improving educational quality, and there is a notable correlation between instructors' enthusiasm and students' academic performance [15,16].

Adapting the syllabus is crucial for ensuring that it provides adequate literature and training to effectively prepare students

for their professional roles. According to 81.7% of our students, the knowledge gained aligns well with the objectives of the syllabus. For the syllabus to remain engaging and relevant, it must be tailored to the specific field of study, thereby enhancing its attractiveness and effectiveness [17]. A well-structured syllabus encourages greater student engagement and activity. When there is a clear connection between teaching methods, assessments, and learning outcomes, students are able to acquire more knowledge effectively [18].

While certain results, such as student dissatisfaction with laboratory equipment and the moderate satisfaction rate with performance evaluation (62.3%), may initially appear as negative outcomes, they in fact highlight important areas for educational enhancement. These findings point to structural and pedagogical gaps, such as the need for better-equipped facilities and more transparent, formative evaluation methods. Recognizing these as opportunities rather than shortcomings allows institutions to better align teaching infrastructure and assessment practices with student needs and professional training demands. As such, they merit further investigation and action in future curriculum and facilities planning.

Conclusion.

In conclusion, our results provide valuable insights into the development of teaching methods, the quality of teaching, and student success within the studied academic disciplines. The findings indicate that while the overall quality of teaching and student achievement are positive, there is room for improvement in several key areas. Specifically, the infrastructure of teaching facilities and laboratory conditions require significant enhancement to better support educational activities. Additionally, there is a clear need for increased formative assessments and the provision of more specific and targeted literature. These measures are essential to guide and support effective student practice, ultimately contributing to more robust academic outcomes and professional preparedness.

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