Motivation Factors Affecting Students` Success at Technical Institute of Nursing

Theses

Submitted in Partial Fulfillment of Master Degree

In Nursing Administration

By

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Dedication

To my Parents Soul

dear husband Ahmed, my lovely daughters (Hadeer and Hager) and my family & friends.

I will never forget.

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List of Abbreviations

EMRO	**:**	East Mediterranean Region Organization
G P A	**:**	Grade Point Average
MOHP	**:**	Ministry of Health and Population
MOHE	**:**	Ministry of Higher Education
OECD	**:**	Organization for Economic Co-operation and Development
SPSS	**:**	Statistical Package for the Social Sciences
UKCC	**:**	United Kingdom Central council for nursing

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Abstract

The motivation of students is a major issue in higher education. Educational psychology has identified two basic classifications of motivation; intrinsic and extrinsic. **The aim** of this study was to assess the motivation factors affecting nursing students` success in their studies at technical nursing institutes to learn. **The design** was descriptive. **The Setting** of the study was carried out at ten Technical Institutes of Nursing in Greater Cairo, on a **Sample** of 500 nurses students. **The Toole,** was a self-administered questionnaire was used to collect data about students` perception of failure and motivating factors. **The results**, in the study revealed that the nursing students have a high rate of academic failure both before and after enrollment in the institution. The main factors underlying their failure are related to nursing and non-nursing subjects, but less student-related factors. Failure is related to students` agreement upon the theory-subjects-related failure factors, their type of secondary education, and their choice of the institution. The internal motivation factors are higher compared to external ones, with overall high percentage of total motivation. The students view practical subjects as easier and less exhausting compared to theoretical ones. **The Recommendations** were the technical institutes of nursing should apply innovative teaching strategies, the institutes' management should give more attention to the factors that may contribute to students' failure, the students' assessment methods , the tests and exams needs to be improved, and the clinical settings need to be equipped with enough facilities.

Keywords: Nursing students, Motivation factors.

Introduction

Nursing is a merciful career that plays an important role in society. It represents one of the main parts in the healthcare staff. It is a multi-skill career that should be rewarded because nurses are the eye of healthcare staff about patients' condition. The nursing duties require them to deal with pain, sickness, death, and depression. As they deal with human beings, no mistakes are allowed; it could be a patient life or they might be at risk of suffering ***(Egenes, 2009).***

The nature of nursing work is tough and stressful, because of the long working hours, shift working hours, so they missed their normal life style. At the same time, the expression of feeling in front of the patient is not accepted ***(O'Brien, 2003).*** There for, nursing recruitment and retention are now top priorities for healthcare services and for the nursing profession itself, and the current worldwide shortage of Registered Nurses is being increasingly well documented ***(McLaughlin, 2008).***

In particular, understanding further about what motivates nurses to engage in and be sustained through learning more about their work may be crucial to the maintenance of nursing workforces. To create the nurses"

personal characters, it should be not only inform nursing students about their career choice, but also how students engage in nursing, and sustain their interest in nursing beyond initial training ***(Spouse, 2000).***

The objective of nursing program is to qualify students, to function independently as nurses and to participate in cross-disciplinary cooperation. The education shall give the students skills in theoretical and clinical nursing in accordance with social, scientific and technological developments as well as society's needs for nursing ***(Bydam, 2004).*** Nursing education concentrates on the transmission of nursing knowledge, and assisting nursing students to acquire the necessary skills and attitudes associated with nursing practice. Nursing education encompasses the three domains of learning; cognitive, affective, and psychomotor. Development of nursing education can be achieved through the evaluation of the effectiveness of teaching in nursing programs ***(Salsali, 2005).***

Increasing emphasis on the importance of teacher-students relationship reprints the major reform in nursing education. In the early study ***(Kirschling et al., 1995)*** to identify the student's perceptions of the quality of the teacher-student relationship as well as other aspect of