

Assessment of Learning Process Obstacles among Nursing Students in Technical Nursing Institutes

Thesis

Submitted for Partial Fulfillment of the Requirements
of the Master Degree in Pediatric Nursing

By

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2015

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I would like to begin by thanking *ALLAH* for his guidance and protection, may this blessing always guide us.

Moreover I would like to express my sincere and profound gratitude to *Prof. Dr. Eman Amin Mohamed*, Professor of Pediatric Nursing, Faculty of Nursing/ Ain Shams University, for her meticulous supervision, loyal encouragement and valuable advises throughout the work.

I wish to express deep appreciation to *Dr. Madiha Amin Morsy*, Assistant Prof of Pediatric Nursing Faculty of Nursing/ Ain Shams University, for her continuous guidance, unique supervision and kind care.

Special thanks are addressed to all students who have participated in this study, without their cooperation, nothing could be achieved.

Lastly, I would like to express my deep thanks to all those who contributed by giving their time, effort and encouragement to the fulfillment of this work.

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List of Abbreviations

ALT	Academic Learning Time
ANA	The American Nurses' Association
BSN	The Bachelor of Science in Nursing
MOHE	The Ministry of Higher Education
MOHP	The Ministry of Health and Population
RNs	Registered nurses
SCSS	Student clinical stressor scale
UNESCO	United Nations Educational, Scientific, and Cultural Organization.

List of Scientific Glossary

Reflective practice; is the capacity to reflect on action so as to engage in a process of continuous learning (**Smith & Mark, 2015**).

ABSTRACT

The study **aimed to** assess the learning process obstacles among nursing students in Technical Nursing Institutes. **Research design** was descriptive research design. **Study settings** the study was conducted at two Technical Nursing Institutes belonging to policeman. **Subject:** a purposive sample composed of one hundred students selected by simple randomly those represent fifty percent of the total students at the academic year 2013-2014 from the previously mentioned settings from first and second grade. **Tools for data collection were** Questionnaire sheet, Student opinion of the characteristic of learning atmosphere in the institute to facilitate learning, Student clinical stressor scale, job stressor and an observation check list to assess the institute physical set up. **Results of the study** revealed that the characteristic of learning to facilitate learning ranged from average to poor. The clinical training create moderate to severe stressors. The hospital training create moderate to severe stressors. **Conclusion:** the study could concluded that learning atmosphere, the presences of different sources of stressors as well as on job stressor were the learning process obstacles among the students of technical nursing institute. **Recommendation:** the study recommended that improve learning atmosphere in the study settings, usage of educational technology for reduction the sources of stressor among the studied nursing students and modified the clinical training to reduce on job stressor.

Key words: learning process obstacles, students, Technical Nursing Institute.

INTRODUCTION

Learning is an active personal process. The student is the one who experiences the learning. Teachers provide the opportunity for the experience. The teacher guides, supports, stimulates and facilitates learning by designing appropriate activities in appropriate setting and allows the student to experience that learning **(Gaberson et al., 2014)**.

Learning is defined as relatively permanent change in behavior of learner due to acquisition of knowledge, attitude and practice that can be observed and measured. The teacher does not supervise students. Supervision implies administrative function such as overseeing, directing, and managing the work of others so the teacher's role is to plan and provide activities that will facilitate learning **(McKay, 2012&Gaberson et al., 2014)**.

Learning is not always a simple process. Student may encounter obstacles which will complicate the learning process and prove to be very annoying. Learning obstacles are defined as those factors that negatively affect the ability of the learner to pay attention to the process information. Learning obstacles are the resistances to the attainment of the goal within the organization, including impeding, activities and conflicting goals. However, it is possible to overcome most of these obstacles. **(Washburn, 2012)**.

There are many potential obstacles to learning opportunities among nurses student. Learning is an active process that take place as individual interact with their environment and incorporate new information or experience with what already know or have learned. The effectiveness of role models and reinforcements, feedback for correct and incorrect response and the opportunity to apply learning in new situation (**Bush & Letini, 2006**).

The learning environment should be characterized with respect for learners 'uniqueness and abilities, it enhances learner's ability to reason and restructure existing knowledge. For learning to occur it must be stimulating and disciplined in the pursuit of new knowledge. The learners need professional person that will recognize their need for academic and professional safety that will use all possible opportunities to guide them and to become safe, competent professionals (**Hicks, 2009**).

Nursing clinical course enter various clinical settings in the hospital and exposed to various socio-cultural, racial-ethnic and psychosocial aspects of patients., A challenge for many student nurses to the various roles of the nurses in the clinical setting while learning new clinical concepts and application of these in nursing practice. The entry in the new clinical environment has been described as a place where nursing

students go through intense emotional experiences (reality shock) (Melba, 2013).

Significance of the study:

The researcher is confronted with the chance of being teacher at technical health institute which was establish to improve the level of nursing profession in Egypt and to attract attention toward the gap between secondary and university level of nursing education. So one role of researcher will performed to delineate the educational obstacles facing students during their academic years and its effects of their achievement and advice some recommedication to surmount this obstacles .so it is important to assess the learning atmosphere that facilitate learning ,and assess learning type and stressors among nursing student during class teaching and clinical setting .This could facilitate for the researcher to identify the main obstacles facing the student to be solved.

AIM OF THE STUDY

This study aims to assess the learning process obstacles among nursing students in Technical Nursing Institutes.

Research questions:

What are the learning process obstacles among nursing students in Technical Nursing Institutes?

LITERATURE REVIEW

Part 1:

Nursing Education Style and Principles

a- The aims of nursing education;

Education is the product of experience; it is a dynamic complex process through which the experience of the race, i.e., knowledge, skills and attitudes are transmitted to the member of the community. Education is a purposeful process aimed at the development of human being. Education is the act or process of acquiring and imparting knowledge is crucial to the development of a learner with a view to his or her participation in the transformation of the world for a better tomorrow. In fact, education is the basis of life. For leading purposeful and ideal life education that students will be needed (**Sankaranarayanan & Sindhu, 2012**).

Nursing education is built upon a foundation of abroad general education and professional nursing curriculum that provides opportunities for learners to attain knowledge and competencies required to practice nursing. Mature learners identify own learning needs and assume responsibility for continued learning. Effective teachers establish a learner - centered environment that promotes collaboration among