

**Educational Environment versus Nursing
Students' Self- Esteem at Technical
Institute of Nursing**

Thesis

*Submitted for the partial fulfillment of Master
Degree In Nursing Sciences
(Nursing Administration)*

By:

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**Faculty of Nursing
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List of Abbreviations

Abb.	Full term
CLE	Clinical Learning Environment
CNA	Canadian Nurses Association
PAL	Peer Assisted Learning
SANC	South African Nursing Council
TEI _s	Teacher Education Institutions
TIN	Technical Institution of Nursing

Educational Environment versus Nursing Students' Self- Esteem at Technical Institute of Nursing

Abstract

Background: Nursing students in their educational environment develop more personal and social self-esteem. **Aim:** was to assess the relationship between educational environment and nursing students' self-esteem at the technical institute of nursing in Ain shams University. **Design:** a descriptive correlational design. **Subjects:** a sample of 268 students in first and second years. **Tools:** The data were collected using two self-administered questionnaire sheets to assess students' self-esteem and their opinions regarding educational environment. **Results:** The study findings revealed that the nursing students in the study setting have high agreement upon poor educational environment regarding services and activities are provided by administration of institution (63.4%), relationship between students and institution administration (48.9%), the skills laboratories (45.5%), and classrooms (41.4%). The majority have moderate self- esteem (80.2%), which is not influenced by socio-demographic characteristics of nursing students. **Conclusion:** Agreement upon educational environment is correlated to nursing students' self-esteem. **Recommendations:** The study recommends that improvement the relationship between students and institution administration through periodic meeting to improve psychological environment and students' self-esteem.

Key words: Educational Environment, Nurse Student, Self-esteem

Introduction

Nursing is a practice-based discipline with clinical practice being central to nursing education. Clinical practice provides opportunities for the development of confidence and competence, focusing on students' learning needs rather than services needed by the health facility. The establishment of a good learning environment where theory and practice complement each other, is dependent on clinical staff and nurse educators as well as their knowledge of the intended learning outcomes for the students' clinical learning period. During clinical practice, both clinical staff and nurse educators are expected to collaborate in facilitating the students' learning experience and acquisition of clinical skills (*Bvumbwe, 2015*).

Clinical nursing instruction is the door to the real world of nursing. What students experience as they step through the door will impact the view they see and the future world they create. Nursing and midwife training is a planned process aimed at achieving changes of behavior in students regarding their profession. This interaction has an important effect on the students' level of self-awareness and self-evaluation. As a result of the experience, students learn how to enter into interaction using their own thoughts and

feelings, become aware of their own real feelings, and how events around them affect them. An individual's behavior is formed both by hereditary and by the environment (*Berryessa et al., 2013*).

The student is a key stakeholder for the nursing education institution, their perceptions of the clinical learning environment would be very important in identifying areas that could optimize learning for nursing students in the clinical environment. Many external and internal factors influence outcomes and competence of nursing students such as, but not limited to, the socio economic environment, cultural, financial matters, internal motivation and drive of students, educational background and level of schooling, lack of positive practice environment in the hospitals, classroom teaching and the clinical learning environment where theory and practice should be integrated (*Frances et al., 2013*).

Student learning is affected not only by the student's Learning style but also by the environment where the learning is taking place. The learning environment does not only affect the student's approach to learning but also the student's academic outcome, level of motivation, level of self-esteem, and degree of learning effectiveness. In addition, an assessment of the learning environment is

considered a crucial aspect in delivering high quality education. Consequently, a considerable amount of research has been conducted to assess students' perceptions of their educational environment (*Muhamad and Yusoff, 2015*).

An educational environment achieves required changes in behaviors in the areas of how one should behave and think. If individuals can interact with their own feelings and thoughts, if they know themselves, they will also be able to know others. Each person is born with a biological entity, distinguishes himself from others through a process of socialization (*Tashiro et al., 2013*). According to (*Coopersmith, 2012*) the concept of self is a structure developed on the foundations of an individual's interest, skills and goals. The academic concept of self is the judgment of how skilled one is relative to other students resulting from a specific academic effort. Hence, nurse students who use reflection can be better positioned to provide excellent patient care.

General self-esteem is the aspect of self-esteem that refers to individuals overall perceptions of their own worth, social self-esteem refers to individuals perceptions of the quality of their own relationships with peers; and personal self-esteem refers to individuals most intimate perceptions
