

شبكة المعلومات الجامعية التوثيق الإلكتروني والميكروفيلو

# بسم الله الرحمن الرحيم





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شبكة المعلومات الجامعية التوثيق الإلكتروني والميكرونيله



شبكة المعلومات الجامعية التوثيق الالكتروني والميكروفيلم



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# جامعة عين شمس التوثيق الإلكتروني والميكروفيلم قسم

نقسم بالله العظيم أن المادة التي تم توثيقها وتسجيلها على هذه الأقراص المدمجة قد أعدت دون أية تغيرات



يجب أن

تحفظ هذه الأقراص المدمجة بعيدا عن الغبار



HANAA ALY

# Developing Strategies for Overcoming Challenges Faced by Postgraduate Nursing Students

## Thesis

Submitted for Partial Fulfillment of the Requirements
of Doctorate Degree in Nursing Sciences
(Nursing Administration)

 $\mathfrak{B}$ y

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M.S.c – Nursing

Faculty of Nursing
Ain Shams University
2020

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First of all, I thank God for helping me to accomplish this work.

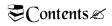
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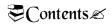
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## **List of Contents**

Subjects	Page
• Introduction	1
Significance of study	5
Aim of the study	7
Operational definition	8
Review of literature	9
Postgraduate student	9
Postgraduate education	11
Purposes for pursuing graduate education	13
Challenges faced by post graduate nursing students	15
- Research - related challenges	17
- Students - related challenges	19
- Institution - related challenges	27
- Supervisor - related challenges	33
Purpose for studying challenges faced by	36
postgraduate students	
Strategies for overcoming challenges faced by	38
postgraduate students	
Strategies that students can use in dealing with the	50
challenges	
Steps for developing a strategy	51
Methods for strategy validation	52
Subjects and methods	55



Subjects	Page
• Results	75
• Discussion	115
• Conclusion	133
Recommendations	134
• Summary	136
• References	141
• Appendices	169
• Protocol	
Arabic Summary	

## **List of Tables**

No	Title	Page
	Table in Review	
1	Universal framework for thesis writing	40
	Table in Subject and methods	
1	Number of postgraduate nursing students (master	57
	and doctorate degree) in all nursing specialties	
	Tables in Results	
1	Demographic characteristics of postgraduate	76
	nursing students in the study sample	
2	Academic characteristics of postgraduate nursing	77
	students in the study sample	
3a	Student- related research challenges among	80
	postgraduate nursing students in the study sample	
<b>3</b> b	Student- related research challenges among	81
	postgraduate nursing students in the study sample	
4	Student-related psychological challenges among	83
	postgraduate nursing students in the study sample	
5	Student- related financial challenges among	85
	postgraduate nursing students in the study sample	
6	Student- related socio-cultural challenges among	86
	postgraduate nursing students in the study sample	

## ₹Tist of Tables €

No	Title	Page
7	Institution-related administrative challenges	88
	among postgraduate nursing students in the study	
	sample	
8	Institution-related academic challenges among	89
	postgraduate nursing students in the study sample	
9	Institution-related facilities challenges among	90
	postgraduate nursing students in the study sample	
10	Supervisor-related challenges among postgraduate	92
	nursing students in the study sample	
11	Total scores of challenges among postgraduate	95
	nursing students in the study sample	
12	Relations between student-related challenges and	97
	postgraduate nursing students' characteristics	
13	Relations between institution-related challenges	99
	and postgraduate nursing students' characteristics	
14	Relations between supervisor-related challenges	101
	and postgraduate nursing students' characteristics	
15	Relations between total challenges and	103
	postgraduate nursing students' characteristics	
16	Correlation matrix of postgraduate student-related	105
	challenges domains scores	
17	Correlation matrix of postgraduate institution	106
	student-related challenges domains scores	
18	Correlation matrix of postgraduate challenges	107
	domains scores	

## ₹Tist of Tables €

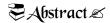
No	Title	Page
19	Correlation between nurses' postgraduate total	108
	challenges scores and their age and academic level	
20	Best fitting multiple linear regression model for	109
	the student-related challenges score	
21	Best fitting multiple linear regression model for	110
	the institution-related challenges score	
22	Best fitting multiple linear regression model for	111
	the supervisor-related challenges score	
23	Best fitting multiple linear regression model for	112
	the total challenges score	
24	Characteristics of jury group	113

## **List of Figures**

No	Title	Page
1	Distribution of postgraduate nursing	78
	students in the study sample according to	
	degree level	
2	Distribution of postgraduate nursing in the	79
	study sample according to mode of study	
3	Total student-related challenges among	87
	postgraduate nursing students in the study	
	sample	
4	Total institution-related challenges among	91
	postgraduate nursing students in the study	
	sample	
5	Total supervisor-related challenges among	94
	postgraduate nursing students in the study	
	sample	
6	Total challenges among postgraduate	96
	nursing students in the study sample	

## **List of Abbreviation**

PG	Postgraduate
CVI	Content Validity Index
ICT	Information and Communication Technology
LSC	Learning Support Center
PHD	Doctor of Philosophy
UTM	University of Toronto Mississauga



#### **Abstract**

**Background:** Research and thesis writing are critical components of postgraduate studies and associated with various challenges or obstacles faced by postgraduate students especially by first year of study, these challenges affect the student's completion and attrition rate. **Aim of study:** To investigate challenges faced by postgraduate nursing students, developing strategies for overcoming these challenges and assessing face and content validity for the proposed strategies. Subjects and Methods: The study was carried out at faculty of Nursing, at Ain- Shams University using a methodological design. Sample: Consisted of two groups, namely postgraduate nursing students including all master and doctorate postgraduate students at the last semester of their studies their total number was 236 and Jury group (25 professors and assistant professors from different nursing faculties). **Tools:** 1) Self- administered questionnaire for students to investigate challenges faced them during their studies, 2) Opinionnaire sheet to examine face and content validity of the developed questionnaire 3) Opinionnaire sheet to validate the proposed strategies. Results: The majority (88.6%) of the postgraduate nursing students considered student-related challenges as real challenging, while the least (62.7%) of the postgraduate nursing students considered institution-related challenges as real challenging and more than three-fourth (77.1%) of the postgraduate nursing students considered supervisor-related challenges as real challenging. Conclusion: Based on the identified challenges and their prioritization, overcoming strategies were developed and were found to have high levels of face and content validity by experts' opinions and Content Validity **Indicator** (CVI). **Recommendations:** The developed strategies should be implemented in the study setting for the purpose of improvement and for ensuring their acceptability.

**Keywords:** Challenges, Postgraduate nursing students, Strategies, Validity

#### Introduction

Demand for postgraduate (PG) education has escalated since the year 2000 and is still growing. This growth in demand to higher education is not limited to developing but also in developed countries of the world (Sojkin, Bartkowiak and Skuza, 2011). Among the factors highlighted in the increasing demand are lacks of immediate employment after first degree, the desire to acquire higher degree or to achieve individual academic goals and achieve personal independence. Other reasons are economic motivation and high demand for specialized skills by the public and private sectors (Damme and Karkkainen, 2011).

In general postgraduate education is higher level of education which is provided after bachelor's degree. It is formal and comprised of structured programs. It exists in three levels of Postgraduate Diploma or certificate, Master's degree and Doctor of Philosophy (PhD) degree. The provision of postgraduate education takes the form of course work or a combination of course work and thesis writing. In the later case, students offered courses to satisfy course work requirements before embarking upon research and thesis writing (*Zhang and An, 2010*).