

Relationship between Importance of Educational needs, and Satisfaction about it as perceived by Faculty of nursing students at Minia University

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Abstract: This study aimed to examine the perception of nursing students about importance of educational needs, and satisfaction about it. **Methodology: Research design:** A descriptive correlational design was used for this study. **Setting:** The present study was conducted at nursing faculty in Minia University. **Subject:** The present study included a total coverage sample includes all four academic years nursing students during academic year (2012-2013). Total number of students was (n=727). **Tools of study:** The study tool consisted of two parts: **1st part** demographic data sheet, **2nd part** Nursing Education Satisfaction Instrument (NESI) developed by Schorpp (2008) consist of two questions (question one about importance of educational needs, and question 2 about satisfaction with the educational needs) contained the same items, the five subscales related to the five levels in Maslows hierarchy of needs theory (1954, 1970). **Results:** This study revealed that, there was a highly statistical significant differences among the four academic years nursing students as all fourth year nursing students had reported that the educational needs is very important, and a highly statistical significant differences among the students of the four academic years in which the first year and second year students had the highest mean scores according to perception of the nursing students about satisfaction with the educational needs. **Conclusions:** there was a highly statistically significant positive relationship between perceptions of the nursing students in the four academic years about the importance of educational needs. Also observed that there was a highly statistically significant negative relationship between perceptions of the nursing students in the four academic years about the satisfaction of educational needs. **Recommendations:** Ask authoritative persons to improve educational environment through providing more space, and educational resources for conducting teaching learning process.

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1. Introduction

Education can be considered as a "network of interdependent components which work together in order to accomplish the aim of the system which consists of inputs, process and outputs. The input in higher education refers to students, information and various other learning resources. Through the educational processes these inputs produce its outputs; and provide services that satisfy both the internal and external strategic constituencies by meeting their explicit and implicit expectations (Becket & Brooks, 2006).

The population of students who are entering higher education programs has become more diverse especially in nursing programs (Bagnardi & Perkel, 2005). Students are entering nursing education with various backgrounds, from different age groups, with family responsibilities and unique life experiences. Nursing programs are challenged to meet the changing needs of students while providing sound

educational foundations that prepare them for their role as professional nurses (Peterson, 2005).

The goal of nursing education programs to prepare students to be competent and caring professional nurses. In order to accomplish this goal, student success throughout the nursing program is measured by their ability to self-actualize through academic achievement and achievement of program goals (Stuenkel, 2006). Nursing programs that continue to assess students satisfaction with the educational experience and address their educational needs, are confirming that "student evaluation and feedback are quality indicators of nursing education" (Norman, 2005).

Lafauci, (2009) added that nursing education's goal is to prepare the student to think critically, to communicate accurately, and to perform therapeutic nursing interventions in patient care situation. Teaching and learning strategy was a paradigm shift for the faculty and students, however the competency

achievement outcomes facilitated student's self-evaluation and evaluation of the curriculum redesign.

Nursing has used Maslow's theory to guide educational programs among professional nurses in health care practice. Applied Maslow's humanistic philosophy to the concept that individuals are capable of development and growth throughout the life span (Sparling, 2005).

Applying Abraham Maslow's hierarchy of needs theory (1954, 1970) provided a conceptual framework for this study. Maslow's theory is based on the internal drive of individuals to attain certain goals that are determined by an individual's needs. Maslow organized this concept into a hierarchy of needs. The basic physiological or first level needs. The second level needs personal safety and security, and the third level needs are those in which people need to experience love and belonging (social affiliation). Self-esteem needs follow at the fourth level, and the highest or fifth level need is self-actualization to education is an ideal way to assess lesson plans, courses and educational programs (Hanson, 2012).

Aim of the study:

The current study aimed to examine the perception of nursing students about importance of educational needs, and satisfaction about it.

Justification of the study

From experience of working at faculty of nursing for all academic years, the researcher observed that there are a weak relationship between students and faculty staff members & their assistance and also interaction between students is not good. There is also inappropriate class room, insecure environment, and limited application of new technology such as smart board. All these issues may affect the educational process at faculty of nursing negatively.

So that the investigation about student's perceptions of educational needs and satisfaction is vital to the nursing profession. The outcomes of this study will provide insights into the educational needs identified by nursing students that are essential to the learning experience and satisfaction of those needs, which may contribute to student's academic success and perception of self-actualization.

This study may assist nursing educational programs in laying a stronger foundation of knowledge, competence, and confidence among its future nurses by identifying student's needs, addressing those needs and providing resources for student's success. Students' perceptions of the educational experience will contribute to a comprehensive evaluation of the nursing educational environment.

2. Subject and Method:

Research design:

A descriptive correlational research design was utilized in the present study.

Setting:

The present study was conducted at nursing faculty in Minia University.

Subject:

Subject of the present study included a total coverage sample includes all four academic years nursing students at Faculty of Nursing in Minia University during academic years (2012-2013). Total number of students was (727). The distributions of the four academic years were: First year (167), second year (203), third year (215) and fourth year (142).

Tools of the study:

The study tool consisted of two parts:

1. Demographic data sheet to get information about nursing students at Minia University (name, gender, age, residences, and academic years).

2. Nursing Education Satisfaction Instrument (NESI) developed by Schorpp (2008) used to measure study subjects perception toward importance of educational needs, and satisfaction about it. Classify into two parts (part one about importance of educational needs, and part 2 about satisfaction with the educational needs) contained the same items, the five subscales related to the five levels in Maslow's hierarchy of needs theory (1954, 1970).

It consists of 53 items divided into five main categories are: Basic learning Needs (BLN) 10 items, Safety and Security Needs (SSN) 11 items, Belonging to the College Nursing Community Needs (BCNCN) 10 items, Esteem Needs (EN) 11 items, and Self Actualization Needs (SAN) 11 items.

Scoring system

Component of Nursing Education Satisfaction Instrument (NESI) included of:

Part 1: Importance of educational needs

This part was rated on a 4-point likert scale from not at all important (Scored 1), somewhat important (Scored 2), moderately important (Scored 3), and very important (Scored 4). The subjects' response to each of the 53 items was summed to yield total importance scores which could range from 53 to 212.

The student who obtain score from 1 - 53 will be considered (not at all important), the student who obtain score from 54 -105 will be considered (somewhat important), the student who obtain score from 106 - 158 will be considered (moderately important), and the student who obtain score from 159- 212 will be considered (very important).

Part 2: Satisfaction with the educational needs

This part was rated on a 4-point likert scale from not at all satisfied (Scored 1), somewhat satisfied (Scored 2), moderately satisfied (Scored 3), and very satisfied (Scored 4). The subjects' response to each of

the 53 items was summed to yield total satisfaction scores which ranged from 53 to 212.

The student who obtain score from 1 - 53 will be considered (not at all satisfied), the student who obtain score from 54 -105 will be considered (somewhat satisfied), the student who obtain score from 106 – 158 will be considered (moderately satisfied), and the student who obtain score from 159-212 will be considered (very satisfied).

Pilot study

A pilot study was conducted for 10% of the total samples from faculty of nursing students at Minia University. Hence, as no changes in the study sheet or obstacles in understanding the question, the pilot study included in the main study sample. Reliability of nursing education satisfaction instrument is measured by a cronbach's alpha statistical method. Reliabilities about importance of educational needs were (95.38), and Satisfaction with the educational needs were (93.75).

Procedures:

An official permission was taken from the (Dean) of nursing faculty in Minia university to collect the necessary data. Written informed consent was taken from the participating students after explaining the aim of the study and they were assured about the confidentiality and privacy of the data. A structured interview with nursing students in Minia University to complete questionnaire and make sure of the responses and check that all items were answered. It took about (20-30minute). Data collection and tabulation took a period of six months, from April to September (2013).

Statistical analysis

Data were analyzed using the statistical package for social science (SPSS) version (17), numerical data were expressed as (numbers and percentages, mean and SD), ANOVA test and chi-square test were also used. Significant is considered at ($p < 0.05$).

3. Results:

Figure (1) showed that the majority of four academic years nursing students from urban areas while the minority from rural areas.

Figure (2) indicated that the high percentage of nursing students were female in all academic years.

Table (1) showed that there was a highly statistical significant differences among the four academic years nursing students as all fourth year nursing students had reported that the educational needs is very important ($P=0.0001$).

Table (2) revealed that there was a highly statistical significant differences among the students of the four academic years according to perception of the nursing students about importance of educational needs ($P =0.0001$). In addition the same table showed

that the fourth year nursing students had the highest mean score (210.41 ± 2.11).

Table (3) clarified that there was a highly statistical significant differences among the students of the four academic years in related to perception of the nursing students about importance of educational needs ($P=0.0001$). Also in the same table indicated that the fourth year students had the highest mean scores, for the following all main elements, "basic learning needs with mean score (39.55 ± 0.95), safety and security needs with mean score (43.69 ± 0.69), belonging to the college nursing community and love needs with mean score (39.70 ± 0.84), esteem needs with mean score (43.56 ± 1.20), and self-actualization needs with mean score (43.92 ± 0.49) according to perception of the nursing students about importance of educational needs.

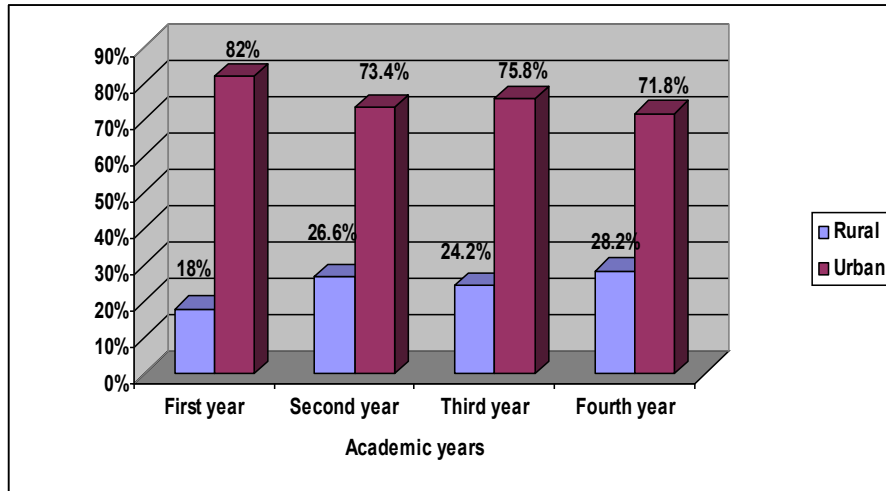
Table (4) revealed that there was a highly statistical significant differences among the four academic years nursing students in which non of students from the third year and only one student from fourth year had very satisfied as regards of their perception about satisfaction with the educational needs ($P=0.0001$).

Table (5) showed that there was a highly statistical significant differences among the students of the four academic years according to perception of the nursing students about satisfaction with the educational needs ($P=0.0001$). In addition the same table indicated that the first year, and second year students had the highest mean scores.

Table (6) indicated that there was a highly statistical significant differences among the students of the four academic years in relation to perception of the nursing students about satisfaction with the educational needs ($P=0.0001$). Also the same table showed that the first year and second year nursing students had the highest mean scores, for the following main elements, "basic learning needs with mean scores (21.73 ± 5.14) and (19.21 ± 5.56), safety and security needs with mean scores (25.72 ± 5.92) and (24.70 ± 6.09), belonging to the college nursing community and love needs with mean scores (23.15 ± 5.89) and (22.75 ± 6.27), esteem needs with mean scores (25.94 ± 7.55) and (25.17 ± 5.70), and self-actualization needs with mean scores (26.32 ± 7.70) and (26.06 ± 6.89) in relation to perception of the nursing students about satisfaction with the educational needs".

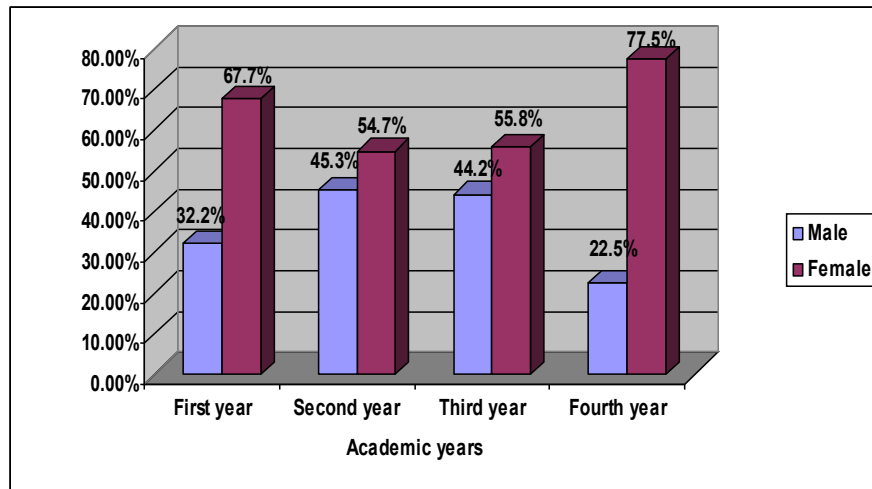
As observed from **table (7)** that, there was a highly statistically significant positive relationship between perception of the nursing students in the four academic years about the importance of educational needs. Also the same table indicated that there was a highly statistically significant negative relationship between perception of the nursing students in the four

academic years about the satisfaction of educational needs.



Total n: (Rural = 176) (Urban = 551).

Figure (1): Distribution of the nursing students according to residence at the four academic years (total n = 727).



Total n: (Male = 273) (Female = 454)

Figure (2): Distribution of the nursing students according to gender at the four academic years (total n=727).

Table (1): Frequency distribution of importance of educational needs as perceived by the undergraduate nursing students among the four academic years.

Academic years \ Importance of educational needs	First year		Second year		Third year		Fourth year		Total		x ²	p
	N	%	N	%	N	%	N	%	N	%		
Moderately important (106-158)	26	16%	73	36%	50	23%	0	0	149	20%	69.7	0.0001
Very important (159-212)	140	84%	130	64%	165	77%	142	100%	577	80%		
Total	167	100%	203	100%	215	100%	142	100%	727	100%		

- N.B (1): Not at all important (1-53), somewhat important (54-105).
- N.B (2): None of students reported that the not at all important of educational needs and only one student reported that somewhat important from the first year.

Table (2): Mean scores of perception of the nursing students about importance of educational needs according to academic years

Importance of educational needs	Academic years	N	Means±SD	F	P
	First year	167	179.17±22.75	119.62	0.0001
	Second year	203	170.89±26.13		
	Third year	215	172.76±21.09		
	Fourth year	142	210.41±2.11		
	Total	727	181.07±25.67		

Table (3): Mean scores of perception of the nursing students to the five main elements about importance of educational needs according to academic years.

Importance of educational needs	Academic years	N	Means±SD	f	p
1-Basic learning needs.	First year	167	30.87±6.84	77.4	0.0001
	Second year	203	29.34±7.57		
	Third year	215	31.87±6.96		
	Fourth year	142	39.55±0.95		
	Total	727	32.44±7.37		
2-Safety and security needs	First year	167	38.05±6.66	43.14	0.0001
	Second year	203	37.24±5.80		
	Third year	215	36.76±7.71		
	Fourth year	142	43.69±0.69		
	Total	727	38.54±6.62		
3- Belonging to the college nursing community and love needs	First year	167	33.56±6.43	68.89	0.0001
	Second year	203	31.97±6.24		
	Third year	215	31.62±6.26		
	Fourth year	142	39.70±0.84		
	Total	727	33.74±6.41		
4-Esteem needs	First year	167	38.34±6.09	47.28	0.0001
	Second year	203	36.56±7.79		
	Third year	215	36.72±5.81		
	Fourth year	142	43.56±1.20		
	Total	727	38.39±6.53		
5-Self-actualization needs	First year	167	38.35±6.06	66.05	0.0001
	Second year	203	35.78±7.39		
	Third year	215	35.79±6.30		
	Fourth year	142	43.92±0.49		
	Total	727	37.96±6.71		

Table (4): Frequency distribution of satisfaction with the educational needs as perceived by the undergraduate nursing students among the four academic years.

Academic years Satisfaction with the educational needs	First year		Second year		Third year		Fourth year		Total		x ²	p
	N	%	N	%	N	%	N	%	N	%		
Somewhat satisfied (54-105)	51	30.5%	67	33%	183	85%	85	62%	386	53%	163.3	0.0001
Moderately satisfied (106-158)	109	65.5%	125	62%	32	15%	53	37%	319	44%		
Very satisfied (159-212)	7	4%	11	5%	0	0	1	1%	19	3%		
Total	167	100%	203	100%	215	100%	142	100%	727	100%		

- N.B (1): Not at all satisfied (1-53).
- N.B (2): three students reported that the not at all satisfied of educational need from

Table (5): Mean scores of perception of the nursing students about satisfaction with the educational needs according to academic years.

Satisfaction with the educational needs	Academic years	N	Means \pm SD	F	p
	First year	167	118.92 \pm 24.28		
	Second year	203	121.83 \pm 22.43		
	Third year	215	91.70 \pm 14.61		
	Fourth year	142	100.85 \pm 19.90		
	Total	727	108.15 \pm 24.17		

Table (6): Mean scores of perception of the nursing students to the five main elements about satisfaction with the educational needs according to academic years.

Satisfaction with the educational needs	Academic years	N	Means \pm SD	F	p
1-Basic learning needs.	First year	167	19.21 \pm 5.56	18.32	0.0001
	Second year	203	21.73 \pm 5.14		
	Third year	215	18.40 \pm 4.01		
	Fourth year	142	19.15 \pm 4.53		
	Total	727	19.66 \pm 4.99		
2-Safety and security needs	First year	167	24.70 \pm 6.09	80.76	0.0001
	Second year	203	25.72 \pm 5.92		
	Third year	215	18.78 \pm 4.15		
	Fourth year	142	20.06 \pm 4.68		
	Total	727	22.33 \pm 6.07		
3- Belonging to the college nursing community and love needs	First year	167	22.75 \pm 6.27	23.14	0.0001
	Second year	203	23.15 \pm 5.89		
	Third year	215	18.97 \pm 6.64		
	Fourth year	142	19.56 \pm 5.52		
	Total	727	21.12 \pm 6.41		
4-Esteem needs	First year	167	25.94 \pm 7.55	127.53	0.0001
	Second year	203	25.17 \pm 5.70		
	Third year	215	16.00 \pm 4.12		
	Fourth year	142	20.46 \pm 5.48		
	Total	727	21.71 \pm 7.09		
5-Self-actualization needs	First year	167	26.32 \pm 7.70	46.50	0.0001
	Second year	203	26.06 \pm 6.89		
	Third year	215	19.56 \pm 5.98		
	Fourth year	142	21.62 \pm 6.77		
	Total	727	23.33 \pm 7.42		

Table (7): Relationship between perception of the nursing students in the four academic years about the importance of educational needs and their satisfaction level (n= 727)

		Academic years
Importance of educational needs	r	.351
	p	0.0001
Satisfaction of educational needs	r	-.403
	p	0.0001

4. Discussion

Education is a basic right of all people and the basis for a peaceful, healthy and stable world. Also, encourages the development of an individual's total personality, traditional norms and values, and promoting understanding and development of modern science, technology, and environment conservation. Education perpetuates social, economic, and cultural prosperity of human beings and creates an infrastructure for international cooperation through the promotion of mutual understanding and tolerance, thereby enabling the achievement of self-reliant development (Malcolm, 2009).

Schorpp, (2008) stated that to meet important of educational needs for nursing students requires collaboration among teachers and learner. Therefore, in order to have a collaborative environment, there should be an ongoing evaluation of goals among nursing administration, faculty and students. The same author asserted that documentation of students' perception of their needs and satisfaction with the educational experience will contribute to a comprehensive evaluation of the nursing educational environment.

Nursing faculty are continually challenged to prepare students to fulfill the role and critical competencies for professional nursing practice, and establish ways by which the achievement of these goals can be evaluated and refined to promote the integrity of the institution and advance the nursing profession. Broadly defined within the context of professional nursing education, the role of the nurse included: Providing care, designing, managing and coordinating care, and functioning as members of a profession (**McMillan, 2009**).

Therefore, this study aimed to examine the perception of nursing students about importance of educational needs, and satisfaction about it. Findings of the present study revealed the following:

In the current study, the four academic years nursing students from urban area more than nursing students from rural area (**Figure 1**). This result might be due to increase cost and low socioeconomic level, so they held economic view of nursing profession because it provides immediate opportunities for employment after graduation and sometimes during study which in turn lead to positive attitude of nursing students toward their future profession. This result was consistent with **Almaty (2006)** who clarified that increased unemployment, decreasing incomes and increasing costs of living had all resulted in a surge in poverty and a general decline in living conditions of the urban population, particularly of urban women. These developments had triggered increased income and searching for a governmental job to improve socioeconomic status.

As regard to the present study, the high percentage of nursing students was female in all academic years (**Figure 2**). This results might be attributed to the fact that the majority of nurses who graduated from secondary diploma school and technical institute complete in nursing faculty were females and society view about nursing occupation is appropriate to females more males. This was supported by **Walling (2011)** who mentioned that while the proportion of men entering the nursing profession has been growing, it remains a female-dominated occupation.

The present study, revealed that the fourth year nursing students had the highest mean scores according to perception of the nursing students about importance of educational needs (**Table 1, 2, 3**). This result might be due to the fourth year nursing students become mature enough to be able to know what they needs, and which things may benefit them, the fourth year nursing students able to know basic learning needs such as effective and ineffective classroom strategies, safety and security needs such as safe and insecure of educational environment, love needs such as interaction and collaboration between faculty and students, or communicate effectively with others according to their priority and their needs easily, esteem needs such as respect between faculty and student, and self-actualization needs such as clinical sites provide learning opportunities. This was supported by **Schorpp (2008)** who indicated that a senior nursing student was aware that a knowledgeable faculty and class size are instrumental in their achievement of learning goals.

Also **Andrea and Oconnor (2011)** stressed that effective communication focuses on the individual needs and personal takes responsibility for making things happen and achieving results to required standards.

Schorpp, (2008) stated that the nursing students suggested that they feel safe and secure when the educational environment facilitates confidence in the learning process. These findings are supported by the work of **Vanhanen & Janhonen (2000)** who suggested that students will achieve self-assurance when educators are sensitive to their individual talents and provide needed guidance with respect. Moreover, **Gammon & Morgan-Samuel (2005)** stated that increased self-esteem among nursing students contributes to increased coping with stressors associated with attending nursing school and leads to academic achievement.

In the same line **Hendrickx, (2006)** added that educational opportunities are essential for students to keep pace with rapid changes in health care technology. "Continuing education is essential for maintaining skilled competent nurses in the practice setting". **Rahmani, (2011)** asserted that clinical learning environment (CLE) is an important factor in clinical education of nursing students. Clinical education is a fundamental part of nursing education and nursing curriculum. In clinical education, opportunities are given to students to prepare themselves for their future clinical work. As regard to the present study, revealed that the first and second years nursing students had the highest mean scores to perception of the nursing students about satisfaction with the educational needs (**Table 5, 6**). This result might be due to the nursing students take a lot of

guidance from the demonstrators and faculty staff member which help them to more understanding.

This result was supported with **Girija (2014)** who justified that nursing requires integration of practical and theoretical knowledge, and clinical practice is significant for the professional development of undergraduate nursing students. Clinical instruction during the academic program should provide learning opportunities that aid in the transition to the graduate role. Nurse preceptors remain the key providers of individualized, experiential learning opportunities for students in professional practice courses. The preceptor model of clinical teaching is widely used in baccalaureate nursing education.

In the current study, clarified that there was a highly statistically significant positive relationship between perception of the nursing students in the four academic years about the importance of educational needs. Also observed that there was a highly statistically significant negative relationship between perception of the nursing students in the four academic years about the satisfaction of educational needs (**Table 7**). This was supported by **Schorpp (2008)** stated that there was statistical significance, between importance of educational needs and academic years, but weak positive correlation between satisfaction of educational needs and academic years.

Conclusion:

In the light of the present findings it was concluded that: there was a highly statistically significant positive relationship between perceptions of the nursing students in the four academic years about the importance of educational needs. Also observed that there was a highly statistically significant negative relationship between perceptions of the nursing students in the four academic years about the satisfaction of educational needs.

Recommendations:

Based on important findings of the present study, the following recommendations were suggested:

1. Ask authoritative persons to improve educational environment through providing more space, and educational resources for conducting teaching learning process.
2. Apply law and rules for faculty members travelling to meet educational process and to increase number of faculty staff members and their assistance to meet students' needs.
3. Provide training for the faculty staff members and their assistance about using of

educational technology and innovative teaching strategy.

4. Recommend the faculty staff members at the faculty of nursing to broaden the clinical setting to provide learning opportunities of nursing students.

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