



Available Online through
www.ijptonline.com

SARI MEDICAL SCIENCES UNIVERSITY NURSING STUDENTS' CURRICULUM ATTITUDES

Ali Reza Salar¹, Hedayat Jafari(Ph.D.)², Sadegh Zare^{3*}, Hesam Salar¹

¹Community Nursing Research Center, Zahedan University of Medical Sciences, Zahedan, Iran

²Traditional and Complementary Medicine Research Center, School of Nursing and Midwifery,
Mazandaran University of Medical Sciences, Sari, Iran

³Community Nursing Research Center, Student Scientific Research Center, Zahedan University of Medical Sciences,
Zahedan, Iran.

Email: zaresadegh93@yahoo.com

Received on 04-05-2016

Accepted on 30-05-2016

Abstract:

Introduction: to create constructive changes it is necessary to have descriptive information of the status quo and the data regarding the university students' attitudes regarding their majors. Since there seems to be an absence or scarcity of the researches on Sari Medical Sciences University students' attitudes regarding their university majors, so we decided to perform a study aiming at the survey of the on Sari Medical Sciences University students' attitudes regarding their university majors.

Implementation method: the current is an analytical-descriptive research which has been conducted on 119 Sari University nursing students who are selected based on a census statistical sampling method. The measurement instrument includes a researcher-made questionnaire the first part of which pertains to the demographic characteristics and the second part is connected to the curriculum attitude researcher-made questionnaire. The data were analyzed by the use of SPSS 19 and descriptive statistics methods and independent t-test.

Findings: the students' average age was 21.52 ± 2.23 and the relationship between the age and the curriculum attitude was not found as statistically being significant. 48 students were men and it was indicated that the relationship between gender and curriculum attitude was not statistically significant. 77 individuals were second-year nursing students and 42 individuals were spending their third year of schooling. 102 individuals enjoyed a positive attitude regarding the nursing major and the curriculum attitude total mean score was 85.74 ± 9.82 .

Conclusions: the results indicated that most of the university students have a positive attitude towards their majors but they can be inclined towards having far more positive attitudes through the identification of the factors contributing to negative attitudes regarding the students' majors. Nursing education should take into consideration the modern teaching approaches and develop novel methods.

Keywords: curriculum attitude, university students, nursing, the city of Sari

Introduction:

The human beings need to make choices and options frequently in their lives, and that is because the right to choose is one of the most considerable and highest features of the humans. The humans are faced with two vital and critical choices in the course of their lives since their youth on which are choosing a university major and choosing a job. The choice of university major in high school is one of the most significant career- and destiny-building options during the education period and it can be an introduction and road paver for university major selection and it has been said to have a very great importance [1]. Undoubtedly, the most essential group in the progress of the developing countries is the scientific institutions and especially the university and its students [2]. One of the majors in the medicine discipline which is also found to be of great significance is nursing and the nurses performance exerts significant effect on the quality of the medical services and the higher the quality of such services the process of the improvement in the patients get more accelerated and accordingly the quality of the health care services provided will be greater [3, 4]. Nursing students as one of the basic pillars of the Country's health care system should be flourished and educated well both qualitatively and quantitatively to be able to appropriately solve the prospective social problems through offering services relevant to the field of their work and duties [5]. Success in every aspect of job career and fulfilling the objectives is in need of a sort of positive attitude towards that action or objective. The attitudes are subject to change in various periods of life corresponding to the peripheral environment. Most of the studies imply that it is more likely of the attitudes to change while studying as a university student [6]. About 20% of the unemployment rate in Iran is accounted for by the university graduates. The creation of depression and feelings of job insecurity in the health and treatment majors graduates, in which majors the recruitment and the exploitation of the specialized workforces matters the most, can lead to the wastage of the intellectual and spiritual capitals [7].

Curriculum attitudes influence the educational accomplishments, motivation and the enhancement of the students' quality a lot, so it can cause the students to succeed and elevate their curriculum performances [5]. The results of the study conducted in Isfahan in 2004 indicated that the majority of the students in medicine majors and fields of study have negative attitudes regarding the futures of their fields of study. However, 71% of them stated that in case that they take part again in public university entrance exams they will once again choose medical sciences fields of study as their first priority. These results are suggestive of the positive attitudes enjoyed by the medical students regarding their majors and fields of study [8]. In the study conducted in Hamadan in 2009, the results indicated that the students in the study field of environmental hygiene have positive attitudes towards their major [9].

Among the health care studies having information of the students' perspectives and their attitudes towards their job future is valuable. It is necessary to get a clear understanding of the attitudes and the relevant factors and apply them in the direction of enhancing health care profession in regulating and designing the plans and policies [10]. To make for constructive changes, it is necessary to have available descriptive information regarding the current status and information concerning the students' attitudes towards their fields of study. Through taking advantage of such information we can provide for the grounding for enhancing the positive factors and correcting the negative factors and consequently pave the way for increasingly higher satisfaction in the students regarding their majors. Since the university students are the main pillars of the university and they are to form the fundamental body of the various organizations and organs in the future their attitude and satisfaction of their fields of study are per se effective factors on the creation of motivation and preservation of the education quality [11]. Since there are a limited number of studies regarding Sari Medical Sciences University nursing students' attitudes towards their fields of study up to date, therefore the current study was attempted to survey Sari Medical Sciences University nursing students' attitudes towards their majors.

Implementation method:

The current is an analytical-descriptive research which was conducted in 2016 in Sari University department of nursing and obstetrics on 119 individuals of the nursing students who were selected based on a census statistical sampling method. The study entrance priority was given to the students who had at least spent one year educating in the major and they should not have been transfer and guest students. Also the senior students in their last term were excluded from the research project due to the problems in having access to them for administering the questionnaires. To collect the

information there was made use of a two-part questionnaire the first part of which encompassed demographic characteristics (age, gender, curriculum semester) and the second part was related to the researcher-made questionnaire including questions regarding students' attitudes toward their majors and the questionnaire's validity and reliability was calculated based on two methods of Cronbach's alpha method (0.78) and inter-cohort correlation (0.74). The questionnaire included 25 items and the answers to each of the items were scored based on Likert's 5-point scale (ranging from 1= completely disagree, 2=disagree, 3= neutral, 4= agree, 5= completely agree). In this way, the questionnaire scores were classified in a range from 25 to 125. Thus, according to the range of the scores the mean was computed as being equal to 75 and based on this, the scores below 75 indicated negative attitudes and scores 75 and higher indicated positive attitude. To gather the data, the researcher attended Sari nursing and obstetrics department and after making the necessary coordination with the education vice chancellorship, firstly, the objective of the study project was explained to the students and then an oral consent was acquired from the students and finally the questionnaires were distributed in sufficient number among the students. At the beginning of the questionnaire there was a text which read "your cooperation with this research project means that you are fully aware and content of your cooperation and that the information provided by the participants remain confidential and they are not exposed to any risk of any sort". In the end, the data were analyzed by the use of SPSS 19 software and descriptive statistics method and independent t-test.

Findings:

The students average age was 21.52 ± 2.23 and the relationship between age and curriculum attitude was not significant ($p=0.15$). 48 students (40.3%) were men and the relationship between gender and curriculum attitude was not significant ($p=0.735$). 77 students (64.7%) were second term students and 42 students (35.3%) were studying in their third term. 102 students (85.7%) had a positive attitude towards the nursing major and the curriculum attitude total mean score was found to be 85.74 ± 9.82 .

Table 1: the relationship between curriculum year and students' curriculum attitudes.

	Term	Mean	Standard deviation	P-value
Curriculum attitude	Year 2	87.0779	9.69776	0.04
	Year 3	83.3095	9.69659	

Discussions:

The results of the current study indicated that the attitude hold by the majority of the nursing students regarding their field of study is positive which are consistent with the results of the study performed by Miandoab et al which was conducted on surgery room students in Zahedan Medical Sciences University [5] and the results of the study conducted by Rajali et al which was conducted on Isfahan hygiene department students [1] and Alizadeh et al who evaluated the obstetrics department students attitudes in Islamic Azad University, Rasht branch [6]. The study on Jahrom University medicine students indicated that the great majority of the students are anxious and worried about their future careers, in such a manner that they expressed that in case they are to take part once again in the nation-wide university entrance exam they will choose another field of study [12]. Also 55% of Oroumyeh medical sciences university students enjoyed a negative attitude towards their field of study [13] and in a study with the purpose of determining the city of Tehran medical sciences university students ideas and notions regarding the nursing profession and the reasons behind intentions to quit such a major it was found that only 18% of the students enjoyed a positive attitude towards their nursing occupation and 69% of them showed agreement with quitting the major and also 63.6% of the study sample had decisions to change their majors and 51.64% of them had decisions to withdraw from continuing education in the field. Six first primary reasons behind intentions to leave the nursing profession according to the ideas proposed by the studied units were, respectively, not having social positive base, lack of the reality and the early imaginations and thoughts correspondence, the medical team individuals' negative attitudes, inappropriateness of the clinical work environment, the presence of a class gap between physicians and nurses and the low level of wage and salary level [14]. The results of the various studies indicate that the clinical environment plays a fundamental and important role in the education and training of the nursing students and the change in the nurses' attitudes. The clinical education and training experiences are considered as a vital opportunity for the students to get prepared to enter the clinical and work environment. Therefore, the colleges and departments should be aware of the effective role played by clinical trainings and education and practice the required supports in this regard. In the current study according to the questionnaires items more than 90% of the students asserted that "they are interested in their fields of studies" which is consistent with the study performed by Miandoab et al [5]. In the study performed by AbdollahZadeh et al [15] the highest percent of the students' agreement was found for the item "the possibility to continue education in higher levels in this field of study is low", while in the current study the highest

percentage belonged to the item “I have the capability to acquire clinical skills in the field of study”. In the current study the lowest agreement was in connection to the item “I cannot manage to shoulder the responsibilities of the study field in the surgery room”, which conformed to the results obtained in the study by Miandoab et al [5]. However, in the study conducted by Abdollahzadeh et al the lowest agreement was shown to be in items “I became familiar with this field of study before participating in university entrance exam”, “in case of having a chance to take the tests for the university entrance exam I would rather to choose the same study field again” and the item “I chose this field of study only to continue education in higher levels and entering to the university” [5]. One of the factors effective on such attitudes could have been the education methodologies and the clinical environment [16]. One of the most critical limitations and constraints in the present study was the students’ psychological status when completing the questionnaires which could have influenced the students responding style, however, it was tried to distribute the questionnaires on time and after the students were well briefed about the study objectives and after an oral consent was acquired from the study participations. For further research, we suggest that ethical climate enhancement solutions should be taken into consideration in training hospitals.

Conclusion:

The results indicated that most of the university students enjoy a positive attitude respective to their field of studies but their attitude can be directed towards getting better through the identification and elimination of the negative factors influencing the students’ attitudes. Nursing education and training programs should be attentive to the novel approaches and develop new and modern methodologies.

Acknowledgement:

The current study is a result obtained by a research plan in BA degree in nursing and obstetrics department in the University of Zahedan. We are hereby thankful to all of the participants in the study and also the officials and authorities of Zahedan medical sciences university and Sari medical sciences university whose generous and sincere helps greatly assisted us in data collection stages.

Reference

1. Shafiabadi A. *Career advice and professional tips and job-selection theories*. Tehran: Nashre Rosd; 2012.

2. Salar AR, Zare S. The survey of Zahedan medical sciences university students' psychological health status. *Der Pharmacia Lettre*. Scholars Research Library; 2016;8(3): 110–115.
3. Miandoab NY, Shahrakipour M, Zare S. The study of relationship between the ethical climate and job interestedness. *Der Pharma Chemica*. Scholars Research Library; 2016;8(3): 86–90.
4. Jahantigh M, Zare S, Shahrakipour M. The survey of the relationship between ethical climate and ethical behavior in nurses. *Der Pharma Chemica*. Scholars Research Library; 2016;8(3): 189–193.
5. Miandoab NY, Arbabisarjou A, Zare S, Shahrakipour M. Surgical technology students' attitude toward their field of study. *Der Pharmacia Lettre*. 2015;7(12): 25–29.
6. Alizadeh S, Namazi A, Sigarchian M. The midwifery students' opinion about their professional future. Educational development of Jundishapur; 2014: 21-27.
7. Malakoutian M, Parvaresh A. The employment situation of environmental health graduates in Iran between 1996-2002. *Iranian Journal of Medical Education*. Iranian Journal of Medical Education; 2003;3(2): 65–71.
8. Sadr Arhami N, Kalantari S, Atarod S. Medical students attitude towards their field of study and future career. *Iranian Journal of Medical Education*. Iranian Journal of Medical Education; 2004;4(1): 76–81.
9. Samadi M, Taghizadeh J, Esfahani ZK, Mohammadi M. Evaluating Environmental Health Students' Attitudes toward their Discipline and Future Career in Hamedan University of Medical Sciences in 2008. *Iranian Journal of Medical Education*. 2010;9(4).
10. Rejali M, Mpstajeran M, Lotfi M. Health student attitude towards their field of study and future career in health faculty of Isfahan University of medical sciences–2008. *HEALTH SYSTEM RESEARCH*; 2010: 106-114.
11. Hadavi M, Esmaeili S. The Satisfaction Rate of the Anesthesia Students about their Educational Field and their Attitude Towards Future Job Perspectives in 2012. *Journal of Rafsanjan University of Medical Sciences*. Journal of Rafsanjan University of Medical Sciences; 2014;13(7): 609–618.
12. Irvani K, Amini M, Doostkam A. A survey of medical students' attitude toward medicine and its future in Jahrom Medical University (basic and clinical stages). *Iranian Journal of Medical Education*. Iranian Journal of Medical Education; 2002;2: 28–29.

13. Joolae S, Mehrdad N, Bohrani N. A survey on nursing student's opinions toward nursing and reasons for giving it up. *IRANIAN JOURNAL OF NURSING RESEARCH*; 2006: 21-28.
14. Abdollahzadeh F, Lotfi M, Mirza Aghazadeh A, Etebari Asl Z. Attitude of Operating Room Students towards their Field of Study. *Iran Journal of Nursing*. *Iran Journal of Nursing*; 2014;27(90): 65–72.
15. Glossop C. Student nurse attrition from pre-registration courses: investigating methodological issues. *Nurse Education Today*. Elsevier; 2001;21(3): 170–180.

Corresponding Author:

SadeghZare,

Email: zaresadegh93@yahoo.com