The 6th International Scientific Nursing Conference 2014

Faculty of Nursing, Helwan University, Egypt

In Collaboration with Kennesaw University (KSU), & 6 October University

Advances in Nursing Profession: Education & Practice

6-7, April 2014 Cairo – Egypt

Under the auspices of

Prof. Dr. Yaser Saker

President of Helwan University

Prof. Dr. Maged M. Nagm

Vice President of Post Graduate &Research affaire

Prof. Dr. Mamdouh M. Mahdy

Dean Faculty of Nursing & President of Conference

Ass. Prof. Dr. Gehan M. A. Mostafa

Vice Dean for Post Graduate & Research Affaire

Ass. Prof. Dr. Sahar Ahmad Shafik

Head of Community Health Nursing

General Secretary of Conference

Dr. Sabah Ramadan Hussein

Conference Coordinator

Acknowledgement:

The organizing and scientific committees world like to address very special thank you to all speakers from U.S., and 6 October University Faculty of Applied Medical Science, Egypt who insisted to be committed to our 6th international scientific conferences of the faculty of Nursing – Helwan University, we would like also to thank all participant colleagues for giving their valued time to come and to exchange experiences. We wish you all a prosperous conference with us.

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Prof. Dr. Mamdouh M. Mahdy

Dean, Faculty of Nursing &

President Conference

conference general secretary

Ass. Prof. Dr. Sahar Ahmad Shafik

Head of Community health nursing

General Secretary Conference

Conference Committees

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Dean, Faculty of Nursing& Conference President

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Objective of the Conference:

- Enhance awareness of health care in current advance.
- Emerging nursing education models.
- Emphasis nursing application in education and practice.
- Explore innovative strategies in health care issues.
- Reinforce advancement nursing researches and its impact on communities' services.
- Facilitate change and professional development of nurses within healthcare practice and education.
- Activate nursing research and its application.

Abstracts for the 6th International Scientific Conference 2014 should be related to The Following Axis:

- Nursing technology, simulation and education.
- Advanced practice in health field.
- Innovation in health care researches.
- Management information system and its application
- Nursing education and practice.
- New Trends in nursing education.
- Novel in health care profession.
- Health application of new technology.
- E Learning / M Learning and its practice.
- Environmental health promotion.
- Modern health theories.

Types of presentation

- ❖ Oral Presentation.
- ❖ Poster Presentation.
- ❖ Student's Corner.

The Scientific Program:

Scientific program will include plenary discussion, poster, video conversation and sessions, including continuing educational researches discussion.

Official Language:

English. In addition to Arabic translation

Date and Venue of the conference:

The Conference will be held at Faculty of Nursing, Helwan University, Helwan, Egypt, on 6-7, April 2014, At Guesthouse Hassan Hosni, Campus, Helwan, Egypt.

First day: Sunday 6th April 2014

9.00 Am :10.00 Am	Registration
10.00 Am :11.00 Am	Opening Ceremony
11.00 Am : 11.30 Am	**Coffee Break**
11.30 Am : 2.30 Pm	Session I: **New Trends in Nursing Maneuver**
2.30 Pm : 4.30 Pm	Session II: **Innovation in Nursing Practice**
4.30 Pm : 5.00 Pm	**Lunch**

Second day: Monday 7th April 2014

9.00 Am :9.30 Am	Registration
09.30 Am :11.30 Am	Session I: **Creative Nursing Researches**
11.30 Am : 12.00 Pm	**Coffee Break**
12.00 Pm : 2.00 Pm	Session II: **Challenge Nursing Intervention**
2.00 Pm : 4.30 Pm	Session III: **Modern Practices in Nursing**
	Recommendation & Closure
4.30 Pm: 5.00 Pm	**Lunch**
5.00 Pm: 5.30 Pm	Certification

Conference Program

First day: Sunday 6th April 2014

09.00 Am :10.00 Am	*Registration*
10.00 Am :11.00 Am	*Opening Ceremony* **Prof. Dr. Yaser Saker** President of Helwan University **Prof. Dr. Maged M. Nagm** Vice President for Post Graduate & Research Affaire **Prof. Dr. Mamdouh M. Mahdy** President of Conference, Dean, Faculty of Nursing **Ass. Prof. Dr. Gehan M. A. Mostafa** Vice Dean for Post Graduate & Research Affaire **Ass. Prof. Dr. Sahar Ahmad Shafik** General Secretary of Conference
	Reporters: **Miss. Eman Hassan** **Miss. Sara Galal**
11.00 Am : 11.30 Am	*Coffee Break*
	Poster Presentation & Student's Corner
11.30 Am : 2.30 Pm	*Session I:* *New Trends in Nursing Maneuver*
	Chair Persons: **Prof. Dr. Zeinab A. Loutfy** **Prof. Dr. Soheir Weheida** **Prof. Dr. Nawal Soliman** **Prof. Dr. Harisa M. El .Shimy** **Prof. Dr. Ragaa Ali Mohamed**
	Reporters: **Miss. Miada Taha** **Miss. Amany Mohamed** **Miss. Rasha El-sayed**
11.30 Am : 12.00 Pm	**New Trends in Obstetric and Woman Health** Prof. Dr. Mohamed Abd-elSalam

12.00 Pm: 12.30 Pm	**New Trends in Community Health Nursing** Dr. Inas Helmy Al Shaer
12.30 Pm : 1.00 Pm	**Positive Reinforcement** Professor of psychiatric mental health nursing, Faculty of Nursing - Ain shams university
1.00 Pm: 1.30 Pm	**Problem Based Learning** Prof. Dr. Ragaa Ali Mohamed
1.30 Pm : 2.00 Pm	**Innovating and Validating Mobile Learning Model for Nursing Students** Dr. Gehan Mohamed Ahmed Mostafa Assistant Professor, Nursing Administration Department, Vice Dean of Post-graduate & Research, Faculty of Nursing, Helwan University, University Campus, Helwan.
2.00 Pm: 2.30 Pm	*Discussion*
2.30 Pm : 4.30 Pm	***Session II*** *Innovation in Nursing Practice*
	Chair Persons **Prof. Dr. Sanaa Alaa** **Prof. Dr. Magda Abd-Elaziz** **Prof. Dr. Wafaa EL- Sayed Abd- Elgeleel** **Prof. Dr. Kamilia Foud** **Prof. Dr. Samia Adam**
	Reporters: **Miss. Donia Ataf** **Miss. Noha Hessan** **Miss. Hoda Shwaky**
2.30 Pm : 3.00 Pm	**Using of Statistical Tools in the Field of Nursing** **استخدام الأدوات الاحصائية في مجال التمريض** **دكتور/ محمد عثمان عبدالفتاح**
3.00 Pm : 3.30 Pm	**Effective Approaches to Palliative Care for Cancer Patients beyond the End of Life** Ass. Prof. Dr. Safy S. Al-Rafay,
3.30 Pm : 4.00 Pm	**New Trends in Medical Surgical Clinical Practice** Ass. Prof. Dr. Zeinab Hussain
4.00 Pm : 4.30 Pm	*Discussion*
4.30 Pm: 5.00 Pm	*Lunch*
	Poster Presentation & Student's Corner

Second day: Monday 7th April 2014

09.00 Am :09.30 Am	*Registration*
09.30 Am :11.30 Am	***Session I*** *Creative Nursing Researches*
	Chair Persons: **Prof. Dr. Mamdouh M. Mahdy** **Prof. Dr. Aisha Awad** **Prof. Dr. Eman Ibrahim** **Ass. Prof. Dr. Neama Abdelfattah** **Ass. Prof. Dr. Afaf S. Abd-Elmohsen**
	Reporters: **Miss. Onss Saeed Mohamed** **Mr. Hosam Ali** **Miss. Eman Atef**
09.30 Am :09.45 Am	**The Effect of an Interactive Educational Program Promoting Active Healthy Life Style on the Quality Of Life and Menopausal Symptoms among Working Women.** **Dr. Nevertity Hassan Zaky**, Assistant Professor, Obstetrics and Gynecology Nursing Department, Faculty of Nursing, Alexandria University, Egypt.
09.45 Am : 10.00 Am	**Effect of Diet Intervention on the Weight of Overweight and Obese Children and Their Nutritional Knowledge** **Neanaa, M., Fayed., Maha, I ., Khalifa, Fatma , A., Abd Elrazk.** Lecturer of Pediatric Nursing, Prof. of Pediatric Nursing, Lecturer of Pediatric Nursing
10.00 Am : 10.15 Am	**Effect of Aerobic Exercise on Premenstrual Symptom among Young Egyptian Female.** **Reda M.Nabil Aboushady , Gehan E. Ghonemy , Inas Helmy** Lecturer, Associate Professor of Maternal & Newborn Health Nursing, Associate Professor of Community Health Nursing, Faculty of Nursing, Cairo University.
10.15 Am : 10.30 Am	**Academic stress and anxiety among faculty of nursing students** **Ikram Ibraheem Mohamed, Hala Ramzy Youssef,** Assistant Professor Psychiatric and Mental Health Nursing, Faculty of Nursing, Assiut University, Assistant Professor Nursing Administration, Faculty of Nursing, Assiut University

10.30 Am : 11.00 Am	*video presentation* **Thermoregulation and the older Adult** Dr. **Carol Holtz PhD., RN Professor of Nursing Well Star Collage of Health and Human Services, School of Nursing Kennesaw State University**
11.00 Am : 11.30 Am	*Discussion*
11.30 Am: 12.00 pm	*Coffee Break* *Poster Presentation & Student's Corner*
12.00 pm : 2.00 pm	*Session II* *Challenge Nursing Intervention.* **Chair Persons:** **Prof. Dr. Efat Mohamed** **Prof. Dr. Nagat Saied** **Prof. Dr. Fardos Zakaria** **Ass. Prof. Dr. Gehan M. Moatafa** **Ass. Prof. Dr. Eman Salman** **Reporters:** **Miss. Safa Ramadan** **Miss. Samia Gamal** **Miss. Mariem Mohamed**
12.00 pm : 12.15 pm	**The effect of improving knowledge, attitude and practice of nursing to control infections among liver transplant recipients** **Imam Abd Ellatif Waked and Amany Abd-Elaziz Gomaa** Professor of Medicine and Hepatology , National Liver Institute, Menoufia University, Egypt, Lecturer of Community health nursing, Faculty of Nursing, Fayoum University, Egypt
12.15 pm : 12.30 pm	**Evaluation of Breast Self-Examination Educational Training Program on Nursing Students' Knowledge, Attitude And Practice** **Maha Mousa Mousa, Nagat Salah Shalaby** Lecturer Community and Family Health Nursing, Faculty of Nursing, Port Said University, lecturer Maternity, Obstetrics & Gynecology Nursing , Faculty of Nursing, Port Said University

12.30 pm : 12.45 pm	**Developing and Validating Nursing Performance Standards for Hemodialysis Units at Ain Shams University Hospital** **Hemat A. Mostafa** Department of Nursing Administration, Faculty of Nursing, Ain Shams University
12.45 Pm : 1.00 Pm	**Effect of Health Teaching Module on Pain, Anxiety Level, and Self Efficacy among Traumatized Orthopeding Patients post-surgery** **Soheir M. Weheida. Amal E. Shehata. Hanan R. *Atalla*** Professor Medical surgical nursing department, faculty of nursing, Alexandria university (1), Assistant Prof Medical surgical nursing department, Faculty of Nursing, Menoufia University (2,3)
1.00 Pm : 1.15 Pm	**Improving Sleep Quality and Nutrition among Elderly Women** **Mona Hassan Abdallh, Ereny Wilson Nagib** Assistant professor of Psychiatric Mental Health Nursing: faculty of Nursing: Ain Shams University lecturer of Nutrition and Food Sciences, Home Economics Department, Faculty of Specific Education, Ain Shams University,
1.15 Pm: 1.30 Pm	**Effect of Behavioral Intervention on Reducing Symptom Severity during Chemotherapy** **Mohamed A. Abd El-Hay, Safaa Diab Abd El- Wahab,& Gehan Ahmed Abed**, Ass. Prof. of Neuropsychiatry, Faculty of Medicine Tanta University, Lecturer of Psychiatric Mental Health Nursing, Faculty of Nursing, Menoufia University
1.30 Pm: 2.00 Pm	*Discussion*
2.00 pm : 4.30 pm	*Session III* *Modern Practices in Nursing.*
	Chair Persons: **Prof. Dr. Mamdouh M. Mahdy** **Ass. Prof. Dr. Zinab Hussein Ali** **Ass. Prof. Dr. Sahar Ahmed Shafike** **Ass. Prof. Dr. Safaa Salah Essmail**

	Ass. Prof. Dr. Entesar Fatouh Abd El-Monem
	Reporters: **Miss. Sabah Nagaha** **Mr. Hassan Awad** **Miss. Manar Fathy**
2.00 pm : 2.15 pm	**The Effect of E-Learning on knowledge and Performance of Critical Care Nursing Students.** **Kamelia Fouad Abdalla, Omar Hassan Karam, Neamat Allah Gomaa Ahmed, Eglal Hassanein Abd El-Hakeim** Faculty of Nursing Ain Shams University Faculty of Computer and Information sciences Ain Shams University Faculty of Nursing British University in Egypt
2.15 pm : 2.30 pm	**Relationship between Stress and Eating Habits among College-Age Nursing Students in Assiut University, Egypt.** **Azza M. Abd El-Aziz, Soad A. Sharkawy, and Yousseria E. Yousef** Assiut University, Egypt
2.30 pm : 2.45 pm	**A comparative study to assess the level of anxiety among primiparas undergoing caesarean section versus normal vaginal delivery** **Sabah Lotfy Mohamed , Manal Mohamed El Kayal** Department of Obstetrics and Gynecology, Health Nursing Department of psychiatry, Health Nursing, Faculty of nursing, Zagazig University
2.45 pm : 3.00 pm	**Putting Evidence into Practice, I'll fight to Prove It Is right, A Review of Literatures.** **Naglaa Abd El-Mawgoud Ahmed** Lecture of community Health Nursing, Menoufia Universit
3.00 pm : 3.15 pm	**Effect of Self-Learning Package on Caregivers of Children Undergoing Dialysis Therapy** **Fathia EL-Sayed EL-Ghadban, Wafaa EL-Sayed Ouda,Ismail Abou EL-Ela Ramadan, Faten Shafik Nassar** Assistant Lecturer of Pediatric Nursing, Faculty of Nursing, Fayoum University, Professor of Pediatric Nursing, Faculty of Nursing, Ain Shams University, Professor of Pediatric Medicine, Faculty of Medicine, Benha University, Lecturer of Pediatric Nursing, Faculty of Nursing, Benha University

3.15 pm : 3.30 pm	**Impact of Oral Hygienic Guidelines on Incidence of Pneumonia Among Mechanically Ventilated Patient** **Manal Saied Ismail, Hoda Ahmed Hussein** Professor of critical care – Faculty of Nursing- Cairo University, Lecturer of Medical Surgical Nursing Faculty of Nursing. Modern University for Technology and Information
3.30 pm : 3.45 pm	**Effect of Nursing Guidelines on Incidence of Cancer Diseases Outcome among the Elderly at Hospitals** **Nermeen Mahmoud abd el-aziz** Lecturer in community health nursing, Faculty of Nursing Assiut University
3.45 pm : 4.00 pm	**Chronic Hepatitis C Patients' Needs Assessment at Ain Shams University Hospital** **Heba A. Mostafa** Department of Medical Surgical Nursing, Faculty of Nursing, Fayum University
4.00 pm : 4.15 pm	**Factors Influencing Self-Directed Learning Readiness among Nursing Students** **Salwa Ibrahim Mahmoud** Nursing Administration, Nursing Facult y -Benha University.
4.15 pm : 4.45 pm	*Discussion*
	Recommendation & Closure
4.45 Pm: 5.15 Pm	*Lunch*
5.15 Pm : 5.45 Pm	*Certification*

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Factors Influencing Self-Directed Learning Readiness among Nursing Students

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Abstract

The outcome of student self-direction in learning may be influenced by a range of factors, such as students' personal characteristics and their perception of learning environment**. The study aimed to** identifying factors influencing self-directed learning readiness among fourth year nursing students at Faculty of Nursing, Benha University. **The study sample** was all fourth year nursing students in academic year 2009- 2010 (214 students). **Three different tools were used for data collection;** self-directed learning readiness scale (40 items), students achievement goal scale (20 items) and student' perception of learning environment questionnaire (36 items). **The result showed** that the highest percent of students were having readiness for self-directed learning and their scores were leaning toward the end, students reported neutral perception of their learning environment, and achievement goal orientation of the majority of them was mastery and performance, there was no significant correlation between students' self-directed learning readiness and their personnel characteristics, students' self-directed learning readiness was significantly and positively correlated with their perception of learning environment, mastery, performance achievement goals and significantly negatively correlated with alienation achievement goal. **The study recommended;** development of methods for assessing students, focus on measuring students' qualitative learning outcomes, conduct training programs for teaching staff about developing electronic courses and designing and using self-directed learning activities in their teaching.

Key words: Self-directed learning readiness- Achievement goals- Perception of learning environment.

Introduction

Rapid changes in health care mean that knowledge that nursing students learn at school can quickly become obsolete when they join the workforce. Nursing graduates today are likely to work in a range of different conditions and context during their professional careers. Nurses thus need to keep and engage in continuing education, to ensure they maintain professional competence, and nursing education has a vital role to play in ensuring that graduates are prepared for self-directed learning to adapt and respond to this need for continuous learning in their professional careers. **(Throne, 2006).**

Muongmee, (2007) defined self-directed learning as a most useful concept which is relevant to all teachers and learners, representing the qualitative evolving of a person's sense of cognitive abilities and developmental readiness for ambiguous and undefined actions**,** he also added that the self-directed learning is a basic skill to ensure one's successful adaptation and long employability in the workplace of today and into the future.

Students' self-direction in learning is seen as an outcome of education **(Huang, 2008).** Some researchers have argued that learners' self-direction cannot measured directly, but the learners attributes associated with self-direction in learning in terms of attitudes, values, beliefs, and abilities, can be directly measured, they also believed that these attributes determine whether or not self-direction will take place in a learning situation and how the learning process will be managed **(Fisher et al., 2001).**

In the achievement goal theory, three goals are often posited; mastery, performance and alienation goals. Mastery goal is also known as learning or task goal is focused on personal success and improvement through effort and performance goal is also known as ego goal is focused on outperforming others and on reaching better results than the rest **(Pintrich & Schunk, 2000; Smith, et al., 2002)**. Students either wish to develop their competence and maximize their potential, or to demonstrate their competence and prove something to themselves. These two goals give meaning to task experience, directing and linking students' thoughts, feelings, and behaviors while engaged in learning **(Urdan, T. C., & Mestas, M. 2006)**.

The effects of environmental and social elements on the initiation of self-directed learning may be as basic as creating the settings and conditions an individual finds themselves in, which can form constraints or promote the initiation of a self-directed learning endeavor, and the learner's level of self-direction must exist in an environment where opportunities for self-directed learning are present. **(Long, 2000).**

Educators have long considered motivation as an important factor that affects student learning and achievement. Researchers are always interested to know about students learning motivation and the reasons that motivate students to learn. The relations of students' motivational orientation with metacognitive variables in learning such as learning strategies, self-efficacy and achievement goals have been documented in literature and the findings have been used to explain different aspects of student learning. **(Kwok & Po-yin Lai, 2007; Brunell, , 2007)**

Pine & Horn, (2009) described the learning environment that facilitates learning, allowing curiosity and create an enthusiasm for learning that will last a lifetime as an environment having a good teacher-student relationship, encourages people to be active, in which difference is good and desirable, tolerates ambiguity, in which evaluation is cooperative process with emphasis on self-evaluation, encourages openness of self rather than concealment of self, in which people are encouraged to trust in themselves, and feel they are respected and accepted and permits confrontation.

Valiente, et al., (2008) stressed that "Today, the most important skill is learning how to learn" If a school's purpose is to prepare self-directed and lifelong learners its leaders must apply an ongoing, continually evolving effort toward learning the essential skills, processes of self-directed learning and instructional processes should facilitate such growth. Moreover, accreditation standards for many professions now also examine preparation programs for evidence that they prepare their learners for continued, self-directed lifelong learning. Examples include medical, engineering, and nursing education. **(Guglielmino, 2008).**

Significance of the Study

If nursing students possess the attitude, personality traits and skills which constitute readiness for self-directed learning, they are more likely to be able to continue learning throughout their professional careers, to overcome many of the obstacles, to participation in continuing professional education activities, and to avoid professional obsolescence **(Williams, 2002).** Accordingly the present study concerned with identifying factors influencing self-directed learning readiness among fourth year nursing students.

Aim of the study

Identify factors influencing self-directed learning readiness among nursing students.

Research questions

1. Are fourth year nursing students' ready for self-directed learning?
2. To what extent fourth year nursing students' achievement goal orientation?
3. To what extent fourth year nursing students' perception of the learning environment?
4. Do fourth year nursing students' personal characteristics, achievement goals and perception of the learning environment influence their self –directed learning readiness?

Subject and Methods

Research Design:

A descriptive exploratory design was utilized to meet the aim of the study.

Setting:

This study was conducted at Faculty of Nursing, Benha University.

Subjects:

The subjects of this study were a convenience sample of fourth year nursing students who were enrolled in the academic year in 2009 – 2010 at Nursing Faculty, Benha University (n = 214 students).

Tools of Data Collection

1- Self-directed Learning Readiness Scale

The scale developed by **Fisher et al., (2001)** and targeted to nursing students to assess the extent to which students perceive themselves to possess the attributes associated with self - direction in learning. It includes two parts: the first part: personal data of students such as previous education, marital status and their residence. The second part: self-directed learning readiness scale which consists of 40 items categorize into 3 subscale; self-management (13 items), desire to learn (12 items) and self-control (15 items).

Scoring System

The original source was used five- point likert scale ranged from strongly disagree (1 score) to strongly agree (5 scores) and collapsed in this study to three- point likert scale. The response chooses was ranged from disagree (1 score) to agree (3 scores) in the positive items and the score contrasted with negative items. The total score was determined by **Fisher, et al., (2001)** as the following: students not ready for self-directed learning when score is ≤ 75% (≤ 90) and students ready for self-directed learning when score is > 75% (> 90).

2- Student Achievement Goal Scale

The scale developed by **Archer (1994),** It aims to assess the achievement goal orientation of university students, it consists of 20 items that includes three subscales; mastery, performance and alienation. The mastery goal scale aims to estimate the strength of students' intrinsic interest in studying (8 items). The performance goal scale aims to estimate the extent to which academic performances and social rewards orient students to learn (8 items) and the alienation goal scale reflects the motivation of students who exercise little effort on study not because they lack of ability, but because their interests and sources of self-esteem lie outside the classroom (4 items).

Scoring System

The original source was used five- point likert scale ranged from strongly disagree (1 score) to strongly agree (5 scores) and collapsed in this study to three- point likert scale. The response choose was ranged from disagree (1 score) to agree (3 scores) in the positive items and the score contrasted with negative items. The total score was determined by **Archer, (1994)** according to students' score median splits as following: students high in both mastery and performance achievement goals score is ranged from 21 to 24 in mastery and from 20 to 24 in performance, students high in mastery and low in performance achievement goals score is ranged from 21 to 24 in mastery and from 8 to 19 in performance, students low in mastery and high in performance goals score is ranged from 8 to 20 in mastery and from 20 to 24 in performance and students low in both mastery and performance achievement goals score is ranged from 8 to 20 in mastery from 8 to 19 in performance.

III- Perception of learning environment (The course experience questionnaire (CEQ))

This questionnaire was developed by **Ramsden (1991)** to rate performance indicators of teaching effectiveness in higher education institutions, the output of CEQ evaluation are interned to assist institutions with their quality enhancement and improvement of curriculum design. It consists of 30 items categorize into 5 subscales; clear goals and standards (5 items), emphasis on independence (6 items), good teaching (8 items), appropriate workload (5 items), and appropriate assessment (6 items), the scale was modified by **Haung (2008),** who added the sixth subscale named learning resources (6 items) to become 36 items that measuring key aspects of the learning environment.

Scoring System

The original source was used five- point likert scale ranged from strongly disagree (1 score) to strongly agree (5 scores) and collapsed in this study to three- point likert scale which used to assess respondents' perception to aspects on their learning environment. The response choose was ranged from disagree (1 score) to agree (3 scores) in the positive items and the score contrasted with negative items. The total score determined by Ramsden, (1991) & Huang, (2008) as the following: mean=36 – 53 = < 50% negative perception, mean= 54 – 76= ≥ 50% - ≤ 70% neutral perception and mean= 77 – 108 = > 70% positive perceptions.

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Method

Reviewed related literature used the national and international journals, magazines, periodicals, textbooks, internet and theoretical knowledge of the various aspects concerning the topic of the study. The tools translated into Arabic format. Tools clarity and applicability was tested by jury consisted of professor and assistant professor of nursing administration in Faculty of Nursing Cairo University and professor of curriculum and education in Faculty of Education Benha University who recommended little modification related to items' clarity, arrangement, and conversion of some items to negative or positive format, and the necessary modifications were performed. It took three months started from November 2009 to January 2010.

Pilot Study

Pilot study was conducted in February 2010 to assess tools' clarity and applicability, it also served in estimating the time needed for filling three questionnaires (was about 40 – 45 minutes). It was done on 10% (21 fourth year nursing students) of the total subjects. A little clarification of any statements related to its translation to Arabic. It was included in the study.

Data Collection

Data collection took about two months; from March to April 2010. The data collected from students in the faculty before and between their theoretical class hours according to their availability, the students were taken into groups according to a list of their names; the numbers of students in each group were ranged from 15 to 20 students, and they take from 30 to 40 minutes to complete three questionnaire sheets.

Ethical Considerations:

At the interview with students to collect data they informed about the purpose and benefits of the study, and they were informed that their participation is voluntary and they have the right to refuse to participate in the study without giving any reason. In addition, confidentiality and anonymity of the subjects were assured through coding of all data. An official approval was obtained from the Dean of the Benha Faculty of Nursing. After, the purpose of the study explained the data collected.

Statistical Design

Data entry and analysis were done by using statistical package for the social sciences (SPSS Version 11.0). Data was presented using frequencies and percentage, mean and standard deviation and correlation. Pearson's correlation procedures are therefore deemed to be appropriate for analyzing these data. Statistical significance was considered at P value ≤ 0.05 was used for analyzing data and obtaining results.

Results

Table (1): Personal characteristics of the fourth year nursing students (n=214)

Personal characteristics	No	%
1- Previous Education		
a. Secondary school	137	64.0
b. Nursing diploma	77	36.0
2- Marital Status		
a. Single	199	93.0
b. Married	15	7.0
3- Residence		
a. With family	179	83.6
b. Aliens home	35	16.4

Table (1) clearly shows that, nearly two third of students' (64%) educations were secondary school. As regarding to marital status; most of them (93%) were single and in relation to their residence the majority of them (83.6%) were living with their families.

Figure (1): Parentages of students' self-directed learning readiness

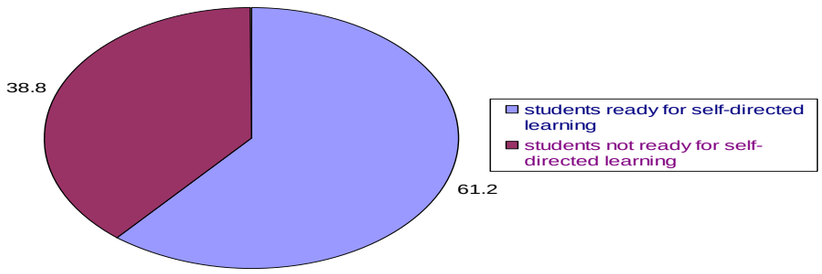

Figure (1): It is clear from the figure that, the highest percent of students (61.2%) were ready for self-directed learning, and only (38.8%) were not ready.

Table (2): The students' mean scores of self-directed learning readiness (n=214

Self-directed learning readiness	*Max. Score*	$\overline{X}$ ± *SD*
Self-management	**39**	**26.89 ± 8.82**
Desire to learn	**36**	**29.67 ± 7.23**
Self-control	**45**	**36.28 ± 9.39**
Total	**120**	**92.86 ± 17.19**

Table (2): According to the table the mean score of students' readiness for self-directed learning was (92.86 ± 17.19), and highest mean score as reported by students was related to the desire to learn (29.67 ± 7.23), while the lowest mean score was related to self-management skills (26.89 ± 9.82).

Table (3): The students' mean scores of achievement goals and correlation be (n=214)

Achievement goals	Mean score		Mastery		Performance	
	Max. scores	$\overline{X}$ ± SD	r	p	r	p
Mastery	24	21.21 ± 5.84	-	-	-	-
Performance	24	19.47 ± 6.43	0.609	≤ 0. 001**	-	-
Alienation	12	5.19 ± 2.77	- 0.232	≤ 0. 001**	- 0.051	≥ 0.05

Table (3): This table revealed that the highest mean score as reported by students was related to mastery achievement goal (21.21± 5.84), while the lowest mean score was related to alienation achievement goal (5.19 ± 2.77). The table also showed a highly significant positive correlation between mastery and performance achievement goals at ($p \leq 0.001$), a highly significant negative correlation between mastery and alienation achievement goals at ($p \leq 0.001$), and negative correlation between performance and alienation achievement goals.

Table (4): Mean scores of students' perception learning environment (n=214)

Domains	Max score	$\bar{X}$ ± SD
Clear goals and standards	15	10.27 ± 3.13
Independence	18	10.50 ± 3.17
Good teaching	24	16.58 ± 4.99
Appropriate workload	15	7.22 ± 2.52
Appropriate assessment	18	9.71 ± 4.05
Learning resources	18	11.73 ± 5.19
Total	**108**	**66.04 ± 14.13**

Table (4): clearly shows that, the mean score of students overall perception of their faculty learning environment was (66.04 ± 14.13), and the highest mean scores as reported by students was related to teaching (16.58 ± 4.99), while the lowest mean score was related to workload (7.22 ± 2.52).

Table (5): Correlation of students' personal characteristics, achievement goals and learning environment with their self-directed learning readiness (n=214).

Factors	Self-directed learning readiness	
	r	p
1- Personal characteristics:		
Previous education	0.039	≥ 0.05
Marital status	0. 047	≥ 0.05
Residence	0.010	≥ 0.05
2- Achievement goals:		
Mastery	0.382	≤ 0. 001**
Performance	0.370	≤ 0. 001**
Alienation	- 0.178	≤ 0. 001*
3- Perception to learning environment:	0.195	≤ 0. 001**
Clear goals and standards	0.236	≤ 0. 001**
Independence	0.151	≤ 0.05*
Good teaching	0.243	≤ 0. 001**
Appropriate workload	0.118	≥ 0.05
Appropriate assessment	0.175	≤ 0.05*
Learning resources	0.135	≤ 0.05*

*** A statistical significant difference (P ≤ 0.05)** **** A highly statistical significant difference (P ≤ 0. 001)**

Table (5): It is clear from the table that, there was no significant correlation between students' self-directed learning readiness and their previous education, marital status, residence or their perception of workload, however, there was highly significant positive correlation between students' self-directed learning readiness and mastery, performance achievement goals, overall perception to learning environment, clear goals and standards, and good teaching at (p≤ 0. 001), also, there was significant positive correlation between students' self-directed learning readiness and independence, appropriate assessment , learning resources at (p≤ 0.05), and there was significant negative correlation between students' self-directed learning readiness and alienation achievement goal at (p≤ 0. 001).

Table (6): Students' mean score of self-directed learning readiness according to four categories of their mastery and performance achievement goals (n=214).

Mastery	Performance	
	High	Low
	$\bar{X} \pm SD$	$\bar{X} \pm SD$
High	96.72 ± 14.27	92.38 ± 14.32
Low	88.90 ± 14.08	87.52 ± 15.68

Table (6): It is clear from the table that, students who high in both mastery and performance goals obtained the highest mean score in self-directed learning readiness (96.72 ± 14.27), while students who low in both mastery and performance goals obtained the lowest mean score in self-directed learning readiness(87.52 ± 15.68).

Discussion

Self-directed learning behavior is becoming more frequently recognized today as an interactive process, the effects of environmental and social elements on the initiation of self-directed learning may be as basic in creating the settings and conditions an learner finds themselves in, which can form constraints or promote the initiation of a self-directed learning endeavor, as well as, the learner's level of self-direction determined by how many opportunities for self-directed learning are present in learning environment. **(Long, 2000; Merriam, 2007)**

The aim of the present study concerned with identification of the factors influencing self-directed learning readiness among fourth year nursing students at Faculty of Nursing, Benha University through; measuring fourth year nursing students' self-directed learning readiness, perception of learning environment, achievement goals and the influence of last two variables on their self-directed learning readiness.

The findings of the present study revealed that the highest percent of fourth year nursing students were ready for self-directed learning, and the distribution of their self-directed learning readiness scores were leaning toward higher score end. This findings are parallel with findings from many studies measured nursing students self-directed learning readiness. **(Tarhan & Erözden, 2001; Smedley, 2007; Merriam, et al., 2007) .** Also, this results supported by **Throne, (2006); Brunell, (2007)** who stated that each nursing educational program is strategically positioned to reflect the professional goals which are; motivation to self-directed lifelong learning, support the unique individual learning motivation and nursing education has a vital role to play in ensuring that graduates can adapt and respond to the need for continuous learning in their professional careers.

The findings of this study revealed that the desire to learn obtained the highest mean scores while self-management skills obtained the lowest mean scores. When this results compared with results from **Smedley, (2007); Stewart, (2007); Huynh et al., (2009)** studies which measured the students' readiness for self-directed learning in three different fields; Nursing, Engineering and Pharmacy respectively the results were similar. This provides some hints that the desire to learn is the personal attributes which developed within most of adult persons followed by self-control skills, but some students may have difficulties in managing their approach to learning regardless the type of their educational programs

Furthermore, the study results illustrated that the mastery achievement goal obtained the highest mean score, while alienation achievement goal obtained the lowest mean score, statistical analyses further showed that there were highly significant positive correlation between mastery and performance achievement goals, highly significant negative correlation between mastery and alienation achievement goals, and negative correlation between performance and alienation achievement goals. This result consistent with **Dweck, (2000)** and **Huang, (2008)** who stated that undergraduate nursing students' desire to master knowledge for its own sake and average may be stronger than their desire for external reward.

Moreover, the study results showed that among the six domains of the course experience questionnaire measuring different aspects of the learning environment the good teaching obtained the highest mean score, while appropriate workload obtained the lowest mean score. These results consistent with **Nahas, et al., (1999)** who pointed out that in nursing education there is a heavy workload in nursing students due to complex curriculum, physical and psychological stressors in the clinical setting.

Also, this result supported by **Callister, et al., (2000); Ramsden, (2003); Huang, (2008)** who stated that in most nursing schools emphasis always on selection and organization of content, organizing of teaching and students' learning, certain dimensions of the nurse educators' role such as teachers-students interaction, the ability to develop objectives. Therefore, the teachers are important in constructing a positive learning environment, as well as, these results may reflect the role of quality assurance projects which stressed on the role of the teacher in conducting of learning process through emphasizing on teachers approachability and support, accessibility, responsibility, teachers-students interaction and provided students with clear direction.

When mean scores of six domains measuring different aspects in learning environment compared with data from two studies in nursing by **Kaur, (2003); Oliver & Yeo, (2003)** the result was similar. But when it compared with **Sadlo & Richardson, (2003)** study in occupational therapy the result indicates that the participant in the present study reported high mean score on the five domains, only the workload was lower mean score than the compared result. This reflects the quality of teaching in nursing education, but the problem aroused from heavy workload and pressure on the students.

The present study showed that there was no significant correlation between students' self-directed learning readiness and their previous education. This may be due to the study measured the readiness of students in their fourth year in the faculty, so all students may be affected by the nature of nursing education and the influence of their type of education before entering the faculty was difficult to actually measured. This idea supported by **O'shea, (2003); Jordan, et al., (2008); Quan, (2009)** who reported that self-direction in learning is an outcome of the accumulative effects of teaching over a full course or program.

In addition, the findings of the present study revealed that there was no significant correlation between students' self-directed learning readiness and their marital status. This result consistent with the result study were done by **Beth, (2008)** who found that there is no significant relationship between nursing students' marital status and their self-directed learning readiness. This may be due to, the nursing education has a vital role to play in ensuring that all graduates can adopt and respond to the need for continuous learning in their professional careers **(Brunell, 2007)** and not differentiated between students as there were married or single or others, all students were treated in the same way and assigned with the same responsibilities. So, the self-directed learning attributes developed within all students.

Furthermore, the present study showed that there was no significant correlation between students' self-directed learning readiness and their residence. In contrary **Abou-Rokbah, (2002)** found that the self-directed learning readiness of Saudi Arabian students learned in Saudi Arabian universities were higher than readiness of Saudi Arabian students learned in American universities . This may be related to, in compared study the Saudi Arabian students learned in American universities suffered from the living away from their homes and having barriers to learn because of, they live in different culture, but in the present study all students were lived in the same country, within the same culture, all students considered as a part of the system existing, and they not having this barriers (**Saha, 2006).**

The study findings showed that there was highly significant positive correlation between students' self-directed learning readiness and mastery, performance achievement goals, and significant negative correlation between students' self-directed learning readiness and alienation achievement goal. The interaction effect of the mastery and the performance goal was examined according to propositions from previous research of achievement goal theory **(Archer, 1994; Pintrich, 2000a; Wolters, 2004 ; Sandrock, 2009).** This procedure involves creating four groups as discussed in methodology section, and the result revealed that students endorsed high mastery and performance achievement goals reported the highest average mean scores of self-directed learning readiness, while students low in both reported low mean scores of self-directed learning readiness. This may be related to, the mastery goal help students to promote interest and performance goal work to promote higher levels of performance. So, when mastery goal are coupled with performance goal students expected to achieve better learning outcomes.

This findings parallel with many research findings in students motivation to learn **by Barron & Harackiewicz, (2001); Harackiewicz et al., (2002) Biggs, (2003); Ramsden, (2003)**

who reported that a multiple goals promote positive learning outcomes for students, and the mastery goal are a necessary one, but, these results contradicted with **Archer, (1994); Mattern, (2005)** who found that college students with multiple goals (high mastery and high performance) did not develop different learning outcomes than students with only high mastery or high performance goal.

The present study showed that there was highly significant positive correlation between students' self-directed learning readiness and their perception of the learning environment. These results are supported by **Richardson, (2005); Diseth, et al., (2006)** who reported that the students' perception of learning environment is a factor which significantly influenced their learning outcomes.

Furthermore, the present study revealed that there was highly significant positive correlation between students' self-directed learning readiness and their perception of teaching, goals and standards, and significant positive correlation between students' self-directed learning readiness and their perception of independence, assessment and learning resources. This may be explained by, the student who often provides clear goals and standards, good relationship with his teachers, chance to develop in his own, appropriate assessment methods and adequate learning resources is motivated to learn independently **(Rossi, 2009)**.

In the same respect **Pine & Horn, (2009)** described the learning environment that facilitates learning, allowing curiosity and create an enthusiasm for learning that will last a lifetime as an environment: having a good teacher-student relationship, encourages people to be active, tolerates ambiguity, encourages openness of self rather than concealment of self, in which people are encouraged to trust in themselves, difference is good and desirable, evaluation is cooperative process with emphasis on self-evaluation, people feel they are respected and accepted and permits confrontation.

This result also, consistent with **Lizzio, (2002); Diseth, et al., (2006)** who reported that, the students' perception of good teaching is significant and positive predictor for developing self-directed learning readiness, and the student who perceive their learning environment to consist of good teaching, adequate resources, appropriate assessment report themselves as more likely to adopt meaning-based learning strategies. Moreover, this results go with **Williams, (2002); Struyven, et al., (2005); Huang, (2008)** who found that, the students' perceptions of independent learning opportunities are positively associated with students' self-directed learning readiness, and their perceptions about evaluation methods play a significant role in their way of learning.

The present study also indicated that, there was no significant correlation between students' self-directed learning readiness and their perception of workload. This findings inconsistence with **Diseth, et al., (2006)** who found that, there was significant positive correlation between students' perception of workload and their adoption to specific learning strategies during their learning. This may be due to, the self-directed learning readiness is a personal attributes and the degree of its influence by perception of workload and pressure on students may differ according to each students' interpretation. Ex: some students may perceive heavy workload inhibits them from learning in their own, and others may perceive self-directed learning as the way to deal with heavy workload.

Students' motivation, their achievement goals and perception of learning environment were believed to be a key factor influence learning outcomes. The present study therefore proposed student motivation and perception of learning environment as factors influencing the development of students' self-directed learning readiness.

Conclusion

The present study was concluded that the highest percent of students were having readiness for self-directed learning, and their scores were leaning toward the end, neutral perception of their learning environment. The majority of students' achievement goal was mastery and performance and not alienation. There is highly significant positive correlation between students' self-directed learning readiness and mastery, performance achievement goals and between students' self-directed learning readiness and their perception of overall learning environment, goals and standards, and teaching. There is significant positive correlation between students' self-directed learning readiness and their perception of independence, assessment and learning resources. There is significant negative correlation between self-directed learning readiness and alienation achievement goal.

Recommendations

In the light of the findings obtained from the present study, the following points are recommended:

1- Increase internet and clinical laboratories open hours, and motivate students to use it in self-learning (as peer teaching and evaluation).
2- Conduct training programs for teaching staff about developing electronic courses and using self-directed learning activities.
3- Encourage a lifelong learner, such as self-management - the desire to learn... etc.
4- Focus on the use of active assessment strategies such as case-study which measure critical thinking and problem-solving skills.
5- Increase self-directed learning activities are already used (assignments, research projects…est.), and introducing new self-directed learning activities (peer teaching and evaluation, field trips, and seminars…etc).
6- Conduct longitudinal studies for measuring factors influencing self-directed learning readiness of students from their admission to graduation.
7- Conduct studies to design and implement self-directed learning activities to help students develop life-long learning attributes.

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