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Changing Learning Needs of Student Nurses: Input to the Nursing Curriculum

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Abstract - *This study aimed to determine the changing learning needs of student nurses in terms of cognitive, affective and psychomotor domains as input to the nursing curriculum. Descriptive correlational research which includes weighted mean, Pearson r and qualitative analysis were utilized to analyze and interpret the results. The subjects were the nursing students and clinical instructors. The top changing learning need of students in terms of cognitive was the use of PowerPoint presentation, film viewing and video presentation of the topic discussion. As to psychomotor, the top specific learning need was the initiation of teambuilding to unite students and develop camaraderie. In terms of affective domain, the top learning need identified was clinical exposure to apply learned concepts and information. Clinical Instructors perceived the top changing learning need of nursing student as the use of simulation laboratory with new equipment. Thus the authors recommend continuous exploration among nursing students for their changing learning needs. The clinical instructors and the College of Nursing may continue to evaluate the needs of its students and be updated with the latest trends in Health Education particularly the nursing program.*

Keywords: Learning Needs, Nursing Curriculum, Health education

INTRODUCTION

Change, it seems, has become a fact of life in the workplace and in society. Nurses have been encouraged to adjust and adapt to these changes to be successful and to thrive in the new environment (Collins, 2002). This rapidly changing healthcare environment gives student nurses and educators an impetus to consistently improve their knowledge, skills, and attitude in an advanced manner in order to provide quality health care at all times.

At present, continuous learning experiences give a major impact in the development and growth of a demanding profession as nursing. It is very demanding that the changing learning needs is inevitable. Bastable (2008) defined learning needs as gaps in knowledge that exist between a desired level of performance and the actual level of performance. A learning need is the gap between what someone knows and what someone needs or wants to know. Such gaps exist because of lack of knowledge, attitude, or skill.

The needs of learners are an essential prerequisite to planning effective nursing continuing education activities (Collins, 2002). It is very vital and significant to assess the learning needs to further develop their knowledge, skills and attitude through identifying the weak, fair, or strong points along all three domains; furthermore this will contribute to the success of learning that will result in a change to practice. In this changing world, research has provided new information and body of knowledge that would aid in building and improving capabilities of students in learning. Learning in nursing profession is constantly and continually growing, that every learner needs to catch-up to these changing learning needs. In fact, there are numerous new trends in nursing education and practice that would serves as guides in amending learning needs. Outcome-based education, evidenced-based practice, personal digital assistant, nursing informatics, and nursing research are enough evidences. Identifying these changes for learning needs would specifically help educators in rendering better education that would support the needs in enhancing the knowledge, skills and attitude of the learners; moreover these changes may serve as an input to the nursing curriculum.

Primarily, there are three domains in assessing the changing learning needs of students such as the

cognitive, affective and psychomotor. The cognitive type consists of intellectual skills such as thinking, knowing, and understanding while the psychomotor domain involves motor skills. Allen & Friedman (2010) defined affective learning as changes in feelings, attitudes, and values that shape thinking and behavior. Learners particularly nurses must possess characteristics like motivation, initiative, compassion, service, empathy, honesty, advocacy, commitment, respect and self-confidence enabling them to ameliorate their behavior towards others and education. Affective learning always go together with cognitive and psychomotor, one cannot function alone without the other.

The principle of taking this study is to assess the changing learning needs of student nurses as input to the nursing curriculum. The researchers would like to help in identifying the learning needs of student nurses as to cognitive, affective, and psychomotor domains that will help in developing the nursing curriculum. Determining the response of the clinical instructors to the students' changing learning needs to develop students' knowledge, skills, and attitude that meet personal and professional development. Furthermore, the researchers would like student nurses to be competent, committed, credible, and collaborative for them to meet the international and global demands.

OBJECTIVES OF THE STUDY

The aim of this study is to assess the changing learning needs of student nurses as input to the nursing curriculum. It specifically sought to identify the changing learning needs in three different domains: cognitive, affective, and psychomotor. Also, the researchers determine the response of the clinical instructors to the students' changing learning needs. Furthermore, the difference between changing learning needs and the response of clinical instructors was determined to propose inputs for the nursing curriculum.

REVIEW OF LITERATURE

Quality continuing education programming is crucial to help nurses handle the stressors of the 21st century, address the many changes in the health care system, and meet the challenges to the nursing profession and to those being served (Collins, 2002). Each learner is unique, and brings to the learning situation his or her own different learning style, knowledge set, pool of past experiences,

and motivation. In learner-centered instruction, it is important for instructors to consider the level of knowledge and skill development attained by the learners prior to instruction (Carey, Carey and Dick, 2004).

These changes implied modification of new roles for all those who were actively involved in nursing education: teachers, clinical instructors, practitioners who act as mentors or preceptors for students in clinical practice.

Davis (2003) noted that the cognitive domain encompasses thinking skills that are independent of context and discipline. However, Bloom's taxonomy focused on describing levels of attainments rather than process skills, and did not substantially address the manner in which the learner proceeds from one level to the next (Apple, Beyerlein, Cordon, and Davis, 2004). Critical thinking is purposely not identified with a single process area in the cognitive domain (Paul, 2003).

Video clips are a major resource for teaching the Net Generation and for drawing on their multiple intelligences and learning styles to increase the success of every student. There is a match between the media and the students' intelligences (Gardner, 2000).

Other changing learning needs identified are seminars, conferences and fieldtrips. Student nurses want to be provided by new information and learning as well as exchange of ideas with fellow health care providers. They feel the need to have such activities to learn new things about their profession and at the same time have a network with the other members of the healthcare team.

Activities (e.g. quiz bees, jigsaw puzzles, situational role-playing, round table discussion, guessing game, etc.) that would motivate nurses to study and to compete are needed to stimulate the minds of the student and elicit participation with the lessons being discussed. There were many researchers giving the definition of student-centered learning in various ways for example; Thornberg (1995, cited after Poulou 2005) defined student-centered learning as a discipline that involved the interaction of a team of students that experienced creative learning to be used in the real world.

Thus, the Outcome Based Education's (OBE) instructional planning process is a reverse of that associated with traditional educational planning. The desired outcome is selected first and the curriculum, instructional materials and assessments are created to support the intended outcome (Spady 1988; 1993). All

curriculum and teaching decisions are made based on how best to facilitate the desired final outcome.

According Killen (2000), OBE can be regarded as theory or a philosophy of education. Within OBE there are a certain set of beliefs and assumptions about learning, teaching and the systemic structures within which activities take place. Spady (1994) proposes three basic assumptions: all learners can learn and succeed; success breeds success; and ―teaching institution (schools) control the conditions of success.

Obviously, the domain that has the most impact on the critical thinking issue is the cognitive domain, but it is important to note that critical thinking also has ramifications for both the affective and psychomotor domains. For instance, perception is often viewed as affective or attitudinal, but it does have a dichotomous quality (Olson, 2000). Even if a learning objective appears to be cognitive in nature, there will always be affective skills involved.

Cognitive learning and retention of content are strongly impacted (either reinforced or hindered) by attitudes, motivation, and values. Affective attributes, therefore, are an important part of the teaching/learning process.

The Affective Learning Domain addresses a learner's emotions towards learning experiences. A learner's attitudes, interest, attention, awareness, and values are demonstrated by affective behaviors.

Although the affective domain is ill defined and difficult to measure, many values in nursing derive from it. The multidimensional character encompasses attitudes, appreciation, and valuing (O'Connor, 2006). Holden and Van Valkenburg (2004) depict the layers of a value system. First, personal experiences from education and life develop one's core value system. This directs one's beliefs and attitudes, which result in action or behaviors. Affect or emotion influences one's awareness of important sensory and situational changes, and motivates action. One example is the well-known "fight or flight" response.

The vision of nursing – students are influenced by the values and beliefs which may specifically pertain to what a good patient care is and what a good nurse is (Smith, 2010). Affective domain deals with attitudes, motivation, willingness to participate, valuing what is being learned, and ultimately incorporating the values of a discipline into a way of life (Duncan-Hewitt, Hall & Leise, 2005).

Psychomotor skills are essential part of nursing education making up a substantial portion of nursing interventions. These skills must be learned by the nursing student and subsequently the students are evaluated regarding their skills performance. Psychomotor learning is an egocentric process and is assumed to be enhanced when the learner feels comfortable with himself or herself in the performance.

Vinson (2009) emphasized that simulations can be used to help people learn the steps or practice variations of a motor sequence; but ultimately, the student should perform the skill with an instructor or designee judging if the skill was performed to a set standard. Sometimes, simulations are used for learning without "hands on" opportunities, because the psychomotor activity is dangerous or equipment is not readily available.

Psychomotor skills are "doing" skills which result in performance of a certain action. In testing psychomotor skills emphasis is placed on the specific performance skill which may then require particular teaching, learning and evaluation strategies. Relevant cognitive and affective domains should be developed concurrently through other pedagogical strategies, such as seminars, lectures and quizzes.

Skill is an important concept in psychomotor performance evaluation. Skill is relative; its definition for a specific task is determined by the nature of the task and the circumstances in the situation in which it occurs.

Workshop or training for student nurses ranks the least among the changing learning needs of students. Student nurses think that having such training and will entitle them to pay more fees. Hence, Students will be provided with an enriched learning block that will prepare them with academic knowledge, technical skills and career exploration in engaging and participating in workshops and trainings.

It is task of the educator to determine exactly what needs to be learned by the learner. That is the teacher must first discover the needs of the learner and then find the most appropriate means of instruction that will enable the learner to master the subject under consideration (Bastable, 2003).

De los Reyes, Dimaano A., Dimaano J., Eltagonde, and Evangelio (2009) agreed that the level of learning in skills laboratory greatly affects the level of application of the nursing students in clinical area in terms of knowledge, skills, and attitude. As knowledge increases, the application of knowledge, skills, and attitude of the students in the clinical area also increases. As the level of learned skills changes, the application of knowledge, skills, and attitude in

the clinical area by the student also changes. And the level of learned attitude interferes and affects the level of applied knowledge, skills, and attitude of the students in their clinical practice.

The use of teacher-centered learning which is considered a traditional teaching style would be ineffective in these modern days. The emergence of technologies leads to different strategies and teaching style of clinical instructors. These strategies provided by the clinical instructor's catches the attention of students that lead to better understanding.

The learning needs affects the way student nurses think, the way they perform procedures and the way they interact with others and also, how they perceived people, things, and situations, this changes the way students learn in the aspect of knowledge, skills, and attitude. The arising use of technologies has affected everyone in a positive way wherein this changes the learning needs of student nurses. A new way on how students will learn, with the new methodologies and thru the use of computers, many schools and hospitals have adapted these technologies which would further improve students in lectures and clinical areas.

Many experienced increasing number of students that necessitated additional faculty, classrooms, laboratories and affiliate hospitals to enhance students' knowledge and skills in the nursing practice (Daplas, 2005). Effective planning requires that faculty have a clear understanding of how the specifics of their curricula play out through current courses, as well as access to accurate projections, research and ideas about educational heeds, approaches and issues (Koyanagi, Margan & Miller, 2005).

In a teaching plan where teachers instill to his/her student the knowledge, skills, and attitude, it is important that students and teachers have an interaction such that activities must be implemented in order for students to better understand the lectures and demonstration. One example is active learning techniques, according to Becker and Gloscoff (2005) these are ways to help students become more involved with subject matter.

A person learns most when he does activities or the skills rather than just listening to the discussion of a particular topic. A skilled person is better than a knowledgeable person, since he knows how to do a particular skill and also knows the implications of it, a knowledgeable person may know how are the procedures to be done but have difficulty on executing it.

The nursing process is another tool used in college. It may have encouraged students to recognize assumptions and interpret facts but there exist a need to further use involving inference, deduction, and education. These areas may have not been emphasized by the facilitators or there is a lack of time to emphasize those (Paayas, 2010).

The AHSE curriculum includes education components of all bachelors that are required to be taken by in summary. The objectives of the curriculum are to prepare students for entry of the health profession course and to develop enough competent function (and earn a living) as oriented professionals.

Theoretical Framework

This study utilized the theory proposed by Benjamin Bloom – The Taxonomy of Learning Domains. It identified three domains of educational activities: cognitive, affective and psychomotor. This taxonomy of learning behaviors can be thought of as "the goals of the learning process." Meaning, after a learning episode, the learner should have acquired new skills, knowledge, and/or attitudes.

The cognitive domain involves knowledge and the development of intellectual skills. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills. A competent nurse is knowledgeable with every procedure that may be encountered and familiar with the pathophysiology of a disease. Under the psychomotor domain, this theory viewed it as the physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution. In the field of nursing, acquiring knowledge is not enough. It requires perfect knowledge and skills in doing all the procedures and in rendering nursing care. Lastly, the affective domain which includes the manner in which people deal with things emotionally, such as feelings, values, appreciation, enthusiasm, motivation, and attitudes. For one to become a competent nurse in the future, an aspiring nurse should have the ability to communicate well and maintain patience and understanding to patients' significant others and other health care providers.

This theory is related to the need of nursing students to acquire all the needed cognitive, affective and psychomotor skills in sync with the fast changing

health environment. A nursing student should possess all the qualities under these three domains for one to be labeled as a professionally equipped nurse in the near future and become an efficient nurse in giving quality patient care.

METHOD

This part presents the design, participants, instruments, procedures, and the treatment used or involved in the study.

Design

The researchers used descriptive correlational method. Descriptive correlational method was designed to determine if two or more variables are associated with each other. It was used to describe the present behavior or characteristics of a popular population (Calderon & Gonzales, 2000). Using this design, the researchers were able to identify the relationship of changing learning needs and the knowledge, skills, and attitude of the student nurses will be determined to propose inputs to nursing curriculum.

Participants

The subjects of the study were 190 students in the ten sections (10) of the College of Nursing. Using the Slovin Formula, the number of respondents was chosen from the nursing students enrolled in the Lyceum of the Philippines University – Batangas. The researchers used systematic sampling for students where every second number in the list of sections was selected. The clinical instructors served as the respondents of the study. The total population of 29 clinical instructors who participated in the study, also 29 students and 2 clinical instructors served as subjects for in-depth interviews.

Instrument

The study's instruments include a self-constructed questionnaire and a semi-structured type of interviews. The self-constructed questionnaire is divided into two parts. The first part deals with the changing learning needs of nursing students while the second one contains items on the response of clinical instructors to their students' changing learning needs. A personal interview is a face to face interview in which the interviewer meets the respondents in person to ask them questions or inquire information (Salustiano, 2009). By using a checklist with open ended questions, the researchers were able to establish rapport with the respondents thus encouraging them to open up and explore their feelings. The researchers gave them the option of choosing what learning needs should be improved and what changing learning need earned their interest.

Procedure

The researchers selected a good problem for the research and ended up with the title 'The Changing Learning Needs of Student Nurses: Input to the Nursing Curriculum'. The researchers consulted references in the library like books, journals, and other published materials that is related to the study. These materials were used for the construction of questionnaire after the approval of their thesis adviser. They also gathered data by distributing a self-constructed questionnaire and by facilitating a semi-structured interview to the respondents that were approved by the dean, adviser, and panelist.

Upon completing the final draft of the questionnaire and interview questions, a letter was given to the Dean of Nursing Department of the Lyceum of the Philippines University - Batangas. After the approval of the letter, the researchers distributed the questionnaire and conducted interviews among the respondents. Before obtaining their consent, the researchers informed the respondent about the objective of the study and that their participation is upon their will. During interview, the respondents were informed that their participation must be voluntary and the researchers will ask permission if recording the interview is granted. After collecting the data, they were collected, tabulated, interpreted and analyzed.

Data Analysis

The researchers employed the following statistical tools for analyzing the data gathered. Weighted mean was used to determine the effects of changing learning needs to the knowledge, skills, and attitude. Pearson r was used to determine the significant relationship among the variables. Likewise, qualitative analysis was used for the interview guide.

RESULTS AND DISCUSSION

Changing Learning Needs of Student Nurses in terms of Cognitive Domain

Most of the students agreed that there is a need for change in their learning needs based on the composite mean of 3.36. It can be noted on the table that

PowerPoint presentation, film viewing, and video presentation of the topic discussion rank the highest among the learning needs of nursing students based on the weighted mean of 3.62. Generally, their advantages include producing better visual effects, high efficiency in information transfer, precise and systemic knowledge structure.

One of the respondents said "*Slides that are packed with text are hard to read and their PowerPoint presentation should have additional videos and pictures. The other said "In terms of cognitive or knowledge, the ways they present the topics of discussion should be more clear in their PowerPoint presentation.*"

Hence, one of the respondents said "*...uhmm hopefully they stop depending on PowerPoint and videos for teaching topics, use more interactive discussion with students so students will pay attention to them more and then also time- management.*" The other respondent said "*I don't really think that PowerPoint helps since I'm not listening to them although they're able to summarize the topics well.*"

Review of the past discussion through the use of LCD and movie clips for reinforcement ranks second to the highest based on the weighted mean of 3.61. This finding implies that the students think that it is important to review past discussion since it helps them remember the previous discussion they've had. The instructor must assess what the students' prior knowledge is to be aware of why particular students cannot learn.

Symposiums or forums that would discuss the recent topics on nursing ranks with participation from the audience ranks third to the highest with a weighted mean of 3.40. It shows that student nurses lack engagement with such activities that can further broaden their knowledge and reinforce the previous topic they had.

Other changing learning needs identified are seminars, conferences and fieldtrips. Student nurses want to be provided by new information and learning as well as exchange of ideas with fellow health care providers. They feel the need to have such activities to learn new things about their profession and at the same time have a network with the other members of the healthcare team.

Educational fieldtrips to different hospitals and health care settings is identified by the student nurses to be a learning need. One of the respondents said "*Fieldtrip! Fieldtrip! Fieldtrip for other related learning experiences.*" when asked what she thinks

are the strategies and methodologies that the clinical instructors need to utilize to meet their changing learning needs.

One of the respondents said "*Boredom during our class is one of my problems. I think that they should add more spice to our lectures and discussions to make us fully awake and interested. They should also answer all the questions and inquiries of the students as much as possible.*"

Activities (e.g. quiz bees, jigsaw puzzles, situational role-playing, round table discussion, guessing game, etc.) that would motivate student nurses to study and to compete are needed to stimulate the minds of the student and elicit participation with the lessons being discussed.

Nurse educators can promote this cooperative learning by engaging nursing students in group activities. These activities allow pre-service nurses to share their experiences and knowledge and show them the benefits of working as a team toward the accomplishment of an academic goal.

Utilization of personal digital assistant gadgets like smart phones and tablets where students can browse needed information ranks third to the lowest based on the weighted mean of 3.19. One of the respondents proposed "*They should let the students use gadgets like phones or tablets since it is more convenient and handy. It would be very useful because we can download all the applications like our books which are kind of thick.*" A PDA is very useful for student nurses since they won't have to bring as many books with them during clinical discussion.

Pretest and posttest that would assess the knowledge of student's ranks second to the lowest based on the weighted mean of 3.18. Many of the student nurses said that information overload caused by too many given quizzes and examination became a hindrance for the retention of information.

Application of OBE in the classroom ranks the lowest among the changing learning needs of students based on the weighted mean of 2.97. The result shows that most of the students disregard the use of outcome based education learning in meeting their changing learning needs. Outcomes based education is in its initial implementation in the university.

One of the respondents said "*I don't think OBE really helps. I can't even understand our discussion with the clinical instructor who is more competent and knows the topic well. Then how much more if our classmates would be the one to teach and discuss to us.*" Majority of the respondents were not satisfied

with Outcome Based Education and they have mentioned that they` were not able to learn properly when their classmates were the ones discussing.

According to Davis (2003), Opponents of outcome-based education in pre-university education claimed that *"the proposed outcomes watered down academic in favor of ill-defined values and process skill"* and that *"traditional academic content or buried in a morass of pedagogic clap-trap in the outcome-based education plans that have emerged to date."*

Hence the other respondent said *"One good thing about OBE is that I'm able to understand and remember my own topic. While one of its particular disadvantages is that I can even barely understand my classmates' topics and reports. Slides that are packed with text are hard to read. It should be simple and it always goes down with simplifying and summarizing."* Others said that OBE is helpful to them in a way that they tend to learn more about their assigned reports. The weakness of it, as stated by them, is that when they are the ones reporting, they tend to focus more on their topic rather than on their classmates' topic.

Thus, the OBE's instructional planning process is a reverse of that associated with traditional educational planning. OBE is able to measure—'what the students are capable of doing'—something which the traditional education system often fails to do. OBE goes beyond 'structured tasks' (e.g. memorization) by demanding that students demonstrate his/her skills through more challenging tasks like writing project proposals and completing the projects, analyzing case studies and giving case presentations etc.

Changing Learning Needs of Student Nurses in terms of Affective Domain

Most of the students agreed that there is a need for change in their learning need based on the composite mean of 3.49. Looking into the changing learning needs of the students, the result shows that most students strongly agreed that they need teambuilding to unite and develop camaraderie which got the highest weighted mean of 3.63.

Recreational activities ranks second to the highest based on the weighted mean of 3.60.The result shows that student nurses need activities that will develop their confidence and build self esteem. Recreation is the means to take a refreshing break from the monotony.

Meanwhile, retreats for realizations and self-reflections ranks third based on the weighted mean of

3.58. The fourth year nursing students in LPU-B are the only ones entitled to have their retreat, making other year levels feel the need to have such activity.

Retreats provide an excellent opportunity for students to focus intensively on a particular topic while developing important networks among their peers. This format allows the students to expand their personal growth through self awareness and knowledge while developing new skills. The retreat encourages students to express and explore the importance of their faith.

Group activities, socialization, and youth volunteering course and youth organizations are some of the identified learning needs of the student nurses. Most of the students want to improve their socialization skills by engaging in such activities. Adams & Coltrane (2005) said, socialization is a process by which one learns the norms of a particular group.

One of the respondents commented *"They should provide such activities that will make learning easy."* While the others said "They should make our discussions livelier and add some games so it won't be boring."

Clinical instructors lack activities that may stimulate learning that can further improve students' participation.

Providing stress management techniques to students' ranks third to the lowest based on the weighted mean of 3.43. Most of the respondents also complain of being panicky and lack focus in their studies. Students are subjected to different kind of stressors such as the pressure of academics with an obligation to succeed, an uncertain future and difficulties of integrating into the system.

Facilitating open forum and group sharing for the development of trust among groups and group members ranks second to the lowest based on the weighted mean of 3.40.

Regular counseling to provide emotional assistance to students ranks the lowest among the changing learning needs based on the weighted mean of 3.36. One of the respondents said *"There's a social stigma that seeing and meeting our counselor means we already have a problem. I guess we should have a specific schedule and meeting with our guidance counselor. They should reach out and give a hand to us."*

Counseling helps students to have a successful school career, develop effective study skills that benefit their learning style and build positive and

respectful feeling toward self and others. Counseling might work through emotional issues that are standing in their way of concentrating on and completing schoolwork.

Changing Learning Needs of Student Nurses in terms of Psychomotor Domain

The findings reveal that student nurses strongly agreed that they have changing learning needs in terms of psychomotor domains it got a composite mean of 3.59.

The respondents strongly agreed that they need clinical exposure to apply learned concepts and information which got the highest weighted mean of 3.71. Clinical experience has always been an integral part of nursing education. It is during their clinical placement that students are expected to develop the relevant knowledge, skills and competence (Chan, 2002), to develop their capacity for "knowing how" as well as for "knowing that" (Cope et al., 2000; Dunn et al., 2000) and to expand their perceptions of their future role as a registered nurses.

One of the respondents said *"One thing that we need to enhance about our curriculum is about having more exposure in the hospital.*" Another respondent commented *"There should be an equal distribution of clinical exposure especially in the operating room since other hospitals have limited cases."*

Practice of nursing procedure for 30 – 45 minutes, availability of learning materials, being provided with realistic and ideal procedures to compare in the practice in the healthcare setting and in the school set up rank third among the changing learning needs based on the weighted mean of with the weighted mean of 3.63.

One of the respondents recommended *"In the psychomotor aspect, providing students time to practice for 30 to 40 minutes to facilitate mastery and I think will provide better output.*"

One of the respondents said *"They should teach us the ideals and the alternatives at the same time since the set up is far more different in the hospital setting. It would be better if our school will update the latest trend and equipments."*

Utilization of modern equipment such as pulse oximeter, digital sphygmomanometer, and tympanic thermometer is also identified as a learning need of student nurses. One of the respondents said *"It would be better if our school has an update of our latest trends and equipment"*. The other commented *"Under the aspect of psychomotor, the clinical instructors* *should emphasize on way of demonstrating such nursing procedures and latest equipment should be used in the demonstration."*

Student nurses also identified the provision of advanced simulation laboratory for better performance as their learning need. One of the respondents said *"Under the psychomotor aspect have you ever heard of this term called virtual reality? Through this you see everything and you are manipulating everything. The problem is it is too expensive, although it's much easier than using dummies."*

"In skills, we have to practice more while we are in the area because we don't have the chance to do it at home." Students are asking for additional time for skills-laboratory to facilitate mastery of nursing procedures.

Providing challenging program or activities outside the classroom ranks third to the lowest among the changing learning needs of students. One of the respondents commented *"less lecture time and more field work."*

Subject matter that relates to other professions ranks second to the lowest based on the weighted mean of 3.50. Other students are not able to see the connections of studying with their career path especially the first year students. Nurses enter the field armed with the knowledge they need to excel at their jobs. However, health care is a changing field with constant new developments.

Workshop or training for student nurses ranks the least among the changing learning needs of students. Hence, students will be provided with an enriched learning block that will prepare them with academic knowledge, technical skills and career exploration in engaging and participating in workshops and trainings. There should be more emphasis on the practical requirements of delivering compassionate care, in addition to the theory.

Response of the Clinical Instructors to the Students' Changing Leaning Needs

The clinical instructors strongly agreed that they must respond to the student nurses' changing leaning needs and obtained the composite mean of 3.57. Based from the results, using simulation laboratory with new equipment that can be compared or seen in the healthcare setting to render quality nursing care and to develop the knowledge and skills of their students ranked 1st and got the highest weighted mean of 4.00. This implies that all of the clinical instructors respond to the learning needs of student nurses in

developing knowledge and skills through exposure of students to simulation laboratory provided the equipment utilized by nurses in the hospital this serve as a representation of clinical healthcare setting/environment. Simulation laboratory allow student nurses to experience the situation in a real health care setting and enable students to gain a tremendous amount of experience by doing procedures and then observing their impact without compromising the health and safety of human patients.

Attending seminars, symposiums, and conferences to broaden their knowledge on their field of specialization; hence, provide students new knowledge and skills ranked second with a weighted mean of 3.97. This shows that most of the clinical instructors adapt the trends in the nursing profession which they share to their students. The respondents believe that attending such would help them to grow as professionals by unlocking their full potential. Seminars, symposiums, and conferences also provide latest information about the things which are happening in healthcare and technology and acquire continuing education credit.

Preparation of activities to provide students the opportunity to learn while engaging in a competition, promote teamwork and build good sportsmanship ranked third with a weighted mean of 3.90. Clinical instructors thought that students will learn more if they engage in activities which are related to the topics being discussed as well as developing the students in terms of affective with these activities. They have identified that students learns most when he does activities or the skills rather than just listening to the discussion of a particular topic.

Reviewing students about the past discussions to improve their learning capabilities and to settle their uncertainty on a particular topic ranked number 4 and obtained the weighted mean of 3.86. Clinical instructors strongly believed that reviewing more will likely create better integration between talk and action, provide more ways to communicate, learn and develop produce more dynamic, enriched and focused reviewing, give better access to intuitive and tacit knowledge, pay more attention to the experience of reviewing, and generate more effective learning from experience.

It is followed by capturing students' attention and keeping them interested in topic discussed, propose open forum to promote students' understanding, develop trust and to have an exchange of ideas,

suggestions, and criticisms for self-development, and allow student to practice nursing procedures through the use of modern equipment and learning materials with a weighted mean of 3.83.

Also, the respondents strongly agreed that pretest and posttest are significant as the items above in identifying the students' weakness as it ranked 8th and obtained a weighted mean of 3.79 determining the areas or topics where the students excel and where the students does not concentrate on.

Providing retreats to grant students' realization and self-reflection that will help in the development of their attitude, obtained a weighted mean of 3. 72. The clinical instructors strongly agreed that retreats are important in shaping the values of students through improving spirituality and reflections. Moreover, retreats would affect students positively which would facilitate better reason and encouragement of students for studying. This would also enhance the students' performance.

Meanwhile, providing alternative procedures which is being practiced in the clinical area is significant, since the ideal setting and the actual setting is quite different which make students confused on what principles are they going to apply as it obtained a weighted mean of 3.72. The clinical instructors strongly agreed that they should provide a list of alternative procedures in line with the hospital practice in private and especially in the public hospital. A large gap between the practices learned by students in schools compared to hospitals, clinical instructors see the students' confusion and difficulty in performing various procedures.

Providing leadership programs to train students in different areas and develop their positive attitude towards leadership and volunteerism ranked eleventh and obtained a weighted mean of 3.66. Building student leaders is important, most especially if they are engaged in the nursing profession, clinical instructors strongly agreed that developing students as young leaders would set them as a good examples not only to their colleagues but also to other people that surrounds them.

Conducting socialization activities such as, teambuilding and allow students to join youth organizations to develop their sense of camaraderie ranked twelfth and obtained a weighted mean of 3.62. The respondents strongly agreed that they should provide socialization activities in order to nurture the students physically and mentally, and promote teamwork through teambuilding and make students

socially active thus, involve themselves in joining groups and organizations.

Encouraging students to have a regular counseling to reduce their stress, work through problems, and understand their own thought and feelings which got a weighted mean of 3.59. The item ranked thirteen yet the respondents strongly agreed that it is needed.

Conducting educational fieldtrips for students to be familiar with different practices and equipment from various institutions with a weighted mean of 3.55 and ranked fourteen. The respondents would like to entail the idea that educational fieldtrips for student nurses on hospitals is important yet it is not a need, since student nurses were exposed to the clinical setting.

The least item shows that the respondents do not feel the need to allow student to use personal digital assistant gadgets to provide them with portable access to extensive reference materials as well as with the information they need which got the lowest weighted mean of 3.45. The respondents would like to imply that books are still the best source of information and utilization of PDA in the classroom wouldn't be necessary. Furthermore, the usage of PDA's might cause distraction of students from concentrating on the topics being discussed due to different applications. Moreover, not all students can provide or buy their own PDA because the cost is expensive.

Table 1. Difference between Changing Learning Needs and the of Response of Clinical Instructors

	t_c	p-value	Decision
Changing Learning Needs of Students	4.095	0.000*	Rejected

Significant at p-value < 0.01- High Significant

Table 1 presents the difference between the changing learning needs and response of clinical instructors. As seen from the table, it was found out that the computed t-value of 4.095 is greater than the critical value. The resulted p-value of 0.000 is less than the level of significance of 0.05, thus the null hypothesis of no significant difference on the responses of the two groups of respondents on the changing learning needs is rejected. This means that the two groups of respondents have different assessment.

The students have their own perspectives of their learning needs while the clinical instructors also have their views on the learning needs of students based on their proficiency, past experiential learning and background habitual skills and practices.

Nursing students need a stronger curriculum and nursing needs a better continuing profession development system (Makin, 2011). Through the use of technologies, the curriculum of nursing needs to be strengthened in order to shape nursing students as needed by local and international sectors for better nurses who are equipped with new knowledge, skills, and attitude.

Problems in curriculum delivery, which were rated to a great extent, include inadequate integration of nursing concepts and methods in classroom and clinical learning exposure. The inclusion of nursing concepts both in the classroom and clinical area is rooted in the preparations of the implementers of the course syllabus. Preparation comprises both theoretical and compression and clinical experience to discharge appropriate preliminaries of the nurses (Lazaro, 2005).

There is a shortfall in the student nurses' critical thinking abilities despite their high qualifications to withstand and endure the complexity in nursing. Somewhere in their learning experiences is a deficiency in developing them into critical thinking generalists (novices) especially in the areas where they rated poor or low. These could be attributed but not limited, to the method of teaching the college uses, the class size, the quality of teachers who teach in the college and the limited clinical setting or affiliated areas the students are exposed to (Paayas, 2010).

CONCLUSIONS AND RECOMMENDATIONS

The student nurses were able to identify their learning needs in terms of cognitive, affective, and psychomotor domains. Clinical instructors meet the student nurses' learning needs by providing the appropriate methodologies and teaching strategies in developing the students' knowledge, skills, and attitude. There is no significant relationship between the students' changing learning needs and the responses of the clinical instructors. The identified learning needs are the proposed inputs for the enhancement of the nursing curriculum.

It is recommended that the proposed inputs in the enhancement of nursing curriculum may be utilized to enhance the performance of the nursing students. The College of Nursing should continue to evaluate the learning needs of students to utilize the resources available to improve themselves and to develop clinical instructors as advocates of learning to the

student nurses. Further studies are recommended to future researchers for a more detailed assessment of the learning needs of nursing students in terms of cognitive, affective and psychomotor domains. Studies on the performance of the nursing students in school and clinical setting should be conducted to identify the weaknesses and learning needs of students.

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