

Quality of Learning Experience, Academic Burnout among Nursing Students in Zagazig University

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Abstract

Background: Quality of learning experience has been often seen as a vital element that influences the level of academic burnout among nursing students within the university to achieve the organizational objectives. **Aim of the study:** Assess the relation between quality of learning experience, academic burnout among nursing students at Technical Institute of Nursing Aldidamon, faquos. **Subjects and Method: Research design:** A Descriptive design was conducted to achieve the aim of study. **Setting:** This study was conducted at Technical Institute of Nursing Aldidamon, faquos, Elsharqia government. **Subjects:** All available nursing students were used in this study. **Tools of data collection:** two tools were used: College Student Experiences Questionnaire with personal and academic characteristics, Academic burnout scale. **Results:** indicated that 93% of nursing students had a negative perception of quality of learning experience. As well, the majority of nursing students had low level of academic burnout (92%). **Conclusion:** there was significant and inverse relation between Total qualities of learning experience score, Total academic burnout score. **Recommendations:** The University should prepare sufficient equipment and resources such equipped and updated environment such as libraries and computers sites. The staff educators should determine regular schedule, setting goal and assigning ordered tasks for students can be decrease academic burnout. Nursing students should improve their knowledge and skills like computers skill, communication skills.

Key words: Academic burnout, Nursing students, Quality of learning experience.

Introduction

Quality education is one of the most crucial requirements for developing and sustaining careers and escaping from poverty. It is a universally accepted fact that a country's economic success depends on the quality of the educational system, which leads to greater efficiency in utilizing people's social skills as well as their affective, explicit and tacit knowledge. Such knowledge can be developed via higher educational institutions, which is why they are dubbed "economic engines". These engines should be considered as an imperative part of the governments, requiring them to provide the facilities and appropriate policies to ensure the quality of education for their citizen in every domain such as research, community service, etc. ⁽¹⁾.

Higher education plays a vital role for students as well as the society in which these students live. Quality education not only develops students to secure and sustain work in a competitive era, but it also fosters civilized citizens of a nation

who can contribute to their country's economic and social development. Indeed, students are considered to be customers of higher education institutions. Each customer in the modern world requires quality products and services – in the same fashion, students need quality of learning in education to sustain and develop them. ⁽²⁾.

Nursing education today faces complexities in both theoretical and clinical education. nursing Students as recipients of educational services are the best source for identifying educational problems because they have direct and immediate interaction with this process. While attending the university for many students has pleasant experiences, for some of them, educational activities such as quizzes, articles, curriculums and other assignments will lead to academic burnout and influence on student engagement obviously, academic burnout will have negative effects on mental,

psychological and physical well-being of students.⁽³⁾

While attending the university many students expose to different teaching methods and increase educational activities ,educators has been observed that far too many students are bored, unmotivated so students felling over stretched based on workload or not motivated to benefit from education outcome by not being engaged with their academics this will lead to academic burnout.⁽⁴⁾

Academic burnout was first introduced in jobs that are directly related to people and provided services, and emphasized the relationship between the service provider and applicant. Nowadays, this variable has expanded to educational situations and textures, referred to as academic burnout. Academic burnout is defined as a feeling of tiredness due to the demands and requirements of studying (fatigue), having a pessimistic feeling and without interest in the content and tasks (pessimism and lack of interest), and the feeling of poor personal development in curriculum and education (reduced personal self-efficacy). In other words, academic burnout is a feeling of inferiority and mental fatigue that students exhibit against chronic stress due to lack of resources to perform their tasks and duties.⁽⁵⁾

Academic burnout multi-dimensional syndrome that affect student performance that will have negative effects on mental, psychological and physical well-being of students. This effect on student achievement.⁽⁶⁾

In educational environments, students are faced with many educational needs and resources that can affect the interaction or academic burnout and individuals' general welfare of . Therefore, one of the variables that may be related to academic burnout is the quality of learning experiences. Quality of learning experiences is defined as students' perceptions of direct and indirect inputs obtained from their college. Direct inputs mean investments of the college in the

curriculum in terms of content, resources and flexibility; while indirect inputs include the processes by which the colleges try to increase learning, for example, student-college contact and inner engagement in academic programs and assistance in active student learning⁽⁷⁾.

There are several factors related to the quality of learning experiences affecting performance and academic outcomes (durability, graduation, academic satisfaction, and commitment to education).the quality of learning experiences is influenced by the content of education, resources, curriculum flexibility, and the quality of teacher-student relations. Enriching learning experiences by creating opportunities for learning and content and appropriate resources and paying attention to active learning that affects students' mental activity in coping with the challenges posed by learning situations can have a significant effect on the student's academic and professional development.⁽⁸⁾

Therefore academic burnout, which is a response to learning difficulties facing the student with the pressures associated with academic performance, can be the result of a mismatch between the educational and personal resources and their expectation and others' expectations for academic achievement.⁽⁹⁾

Significance of the study:

Higher education plays a vital role for students as well as the society in which these students live. Quality education not only develops students to secure and sustain work in a competitive era, but it also fosters civilized citizens of a nation who can contribute to their country's economic and social development. Indeed, students are considered to be customers of higher education institutions. Each customer in the modern world requires quality products and service in the same fashion, students need quality of learning in education to sustain and develop them. The university's responsibility is to

provide quality of learning in education in order to make its graduates employable and capable of dealing with challenging Overall. .⁽¹⁰⁾.

Very few studies have examined the quality of higher education via investigating students' views regarding admission criteria, curriculum content, resources, institutional factors and teaching and learning experiences including outcome assessments. No previous study carried out in faculty of nursing, Zagazig university investigated the relation among the quality of learning experiences, academic burnout among nursing students. While nursing students, due to the nature of their discipline and their special needs and sensitivities, seem to have different learning experiences than other non-clinical courses, and the risk of burnout is higher in them.

Therefore, the present study was conducted to assess the relation between the quality of learning experiences ,academic burnout. The relationship between two categories in nursing students. Obviously, as long as the physical and mental well-being and the performance of students are concerned with the educational system, understanding the development and growth of academic burnout is worth further research.

Aim of the study:

Assess the relation between quality of learning experience, academic burnout among nursing students at Technical Institute of Nursing Aldidamon, faquos, Elsharqia government.

This aim was fulfilled through the following objectives to: -

- 1) Assess the perception of nursing students toward quality of learning experience at Technical Institute of Nursing Aldidamon, faquos, Elsharqia government.
- 2) Assess the level of academic burnout among nursing students at Technical Institute of Nursing Aldidamon, faquos, Elsharqia government.

Research question:

1. Is there relation between the perception of nursing students toward quality of learning experience and academic burnout?
2. Is there relation between the perception of nursing students toward quality of learning experience and their academic engagement?

Subjects and method:

Research design:

A descriptive design was used.

Study setting:

The present study was conducted at Technical Institute of Nursing Aldidamon, Faquos, Sharqia government affiliated to faculty of nursing at Zagazig University.

Study subjects:

The study included all available nursing students from the above mentioned setting in the academic year 2019-2020 (n=200), who agreed to participate in the study. Where 130 students from first academic year, 70students from second academic year. (n=200),

Tools of data collection:

Two tools were used for data collection as follow:

Tool I: this tool contained two parts as follows

Part I: personal and academic characteristics of nursing students:

This part was developed by the researcher to collect data about nursing students' age, gender, sex, institute grade, parents educations qualifications, you expect to enroll for more advanced degree, admitted the institute on desire.

Part II : College Student Experiences Questionnaire (CSEQ)

Developed by **Pace**.⁽¹¹⁾. used to assess the perception of nursing students toward quality of learning experience. This questionnaire consists of (101items) grouped under five domains, University Activities(6 subdomains like Library Experiences10 items, experience with

lecturers 10 items, clubs and organizations 10 items, experience with computers 10 items, course learning 10 items and Conversation 14 items), The university People Relationships(8 items), university environment(3 item) Satisfaction with University(5 items) and Estimate of gains (21 items).

Scoring system:

The nursing students' responses were measured on a five- point Likert scales ranging from always (5) to never (1). The total score ranging from 101-505.

- The nursing student's score was considered a positive perception of quality of learning experience if it is (≥ 60).
- The nursing student's score was considered a negative perception if it is (< 60).

Tool II: Academic burnout scale:

Developed by Bresó et al. ⁽¹²⁾. This tool used to identify the level of academic burnout among nursing students. It consist of 15 items grouped under three dimensions: emotional exhaustion (5 item), cynicism(6 item) and academic efficacy(5item).

Scoring system:

The nursing students' responses were measured on a five- point Likert scales ranging from strongly agree(5) to strongly disagree (1). The total score of this tool ranging from 15-75.

- Scores ($\geq 60\%$) indicates a high level of academic burnout.
- Scores ($< 60\%$) indicates a low level of academic burnout.

Content validity& Reliability:

The tools were revised by a panel of five experts from teaching staff which included one professor and four assistant professors of nursing administration that revised the tool's content for clarity, relevance, comprehensiveness, understanding, and ease for implementation. All

recommended modifications were done. Reliability was measured by Alph Cronbach for knowledge questionnaire was 0.81. Reliability of practice checklist was 0.94.

Fieldwork

The data collection phase of the study took two month from mid-February till mid- March 2021. The final of the questionnaire sheets were handling to nursing students in their practical study by the researcher to elicit their opinions. The researchers clarified the aim of the study to each student either individually or through group meetings. Each student was given an opportunity to complete the questionnaire under the guidance and the supervision of researchers. The time required to complete each questionnaire sheet was taken in 15-20 minutes to fill it. The researcher checked each questionnaire sheet after they had been completed to ensure the completion of all information

Pilot study:

A pilot study was carried out on 10 % of study subjects (20 nursing students) to test applicability, feasibility , practicability of the tool. In addition, to estimate the time required for filling in the questionnaire sheets. Nursing students were selected randomly and excluded from the main study sample and the necessary modifications were done according to the results of the pilot study.

Administrative and ethical considerations:

An official permission for data collection Official permission were obtained from the dean of faculty of nursing, Zagazig University to the director of Technical Institute of Nursing. The researcher obtained lists of students' number of each grade in the Institute, after an explanation of study objectives, as well as an individual oral consent was obtained

from each participant in the study. At the interview, Oral consent was received from each student after explaining the purpose of the study . nursing students were given an opportunity to refuse or to participate and they were assured that the information would be used confidentially and used for the research purpose only. Confidentiality was confirmed by maintaining anonymity of subject's data.

Statistical analysis:

All data were collected, tabulated and statistically analyzed using SPSS 20.0 for windows. Quantitative data were expressed as the mean \pm SD & median (range), and qualitative data were expressed as absolute frequencies (number) & relative frequencies (percentage). Percent of categorical variables were compared using Chi-square test. Spearman's correlation coefficient was calculated to assess relationship between various study variables, (+) sign indicate direct correlation & (-) sign indicate inverse correlation, also values near to 1 indicate strong correlation & values near 0 indicate weak correlation. All tests were two sided. P-value < 0.05 was considered statistically significant (S), and p-value \geq 0.05 was considered statistically insignificant (NS).

Results:

Table (1) shows that(82.5%) of nursing students aged 19 years old or more with mean age (18.97 \pm 0.66). As well, the majorities of them are females. The majorities of studied nurses are first grade (61.5% and 84.0 % respectively). While (59.0 %) of nursing student's parents not graduate from university. The majority of studied nursing students expect to enroll for more advanced degree (88.0%). moreover , (73.0%) of nursing students not admitted to the institute on desire.

Table (2) Illustrated that majority of studied nurses students(93.0%) had not perceived toward quality of learning experience with mean \pm SD (238.14 \pm 38.86) and range from 144 score to 364.

Table(3) Illustrated that Academic burnout level of studied nursing students, majority of studied students(92.0%) had low Academic burnout with mean \pm SD (40.64 \pm 7.21) and range from 22 score to 68.

Table (4) revealed that there is highly statistically significant and inverse relation between total quality of learning experience score, Total academic burnout score.

Discussion:

The results of the current study revealed that the highest percentage of nursing students aged 19 years old or more with mean age (18.97 \pm 0.66). As well, the majorities of them are females. The majorities of studied nurses are first grade. While more than half of nursing student's parents not graduate from university. The majority of studied nursing students expect to enroll for more advanced degree. moreover , the majority of nursing students not admitted to the institute on desire.

Also the results of the current study revealed that the highest of nursing students had negative perception toward quality of learning experience. This findings might due to that the institute is new and the effort is not enough in improving all aspects of the quality of learning experiences in institute , including providing easy access to educational resources like computer, clubs and organization experiences, although the library place find in the institute but it not enough activate and need to develop , the course learning is not enough to encourage the professional needs of nursing students like flexibility of educational content, changing the teaching style towards the student-

centered and promoting the relationship between the teaching staff and the educational staff with students.

The current study finding is in agreement with previous studies, such as the study conducted by Albaradie,⁽¹³⁾ who studied the Perception of students and teachers about quality teaching, on undergraduate students at one university in the Midwest, United States. Furthermore, in Canada., conducted by Venkatesh et al.⁽¹⁴⁾ to investigate university students' perceptions regarding the use of information and communication technology (ICT) and learning experience among nursing students to effectively enhance students learning. In Australia, a study was conducted by Irwin.⁽¹⁵⁾, to investigate university students' perceptions regarding the quality of learning experience into the university courses. All these previous studies found that the perception of quality of learning experience were negative.

On the other hand, this result was incongruent with the previous study carried out by Henderson, Selwyn,⁽¹⁶⁾ to explore university students' actual use of digital technology to improve their learning and to investigate the quality of learning experience that the students use and find beneficial to their university studies which found that perception toward quality of learning is positive.

The finding of the present study revealed that the vast majority of studied nursing students had low level of academic burnout . This may be due to that majority of studied nursing students they neutral feel emotionally drained by their studies. They neutral feel used up at the end of a day at the university, they neutral become less interested in their studies since their enrolment at the university and nurse nurse educators

may listen to nursing students, Setting reasonable expectations for them and their courses, providing feedback , Maintaining a presence among the nursing students during their problems, provide expectations for their demands and requirements of studying to reduce fatigue.

This result is supported by previous study conducted by Sami, et al .⁽¹⁷⁾., who examined Burnout and its association with extracurricular activities among medical students in Saudi Arabia, another study conducted by Ferri et al⁽¹⁸⁾., who studied Empathy and burnout, an analytic cross-sectional study among nursing students at China University, carried by Admi et al.⁽¹⁹⁾, who stuied Nursing students' stress and satisfaction in clinical practice along different stages. The level of academic burnout found was low.

On the other hand, this result was incongruent with the prior study carried out by Maslach & Leiter.⁽²⁰⁾., on students at Western State University who examined Understanding the burnout experience on nursing students which found academic burnout high.

Additionally, the finding of the current study revealed that there was another negative and significant correlation between nursing students 'perception about quality of learning experience and academic burnout. The best rational for this result students will be bored and tired of doing things related to education as a result of mismatch between the components of learning experiences with their educational needs and their expectations and others for academic achievement.

This result is supported by previous study among nursing students of Shahid Beheshti University of Medical Sciences carried by Zohreh et al⁽²¹⁾, to explore The relationship between quality of learning experiences and

academic burnout. Also, other previous studies as Sharifard et al⁽²²⁾, on nursing students of University of Medical Sciences that reveal Related factors with academic burnout in nursing students. found that there was a negative correlation between nursing students' perception about quality of learning experience and academic burnout.

While, this result was in disagreement with a previous study that carried by Charkhabi et al.⁽²³⁾ in Iran among nursing students to explore The association of academic burnout with self-efficacy and quality of learning experience.

The finding of current study showed that there was statistically significant relation between nursing students' personal and academic characteristics (entering nursing Institute on desire), quality of learning experience this may be due to students who are interested in nursing, aware of its value and have desire to work as a nurse, therefore they have a positive perception toward nursing profession.

This result goes in line with previous studies as Yilmaz et al.⁽²⁴⁾, conducted a study on nursing students at Abant İzzet Baysal University, Turkey to investigate perception of nursing profession, teaching level process. While the current study showed that there was statistically insignificant relation between nursing students' socio demographic characteristics, academic burnout level among nursing students.

Conclusion:

In the light of the main study results; it can be concluded that the majority of studied nurse's students had negative perception toward quality of learning experience. as well the majority of them had a low level of academic burnout . Moreover quality

of learning experience was positively and significantly correlated to academic burnout.

Recommendations:

Based on the finding of this study, the following recommendations can be divided according to variables:

Quality of learning experience

- Provide courses for students to teach them how to integrate technology into the learning process and increase quality of learning.
- Provide courses for the instructors to teach them how to integrate technology into the teaching and learning process, and how to communicate with students.
- Prepare sufficient equipment and resources such as equipped and Supply classrooms with all the technology resources that are needed to fully integrate quality of teaching and learning process.
- The institute should provide a positive teaching and learning environment which is up to date because it can form a conducive and suitable environment for students' academic engagement.

Academic burnout

- Student-related factors such as individual motivation and interest, mental concentration, participation in extracurricular activities, self-directedness and demonstration of emotions could play important roles in learning and academic engagement and prevent burnout among undergraduate nursing students that should be of interest to nursing educators and planners.

Further research:

- develop appropriate studies and supportive systems to accommodate the needs of nursing students such as how nursing deal with technology.

Table 1 : Personal and Academic characteristics (n=200)

items	n.	percent
Age per years		
≤19	165	82.5
>19	35	17.5
Mean ±SD		
Range	18.97±0.66	
	18-21.	
Gender		
Males	77	38.5
Females	123	61.5
Faculty grade		
First grade	168	84.0
second grade	32	16.0
your parents graduate from university		
both parents	47	23.5
Fathers	23	11.5
Mothers	12	6.0
Non	118	59.0
you expect to enroll for a more advanced degree		
yes	176	88.0
No	24	12.0
Admitted the institute on desire		
No	146	73.0
yes	54	27.0

Table 2 : Total Perception of Quality of Learning Experience as Reported by Nursing .(Students n=200)

Quality of Learning experience (420)*	n.	%
perceived	14	7.0
not perceived	186	93.0
Mean ±SD	238.14±38.86	
Range	144-364	

Table 3: Total level of Academic burnout of Studied Nursing Students (n.200).

Academic burnout scale (75)*	n.	%
High	16	8.0
low	184	92.0
Mean ±SD	40.64±7.21	
Range	22-68	

Table4: relation Between the different study variables as perceived by nursing students (n=200)

Variables	Total quality of learning experience score
Total academic burn out r	-0.18
p	.011

r) Correlation coefficient **** Correlation is significant at the 0.01 level (2-tailed).**

* Correlation is significant at the 0.05 level (2-tailed).

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