

ABSTRACT

Student Nurses: Problems and Guidance

SISTER FLORY

NURSING students experience a variety of hopes and fears as they begin their education. A better understanding of students' attitudes might be useful to teachers in their efforts to provide support to students especially during the initial phase of their education. Experience of Nursing education would be characterized much more by hopes than by fears if supported by appropriate guidance programmes.

Physical health of the growing students, psychological needs, emotional aspects of the students' life and intellectual growth also need to be considered. If the school's primary responsibility is to meet the intellectual needs of its students, the number of under-achievers, drop-outs, and failures could be minimised through timely help by early diagnosis of their difficulties. The problems of changing family structures and its mobility, levels of aspiration, the economic pressures, the changing role and status of women, intergeneration of conflicts and the altering new norms of our Indian youth are other factors affecting the new entrants in nursing.

With knowledge explosion, every profession is faced with new challenges. Young students are anxious to know the possibilities of future advancement. So they need to be helped with all the available information, regarding job, future studies, and chances of professional growth.

The Problem

An exploratory study of the problems of Student Nurses and guidance

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provided, as expressed by Student Nurses in selected Schools of Nursing in Tamil Nadu was conducted.

The author had done this study when she was doing Master of Nursing course at R.A.K. College of Nursing, New Delhi.

The objectives of the study were:

1. To identify and analyse problems of students undergoing General Nursing and Midwifery training as expressed by them.
2. To ascertain the guidance provided to students, as expressed by students in selected Schools of Nursing.
3. To analyse and compare the responses of students in Government and private Schools of Nursing in relation to:

- problems of students
- guidance provided

The study was conducted in four Schools of Nursing in Tamil Nadu state: two Government schools and two private schools were selected for the study.

The study was a descriptive survey in nature. The sample consisted of all General Nursing and Midwifery students of the four Schools of Nursing. Convenience sampling was used for the study. Sample consisted of 180 GNM students.

A student problem checklist was developed to collect the data from the students. Data were collected by administering the student problem checklist which included 150 items in 10 areas, namely: 1. Health, 2. Personal Life, 3. Finance, Living Conditions and Food, 4. Academic Area, 5. Professional Area, 6. Interpersonal Relations, 7. Home and Family, 8. Morals and Religion, 9. Courtship, Sex and Mar-

riage, 10. Social and Recreational Activities.

The data collected were tabulated, analysed and interpreted in terms of percentages and mean of percentages.

The major findings of the study were:

1. Maximum problems of students in Schools of Nursing were in the Academic Area and minimum problems were reported in the Health Area.
2. Maximum guidance received was in the Health area and minimum guidance received was reported in the area of social and Recreational activities.
3. Students in Government schools reported more problems than private schools in all the areas selected for the study.
4. Students in Government schools reported to have received less guidance in majority of the problem areas than students in the private Schools of Nursing.

Conclusion

Student problems are a measure of adjustment which they are making in life. Success of student guidance and helping service depends on better understanding of students' needs and problems. Even though students may begin the course with optimistic expectations, demands placed on them by the course may precipitate adjustment problems. When there are adjustment problems, if appropriate guidance or help is given in time, there will be adaptation which in turn will bring about constructive behaviours, positive self-concept, increased social attributes and stress management capacity.