

**Comparing the motivational needs of 2nd and 3rd year learner
nurses on working day and night shifts in academic hospital settings
in the Western Cape**

by

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DECLARATION

I declare that: **Comparing the motivational needs of 2nd and 3rd year learner nurses on working day and night shift in academic hospital settings in the Western Cape.** is my own work and it has not been submitted for any degree or examination at any other university and that all the sources have been indicated and acknowledged by means of complete references.

Ruth Dominick

September 2015



Signed

.....

UNIVERSITY *of the*
WESTERN CAPE

DEDICATION

I would like to express my sincere thanks to God Almighty for granting me the strength to undertake this study.

This dissertation is dedicated to my husband, Nolan Dominick, for his continual support and patience; to my sons, Micah, Nehemiah and Yowceph; to our daughter, Ruth; to our grandsons, Gabriel and Zuriel; to my late father, Samuel; and to mother Marjorie May who inspired me to embark on this study. I also dedicate this research project to my sisters, Joslin and Sarah; to my brother, Leon and their families; and to my parents-in-law, Lesley and Kathleen Dominick and their families for their support, love and encouragement.



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ABSTRACT

Clinical learning experiences form an integral part of the 2nd and 3rd year learner nurses' training, because it is in the clinical placement that nurses should acquire the knowledge, skills and values that are necessary for professional practice competency. Nurses who are working night shift routinely feel deserted and left out of the information sphere. In most cases, these nurses find themselves in situations of staff shortages, diminished resources and reduced managerial direction. This situation is leading to demotivation. Maslow's theory in relation to the hierarchy of human needs is regarded as the basic motivators of human activity. Maslow's theoretical framework of the hierarchy of basic human needs was employed to compare the motivational needs of 2nd and 3rd year learner nurses who were working either night or day shift at the time of data collection.

The purpose of the study was to compare the motivational needs of 2nd and 3rd year learner nurses who were working day and / or night shift. The researcher followed a quantitative, descriptive and comparative survey design with a sample of the population. A sample of 2nd year (n = 103) and 3rd year learner nurses (n = 103) was drawn from each group and a 100 fully completed questionnaires were submitted by each group. The researcher gathered the data with the assistance of a self-administered questionnaire that comprised primarily of closed-ended questions and a 5-point Likert scale was employed to capture their responses. The researcher used a structured questionnaire to explore the perceptions of the 2nd and 3rd year learner nurses about their needs to acquire motivation in the workplace in the context of Maslow's hierarchy of needs.

The researcher used descriptive and inferential statistics to analyse the data. Data was plotted and expressed by means of frequency tables. Descriptive statistical analysis and associations between various variables were completed by using parametric tests.

The findings of the study were related to Maslow's hierarchy of needs; i.e. the physiological, safety, social, self-esteem and self-actualisation needs to motivate the 2nd and 3rd year learner nurses during day and night shift. The findings include significant differences between the needs of 2nd and 3rd year respondents in relation to working day and night shift at the health service institutions in the Western Cape Province. In Item 27, the perceived needs of the 2nd and 3rd year respondents to be placed in their units of preference during night shift varied between *never to sometimes*. The 2nd year respondents (n = 74, 74.0%) and (n = 74, 76.8%) of 3rd year respondents on night shift experienced their need to be placed in a unit of preference to be considered. From the descriptive statistics (Tables 4.15 – 4.220), it was evident that the 2nd year respondents did neither have the highest nor lowest mean values across the study; the observation for the 3rd year respondents was similar. The mean values of night shift respondents mostly scored lower than the day shift mean values. The inferential statistics indicated significant differences between 2nd and 3rd year day shift respondents and between 2nd and 3rd year night shift respondents with night shift depicting more significant differences than day shift. That confirmed that both 2nd and 3rd year learner nurses' motivational needs of night shift respondents were more pronounced than the needs of day shift respondents.

Emerging from this research, recommendations were formulated for clinical educators, nurse educators, unit managers and professional nurses in accordance with Maslow's hierarchy of needs with the purpose

of meeting the motivational needs of the 2nd and 3rd year learner nurses at the health service institutions in the Western Cape Province.

Validity and reliability principles were applied during the entire research process. The reliability and validity of the research instrument was determined by applying Cronbach's alpha test. The Cronbach alpha coefficients were 0.93 and 0.93 for the day and night shift respondents respectively. Those values were above 70% and close to 100%, which indicated that the questionnaire had been a reliable research instrument. All coefficients of the pilot study were above 70% which indicated that the instrument was consistent and reliable. The reliability of the questions were tested for content and face validity.

The researcher observed ethical considerations during the entire research process. Ethical considerations of beneficence, avoiding undue intrusion, the right to privacy, confidentiality, fair treatment, respect for the respondents, the right to freedom and the right to withdraw from the study at any stage, informed consent and protecting respondents from any harm were adhered to. The respondents provided written consent that acknowledged those ethical principles.

Key words

Basic needs, day shift, learner nurses, learning environment, Maslow theory, motivation, night shift, nursing education, perceptions, survey.



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LIST OF ABBREVIATIONS

IV	Intravenous infusion
SANC	South African Nursing Council
SD	Standard deviation
SPSS	Statistical Package for Social Sciences
UK	United Kingdom



CHAPTER 1

OVERVIEW OF THE STUDY

1.1 INTRODUCTION AND BACKGROUND

Nursing care is provided to sick persons around the clock and shift work makes uninterrupted nursing care possible. During clinical practicums, learner nurses are either intrinsically or extrinsically motivated to apply the theory gained through their academic pursuit. Each clinical practicum placement contains intrinsic learning opportunities; it facilitates integrated learning (Crotty, 2010:51).

During clinical placement, learner nurses provide nursing care to acquire the knowledge, skills and values that are necessary for professional practice. Clinical nursing training encompasses night and day shift work during which informed learning experiences for providing continual quality nursing care and developing competent learner nurses are maintained (Powell, 2013:1). Learner nurses and night shift learner nurses in particular, work in situations of staff shortages, limited resources and reduced managerial direction. (Mayes & Schott-Baer, 2010:19). The night and day shift training component is a requirement of the South African Nursing Council (SANC) in Regulation of 14 December 2011, with regard to the clinical education and training of a learner nurse that results in the qualification and registration as a professional nurse (Amendment of SANC Regulation, R425 of 22 February 1985). However, learner nurses do seem to have a lesser regard for the essential legislative requirement of working night shift than for working dayshift (Mafela, 2010:33; Mayes & Schott-Baer, 2010:17; Mtyala, 2010).

Nurses are placed at health care institutions where they are coping with patients encountering pain, sickness, death, depression, as well as with bereaved family members. They also have to work during public holidays. Therefore, it undoubtedly compromises their usual life style (Bergman, Ahmad & Stewart, 2008:54). The increasing workload is further compounded by nursing shortages (Van Beck, Hu, Schaufeli, Taris & Schreurs, 2012:30). Studies indicate that poor working conditions and organisational environments are strong predictors of job dissatisfaction at public hospitals in South Africa (Mokoka, Ehlers & Oosthuizen, 2007:141; Pillay, 2009:59).

In this study, Maslow's theoretical hierarchy of basic needs was employed during the study to describe the motivational needs of 2nd and 3rd year learner nurses who worked during night and day shifts. During night shift and equally during day shift, learner nurses should be socialised congruently to the profession and, therefore, they ought to be motivated to learn the art of nursing by actively participating in clinical practice, guidance, assistance and role modelling (Dinmohammadi, Peyrovi & Mehrdrad, 2013:26). The clinical learning environment is the single most crucial resource in the development of competent, capable and caring nurses (Ousey, 2000:115). Transition to a new work or from day to night shift was often strenuous for learner nurses or newly qualified nurses. It is imperative that learner nurses should be supported during this transition period with the purpose of adjusting to the clinical placement, refining knowledge and developing skills specific to their clinical practice placement (Maree & Richard, 2007:1).

1.2 PROBLEM STATEMENT

Nurses are required to work during day and night shifts to extend the exposure to the 24-hour nature of nursing (Mckenna & French, 2010:27). In this sense, learner nurses are often exposed to day and night shift duties during their training to become accustomed to both shifts that ensure the provision of a continuous nursing service (Campbell, Nilson, Pilhammar & Anderson, and 2008:346). Also, various studies have investigated the motivations of nurses during either day or night shift, e.g. learner nurses experience working in the clinical setting as stressful (Reeves, 2007:14). Yet, there is a lack of studies that have investigated, evaluated and compared the motivational needs of learner nurses during both shifts. This study intends to bridge that gap. Previous studies demonstrate that the dissatisfaction of nurses about shift work is not a new phenomenon (Mtyala, 2010). These nurses work in situations of staff shortages, limited resources and less managerial direction (Mayes & Schott-Baer, 2010). McGowan (2006:1099) suggests that clinical placements of learner nurses during day and night shifts should be planned according to the supernumerary status of the respective shifts. The current dispensation deals with the learners from higher institutions where majority are likely to be younger than the experienced nurses. The researcher is convinced the motivational needs of learner nurses during the day and night shifts depend on socio-demographic variables; such as age, gender, level of education, experience and ethnic group. Research needs to test whether the socio-economic variables might contribute to motivational needs of learners during the respective shifts (Hanifi, Soroor & Soodabeh, 2012:7).

The researcher has observed that learner nurses express feelings of not being motivated to work night shift during clinical placement. Learner nurses experience working in the clinical setting as stressful (Reeves, 2007:14). In 2010, striking learner nurses had aggressively vowed to pursue their protest at an Institution of Higher Education in the Western Cape Province until they were no longer compelled to perform duties during night shift. Apart from working night shift, protesting learner nurses were also demanding a stipend for the duties they were performing. The learner nurses adamantly demanded the supervision of tutors during night shift in case they lost their battle against working night shift (Mtyala, 2010). Mtyala (2010) mentions that striking learner nurses describe their experiences of night shift as a nightmare. In the Western Cape Province, irrespective of these types of situations, research about the improvement of learner nurses' motivation during shift work is unknown. When an individual experiences a deficit of one or more important needs, it might encourage the individual to act and it might trigger a search for ways of satisfying such need(s) (Louw & Edwards, 2008:448).

During night shift, there are fewer staff members than during day shift. It possibly contributes to a higher workload. Night shift nurses routinely feel deserted and isolated from the information sphere. The researcher has observed that learner nurses are convinced that they should not be part of the staff complement during shifts in the nursing care units. According to Mtyala (2010), learner nurses feel that, while they are in training and simultaneously expected to perform duties in the clinical placement during night shift, they are entitled to receive an allowance similar to the stipend of qualified staff members. However, it has been unclear what the different motivational needs of 2nd and 3rd year learner nurses are in respect of working day and night shifts. This study, therefore, aimed at addressing these questions:

- What are the motivational needs of 2nd and 3rd year learner nurses on working night and day shifts?

- How do the motivational needs of 2nd and 3rd year learner nurses differ between working day shifts and night shifts?
- How could nurse educators and professional nurses motivate the 2nd and 3rd year learner nurses on working day or night shifts?

1.3 AIM OF THE STUDY

The aim of the study was to compare the motivational needs of 2nd and 3rd year learner nurses in respect of working day and night shifts at an academic hospital setting in the Western Cape Province.

1.4 OBJECTIVES OF THE STUDY

The objectives of the study were to:

- explore and describe the perceptions of 2nd and 3rd year learner nurses about their motivational needs on working day and night shifts;
- compare the differences between the motivational needs of 2nd and 3rd year learner nurses on working day and night shifts; and
- describe recommendations to nurse educators and professional nurses for motivating 2nd and 3rd year learner nurses on working either day or night shifts.

1.5 SIGNIFICANCE OF THE STUDY

The knowledge contribution of this study would benefit the 2nd and 3rd year learner nurses, nurse educators and professional nurses in clinical practice. The results of the study led to recommendations to professional nurses in respect of motivating learner nurses working during the respective shifts in practice.

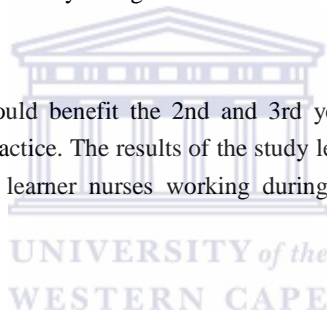
1.6 DEFINITIONS OF CONCEPTS

Shift: is the period of time scheduled for work (Saksvik, Bjorvatn, Hetland, Sandal & Pallesen, 2010:1). In this study, a shift refers to working a period of time during either the day or the night.

Learner nurse: learner nurse and nursing student are used interchangeably for somebody who embarks upon the four-year nursing programme with the aim of registering as a nurse (general, community and psychiatric) and midwife (SANC R425, 1985). Student refers to a person who is studying at a designated higher education institution with the purpose of entering a profession, e.g. the nursing profession. In this study, the learner nurses were busy with the 2nd and 3rd year of their academic study.

Motivation: refers to anything that initiates, sustains and directs thinking and behaviour. Motivation is the driving force behind human behaviour (Louw & Edwards, 2008:425). In this study, the theoretical framework of Maslow was used with reference to the basic physiological, safety, affiliation (social, love and belonging), self-esteem and self-actualisation needs.

A *learning environment:* should be humanistic, authentic, caring and supportive and ought to respect students' uniqueness and abilities. For learning to occur successfully, it needs to be stimulating and



disciplined. For the purpose of this study, the learning environment focused on the clinical setting of learner nurse training (Meyer & Van Niekerk, 2008:107).

Academic hospital: In this study, an academic hospital referred to a government or state (public) tertiary hospital complex that worked in association with tertiary education institutions with reciprocal advantages for both organisations; including clinical training and financial benefits.

Nursing unit: A nursing unit is a sub-system in the health care service. In this study, the term nursing unit referred to a ward where learner nurses were allocated at an academic hospital for the purpose of their training in unit management practice. It took place at an operational level of the hospital in medical, surgical, orthopaedic and paediatric nursing units (Muller, 2002:129).

Professional nurse: refers to a nurse who is registered at the SANC as a professional nurse consistent with Act No. 33 of 2005.

1.7 RESEARCH DESIGN

A research design directs the composite plan in preparation of a research study (Brink, 2008:214). This study followed a quantitative, descriptive and comparative design. It was a *quantitative* design, since the purpose was to follow a formal, objective and systematic process by using numerical data to evaluate the views of 2nd and 3rd year learner nurses about night and day shift work during clinical placement (Burns & Grove, 2009:22). Burns and Grove (2007:232) indicate that a *descriptive design* provides information about characteristics within a particular field of study. The study was *descriptive* because it provided a picture of the situation, namely the perception of 2nd and 3rd year learner nurses of working night and day shift at approved health service institutions for their training programme. A *comparative design* was followed, since the researcher compared the differences in the perceptions of variables (Burns & Grove, 2007:245) of 2nd and 3rd year learner nurses about their motivational needs with regard to day and night shifts at health services in the Western Cape Province that were SANC accredited.

1.8 RESEARCH POPULATION AND SAMPLE

An accessible population refers to the portion of the population to which a researcher has reasonable access (Burns & Grove, 2005:342). The 2nd and 3rd year learner nurses of the four year integrated programme (SANC Regulation R425, 22 February 1985 as amended) enrolled at a higher education institution for nursing in the Western Cape Province was the accessible population of this study (N = 564). A sample is a subset of the population that is selected for a research study (Burns & Grove 2003:495). Probability sampling was harnessed for this research with the purpose of ensuring some degree of accuracy of the estimations of the population parameters, in order to reduce sampling errors (Burns & Grove, 2005:349). The following formula was used to determine the sample size of each group:

$$n = \frac{2(Z_{\alpha/2} + Z_{1-\beta})^2}{d^2} = \frac{2 * (1.96 + 0.84)^2}{(0.39)^2} = 103 \text{ per group}$$

Table 1.1: Population and sample

Target group	Population N	Sample n
2nd year students	264	103
3rd year students	300	103

The suggested sample size per group was n = 103 respectively.

Sampling techniques

Irrespective of how a sample size is computed, it is important to determine the most suitable technique to provide an adequate sample.

Systematic stratified sampling was conducted, since a methodical list (class list) of all members of the population had been available. The sample of each of the year groups was constituted by assigning random numbers to students and using a random number table. The 2nd year and 3rd year learner nurses were identified and appointments were arranged for handing out the questionnaires one week after having completed night duty. Although 103 questionnaires were handed out to both 2nd and 3rd year learner students, 100 completed questionnaires were received back from each group. Therefore, the sample was 100, 2nd year and 100 3rd year learner nurses respectively. Due to the high response rate and representative nature of the sample, findings of this study can be generalised to the accessible population.

1.9 METHOD

The Ethics Committee of the Faculty of Community and Health Sciences (Ethics Number 12/7/8, Annexure A) and the participating nursing institution (Annexure B) granted the researcher permission to conduct the survey in collaboration with the sample population. After a literature review was conducted, the researcher developed a survey-questionnaire that used a 5-point Likert scale. The researcher gathered the data one week after respondents had completed their night duty during September and October 2012. Respondents were informed about the purpose of the study. The completion of this survey-questionnaire (Annexure C) took no longer than 45 minutes. Respondents were asked to indicate their responses with a cross (X) on the left hand side (day shift) and on the right hand side (night shift). The responses represented the extent of their agreement with the statements. The scale descriptors were: 1 = Never, 2 = Sometimes, 3 = Often, 4 = Frequently, 5 = Always.

Table 1.2: Example of a question on the 5-point Likert scale

Day duty					Need	Night duty				
1	2	3	4	5		1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	My manager / supervisor inspires me to do my best.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A survey-questionnaire offered the possibility of anonymity because respondents' names were neither indicated nor required on the completed survey-questionnaires. The items in the questionnaire were closed-ended (Burns & Grove, 2009:717).

The researcher had conducted a pilot study and all five sections of the instrument indicated a Cronbach alpha coefficient higher than .700. Ten respondents from the 2nd and 3rd year learner nurses respectively took part in the pilot study and were excluded from the main study.

The researcher personally administered the survey-questionnaires (Annexure C) to the respondents and collected the self-administered survey-questionnaires, after they had been placed inside sealed envelopes. The respondents were able to complete the questionnaire in 45 minutes.

1.10 DATA ANALYSIS

Descriptive statistics allow a researcher to organise data in a meaningful and insightful way with the purpose of viewing a phenomenon from different points of view. Data is expressed in frequencies, mean values and standard deviations in frequency tables and histograms, as well as by means of inferential statistics (Burns & Grove, 2005:462). According to Burns (2009:472), the mean is the sum of the scores divided by the number of scores. The standard deviation indicates the degree of error that results when the mean values are singularly used to interpret the data (Burn & Grove, 2007:418). According to Brink (2009:179), inferential statistics are concerned with populations and use sample data to make an inference about the population (Brink, 2009:179). Significant differences between the perceptions of respondents with regard to day and night shifts respectively were defined by a parametric test. These findings are discussed more extensively in Chapter 4. A statistician at the University of the Western Cape assisted with analysing the data by using the Statistical Package for Social Sciences (SPSS) version 20.0 software program.

1.11 VALIDITY AND RELIABILITY

Validity is the ability of an instrument to measure what it is supposed to measure. According to De Vos, Strydom, Fouché and Delpont (2011:166), validity consists of two parts; namely whether the instrument actually measures the concept in question and whether the concept is measured accurately. Validity is referred to as the degree to which the instrument is doing what it is intended to do and evidence is provided by several sources. Validity of a research instrument is evaluated by means of content and face validity. According to Brink (2009:168), face validity refers to the extent to which an instrument is measures what it purports to measure. The content validity of the questionnaire was determined by items in the instrument that represented an intensive literature review. Face and content validity were established after five nurse managers in the academic hospital setting had applied and expressed their professional judgement about the items in the questionnaire. The validation was also subjected to the verdict of the supervisor who was an expert in nursing management. The researcher consulted a statistician during the development of the instrument.

According to Brink (2009:124), reliability denotes the consistency of measurement obtained from using a particular instrument. The survey-questionnaire was self-administered, while the completion did not require the researcher's direct involvement (Sim & Wright, 2000:133). Internal consistency was determined by the Cronbach's alpha test. Reliability of measurement was promoted by asking respondents clear questions that were relevant to them (Babbie & Mouton, 2001:122).

1.12 ETHICAL CONSIDERATIONS

The researcher adhered to ethical considerations during the implementation of this research project (Creswell, 2009:87). When including people in a research study, the highest ethical standards have to be maintained (Jooste, 2009:479). Informed written consent means that respondents are able to base their decision to voluntarily participate in a study on a thorough comprehension of the extent of their participation, inclusive of any anticipated risks or discomfort (Burns & Grove, 2007:217; Oka & Shaw, 2000:17). All respondents received an information sheet that explained the purpose of the study and the extent of their participation. Voluntary participation was vitally important and respondents had the opportunity to withdraw from the study at any stage. (Burns & Grove, 2005:182) Ethical approval was obtained from a university in the Western Cape Province and the director of the higher educational institution in the Western Cape Province. The researcher sought similar approval and consent from all relevant parties before the research project had commenced at the institution. According to Burns and Grove (2007:83), the purpose of the investigation must be ethical, which means that the respondents' rights and the rights of other people in the setting need to be protected. This study did not anticipate any risks to the respondents. Before completing the survey-questionnaires, the researcher informed the respondents their completed questionnaires would be treated confidentially. The use of codes safeguarded the confidentiality and was purely for control purposes while the respondents did not enter any personal information on the questionnaires. Every respondent had placed the completed questionnaire in a sealed envelope by before returning it to the researcher. The respondents' identity and privacy were protected and respected during the course of the research project (Burns & Grove, 2005:187). Respondents completed the questionnaires at their own time.

1.13 CONTRIBUTION OF THE RESEARCH STUDY

The researcher planned and carried out the study in such a way that the findings and recommendations could be presented to the health institutions and the higher educational institution. Based on the findings, learner nurses might benefit from the recommendations for the clinical educators, nurse educators and the unit managers who need to facilitate and maintain the needed motivation of the 2nd and 3rd year learner nurses during clinical practicum.

1.14 LIMITATIONS OF THE STUDY

This study focuses narrowly on the perceptions of 2nd and 3rd year learner nurses who are working day and night duty at health institutions in the Western Cape Province and excludes the private health institutions.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

A literature review forms an indispensable component of any study. It identifies and compares earlier studies and assists with avoiding replication and unnecessary duplication while allowing a new study to contribute original comprehension and knowledge to a particular field of study (Mouton, 2008:91). The researcher conducted the literature review of this study about the motivational needs of nurses during day and night shifts in the context of the theoretical framework of Maslow's hierarchy of needs. According to Jooste (2010: 527), a literature review affords a researcher with an opportunity to introduce the research problem and question.

According to Burns and Grove (2007:135), a literature review offers subject matter experts an understanding of "what's already known and [what] is not known – an extension of what has previously been learned about a particular topic". A literature review, therefore, relates a study to what has already been discovered about a particular topic and offers an understanding of the conclusions that have been reached by researchers and scholars in prior studies and discussions about the topic (Creswell, 2009:25). Burns and Grove (2003:37) are adamant that the purpose of a literature review is to provide a clearer understanding of the nature and meaning of the problem that has been selected for research and discussion.

2.2 WORKING SHIFTS DURING NURSING PRACTICE

Learner nurses who work at night are motivated to learn but have fewer prospects and less access to programmes than nurses who work during the day shift (Powell, 2013:1). These limitations can be mitigated by enhancing night time education programmes and using teaching methods appropriate to practice during the night shift. Mayes (2010:17) describes an example of a successful cardiac arrest in-service education programme accessible during night time practicing hours.

Night shift nurses frequently lack access to the formalised in-service training offered to day shift nurses (Fennimore & Wolf, 2011:204). Since every clinical experience can be regarded as a possible learning opportunity, learning takes place even at night. However, previously the learning of night nurses has not been extensively studied. The professional progression of night nurses is largely dependent on how, what and when they learn during clinical practice. Experienced-based learning requires that a person has the aptitude to learn from the situations encountered and the special knowledge of night nurses is based on the experience of situations that are specific to practice at night (Gould, Drey & Berridge, 2007: 602). There are certain opportunities for learning during the night shift, such as these learning situations: (1) the report situation, (2) the personal assessment round, when the nurses form their own picture of the patient (3) in assessment prior to contact with the doctor on duty (Mckenna & French, 2009:27; Mckenna & French, 2010:27). Nurses learn from variations in patients' conditions and from reporting their experiences and observations verbally. There is a need for further investigations to establish what night

nurses learn and could further learn. Such knowledge needs to be integrated in the body of nursing knowledge (Campbell, 2008:346). There is an association between learner nurses' perceptions of the clinical learning environment and the fulfilment of their needs. According to Maslow's hierarchy; physiological, safety, affiliation, self-esteem and self-actualisation needs can enhance motivation and success (Van Hell, Kuks & Cohen-Schotanus, 2009:674). Maslow's hierarchy of needs as applicable to learner nurses can be met by quality clinical placements that afford learner nurses with an opportunity to develop their nursing skills, socialisation into the profession and a bridge between academic and workplace learning to enable learner nurses to integrate theory with practical experience (Newton, Jolly, Ockerby & Cross, 2010:1371; Rodger, Fitzgerald, Davilla, Millar & Allison, 2011:195). Motivation is an integral part of nursing education. According to Du Toit, Erasmus and Strydom (2010:315), motivation is defined as the processes that account for an individual's intensity, direction, concerted persistence of effort and behaviour towards attaining a goal. Motivation stems from an unfulfilled need as described by the hierarchy of Maslow's needs that must be satisfied before it becomes possible to initiate specific behaviour. Fulfilment of needs leads to a certain type of reinforcement that is either intrinsically derived from within the person feeling good about doing a task well, or being extrinsically rewarded in the format of recognition or positive appraisal for work well done (Moodley, 2007:37).

2.3 MASLOW'S THEORY

Maslow's hierarchy theory of motivation formed the theoretical framework of this study. Motivation as a theory does express both the extrinsic conditions that excite certain conduct and the intrinsic reactions that develop individuals into the people they are (Gagné, Forest, Gilbert, Aubé, Morin & Malorni, 2010:628). Unsatisfied needs encourage individuals to seek ways and means to satisfy these needs (Muller, Bezuidenhout & Jooste, 2011:372). According to Muller *et al.* (2011:373), motivation is the force that energises behaviour, gives direction and compels people to persevere with their quest of satisfying their needs even when faced with challenges (Muller *et al.*, 2011:372). Levett-Jones and Lathlean (2009:2870) argue that Maslow's five-tier hierarchy of needs (1987) is the most apt model for comprehending and explaining the needs of nursing learner nurses, as well as the most productive tool to apply during the clinical practicum.

Maslow's hierarchy of needs theory suggests that to attain self-actualisation, the lower order needs have to be fulfilled first (Peters, Chakraborty, Mahapatra & Steinhardt, 2010:8). The fundamental needs include physiological needs; such as air, food, pure drinking water, shelter, warmth, rest and sleep. The second level of needs comprises the safety needs of stability and security. The third level of needs includes affiliation (social, love and belonging) needs, the need for love and belonging, the importance of working in a team, group work, relationships, affection and being part of a family (Battistelli, Galletta, Porthoghese & Vanderberghe, 2013:17). Self-esteem needs are the fourth level that consists of achievement, independence, mastery, as well as receiving and giving respect. The fifth level includes the needs for self-actualisation; such as realising personal potential, self-fulfilment, seeking personal growth and peak experiences. Self-actualisation is always evolving as a result of the growth needs that are

continually increasing (Ruder, 2013:3). It is important to note that self-actualisation is a constant process of becoming rather than a perfect state of a “happy ever after” one reaches (McLeod, 2007:online). For the purposes of this study, the following needs are discussed:

- physiological needs;
- safety needs;
- affiliation (social, love and belonging) needs;
- self-esteem; and
- self-actualisation.

2.3.1 Physiological needs

Physiological needs are fundamental to sustain life and include food, water, air, shelter and sleep. According to Maslow's theory, when these needs are not met, it will be difficult – if not impossible – to fulfil all other needs that are a source of motivation (Goud, 2008:448). Historically, the significance of the environment on human beings has already been documented as early as the 1800s, since the philosophy of Florence Nightingale emphasises that people are in relationship with their environment. Florence Nightingale emphasises that an affirmative physical environment with adequate fresh air, temperature, light, warmth and cleanliness has healing properties that promote the physical health of patients, staff members and learner nurses (Jooste, 2010:16).

The lowest level of physiological forms the foundation of the hierarchy of needs, since they have priority over all the other needs. These needs cannot be deferred for a long time. Unless and until these physiological needs are fulfilled to the required extent, other needs do not motivate the learner nurse (Goud, 2008:448).

Nonetheless, despite the nurses' health-promoting role, function as role-models and skilled knowledge about healthy lifestyle choices; nurses commonly do not apply this knowledge to their own health and lifestyle behaviour (Kumbrija, Milakovic, Jelinic, Matanic, Markovic & Simunovic, 2007:105; Korn, Gonen, Shaked & Golan, 2013:6).

Sleep has restorative functions that energise and motivate motivated person to fulfil responsibilities while a lack of sleep is associated with a smaller pool of regulatory resources (Barnes, Schaubroeck, Huth & Ghumman, 2011:169; Christian & Ellis, 2011:913). Sleep and rest are vital requirements for human beings to work and live properly; adequate sleep and rest play an important part in self-control and the ability to learn and perform responsibilities well (Christian & Ellis, 2011:913). Shift work and rotating shifts in particular disrupt nurses' circadian rhythms and result in disturbances, accidents and illnesses. Shift work leads to disruption of sleep patterns and causes an inadequate amount of rest. Sleep loss leads to chronic fatigue, persistent anxiety or depression and decreased alertness (Smith, Fogg & Eastman, 2009:1481). Time to relax during meal breaks is shorter during night shift, since the shortage of staff often does not allow nurses to take long enough meal breaks at different times. During the night shift, there is a lack of time to rest and the work overload compounds the negative effects of not getting enough rest (Franco, De Bravo & Nogueira-Martins, 2011:12).

Nurses have poor dietary practices and they do not consume enough fruit and vegetables daily and regularly eat food that is high in fat and sugar content (Zapka, Lemon, Magner & Hale, 2009:853).

Most nurses have family and domestic responsibilities too. In previous generations, learner nurses anecdotally were most likely young unmarried women. However today's the non-traditional learner nurse of today is most likely older and has more household, family and work responsibilities apart from learning activities in (Bond, Gray, Baxley, Cason, Denke & Moon, 2008:136).

The challenges commitments to relatives among learner nurses have received some thought (Weitzel & McCahon, 2008:85; Wong, Seago, Keane & Grumback, 2008:190). Family responsibilities; such as direct care for dependent children and aging parents, maintenance of a spousal relationship, crowds at family gatherings, children's school events and daily operational needs of a home often leave little time for study. Such competing demands on learner nurses' time and attention become even more critical when learner nurses are either primary breadwinners, or single parents.

On the other hand, nurses are inclined to be in touch with their inner clocks. Individuals could, for example, experience a number of benefits; such as feeling active, having energy to do physical exercises, maintaining physical health, sustaining better relationships and experiencing high levels of performance (Huppert, 2009:137; Vallerand, 2012:2111).

Learner nurses need to remain motivated and focused to obtain success in their academic programmes, to keep their eyes on their future goals, to be in control and disciplined and to maintain their professional values (Motlatsi, 2013:159). Learner nurses noticeably express their own accountability for having a clear mind in order to experience positive learning experiences. They accept responsibility for their own success in respect of achieving their learning outcomes, as well as retaining their inner motivation, interest, drive and willingness to seek and attend new learning opportunities (Dale, Leland & Dale, 2013:7).

According to Quinn and Hughes (2007:36), motivation is considered as an important factor in the learning process and one of the key objectives of teaching is to increase learner nurses' motivation and inspiration to learn. Motivated nurses are proficient decision makers who meet the demands of an ever changing and complicated clinical environment and who achieve their academic objectives (Adib Hajbagheri & Ahmadi, 2003:3; Salehi, Bahrami, Hosseini & Akhondzadeh, 2007:13).

According to Hayajneh (2011:23), the clinical educator should orientate the learner nurses to the clinical setting, the policies and procedures, where to access these policies and procedures, moreover, to demonstrate that the clinical area is regarded as a high quality learning environment. By being motivated to manage their time and plan leisure and academic activities, learner nurses are more inclined to meet closing dates of assignments and to maintain their physical and mental well-being (Brogan, 2010:45). Motivation, teaching and learning are responsibilities of all qualified nurses and midwives. They work in a constantly changing profession where the coaching and supervising of learner nurses feature significantly on a daily basis of their lives during day and night shift.

On the other hand, a lack of clinical experience, unfamiliar areas, difficult patients, fear of performing some procedures and making mistakes and being evaluated by faculty members are expressed by learner nurses as anxiety-producing situations during their clinical placement (Clynes & Raftery, 2008:405). Nursing is a practice-based profession that requires learner nurses to be motivated and to focus on quality of care. The quality of nursing education depends mainly on the clinical experiences of learner nurses in

the clinical environment (Henderson, Twentyman, Heel & Lloyd, 2006:564; Percy & Draper, 2008:595).

Beyond their learning outcomes, learner nurses are eager to learn new behaviour, since they are inclined to focus on quality nursing care and quality improvement initiatives; such as clinical audits, patient safety and participating in clinical governance teams. These learner nurses are convinced that their focus on quality care and quality improvement further amplifies their learning (Jones, Williams & Carson-Stevens, 2013:44). Sadly, opportunities to practise skills in the different nursing units remain too limited for nurses on night shift for the purpose of applying their formal learning at a tertiary institution (Campbell, Nilsson & Andersson, 2004:1; Campbell, 2008:346) despite the fact that information technology-based learning opportunities have been developed to better suit shift workers. The professional advancement of night nurses is largely reliant on how, what and when they learn skills in practice (Campbell *et al.*, 2004:1; Campbell, 2010:46). The satisfaction of staff members and learner nurses indicates the degree to which their needs and expectations about the educational programmes are met and to what extent environmental factors are responding to their needs (Warr, 2013:733). Their satisfaction has a positive impact on the motivation and on professional competency of staff members and learner nurses and encourages learner nurses to complete their training successfully (Petruzellis, D'uggento & Romanazzi, 2006:349).

Learner nurses need to share ideas and learn new behaviour in delivering nursing care. Teaching enables the educators to stimulate learning and intrinsic motivation by connecting to learner nurses interest and supporting their growing competencies. Clinical settings that support learner nurses and staff members to learn by applying and reflecting on their knowledge, skills, affective behaviour and practice assist nurses to interrogate their own practice (Crotty, 2010:51).

Motlatsi (2013:126) states that the well controlled thermal temperature of the clinical practicum environment is imperative for learner nurses to perform well and to experience well-being, since the suitable temperature does not negatively affect their frame of mind. The well controlled temperature of the clinical practicum environment creates a healthy milieu for learner nurses to become skilled and ensures efficiency and effectiveness of the areas.

When commencing the nursing profession, learner nurses should be cautioned not to work part-time while navigating a rigorous nursing curriculum, although most of them have to maintain paid employment despite receiving financial aid in order to cope with basic family, home, transportation and tuition costs (Aiken, Sermeus, Van den Heede, Sloane, Busse, McKee, Bruyneel, Rafferty, Griffiths, Moreno-Casbas, Tishelman, Scott, Brzostek, Kinnunen, Schwendimann, Heinen, Zikos, Strømseng Sjetne, Smith & Kutney-Lee, 2012:344). In a recent study; being male, having dependent children and being a member of an ethnic minority are associated with increased difficulties in affording college education (Wong *et al.*, 2008:190-195). Part-time work exacerbates the problems associated with night nursing, since staying awake for long periods of time causes driving home after night shift to become a bigger risk factor (Scott, Hwang, Rogers, Nysse, Dean & Dinges, 2007:1801).

The continual challenges of finding accredited nursing facilities to accommodate the proper training of the increasing number of learner nurses are an obstacle in the placement of learner nurses according to their preferences of clinical practice (Sims, 2009:221; Gandy & Sheet, 2009:405).

2.3.2 Safety needs

Safety needs refer to feeling protected from physical and emotional harm (Gaki, Kontodimopoulos & Niakas, 2013:483). Once the physiological needs have been satisfied, individuals become motivated to attend to their safety and security needs. These needs include medical insurance, job security, financial reserves, as well as the autonomy to mitigate anxiety and chaos (Robert, Zalenski & Raspa, 2006:1120).

It is astonishing how multi-skilled nurses have to be while their remuneration (bursaries and salaries) is not commensurate with the motivation they need to provide quality health care. Most nurses believe that they are underpaid and undervalued. Their limited bursary allowances during training limit proper attention to their safety needs (Mohale & Mulaudizi, 2008:62). Learner nurses are struggling financially to pay for their reference books, transport and for leisure activities fees despite financial assistance in the form of bursaries (Sharma & Kaur, 2011:1).

Security provides a tolerant atmosphere and culture of fairness that creates an environment that affords learner nurses the opportunity to acquire the skill of solving problems as part of the learning process (Dunn & Hansford, 1997:1299). Learner nurses' feelings of inadequacy, as well as lack of skills and knowledge to perform explicit clinical procedures frequently lead to their fear of making mistakes (Mlek, 2011:210).

The clinical educator is regarded as the key human resource and professional role model who encourages active and cooperative learning and the learner nurses respect the decisions that the clinical educator makes (Hayajneh, 2011:23).

The nurse educator's accompaniment of the learner nurses in the clinical area is commendable, since it affords her quality time to motivate and support the learner nurses and to give them the guidance, support, supervision and reflection that they need to develop their thought processing, skills and theory applied to practice with the aim of meeting the safety needs of the learner nurses (Kotzé, Armstrong, Geyer, Mngomezulu, Potgieter & Subedar, 2008:34). Clinical accompaniment or clinical teaching is fundamental and critically important for the education and training of learner nurses because it stimulates and motivates the learner nurses to optimise their clinical learning. Accompaniment necessitates conscious and yet goal directed supervision of learner nurses that takes into consideration the uniqueness of their needs by constructing an environment that is conducive to learning and enhances their growth from inaction to independent involvement and critical practice (Bruce, Klopper & Mellish, 2011:255). The clearly stated learning outcomes summarise those learning requirements that need to be accomplished in accordance to the desired change that needs to be exhibited by the learner nurses and should be clearly communicated to the learner nurses (Muller, 2009:336).

Clinical accompaniment enables the development of professional nurses who are able and capable of providing nursing care founded on knowledge, problem solving and practical skills and professional values. Learner nurses experience purposeful supervision, guidance and consideration of their unique needs in an environment that is conducive for deep learning, their growth from inaction to independent participation and critical practice. (Bruce *et al.*, 2011:255). Efficient accompaniment requires the unwavering association between the physical being of the nurse and clinical educators and the learning resources they need; such as procedure manuals, subject guides, policies and other learning materials (Bruce *et al.*, 2011:255). They should intentionally manage their time in such a way that they sign off the work book or complete time sheets timely and adequately, rather than feeling constrained by completing these tasks on time.

Completing a task within a specific time may lead to increased contentment and to a more balanced sense of self (Bresciani, Duncan & Cao, 2010:17). The availability of counselling services at health and educational institutions intends to address emotional, physical, vocational, academic and social challenges that confront the learner nurses (Eyo, Joshua & Esuong, 2007:87). The supernumerary status of pre-registration learner nurses should primarily changed the way they learn in practice. Research suggests, however, that for many learner nurses the apprenticeship model still exists and that their supernumerary status has created new challenges for learning in practice (Elcock, Curtis & Sharples, 2007:4). According to Elcock, *et al.* (2007:4), literature about supernumerary status does not provide a definitive meaning of supernumerary status. However, the effects of supernumerary status influence being part of a team, the importance of the educator relationship, power relationships and the operationalising supernumerary status (Elcock, *et al.*, 2007:4).

The learner nurses are full-time learners and debatably have a supernumerary status (Ousey, 2009:175). The understanding of supernumerary status entails that learner nurses are not becoming part of the health institution staff establishment and consequently they are not included in the duty rotas of health institution (Veeramah, 2012:12). According to Elcock, *et al.* (2007:1), the supernumerary status permits the learner nurses to be part of the clinical nursing team as self-directed learners who take part in the provision of nursing care to patients in order to satisfy their own learning outcome needs. Efficient time management support desired outcomes, since it makes it possible to complete tasks satisfactorily. It enables learner nurses to utilise their time well with the purpose of completing an entire task in the most efficient manner (Brogan, 2010:45). Learner nurses are satisfied to be part of the health care team (James & Chapman, 2010:34) but they are uncomfortable when they solely perform the duties of workforce members rather than being valued as supernumerary learners who complement the workforce of a unit (Bradbury-Jones, Sambrook & Irvine, 2011:368).

In general, their safety needs are met when learner nurses' self-concept is congruent to the requirements of the environment that clearly spells out their learning objectives in an understandable way (Gagné *et al.*, 2010:628). Learner nurses with a solid theoretical locale and the ability to apply the skills attained

during their studies are capable of maintaining a healthy professional and social life (Canevello & Crocker, 2010:78). Disempowering experiences lead to fragile levels of self-confidence that may result in learner nurses either disengaging from placements or leaving the programme (Bradbury-Jones, Samsbrook & Irvine, 2007:342). Wiggins and Heathershaw (2013:146) argue that the assessment of practice should motivate reflective practice, critical thinking and skills based on sound practical knowledge. It also provides an opportunity for developing and nurturing the learner nurses' confidence as members of the health care team.

2.3.3 Affiliation (social, love and belonging) needs

Affiliation (social, love and belonging) needs occupy the third position in the hierarchy of needs (Locke & Latham, 2002:705). Affiliation (social, love and belonging) needs are concerned with social interaction with fellow human beings. An individual needs to experience a sense of belonging, affection, acceptance and friendship. A learner nurse is an individual human being who desires to be part of a group of health care workers.

Constructive experiences have a positive effect on individuals' attitude towards their profession; positive clinical experiences influence nurses' motivation positively (Motlagh, Karimi & Hasanpour, 2012:107). Assisting a patient to make a phone call to their relatives is an example of a satisfying experience that compels learner nurses to feel valued while it creates a sense of professional acceptance. These experiences motivate learner nurses to identify with and to become dedicated to the profession.

One of the strongest reasons for nursing as a career choice is the sense of humanity, compassion and generosity (Moody & Pesut, 2006:15). These reasons are internal and external motivating factors that create a sense of commitment and responsibility in an individual to care about fellow human beings (Motlagh *et al.*, 2012:107). The introduction of learner nurses to the field of nursing starts with limited compassion but their education creates and nurtures their humanitarian kindness towards patients. Nursing is known as a compassionate profession that advances spiritual growth as a result of practising the humanitarian, ethical aspects of the profession generously. Humanitarian practice is one of the core values of the nursing profession. This value strongly motivates individuals to continue their nursing careers despite difficult working situations (Motlagh *et al.*, 2012:107).

Levett-Jones and Lathlean (2008:103) indicate that a sense of belongingness relates to learner nurses experience of being accepted, secure, valued and respected in the units where they work as a member of a multidisciplinary team of health care workers. Positive practical learning experiences are clearly related to observed support, friendliness and clinical educators who accompany learner nurses during new and stressful practice events to satisfy their affiliation needs (Wilkes, 2006:42; Webb & Shakespeare, 2008:563). Levett-Jones and Lathlean (2008:103) propose a modified hierarchy of needs based on Maslow's model in the form of the ascent to competence conceptual framework that includes the sense of belongingness as a prerequisite for clinical practice. The feeling of being cordially welcomed right from the beginning appears to significantly influence the motivation and confidence of learner nurses to meet the demands of their clinical practicum (Courtney-Pratt, Fitzgerald, Ford, Marsden & Marlow, 2012:1380).

Nurse managers who are emotionally intelligent are motivated to easily form relationship with other people (Fernandez, 2007:80). They are sensitive to the feelings of staff members, respond appropriately, as well as orientate and lead staff members effectively in the clinical environment (Akerjordet & Severinsson, 2010:363). The motivated, emotionally intelligent unit managers' and clinical educators' performance of expertise and professional conduct also inspire the creativity of staff members and learner nurses.

Staff and equipment shortages might have a serious impact on the health care system and negatively influence professional integrity (Toode, Routasalo & Suominen, 2011:246). Scarcity of staff and work overload might lead to demotivation, dissatisfaction and fatigue in nurses that result in limited competencies, which impede the value of leadership and clinical tutorship of the learner nurses. This could also have a serious impact on the quality of experiences, competencies and learning of learner nurses in the clinical environment (Rushton, 2007:149).

Feedback about assessment results is a fundamental requirement for learning (Hauer & Kogan, 2012:140). Feedback has to be provided to learners as soon as possible with the aim of addressing problem areas as soon as possible. An educator has to create a climate of open dialogue with learner nurses (Delany & Malloy, 2009:135). This climate enables the educator to identify problem areas immediately and enhances positive feedback instead of exaggerated criticism (McKimm & Jollie, 2007:16). Learners are afforded an opportunity to discuss their individual progress with the educator (Kloppers, 2001:133; Quinn & Hughes, 2007:280). Assessment of clinical practice should facilitate reflective practice, critical thinking and skills based on sound practical knowledge while developing and nurturing the learner nurses' confidence (Wiggens & Heathershaw, 2013:146). According to Hyams (2006:80), the clinical practice assessments of learner nurses are conducted for a variety of reasons. These reasons include monitoring of progress; providing feedback; identifying learning needs; motivating learner nurses; evaluating competency levels, assessing knowledge, skills and attitudes; measuring effectiveness of teaching; and ensuring the safety of patients and the public at all times. Competency based assessments ultimately aim at producing nurses who deliver quality health care (Dolan, 2003:133; Wiggens & Heathershaw, 2013:146).

While nurse learners safely practise their skills during either day or night shifts, allowing enough time for feedback and reflection is important (James & Chapman, 2010:34).

A crucial component of the nursing curriculum is clinical practice (Rutherford-Hemming, 2012:12). To enable a learner nurse to benefit fully from the experience, regular performance feedback is essential. Although the significance of feedback is widely recognised, it appears that in the case of learner nurses it is inconsistently conducted (Bradshaw & Lowenstein, 2011:357). The benefits of feedback include increased learner nurse confidence, motivation and improved clinical practice (Duvivier, Van Dalen, Van der Vleuten & Scherpbier, 2009:634). The supervisor benefits from enhanced interpersonal skills and a sense of personal satisfaction. Barriers to the feedback process are identified as inadequate supervisor training and education, an unfavourable ward learning environment and an insufficient amount of time spent with learner nurses (Delany & Malloy, 2009:135). In addition to the appropriate preparation of a supervisor, effective feedback includes an appreciation of the stages of the feedback process, an understanding of learner nurses' response to feedback and effective communication skills (Ryan, 2011:743). The affiliation and self-esteem need would be fulfilled when the above guidelines have been

implemented because learner nurses will experience a sense of being involved, valued, sought after and of making an affirmative contribution. Being given frequent positive feedback and being included in the social, as well as the working life of the clinical team kindle this affiliation and self-esteem needs even further. Feedback to learner nurses should include information about current practice and offer practical advice for improved performance (Curtis, Clynes & Raftery, 2008:405).

A healthy and safe clinical practicum environment is characterised by engaged nurses and learner nurses who interact with one another, exercise control, make decisions about nursing-related issues, ground their practice in scientific evidence and collaborate with colleagues from diverse disciplines (Kramer & Schmalenberg, 2008:56).

Learner nurses appreciate being well-regarded as team members by friendly and committed staff members (Wilson, Squires, Widger, Cranley & Tourangeau, 2008:716). It influences how novices and learner nurses perform their practice; therefore, they get an opportunity to apply their knowledge while contributing to a safe health care environment and best practices of present day nursing care (Egan & Jaye, 2009:107).

Motivation plays an integral of learner nurses' involvement, since it increases their willingness, desire, awareness and compulsion to participate and be successful in their learning outcomes. Learner nurses and novice staff members learn by observing the behaviour and practices of good role models, keenly discussing their knowledge with staff members and experiencing feedback from those people they work closely with (Brammer, 2006:963). Nurses' feedback energises and motivates the engagement of learner nurses (Reddan, 2013:223). Boud and Falchikov (2006:413) propose that higher education institutions lay a solid foundation for lifelong learning in professional and other social settings. Since assessment is intrinsically linked to learner nurses' learning and performance, clinical educators and professional nurses involved in work-integrated learning need to use the assessment process to develop competencies that will optimise their professional performance throughout their working years (Reddan, 2013:223).

Shift workers may also experience physiological issues related to isolation from family and friends who are not on the same schedule of shift work (Schluter, Turner, Huntington, Bain & McClure, 2011:28).

Assertive learner nurses should be encouraged to verbally address their concerns with unit managers. Numerous clinical practitioners consider an assertive and diplomatic communication style to be effective, since it is based on mutual respect and consequently beneficial to nursing practice (Mayo Clinic Staff, 2009:42).

These environments are largely created via open communication channels amongst the clinical team and direct interactions with learner nurses during their placement (Andrews & Andrews, 2006:861).

Serving an increasingly diverse population of learner nurses have implications for faculty. Academics anticipate the development of future curricula, determine the resources necessary for support and motivate clinical educators to inspire learner nurses to do their best in their academic performance (Billings & Halstead, 2009:19; Bruce *et al.*, 2011:136).

Learner nurses must play a role in providing feedback with regard to the outcomes / results of their performance, the general learning environment with the purposes of assisting academic and the service

staff members to determine quality placement settings and maximise learner nurses' learning (De Cooman, De Gieter, Pepermans, Du Bois, Caers & Jegers, 2008:56). The clinical learning environment supports clinical skill development, however, it is similarly important that learner nurses familiarise themselves with the 'norms' of practice, for example processes in care delivery and the prevailing philosophy of nursing practice (Hathorn, Machtmes & Tillman, 2009:227). Providing learner nurses with regular, timely and specific feedback along with constructive comments and warranted praise are all activities that clinical educators can employ to build learner nurses' confidence and afford learners an opportunity to comment about the outcomes of their learning objectives (Lundberg, 2008:86). Learner nurses need to communicate with clinical educators and staff members about their performance in order to receive encouragement and feedback. Educators can enhance this process by providing clinical learning environments that encourage learner nurses to make decisions without concern of reprimand or awkwardness (Baxter & Boblin, 2008:345). Quality assurance systems must be implemented in the format of feedback and auditing procedures across settings as a mechanism to facilitate the provision of constructive feedback and evaluation of learner nurses. Andrew and Andrews (2006:871) indicate that feedback and opportunities to reflect on practice facilitate and increase the learner nurses' self-confidence.

In contemporary learning environments, learner nurses seek to become members of the clinical team during their clinical placement by acquiring the qualities of the professional nursing team with whom they interact (O'Brien, 2007:2229). Ideally, the purpose of learner nurses joining a team of clinicians is to learn about professional practice (Egan & Jaye, 2009:107). There is an established body of knowledge about the effective integration of learner nurses into these team environments (Henderson *et al.*, 2006:654). Learner nurses value a sense of belonging (Levett-Jones, Lathlean, Maquire & McMillan, 2007:210). Learner nurses focus on 'fitting in' to practice environments rather than adopting a critical reflective stance. More recently, similar experiences have been identified in Australia and the United Kingdom (UK), where nurses strive to 'not rock the boat' in order to feel accepted into the clinical setting (Levett-Jones & Lathlean, 2009:2870; Newton & McKenna, 2007:1231). This conduct does neither encourage questioning of practices or engagement with patients, nor does it encourage learner nurses to explore evidence about different patient management strategies (Newton, 2011:1371).

Ideally, clinicians who partner with learner nurses in the clinical environment offer prospects for advancing abstraction skills for professional practice, rather than describing knowledge acquisition by means of experience sharing (Kell & Jones, 2007:273). Features of learning environments are multifaceted. Learner nurses need to be motivated, feel included, develop relationships with other team members and have a sense of acceptance to ask questions and explore practices (Henderson, Briggs, Schoonbeek & Paterson, 2011:196). The learner nurses' experiences that positively influence learning include the application of theory to practice, interpersonal relationships, teamwork, effective clinical education and constructive feedback (Elcigil & Sari, 2007:491). A critical facet of positive learning experiences is the relationship between learner nurses and professional nurses, clinical educators and other staff members (Webb & Shakespeare, 2008:563; Bradbury-Jones, Sambrook & Irvine, 2011:368; Kristofferzon, M'artensson, Mamhidiri & Lofmark, 2012:1252).

Individuals expect that when they belong to a group, the group members should accept them lovingly and affectionately. Every human being desires to be associated with one group or another; it is a basic social

need of every individual. Individuals anticipate friendly interaction with their fellow learner nurses, staff members and managers of the group. Nurses, who work in a more supportive environment where they are accepted by their colleagues who reinforce their performance, are satisfied with their Physiological needs being met and they experience less compassion fatigue (Booysens, 2008:372). Effective learning takes place when learner nurses are motivated to apply the theory they have learnt in the classroom and practised in the simulation laboratory in the reality of nursing during the clinical practicum (Allan, Smith & O'DrisColl, 2011:847).

Levett-Jones *et al.* (2007:210) report that affiliation and belongingness are basic human needs that motivate human beings to think actively, to take action, or to do their best during the provision of nursing care. To strive and failure to gratify this need to feel affiliated, the need to belong leads physiologically, physically to emotional inequality. The concept of belongingness has an innate appeal. Individuals are social creatures; the fundamental need for belonging and acceptance is makes social exclusion a devastating experience (Levett-Jones & Lathean, 2008:103).

Since fewer staff members are available during night shift, more patients are allocated to nurses. Working in isolation causes feelings of insecurity because they cannot consult colleagues when they are compelled to make assessment decisions (Chung, Kim, Park, Song, Lee, Lee, Lim & Choi, 2006:499).

Successful interpersonal relationships with staff members and family are strongly related to a variety of different social and physiological elements; such as affiliation, self-concept, self-worth, emotions, mental cognition emotions, emotional intelligence, behavioural characteristics and kinds of interactions (Kim & Park, 2010:375). Interpersonal skills of affiliation and relationships are regarded as the backbone of nursing. While acknowledging that the professional competencies of nursing embrace clinical and technical aspects, these aspects are complemented by relational skills. Relational aspects are critical for attaining and maintaining professional interaction with colleagues. (Lopes, Azredo & Rodrigues, 2012:online).

Nurse leaders are important, since they have the responsibility to develop and motivate the desired attributes of their staff and learner nurses which will enable them to create a learning environment. It is crucial that leaders are role-models, since their behaviour directly influences the norms that are established in their units of practice. The norms and practices in their units of practice affect how nurses interact with one another and how they approach the nursing care they provide (Davidson, Elliot & Daly, 2006:180). Affirmative relationships greatly influence the growth needs of learner nurses (Suikkalla, Leino-Kilpi & Katajisto, 2008:5). Whilst it is important for every person to have interpersonal skills, these skills take on a particular significance for nursing learners, since the nursing profession constantly needs contact and interaction with other health care workers, patients and their families and colleagues. Nursing education and quality nursing service should be built on good interpersonal relationships (Suikkalla *et al.*, 2008:5).

Anxiety and stress undermine the skill of mindfulness. Motivating learner nurses to focus on themselves and their immediate surroundings increases attention and decreases anxiety while contributing to self-worth, self-concept, self-esteem, memory recall, self-actualisation and healthy living (Allen, Blashki & Gullone, 2006:285). In clinical placement settings, motivated learner nurses use strategies of mindfulness to quiet their bodies, thoughts and feelings. These strategies lead to improved stress management,

reduced anxiety and increased feelings of being able to handle stressful situations in the classroom and in clinical settings (Moscaritolo, 2009:17). Developing mind-body awareness and being attuned to the present moment through mindfulness training activities; such as meditation, yoga and relaxation techniques have assisted with reducing stress of the learner nurses (Wolfgang, Turner, Young & Bruce, 2001:23).

Shift workers may also experience physiological issues related to isolation from family and friends who have different time schedules (Schluter *et al.*, 2011:28). Shift work and shift rotation in particular disrupt nurses' circadian rhythms, which result in disturbances, accidents and illnesses.

Learner nurses learn most efficiently and effectively in an environment that facilitates supportive and encouraging learning that allows them to become part of the health care team (Emanuel & Pryce-Miller, 2013:18). Teamwork challenges and increases the pressures that learner nurses face while they are attempting to fit into the professional and social environment, as well as to be accepted as valuable member of the group, (Henderson, 2011:4; Senge, 2006:19).

The learner nurses in the clinical practicum are aware of the prevailing philosophy of their profession, the system of principles that guide their practice. They are also aware that patients or clients have the right to the highest quality of care and nurses have an obligation to provide the quality client care effectively and efficiently (Huber, 2010:392). Other professional attributes of nurses include competency and commitment to work while radiating clear values and principles.

Efficient communication between physician and learner nurses has shown improved motivated learning and professional satisfaction in the clinical practicum and improved self concept meeting the self regard and affiliation needs. Efficient effective open communication refers to the degree to which physicians, staff or learner nurses are able to communicate what they mean when speaking to other members of the other group without fear of repercussions or misunderstanding and leading to learner nurses motivation, self actualisation needs, satisfaction, improved learning and patient care (Tschannen & Eunjoo, 2012:7). Quality in clinical learning occurs in environments that foster staff development and the advancement of skill acquisition in conjunction with independent thinking where nurses can initiate practice change based in the judicious use of evidence. Characteristics of learning environments are multifaceted. The literature identifies that learner nurses need to be motivated, feel included, develop relationships with other team members and feel safe to communicate or ask questions to the medical practitioners and explore practices (Senge, 2006:219; Henderson, Briggs, Scoonbeek & Paterson, 2010:196).

A sense of affiliation in a learning environment requires learner nurses to share tasks, activities, skills and to fit into the ward (Levett-Jones & Lathlean, 2009:2870). When learner nurses strive towards identifying with these environments, they readily contribute to the completion of tasks. Individualisation is not as strong as other parameters of most literature reviewed (Perli & Brugnolli, 2009:886).

2.3.4 Self-esteem

Self-esteem needs comprise self-confidence that result from achievements and a sense of belonging. Self-esteem needs do not assume motivational properties unless the previous levels of needs are satisfied (Goud, 2008:448). Self-esteem is the product of and depends on the quality of interaction with people

who are close to you; such as parents, siblings, friends and colleagues in environments like home, work and recreational facilities (Dimitriadou, Koukourikos & Pizirtzidou, 2014:6). Self-esteem relates to one's perception and experiences of the fairness of one's activities at work whether that judgement is true or false. A positive experience leads to high self-esteem, while the experience of failure or rejection leads to low self-esteem. (Dimitriadou *et al.*, 2014:6).

Once employees have formed friendships in an organisation and feel part of the peer group, the self-esteem needs take precedence (Grobler, Warnich, Carrell, Elbert & Hatfield, 2002:105). This level of needs includes the need to be respected by other people, to be appreciated, to have power and to occupy a prestigious position (Kramer, Schmalenberg, Maguire, Brewer, Burke, Chmielewski & Waldo, 2008:539). Self-esteem needs originate from two different sources. Firstly, self-esteem needs include intrinsic needs; such as self-confidence, self-respect and competency. Extrinsic self-esteem needs include one's need for status, reputation, recognition and appreciation by fellow human beings.

It is crucial that unit managers are perceptive to staff members' needs for acknowledgement, recognition and their accomplishment to be value by expressing their appreciation and gratitude for individual contributions, suggestions and inputs (Bally, 2007:143). Acknowledgment of the exceptional contribution that learner nurses make to their clinical unit is essential for gaining a feeling of self-worth (Thrysoe, Hounsgaard, Dohn & Wagner, 2012:551). Managers and clinical educators need to recognise the work and the efforts of the learner nurses because superiors have an effect on the performance and motivation of their subordinates. Appreciation is an example of positive feedback. It is the innate feeling that the work activities of staff members are valued with the result that makes a positive difference to their performance. Also, to be a member of a team and the sense of belonging contribute to employees' feelings of being valued (Goud, 2008:448).

Praise in the workplace is a proven method of increasing employees' self-esteem and feelings of respect. Boosting morale through the effective use of praise inspires one to improve the quality of service, which increases one's job satisfaction and loyalty. Sometimes, a personal approach is more effective than public praise (Curtis, Clynes & Raftery, 2008:411). When learner nurses perceive their ideas and inputs as valuable, it boosts their self-image (Jacobs, Vakalisa & Gawe, 2012:203).

The appraisal of learner nurses' performance may include formative and summative assessments. The judgement should be fair, provided timely and constructively and should also emphasise positive contributions and aspects that still needs attention to promote learning. To maintain the respect and the trust of learner nurses, assessment feedback should be developmental, supportive and unbiased (Ali & Panther, 2008:35). Sodeify, Vanaki and Mohammadi (2013:191) define the recognition of nurses' performance as a sequence of managerial behaviour to recognise and praise the performance and achievement of nurses and other staff members.

Nurses should have the self-respect, motivation and commitment to achieve their goals. Recognition for hard work occurs needs to be expressed after tasks have been completed excellently in order for nursing staff to find their work rewarding (Milisen, De Busser, Kayaert, Abrahams & Dierckx de Castelle, 2010:688). Efficient time management assists nurses to achieve their desired outcomes by completing tasks successfully. When they utilise their time well, they would be able to complete tasks in the most efficient manner (Brogan, 2010:45).

Knol and Van Linge (2009:359) are of the opinion that nurses who experience a high level of empowerment have innovative behaviour, since they recognise problems, generate ideas and gain support with the result that their ideas are implemented. Proper motivation would encourage them to take the lead in completing their tasks successfully, while developing autonomy and self-esteem.

According to a particular study, opportunities to interact on an individual basis during clinical placement are less important than engagement with individuals while they are completing tasks. While task accomplishment and affiliation complement the learning process, there is limited evidence that learner nurses think they could influence changes to practice by questioning or making suggestions. Learner nurses are not quite comfortable with influencing dialogue during clinical practice (Perli & Brugnolli, 2009:886).

Learner nurses need confidence to master new material, skills and dealing with challenging situations, since individuals with low confidence often visualise defeat before it occurs. Learner nurses on night shift are challenged by taking responsibility, performing with limited supervision and conducting nursing procedures on their own. However, when supervisors display confidence in the competencies of learner nurses; they feel motivated, valued, acknowledged, respected and their self-esteem needs are satisfied at a higher level (Loflank & Wikiblad, 2001:43).

When learner nurses have self-confidence about their skills, they are more likely to regard these skills as significant in nursing care and become more obliged to using their skills to complete their tasks during a shift (Clark, Owen & Tholcken, 2004). Learner nurses and staff members who are supported in the form of praise and guidance are inclined to be more motivated to meet their learning objectives, engage in learning activities and complete their tasks successfully during their shifts (Purdy, 2011:204).

The nursing environment is often a source of anxiety and stress that imposes physical and mental demands, requires skills to integrate theory with practice, involves new relationships, introduces varying time schedules and escalates the overload of patients (Golbasi, Kelleci & Dogan, 2008:1806; Watson, Gardiner, Hogston, Stimpson, Wrate & Deary, 2009:278). Should the environment be unpredictable and unstructured, experiences staff shortages, does not have adequate staffing during shifts, increases workload, creates uncertainty about learning outcomes and when the environment is unpredictable and overwhelming; it may aggravate learner nurses' experience of vulnerability, anxiety and uncertainty about performing their tasks (Emanuel & Pryce-Miller, 2013:18). The clinical educators should be aware of the learner nurses' anxieties, competency levels and abilities and should ensure they are adequately supported and mitigate their anxieties.

It also helps when learner nurses are not alone during placement; with access to peers, they have an opportunity to converse about work that would likely reduce their anxieties. Sometimes, it is difficult during short placements to achieve a real sense of belonging, however a good clinical educator still uses the opportunity to value learner nurses and appreciate their contribution, spend time with them, seek their opinion and make sure they remain involved (Quinn & Hughes, 2007:49). When the need for sheltered placement is met, it reduces the anxieties of newly placed learner nurses. A good and early orientation programme, introduction to other members of the health care team and initial training reduce the anxieties of learner nurses. It is also important for learner nurses to feel well supported when they are

asked to perform tasks that are unfamiliar and particularly demanding (Curtis, Bowen & Reid, 2007:156).

Bruce *et al.* (2011:255) characterise the clinical setting as an environment where learner nurses learn and acquire clinical nursing skills in a relatively safe and hazard free atmosphere where their self-awareness and self-concept are augmented.

2.3.5 Self-actualisation

Unlike lower level needs, these needs are never fully fulfilled; as one grows physiologically, there are always new prospects for continual growth. Self-actualisation needs comprise the achievement of one's full potential and dreams (Hoffman, 2008:36). Learner nurses need to utilise their potential optimally and should look forward to becoming what they are capable of becoming (Rushton, 2007:149). Learner nurses are empowered when their needs are met in an environment of trust, respect, organisational commitment and nurse-physician cooperation (Laschinger, Finegan & Wilkison, 2009:228).

According to Leufer (2007:323), motivation is considered to be a psychological concept in education that contributes to learner nurses accepting responsibility and accountability for a wide range of learning outcomes. Staff members address this need by recognising the good work of learner nurses. Such recognition enhances the learner nurses' motivation to take responsibility for the outcomes of their studies.

Nurses are accountable for accomplishing professional competencies commensurate to the dynamic and ever increasing needs of society (Nikpeyma & Ashktorah, 2012:73). Lifelong learning is especially necessary for health care professionals, since their work involves caring for human life. Lifelong learning is a characteristic of professional health care provision (Hojat, Veloski & Gonnella, 2009:1066). The provision of a supportive environment by staff members is vital for learner nurses to adapt and become accustomed to learning and development skills during shifts (Cross, Moore & Ockerby, 2010:245; Ness, Duffy, McCullum & Price, 2010:245).

According to Wiggins and Heathershaw (2013:15), emotional intelligence refers to an understanding of and learning about oneself and fellow human beings and emotions that directs an efficient decision making process. Managing personal emotions in an intelligent way requires self awareness, impulse control, persistence, motivation, empathy and social skills. (Mohamad & Tehran, 2013:8). Learner nurses are obliged to cope with conflict; such as intra-professional violence in the workplace (Longo & Sherman, 2007:35; Thomas & Burk, 2009:226; Stanley, Martin, Michel, Witten & Nemeth, 2007:1249; Roche, Diers, Duffield & Catling-Paull, 2010:14). The competency of constructively resolving conflict is a supportive leadership style that contributes to a healthy work environment and seeks to establish unity and meet the need of self-actualisation (Kramer, Maquire, Brewer, Chmielewski, Kishner & Krugman, 2007:325). Emotions, moods, feelings and motivation are integral components of adapting to everyday work, therefore, learner nurses and staff members should be able to recognise their emotions, as well as the emotions of other people they interact with and to control the emotions (Hunter & Smith, 2007:859). Managing their personal emotions in an intelligent way requires self-awareness, impulse control, persistence, motivation, empathy and social skills. The aptitude to manage personal emotions and to acknowledge the emotions of other people is an important facet of health care practice.

Literature emphasises that self-actualisation is achieved by opportunities for promotion, self-development and the ability to step into new experiences with ease (Lephalala, Ehlers & Oosthuizen, 2008:19). It is imperative that staff members should be able to motivate the learner nurses to achieve their goals, to obtain a bigger picture of nursing and to further their studies. Also, self-actualisation includes the need for truth, justice and wisdom. According to Louw and Edwards (2008:448) explain that one's happiness does not only depend on doing what one enjoys and what one is told. Pursuing one's happiness is a matter of identifying with something one is truly passionate and exerting one's energy to follow that passion unreservedly. As a result, individuals reach their fullest potential that enables them to enter into new experiences and to serve organisation to fullest extent of their abilities (Goud, 2008:448).

Self-actualisation is described as the achievement of ambitions and goals in a person's professional or personal life. Some researchers describe it as fulfilling one's potential. Clinical educators support the self-actualisation process, since they motivate many learner nurses to reach their full potential and recognise that personal and professional achievements depend on successful clinical placement and nurse training (Brammer, 2008:1868). For professional nurses, the maintenance of self-actualisation depends on continual learning after their basic training and obtaining a bigger picture of nursing due to the ever changing nature of medical technology and the advent of new diseases, drugs and treatment guidelines (Baryamureeba, 2007:45).

Professional values are one of the aspects that shape personal traits of an individual (Gianfermi & Bucholz, 2011:1012). Furthermore, professional values depend on intrinsic motivation and improve ethical responsibility, professional dedication and correct decisions; this process enables them to add value to their profession (Peer & Shlabach, 2011:194). Learner nurses add value to the profession by embarking upon lifelong learning and aiming at becoming more knowledgeable nurses in the future. Self-actualised nurses accept and execute appropriate principles and standards that the nursing profession demands by striving to add value to the profession in their behaviour and during the completion of their professional duties (Akhtar-Danesh, Bauman, Kolotylo, Lawlor, Tompkins & Lee, 2013:248).

Self-actualisation is the willingness to persistently endeavour to improve oneself during the optimal development of one's abilities and talent. This ability is learnt by acquiring new skills that are either interrelated or incongruent to clinical practice and administration, as well as by engaging in activities that benefit other people (Stein, 2011:76).

Dunn and Hansford (1997:1306) promote good collaboration among nurse educators, clinical sites and other parties that provide clinical education to learner nurses and the development of well-educated, competent learner nurses. The ideal clinical experience for learner nurses depends on a supportive clinical educator and being a member of the health care team. In such an environment, learner nurses are exposed to different activities, a wide range of medical equipment, intravenous infusion (IVs) training and afforded an opportunity of gaining experience about rare medical conditions (Ranse & Grealish, 2007:171).

Self-actualisation of nurses leads to quality clinical and academic experiences, while climbing the career ladder in nursing (Hinno, Partanen, Vehvilainin-Julkunen & Aaviksoo, 2009:966). Professional progression incorporates concepts of competence in a particular field, commitment to an ethical code of

conduct, self-regulation, judgement and responsibility. (Castell, 2008:17). Members of the nursing profession should pursue post-basic nursing training to satisfy their need for lifelong learning and professional improvement.

One should be in harmony with who one is, as well as one's own goals, desires, likes, wants and needs. (Simmons, 2010:65). A fulfilling and satisfying work and home life is necessary. To achieve not only balance but also peace, fulfilment and happiness in one's life, self-knowledge, taking action and maintaining control over work and home activities are important (Simmons, 2010:69). Increased motivation in a practice setting assists one to set goals that support one's interest and excitement in life (Buettner, Shattell & Reber, 2011:269).

Clinical practice plays an important role in the personal and professional development of learner nurses, provides an opportunity to translate theory into practice while building their confidence, competency and motivation to master tasks (Haggman-Laitila, Erickson, Riitta, Kirsi & Leena, 2007:381; Croxon & Maginnis; 2009:236; Walker 2009:12; Cederbaum & Klusaritz, 2009:22; Levett-Jones & Bourgeois, 2011). Regular learner nurses' performance feedback enables them to accept increased responsibility as a confidence builder (Happell, 2009:375).

Lundberg (2008:86) indicates that access to empowering situations in the workplace leads to the physiological wellbeing that creates a meaningful perception of one's work. Furthermore, empowerment has an impact on learning and organisational outcomes, the feeling of control over one's work and confidence in their ability to reach their learning outcomes and competencies (Purdy, 2011:204).

Self-actualising learner nurses seek personal and professional growth to reach their full potential (Middleton, Nicholson & O'Neil, 2012:32).

2.4 SUMMARY

According to Ingham (2007:34), Maslow assumes that individuals progress up the hierarchy of needs from meeting physiological needs to reaching the goals of self-actualisation. Once a need is met, an individual will no longer be motivated by that particular need and will move to the next motivator. Conversely, higher level needs do not motivate an individual unless the lower ones are met (Ingham, 2007:34).

CHAPTER 3

METHODOLOGY

3.1 INTRODUCTION

This chapter presents the research methodology of this research project and responds to the research objectives of the study. The research methodology focused on the investigation of the motivational needs of the 2nd and 3rd year learner nurses during their clinical placement at the various health institutions in the Western Cape Province.

Research methodology focuses on the research process and identifies the tools that a researcher should use (Burns & Grove, 2007:56; Mouton, 2008:55).

3.2 RESEARCH DESIGN

Burns and Grove (2007:547), as well as Mouton (2008:57) state that the research design is a general plan or outline for a study that a researcher wants to conduct. The research design guides a researcher in planning and implementing the study in a way that is most likely to attain the intended goal (Burns & Grove, 2005:211). In this study, the researcher implemented a quantitative, exploratory, descriptive and comparative design.

3.2.1 Quantitative design

A quantitative design yields quantifiable data generally employed to measure feelings, attitudes, or opinions of the respondents (Brink, 2006:153; Burns & Grove, 2007:388). Babbie and Mouton (2009:49) state that a *quantitative* design is a formal, objective and systematic process during which a researcher obtains numerical data about the world around us in order to describe variables, to analyse relationships between variables and to determine cause and effect. (Burns & Grove, 2005:24). This study focused on the views of the 2nd and 3rd year respondents with regard to similarities and differences between night and day shift duties during clinical placement. The data collection involved obtaining numerical data to address the research questions (Burns & Grove, 2009:44). A reductionist approach was followed in this quantitative study that made it impossible for the researcher to influence the results with her own values (Burns & Grove, 2005:24).

The researcher decided against using a qualitative research design, since the researcher would have been an active part of the study by engaging in research activities, such as conducting interviews and focus group meetings (Burns & Grove, 2005:24). A qualitative design would have incorporated inductive reasoning without departing from a theoretical framework, such as the Maslow's hierarchy of needs in this study.

3.2.2 Exploratory design

An *exploratory* design provides insight into a situation or a phenomenon, such as basic needs of students during their clinical practicum (Babbie & Mouton, 2009:80). In this study, the design enabled the researcher to explore the motivational needs of the 2nd and 3rd year learner nurses in the clinical practicum during night and day shift. The exploratory nature of the study also provided the researcher with more insight with the purpose of developing recommendations for nurse educators, clinical

educators, nurse managers and professional nurses to enhance the motivation among the 2nd and 3rd year learner nurses on working night and day shifts during their clinical practicum (Fox & Bayat, 2007:30).

3.2.3 Descriptive design

Burns and Grove (2007:232) indicate that a *descriptive* design affords information a proposed characteristic within a particular field of study and can be used for future research in that field. A descriptive design utilises research instruments, such as surveys and questionnaires. Babbie and Mouton (2009:80) state that a descriptive design is applied in studies with structured statistical analyses, multiple variables and statistical comparisons among subgroups in a sample.

3.2.4 Comparative design

A *comparative* design examines and describes dissimilarities among variables in two or more groups that occur naturally in a setting. In this study, the researcher used inferential statistical analysis to examine differences between the two groups of respondents in the study (Burns & Grove, 2005:234). The perceptions of the 2nd and 3rd year learner nurses on working day and night shifts during clinical placement at health institutions in the Western Cape Province were compared in this study.

3.3 POPULATION AND SAMPLE

3.3.1 Population

A population is the total fraction of persons or objects that meet the criteria that a researcher is interested in studying (Brink, 2008:123; De Vos, Strydom, Fouché & Delport, 2011:223). An accessible population refers to the portion of the entire population to which a researcher has reasonable access to (Burns & Grove, 2005:342). The accessible population in the context of the study was the 2nd (N = 264) and 3rd (N = 300) year respondents of the four year integrated training programme of nurses (SANC Regulation R425, 22 February 1985 as amended) at a Western Cape Nursing Institution of Higher Education.

3.3.2 Sample and sampling

A sample is a subset of the population that is selected from an accessible population for study purposes, which forms the basis for estimating or predicting the prevalence of an unknown piece of information, situation, or outcome in relation to the bigger group (Burns & Grove, 2003:495).

Probability sampling ensures that each element in the population has an equal and independent chance of being included in the sample (Burns & Grove, 2009:346). An equal chance implies that the probability of selection of each element in the population is the same; the choice of an element of a sample is not influenced by other considerations, e.g. personal preferences (Babbie & Mouton, 2009:346). For this research project, the researcher employed probability sampling with the purpose of ensuring some degree of accuracy of the evaluation of the population parameters in order to reduce sampling errors (De Vos *et al.*, 2011:194). This approach is obviously advantageous, since a researcher's biases are reduced while the findings can be generalised to the population (Brink, 2006:126). The researcher used a systematic stratified sampling process. For sampling purposes, the researcher obtained and used a methodical list (class list) of all 2nd and 3rd year learner nurses that represented the entire population of this study.

The sample size is important to establish confidence in the results of the study.

The characteristics of the sample also determine the generalisability of the results to the broader population (Babbie & Mouton, 2009:175). The researcher used the following formula to determine the representative sample size of each group:

$$n = \frac{2(Z_{\alpha/2} + Z_{1-\beta})^2}{d^2} = \frac{2 * (1.96 + 0.84)^2}{(0.39)^2} = 103 \text{ per group}$$

Table 3.1: Population and sample

Target group	Population N	Sample n	Questionnaires completed	Incomplete questionnaires or with missing information
2nd year students	264	103	100	3
3rd year students	300	103	100	3

The sample of the 2nd and 3rd year learner nurse groups was selected by assigning random numbers to learner nurses and utilising a random number table. The researcher identified the representative sample of the 2nd year and 3rd year learner nurses and arranged appointments to hand out the questionnaires one week after completing night duty. The minimum sample size per group was n = 103 per group. The total number of questionnaires (n = 206) was distributed to respondents that included the 2nd – 3rd year respondents. Only n = 200 (97.1%) were completed and returned as 6 (2.9%) were incomplete or information missing (Table 3.1).

3.4 ETHICAL CONSIDERATIONS

The Ethics Committee of the University of the Western Cape grant permission to conduct this research project in August 2012 with the ethical clearance number 12/7/8 (Annexure A).

The researcher approached the Ethical Research Committee of a Higher Nursing Educational Institution of the Western Cape Province (Annexure B) with the approved consent and a letter in which she requested to conduct research at the Higher Educational Institution of Nursing in the Western Cape Province, indicating the nature, purpose and objectives of the study.

Permission had been secured before the researcher arranged a meeting with the nurse educators to explain the purpose and the process of collecting data from the learner nurses. Dates were agreed upon for the pilot study and the subsequent main study. Thereafter, the researcher booked the venues that the learner nurses occupied per block system for those dates and times.

The researcher notified the respondents and invited them to attend the information meetings. During the meetings, the researcher explained the purpose of the study (Annexure C). All respondents were given an information letter that explained the purpose of the research and what was required of them during their participation. To ensure anonymity, the researcher separated the information letters from the questionnaires. A higher sense of anonymity maintained in a self-administered questionnaire (Annexure

D) is associated with higher levels of honesty (Brink, 2006:147) among respondents who may feel vulnerable when their identities are known.

The researcher adhered to ethical considerations during the implementation of the research study (Creswell, 2009:87). The respondents had been given a consent form (Annexure C) to sign and the researcher kept the signed consent forms under lock and key. The researcher obtained informed written consent obtained, since she had provided the respondents with all the information they needed to make an informed decision whether to complete the questionnaires or not. The researcher also informed the respondents about their voluntary participation in the study, the extent of their participation and about any anticipated risks or discomforts (Burns & Grove, 2007:217, Oka & Shaw, 2000:17). The researcher assured them about the confidentiality and anonymity of their participation.

Voluntary participation is vitally important and respondents had the opportunity to withdraw from the study at any stage. This study did not anticipate any risks to the respondents. During the research process, respondents were informed that their completed survey-questionnaires would be treated confidentially. Confidentiality was safeguarded by using of codes instead of any personal information on the questionnaires. The researcher used the codes for control purposes only. The respondents' identity and privacy were protected and respected during the course of the research project. The questionnaires were distributed personally and collected by the researcher after the respondents had placed them in sealed envelopes.

The researcher stored the measuring instruments in a secured locked cupboard and would retain those records for a period of five years after the publication of this research report. Only the researcher, supervisor and statistician had access to the data.

3.5 DATA COLLECTION METHOD / INSTRUMENT

Data collection is defined as the precise and systematic gathering of information that is relevant to the research purpose, specific objectives and questions of the study (Burns & Grove, 2009:42).

As a method of data collection, a survey was conducted in which questionnaires were used to gather data about the identified population. Surveys are conducted to gather data by means of self-reporting. Surveys are employed in many research designs, including descriptive designs (Burns & Grove, 2005:239).

The literature review (Chapter 2) informed the development of a self-administered structured questionnaire (Annexure D). The researcher developed the instrument in the format of a printed self-report that included instructions about the way in which the respondents had to record their answers (Watson, Mckenna, Cowman & Keady, 2008:299). Respondents were requested to indicate their responses with a cross (X) on the left hand side (day shift) and on right hand side (night shift) according to a 5-point Likert scale. The responses indicated the extent of their agreement with the statements. The Likert scale determined the respondents' preferences or degree of agreement with a statement assigned a numeric value, commencing at 1 and increasing by one for each level (Burns & Grove, 2009:741).

The scale descriptors were: 1 = Never , 2 = Sometimes, 3 = Often, 4 = Frequently and 5 = Always.

Table 3.2: Example of a question on the 5-point Likert scale

Day duty					Need	Night duty				
1	2	3	4	5		1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	My manager / supervisor inspires me to do my best.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The items in the questionnaire were closed-ended (Burns & Grove, 2009:717). Closed-ended questions were advantageous, since they enhanced the respondents understanding of the framework according to which they had to respond to the questions. However, responses fluctuated amongst individuals and there was a good response rate, which made generalisability of the findings to the assessable population possible (Burns & Grove, 2007:382).

The questionnaire (Annexure D) was divided into two sections. Section A covered the demographic and biographical particulars of the respondents and Section B consisted of closed-ended questions and statements that were passed on the research objectives. (Burns & Grove, 2011:353).

Section A comprised seven subsections (1 – 7) that captured the respondents' demographic and biographical data:

- Gender, age, marital status, number of dependants, year of study and speciality unit during in dayshift and night shift.

Section B comprised five subsections according to the theoretical framework of Abraham Maslow's hierarchy of motivational needs:

- Level 1: Physiological needs (Items 1 - 28);
- Level 2: Safety and security needs (Items 72 - 84);
- Level 3: Social, love and belongingness needs (Items 29 - 54);
- Level 4: Self-esteem needs (Items 55-71); and
- Level 5: Self-actualisation needs (Items 85-103).

The information that the 2nd and 3rd year learner nurses provided in the survey about night and day shifts respectively, informed an attempt to describe the perceptions of the learner nurses on their service delivery during clinical placement at the health institutions in the Western Cape Province in terms of their needs according to Maslow's hierarchy of needs.

A questionnaire is an inexpensive instrument in terms of resources while it is available for scrutiny, which is indispensable for consistent responses and unbiased data analysis (Burns & Grove, 2009:717). Survey-questionnaires support anonymity because respondents' names are not required or recorded anywhere.

The researcher gathered the data one week after the respondents had completed a shift cycle of night shift and were placed on day shift. Respondents were informed about the purpose of the study. The completion of this survey-questionnaire took no longer than 45 minutes.

3.5.1 Pilot study

A pilot study is a small scale preliminary edition of the planned project with the intention of refining the methodology to be utilised in a final survey (Burns & Grove, 2007:254). A pilot study determines the feasibility and the methodology proposed for the study. It supports the reliability and the viability of a study. The purpose of a pilot study is also to highlight possible errors, areas that need adjustment, probable high risk questions, as well as practical issues that need to be amended. The general Cronbach's alpha (α) value of this instrument was 0.89, which was viewed as largely acceptable. Based on the value of Cronbach's alpha coefficient, the instrument was found to be accurate and without ambiguity (De Vos, *et al.*, 2011:194).

The researcher piloted the survey-questionnaire with 10% (n = 10) respondents from the 2nd and 3rd year learner nurses respectively who were excluded from the main study. The researcher personally administered the survey-questionnaires to the respondents and personally collected the self-administered survey-questionnaires in sealed envelopes. Although the administrative process had been more time consuming, it supported the reliability and validity of the measuring instrument. Editorial corrections were made after the pilot study.

Table 3.3: Reliability for study

Items	Pilot study: Cronbach's alpha coefficients of 2nd and 3rd year learner nurses on working day and night shifts				Questions
	Day shift 2nd year	Night shift 2nd year	Day shift 3rd year	Night shift 3rd year	
Physiological needs	0.853	0.914	0.853	0.914	1-28
Safety needs	0.711	0.739	0.711	0.739	70-83
Affiliation needs	0.827	0.837	0.827	0.837	29-54
Self-esteem needs	0.739	0.893	0.739	0.893	55-69
Self-actualisation needs	0.854	0.934	0.854	0.934	84-103

3.6 DATA COLLECTION PROCESS

The data was collected from 2nd and 3rd year respondents who had consented to participate in the study at a higher nursing educational institution in the Western Cape Province. The data collection started on 4 September 2012 and ended on 10 October 2012. The researcher distributed questionnaires to the willing respondents. The time of completion of the questionnaire was not longer than 45 minutes. During data collection, participation was voluntary and the researcher did not offer any incentives for participation. The researcher collected the questionnaires that were placed in envelopes by the respondents.

3.7 DATA ANALYSIS

The data analysis process comprises ordering and organising raw data in such a way that useful information can be extracted from it. Raw data takes on a variety of formats; including measurements, survey responses and observations (Smith, 2011:1). Graphs, charts and textual reporting of processed data are all forms of data analysis. A statistician assisted the researcher to analyse the data by using the SPSS Version 20.0 software program.

3.7.1 Descriptive statistics

Descriptive statistics allowed the researcher to organise data in a meaningful and insightful way with the purpose of viewing the phenomenon from different points of view (Burns & Grove, 2009:465).

Numerical statistics of items were expressed in frequencies tables. The descriptive statistics refer to the percentages, mean values and standard deviations. The mean value (\bar{x}) is defined as the value obtained by summing all the scores and dividing the total by the number of scores (Burns & Grove, 2009:708). A standard deviation (SD) measures the dispersion that is calculated by using the square root of the variance (Burns & Grove, 2007:418; Burns & Grove, 2009:465). The standard deviation is an important measure, both for understanding dispersion within a distribution and interpreting its relationship with a particular value of distribution (Burns & Grove, 2011:388).

The value of skewness provides an indication of symmetry of the distribution. The skewness might be 0, in which case the distribution is normal; positive skewness indicates that scores are clustered to the left at a low value and negative skewness indicates a clustering of scores at the high end (right hand side of a graph) (Pallant, 2013).

3.7.2 Inferential statistics

Inferential and nonparametric statistics were applied to test the statistically significant differences between the perceptions of respondents with regard to day and night duty respectively.

For the purpose of the study, significant differences were determined between perceptions of the motivational needs of the 2nd year and 3rd year respondents on working day, as well as night shifts during their clinical placement. In order to determine the significant differences between the above groups, the following sequence of tests were performed: Normality values were calculated by conducting the Kolmogorov-Smirnov test, Shapiro-Wilkinson test and Mann-Whitney test.

The Kolmogorov-Smirnov is a nonparametric test that was used to determine whether the responses were normally distributed. The distribution of data was illustrated in the format of tables (Burns & Grove, 2009:471).

The Shapiro-Wilkinson test of normality establishes the null hypothesis whether research groups represent a normally distributed population. It tests for differences between two means where the data is ranked or measured at the ordinal level (Burns & Grove, 2009:522). In this study, it was used to test the difference between the means of 2nd and 3rd year learner nurses on working day and night shifts.

The Mann-Whitney nonparametric test was used only to detect differences between groups of normally distributed samples (Burns & Grove, 2009:523). The Mann-Whitney test compares the mean ranks. A p-value $p < 0.05$ indicates a significant difference between groups.

3.7.3 Wilcoxon signed ranks test

The Wilcoxon signed-rank test is nonparametric test that is used when a study consists of comparing two related samples, matched samples, or repeated measurements on the same sample to assess whether their population mean ranks differ (Pallant, 2013). Hence, the Two-Related-Samples Tests procedure compares the distributions of two variables. Although no particular distributions are assumed for the two variables, the population distribution of the paired differences is assumed to be symmetric (Pallant, 2013). In this study, this test was applied to compare the difference in means ranks of 2nd year learner nurses on working day and night shifts and the difference in means rank of 3rd year learner nurses on working day and night shifts.

3.8 RELIABILITY AND VALIDITY

According to De Vos *et al.* (2011:160), quantitative work is only recognised once its validity and reliability have been assessed.

3.8.1 Reliability

Burns and Grove (2003:488) define reliability as the indicator of accuracy and consistency of information gathered in a study. It should consistently reflect similar results when it is applied to independent incidents. The Cronbach's alpha coefficient test (α) was conducted and a value of 0.89 was obtained for the instrument during the pilot study, which indicated the reliability of the items; the results of the Cronbach's alpha coefficient test (α) for the different sections of the instrument varied between 0.70 and 0.93.

The internal reliability of items are verified by computing the Cronbach's alpha (α) and it is proposed that a minimum Cronbach's alpha coefficient of 0.70 is considered acceptable for a newly developed instrument (Burns & Grove, 2009:374). According to Burns and Grove (2009:376), the Cronbach's alpha coefficient is a good indicator of internal reliability and the internal correlation that exists between a set of items or variables.

3.8.2 Validity

3.8.2.1 Measures to ensure validity

Validity refers to whether a measuring instrument accurately measures what it is supposed to measure. When an instrument is valid, it truly reflects the concept it is supposed to measure. According to De Vos *et al.* (2011:173), validity has two parts, namely whether the instrument actually measures the concept in question and whether the concept is measured accurately. Literature refers to validity as the degree to which the instrument is doing what it is intended to do and evidence is provided by several sources.

According to Babbie and Mouton (2009:122), validity addresses the appropriateness, meaningfulness and usefulness of the specific inferences made from the instrument scores that are important to validate. Five

main approaches for assessing the validity of an instrument for quantitative research include content validity, face validity, criterion validity, construct validity and internal validity.

3.8.2.2 Face validity

Face validity is a subtype of content validity that basically verifies whether it appears that the instrument measures the concepts (Burns & Grove, 2009:377). Face validity is an important aspect of the usefulness of an instrument. According to Burns and Grove (2009:377-378), the eagerness of respondents to complete an instrument corresponds with their perception whether the instrument measures the content they had agreed to complete. In this study, the supervisor and statistician looked at the appearance of the items that measured the concepts of the theoretical framework of Maslow in relation to the day and night shift work of 2nd and 3rd year learner nurses during their clinical placement.

3.8.2.3 Content validity

The items in the instrument had been based on an intensive literature review and determined the content validity of the questionnaire. Content validity is an indication of how well an instrument represents all the different components of the variable that have been measured. This principle is used primarily in the development of questionnaires, since researchers who construct an instrument base their claims on a literature review that reveals the essential aspects of the variable that ought to be included in the content (Burns & Grove, 2009:377).

The survey-questionnaire was pre-tested by the researcher with 10% (n = 10) of the respondents from the 2nd and 3rd year respondents respectively; the results of the pre-test were omitted from the main study. The Cronbach's alpha coefficient was 0.89, which indicated a high acceptance level. Based on the values of Cronbach's alpha coefficients, the instrument was found to be accurate and without ambiguity (De Vos *et al.*, 2011:240). A measuring instrument has content validity to the extent that it represents the content that it is designed to measure.

The survey-questionnaire was self-administered, while the completion did not require any direct involvement by the researcher (Sim & Wright, 2000:133).

3.8.2.4 Internal consistency

Internal consistency was determined by the Cronbach's alpha test for internal consistency. Reliability of measurement was promoted by asking respondents clear questions that was relevant to them (Babbie & Mouton, 2009:122). Internal validity entails the removal of possible sources of error by controlling extraneous variables. Internal validity was ensured by utilising a standard questionnaire for every respondent. The items in the instrument were based on most recent literature on motivation and the framework of Maslow's hierarchy of needs. Systematic sampling implied that all respondents had a greater than zero opportunity to be included in the sample (Burns & Grove, 2009:215-216)

3.9 CONCLUSION

In this chapter, the research design, which has been quantitative in nature, is described. The research method which includes the setting, population and the sample, sampling, data collection method, questionnaire development and the pre-testing of the questionnaire are described. The measures taken to

ensure reliability and validity are discussed. Chapter 4 discusses and analyses the findings of the research study

3.10 LIMITATIONS OF THE STUDY

The population was restricted to certain higher educational institution students but not to all students on a provincial or countrywide level. This shortcoming did not allow the researcher to generalise the results to provincial and countrywide levels. With regard to the literature review, much effort was concentrated on Maslow's theory in the context of work motivation. This study only focused on the perceptions of 2nd and 3rd year learner nurses who were placed at health institutions in the Western Cape Province.



CHAPTER 4 FINDINGS

4.1 INTRODUCTION

The purpose of this chapter is to describe the research findings in terms of the first two research objectives to:

- explore and describe the perceptions of 2nd and 3rd year learner nurses about their motivational needs on working day and night shifts; and
- compare the difference between the motivational needs of 2nd and 3rd year learner nurses on working day and night shifts.

This study comprised a random sample of 200 respondents, selected from 2nd and 3rd year learner nurses. The analysis was based on descriptive, bivariate and multivariate analyses that were recorded in Microsoft Excel and statistically processed with the SPSS Version 20 software program.

4.2 RELIABILITY OF THE INSTRUMENT

Table 4.1 shows the Cronbach's alpha coefficients computed in the pilot and main study. In the main study the Cronbach's alpha coefficients (α) during the day and night shifts were above the acceptable recommended value of 0.70 (De Vos *et al.*, 2011:177) and higher than in the pilot study. It indicated that the questionnaire utilised was reliable.

Table 4.1: Reliability of sections of the questionnaire

Items	Pilot study		Main study		Items
	Day (α)	Night (α)	Day (α)	Night (α)	
Physical needs	0.853	0.837	0.87	0.90	1 – 28
Affiliation needs	0.827	0.837	0.82	0.89	29 – 54
Self-esteem needs	0.739	0.893	0.87	0.92	55 – 70
Safety needs	0.711	0.739	0.71	0.83	71 – 84
Self-actualisation	0.854	0.934	0.91	0.97	85 – 103

4.3 PRESENTATION OF FINDINGS

The findings are presented according to the groups of items in the questionnaire.

Section A: Biographical and demographic information

Section A, collected data in relation to the gender, age, marital status, number of dependants and year of study of the respondents. Frequency distributions were applied to analyse the answers of the respondents to the biographical and demographic items.

Section B: Motivating factors during day and night shift

The subsections of the questionnaire in relation to the motivational needs are discussed with reference to the hierarchical need structure of Maslow's theory, e.g. from the lowest level (physiological needs) to the highest level (self-actualisation needs):

- The physiological needs (Items 1 - 28);
- Safety needs (Items 70 - 83);
- Affiliation (social, love and belonging) needs from (Items 29 - 54);
- Self-esteem needs (Items 55 - 69); and
- Self-actualisation needs (Items 84 - 103)

Each item in Section B referred to:

- perceptions of 2nd year respondents about their motivational needs on working day and night shifts (mean values (\bar{x}) and standard deviations (SD));
- significant differences between the perceptions of 2nd year respondents about their motivational needs on working day and night shifts (Wilcoxon signed-rank test);
- perceptions of 3rd year respondents about their motivational needs on working day and night shifts (mean values (\bar{x}) and standard deviations (SD));
- significant differences between the perceptions of 3rd year respondents about their motivational needs on working day and night shifts (Wilcoxon signed-rank test); and
- significant differences between the 2nd and 3rd year respondents in respect of their motivational needs on working night and day shifts (Mann-Whitney test).

4.4 SECTION A: BIOGRAPHICAL AND DEMOGRAPHIC INFORMATION

This section refers to crucial attributes of the respondents.

4.4.1 Gender (Item 1)

The majority of respondents in the 2nd year were 82 (82.0%) female versus only 18 (18.0%) males. The 3rd year respondents comprised slightly more females ($n = 90, 90.0\%$) than the second year respondents and less male respondents ($n = 9$). The gender distribution of the the 2nd and 3rd year respondents, is congruent to the perception that nursing is a female dominated profession. Although men have always been part of the nursing profession, they remain in the minority (Billings & Halstead, 2009:19).

Table 4.2: Gender

Gender	2nd year respondents (n = 100)		3rd year respondents (n = 100)	
	n	%	n	%
Females	82	82.0	90	90.0
Males	18	18.0	9	9.0
Unknown	0	0	1	1.0
Total	100	100	100	100

The time-honoured feminine image of a nurse continues and persists in the 21st century (McLaughlin, Muldoon, Moutray & 2010:303-307).

4.4.2 Age of respondents (Item 2)

Only 14 (14.00%) of 100 (100.0%) 2nd year respondents and 5(5.0 %) of 100 (100.0%) 3rd year respondents were less than 20 years of age. Nearly half, 43(43.0%) of 100 (100.0%) second year respondents and 49(49.0%) of 100 (100.0%) 3rd year respondents were above 23 years of age (Table 4.3).

Table 4.3: Age of respondents

Age	2nd year respondents (n = 100)		3rd year respondents (n = 100)	
	n	%	n	%
Younger than 20 years	14	14.0	5	5.0
21 years	22	22.0	16	16.0
22 years	11	11.0	19	19.0
23 years	9	9.0	9	9.0
> 23 years	43	43.0	49	49.0
Missing responses	1	1.0	2	2.0
Total	100	100.0	100	100.0

The findings indicate that fewer young nurses pursue the profession and that the high turnover rate among young nurses is higher (Billings & Halstead, 2009:19).

4.4.3 Marital status (Item 3)

The majority of the respondents were single, indicated respectively by the 84(84.0%) of 100(100.0%) 2nd year and 77 (77.0 %) of 100(100.0%) 3rd year respondents (Table 4.4). Those that were married were less amongst the 2nd year respondents (14.0% of 100(100.0%)) than the 3rd year respondents (20.0% of 100(100.0%).

Table 4.4: Marital status

Marital status	2nd years respondents (n = 100)		3rd years respondents (n = 100)	
	n	%	n	%
Married	14	14.0	20	20.0
Single	84	84.0	77	77.0
Widow / widower	0	0.0	1	1.0
Cohabitation	1	1.0	1	1.0
Unknown	1	1.0	1	1.0
Total	100	100.0	100	100.0

Marital status could have an influence on the motivational needs of learner nurses. A study has determined that single students who live in residences at higher education institutions are afforded opportunities to socially network with their peers to a greater extent than married learner nurses who do not living in residences at training facilities (O'Brien, Keogh & Neenan, 2009:637).

4.4.4 Speciality unit were respondents worked during night shift (Item 4)

Table 4.5 shows the unit of speciality where respondents were working on night shift before completing the questionnaire during their subsequent day shift clinical placement. The majority of 2nd year respondents (n = 80, 81.70%) of 98 (100.0%) completed night duty in medical and surgical units while two-thirds (n = 67, 67.0%) of the 3rd year respondents completed their night duty shift in maternity units. Two 2nd year respondents did not answer Item 4.

Table 4.5: The speciality unit during night shift

Unit of speciality	2nd year respondents (n = 100)		3rd year respondents (n = 100)	
	n	%	n	%
Medical	57	58.20	12	12.0
Surgical	23	23.50	6	6.0
Trauma	2	2.0	1	1.0
Maternity			23	23.0
Nursery			29	29.0
Labour			15	15.0
Paediatrics	2	2.0	4	4.0
Orthopaedics			1	1.0
Neurology			1	1.0
Theatre	1	1.0	0	0.0
Dermatology			1	1.0
Ophthalmology			1	1.0
Obstetrics			5	5.0
Burns			1	1.0
Oncology	9	9.20		
Gynaecology	3	3.10		
Cardiology	1	1.0		
Missing responses	2	2.0		
Total	100	100.0	100	100.0

4.4.5 Speciality unit during day shift (Item 5)

Table 4.6 shows the unit of speciality where respondents were working during the day shift when they completed the instrument. Less than two-thirds of the 2nd year respondents (60.0%) worked in medical and surgical units while slightly more of 3rd year respondents (61.2%) worked in medical, surgical, orthopaedic and neurological units. Six respondents did not indicate where they were working during day shift.

Table 4.6: The unit of speciality per shift and per year level of respondents

Unit of speciality	Day shift			
	2nd year respondents (n = 100)		3rd year respondents (n = 100)	
	n	%	n	%
Medical	30	30.0	9	9.0
Surgical	30	30.0	10	10.0
Trauma	5	5.0	5	5.0
Antenatal			1	1.0
Nursery			1	1.0
Labour			1	1.0
Paediatrics	22	22.0	4	4.0
Orthopaedics			24	25.0
Neurology			24	25.0
Theatre	8	8.0	1	1.0
Dermatology			3	3.0
Ophthalmology			8	8.0
Burns			3	3.0
Oncology	3	3.0		
Gynaecology	1	1.0		
Cardiology	1	1.0		
Missing responses			6	6.0
Total	100	100.0	100	100.0

4.4.6 Number of dependents (Item 6)

The study found the number respondents with dependents alarming high, particularly respondents with one dependent in the 2nd year of study (57.0%) and in the 3rd year of study (56.0%) (Table 4.7).

Table 4.7: Number of dependents

Number of dependents	2nd year respondents (n = 100)		3rd year respondents (n = 100)	
	n	%	n	%
1	56	57.0	56	56.0
2	20	20.0	17	17.0
3	13	13.0	16	16.0
4	9	9.0	11	11.0
Unknown	2	2.0	0	0.0
Total	100	100.0	100	100.0

It was noted that respectively 9 (9.0%) of 100 (100.0%) 2nd year respondents and 11 (11.0%) of 100 (100.0%) 3rd year level respondents had 4 dependents that could have made it extremely difficult for them to balance their home and learning environments.

4.4.7 Year of study (Item 7)

The majority of 98 (98.0%) and 94 (94.0%) of the 2nd and 3rd year respondents respectively were non-repeaters (Table 4.8).

Table 4.8: Year of study (Item 6)

Age	2nd year respondents (n = 100)		3rd year respondents (n = 100)	
	n	%	n	%
Second year	98	98.0	0	-
Repeating 2nd year	2	2.0	-	-
Third year	-	-	94	94.0
Repeating 3rd year	-	-	6	6.0
Total	100	100.0	100	100.0

4.5 SECTION B: RESULTS IN RELATION TO BASIC MOTIVATIONAL NEEDS

4.5.1 Physiological needs

Motivation in the physiological environment is described as a physiological process that results from the reciprocal interaction between an individual and the environment and that has an effect on a person's choices, efforts and persistence (Latham & Ernst, 2006:182). Work motivation is, furthermore, associated with goal attainment. Human beings are motivated to execute activities reasonably well when they regard it likely that their efforts will have the desired outcomes. Respondents who are well motivated take action that they expect will achieve their clearly defined goals (Armstrong, 2010:13). When we take into consideration the clinical environment it becomes apparent that work motivation refers to the respondents' motivation within the physiological environment (Clegg & Bailey, 2008:194).

The **physiological needs** were measured in 28 items that had been clustered into the following categories for discussion purposes:

- movement needs (Items 1, 2, 3, 7, 9, 10 and 17);

- mental health needs (Items 5, 8, 16, 20, 21, 22, 24, 25, 26 and 27);
- nutritional needs (Items 4, 12 and 13);
- biological clock needs (Items 6, 11 and 15);
- orientation needs (Items 14 and 18);
- physical needs (Items 23 and 28); and
- physical resources needs (Item 19).

4.5.1.1 Movement needs (Items 1, 2, 3, 7, 9, 10 and 17) (Table 4.9 and Table 4.10)

a. Getting adequate sleep (Item 1)

A normal distribution of responses in relation to the need of getting adequate sleep was obtained for 2nd year respondents on day and night shift will 3rd year respondents on day shift. A positively skewed distribution of responses was obtained for 2nd year respondents on working night shift. Less than half (n = 43, 43.0%) of 100 (100.0%) **2nd year** respondents indicated that they *never to sometimes* had adequate sleep ($\bar{x} = 2.95$, SD = 1.25). For night shift, a lower mean value ($\bar{x} = 2.52$, SD = 1.32) of responses was obtained whereas more than half (n = 56, 56.0%) of 100 (100.0%) respondents indicated that they *never to sometimes* got adequate sleep, which enabled them to perform their responsibilities as learner nurses. A **significant difference** between day and night shifts responses of the 2nd year respondents ($Z = -2.77$, $p < .006$) was obtained (Table 4.11).

More than a quarter of **3rd year** respondents (n = 28, 28.0%) for day shift and nearly three-quarters for night shift (n = 71, 71.0%) indicated that they *never to sometimes* got adequate sleep that enabled them to perform their responsibilities as learner nurses ($\bar{x} = 2.99$, SD = 1.19; $\bar{x} = 2.20$, SD = 1.07). A **significant difference** between responses of 3rd year respondents for day and night shifts ($Z = -4.69$, $p < .000$) was obtained (Table 4.12).

b. Adequate rest (Item 2)

For both day and night shift, a normal distribution of responses was found for **2nd year** respondents in relation to the need for getting adequate rest that would have enabled them to perform their responsibilities as learner nurses. For day shift, a mean value of 2.94 (SD = 1.22) was obtained and more than a third (n = 39, 39.0%) of the 100 (100.0%) respondents indicated that they *never to sometimes* got adequate rest. For night shift, a lower mean value of 2.54 (SD = 1.27) was obtained and more than half (n = 52, 52.0%) of the 100 (100.0%) respondents indicated that they *never to sometimes* were able to rest adequately to perform their duties. A **significant difference** between the responses of 2nd year respondents in respect of day and night shift ($Z = -3.00$, $p < .003$) was obtained (Table 4.11).

A normal distribution of responses was found for **3rd year** respondents for working day shift ($\bar{x} = 2.96$, SD = 1.18). More than a third (n = 37, 37.0%) of 100 (100.0%) respondents indicated that they *never to sometimes* had adequate rest. In terms of night shift, responses indicated a lower mean value ($\bar{x} = 2.24$, SD = 1.02) for two-thirds (n = 68, 68.0%) of the 100 (100.0%) respondents who had indicated that they *never to sometimes* were able to gain adequately rest in order to perform their duties. A **significant difference** between the responses of 3rd year respondents for day and night shifts ($Z = -4.98$, $p < .000$) was recorded (Table 4.12).

Table 4.9: Day and night shift movement needs of 2nd year respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value

Item	Movement needs (n = 100)	Responses of 2nd year respondents for day and night shifts												\bar{x}	SD	Skewness	
		Total		Never		Sometimes		Often		Frequently		Always					
		n	%	n	%	n	%	n	%	n	%	n	%				
1	I get adequate sleep that enables me to perform my responsibilities as learner nurse.	D	100	100.0	12	12.0	31	31.0	20	20.0	24	24.0	13	13.0	2.95	1.25	ND
		N	100	100.0	28	28.0	28	28.0	18	18.0	16	16.0	10	10.0	2.52	1.32	ND
2	I get adequate rest that enables me to perform my responsibilities as a learner nurse.	D	100	100.0	14	14.0	25	25.0	24	24.0	27	27.0	10	10.0	2.94	1.22	ND
		N	100	100.0	27	27.0	25	25.0	22	22.0	19	19.0	7	7.0	2.54	1.27	ND
3	I feel active enough to do some physical exercise.	D	99	100.0	22	22.2	22	22.2	25	25.3	19	19.2	11	11.1	2.75	1.31	ND
		N	100	100.0	34	34.0	30	30.0	18	18.0	14	14.0	4	4.0	2.24	1.18	SP
7	I regard myself as healthy, since I have, e.g. energy.	D	99	100.0	4	4.0	15	15.2	20	20.2	28	28.3	32	32.3	3.70	1.19	SN
		N	100	100.0	10	10.0	26	26.0	24	24.0	17	17.0	23	23.0	3.17	1.32	ND
9	I plan to complete my responsibilities, such as domestic tasks.	D	100	100.0	5	5.0	13	13.0	13	13.0	27	27.0	42	42.0	3.88	1.33	SN
		N	100	100.0	11	11.0	11	11.0	18	18.0	24	24.0	36	36.0	3.63	1.36	SN
10	I feel energetic to complete, e.g. a task that must be completed on time.	D	100	100.0	6	6.0	18	18.0	15	15.0	25	25.0	36	36.0	3.67	1.30	SN
		N	100	100.0	15	15.0	25	25.0	21	21.0	14	14.0	25	25.0	3.09	1.41	ND
17	I feel physically strong enough to handle equipment in the unit.	D	100	100.0	1	1.0	13	13.0	19	19.0	29	29.0	38	38.0	3.90	1.09	SN
		N	100	100.0	6	6.0	23	23.0	26	26.0	22	22.0	23	23.0	3.33	1.23	ND

Table 4.10: Day and night shift movement needs of 3rd year respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value

Item	Movement needs (n = 100)	Responses of 3rd year respondents for day and night shifts												\bar{x}	SD	Skewness	
		Total		Never		Sometimes		Often		Frequently		Always					
		n	%	n	%	n	%	n	%	n	%	n	%				
1	I get adequate sleep that enables me to perform my responsibilities as a learner nurse.	D	100	100.0	10	10.0	28	28.0	28	28.0	21	21.0	13	13.0	2.99	1.19	ND
		N	100	100.0	27	27.0	44	44.0	15	15.0	10	10.0	4	4.0	2.20	1.07	SP
2	I get adequate rest that enables me to perform my responsibilities as a learner nurse.	D	100	100.0	11	11.0	26	26.0	31	31.0	20	20.0	12	12.0	2.96	1.18	ND
		N	100	100.0	23	23.0	45	45.0	21	21.0	7	7.0	4	4.0	2.24	1.02	SP
3	I feel active enough to do some physical exercise.	D	100	100.0	21	21.0	28	28.0	21	21.0	16	16.0	14	14.0	2.74	1.34	ND
		N	100	100.0	46	46.0	23	23.0	19	19.0	5	5.0	7	7.0	2.04	1.22	SP
7	I regard myself as healthy, since I have, e.g. energy.	D	99	100.0	11	11.1	20	20.2	18	18.2	19	19.2	31	31.3	3.39	1.40	ND
		N	99	100.0	20	20.0	22	22.2	26	26.3	14	14.1	17	17.2	2.86	1.36	ND
9	I plan to complete my responsibilities, such as domestic tasks.	D	100	100.0	6	6.0	18	18.0	13	13.0	25	25.0	38	38.0	3.71	1.30	SN
		N	100	100.0	13	13.0	25	25.0	18	18.0	17	17.0	27	27.0	3.20	1.41	SN
10	I feel energetic to complete, e.g. a task that must be completed on time.	D	100	100.0	8	8.0	18	18.0	22	22.0	21	21.0	31	31.0	3.49	1.31	ND
		N	100	100.0	17	17.0	26	26.0	25	25.0	15	15.0	17	17.0	2.89	1.33	ND
17	I feel physically strong enough to handle equipment in the unit.	D	100	100.0	3	3.0	14	14.0	23	23.0	31	31.0	29	29.0	3.69	1.13	ND
		N	100	100.0	10	10.0	22	22.0	31	31.0	21	21.0	16	16.0	3.11	1.21	ND

Table 4.11: Comparison between the mean ranks of items of the 2nd year respondents about day and night shift movement needs

Physiological needs	Items	Mean rank	Wilcoxon signed ranks test		Significance
			Z	P	
Movement needs	Item 1	30.80	-2.77	.006	Significant
	Item 2	24.97	-3.00	.003	Significant
	Item 3	22.27	-3.45	.001	Significant
	Item 7	11.00	-4.48	.000	Significant
	Item 9	14.32	-1.91	.056	Significant
	Item 10	14.50	-4.00	.000	Significant
	Item 17	9.50	-4.36	.000	Significant

Table 4.12: Comparison between the mean ranks of items of the 3rd year respondents about day and night shift movement needs

Physiological needs	Items	Mean rank	Wilcoxon signed ranks test		Comments
			Z	P	
Movement needs	Item 1	33.45	-4.69	.000	Significant
	Item 2	28.83	-4.98	.000	Significant
	Item 3	24.50	-5.24	.000	Significant
	Item 7	24.33	-3.89	.000	Significant
	Item 9	24.06	-3.43	.001	Significant
	Item 10	27.27	-3.87	.000	Significant
	Item 17	17.00	-4.62	.000	Significant

Table 4.13: Comparison between the mean ranks of items of the 2nd and 3rd year respondents about day shift movement needs

Physiological needs	Items	Mean rank		Mann-Whitney test		Comments
		2nd years Day	3rd years Day	Z	P	
Movement needs	Item 1	99.46	101.55	-.26	.790	Not Significant
	Item 2	100.33	100.67	-.04	.970	Not Significant
	Item 3	100.44	99.57	-.11	.910	Not Significant
	Item 7	105.00	93.98	-1.40	.160	Not Significant
	Item 9	100.60	90.55	-0.96	.340	Not Significant
	Item 10	104.40	96.61	-.98	.330	Not Significant
	Item 17	105.82	95.19	-1.35	.180	Not Significant

Table 4.14: Comparison between the mean ranks of items for the 2nd and 3rd year respondents about night shift movement needs

Physiological needs	Items	Mean rank		Mann-Whitney test		Comments
		2nd Years Night	3rd Years Night	Z	p	
Movement needs	Item 1	106.49	94.51	-1.52	.130	Not Significant
	Item 2	106.69	94.32	-1.57	.120	Not Significant
	Item 3	106.23	94.77	-1.47	.140	Not Significant
	Item 7	106.33	93.61	-1.59	.110	Not Significant
	Item 9	101.55	93.52	-1.24	.120	Not Significant
	Item 10	104.38	96.63	-.97	.330	Not Significant
	Item 17	105.31	95.69	-1.21	.230	Not Significant

c. Active enough to do physical exercise (Item 3)

Different responses of 2nd and 3rd year respondents were obtained in relation to working day and night shifts and the need to actively exercise. Nearly a third (n = 30, 30.3%) of 99 (100.0%) **2nd year**

respondents indicated that they *frequently to always* felt active enough to do physical exercise ($\bar{x} = 2.75$, $SD = 1.31$). On the other hand, the night shift responses of 2nd year respondents were positively distributed and indicated a mean value of 2.24 ($SD = 1.18$). Only 18 (18.0%) of the 100 (100.0%) respondents indicated that they *frequently to always*, felt active enough to do physical exercises. A **significant difference** between the day and night shift responses of 2nd year respondents ($Z = -3.45$, $p < .001$) was obtained (Table 4.11).

The responses of the **3rd year** respondents for day shift were normally distributed and responses indicated a slightly higher mean value of 2.74 with a wider distribution of responses ($SD = 1.34$) than for 2nd year respondents ($\bar{x} = 2.75$, $SD = 1.31$). Half ($n = 51$, 51.0%) of 100 (100.0%) respondents indicated in terms of day shift that they *often to always* did physical exercises. In the case of night shift, a positive distribution of responses was found with a lower mean value ($\bar{x} = 2.04$, $SD = 1.22$) than for day shift responses. Nearly half ($n = 46$, 46.0%) of 100 (100.0%) 3rd year respondents' night shift responses indicated that they *never* felt active enough to do physical exercises.. A **significant difference** between the day and night shift responses of 3rd year respondents ($Z = -5.24$, $p < .000$) was obtained (Table 4.12).

A study by Nelson, Resjeski, Blair, Duncan, Judge and Castenda-Sceppa (2007:116) confirms that nurses has a moderate regard for the benefits of physical exercise and should participate in more activities to realise the benefits of physical exercise.

d. Feeling healthy (Item 7)

Different responses of 2nd and 3rd year respondents were obtained for day and night shift need of being healthy, for example having energy. Responses of **2nd year** respondents indicated a higher mean value for day shift ($\bar{x} = 3.70$, $SD = 1.19$) than for night shift ($\bar{x} = 3.17$, $SD = 1.32$). More than three-quarters ($n = 80$, 80.8%) of 99 (100.0%) 2nd year respondents indicated that they regarded themselves *often and frequently to always* as healthy during day shift. Nearly two-thirds ($n = 64$, 64.0%) of 100 (100.0%) 2nd year respondents perceived themselves as healthy during night shift. A **significant difference** between the day and night shift responses of 2nd year respondents ($Z = -4.48$, $p < .000$) was obtained (Table 4.11).

A higher mean value for the responses of **3rd year** respondents was obtained for day shift ($\bar{x} = 3.39$, $SD = 1.40$) than for night shift ($\bar{x} = 2.86$) with a wider distribution of night shift responses ($SD = 1.36$). For day shift, more than two-thirds ($n = 68$, 68.7%) of 99 (100.0%) 3rd year respondents indicated that they *often and frequently to always* perceived the need to be healthy during day shift. On the other hand, more than half ($n = 57$, 57.6%) of 99 (100.0%) 3rd year respondents indicated that they *often and frequently to always* had the need to be healthy. A **significant difference** between the day and night shift responses of 3rd year respondents ($Z = -3.89$, $p < .000$) was obtained (Table 4.12).

e. Planning to complete responsibilities (Item 9)

With respect to day shift, less than half ($n = 42$, 42.0%) of 100 (100.0%) **2nd year** respondents indicated that they *always* needed to plan their responsibilities with the 2nd highest mean ($\bar{x} = 3.88$, $SD = 1.33$) in the movement needs domain. On the other hand, 60 (60.0%) of 2nd year respondents indicated that they *frequently to always* needed to plan the completion of their responsibilities for domestic tasks during

night shift ($\bar{x} = 3.63$, $SD = 1.36$). A **significant difference** between the day and night shift responses of 2nd year respondents ($Z = -1.91$, $p < .056$) was obtained (Table 4.11).

The **3rd year** respondents had the highest mean values for the need to plan the completion of their responsibilities in the domain of movement needs, such as domestic tasks during day shift ($\bar{x} = 3.71$, $SD = 1.30$) and night shift ($\bar{x} = 3.20$, $SD = 1.41$). More than a third ($n = 38$, 38.0%) of 100 (100.0%) respondents indicated that they *always* completed responsibilities, such as domestic tasks for night shift. A **significant difference** between the day and night shift responses of 3rd year respondents ($Z = -3.43$, $p < .001$) was obtained (Table 4.12).

According to Bensimon (2009:23), for students to reap the benefits of career engagement, they “must invest time and effort such as planning into academic activities and practices that bear out a relationship highly with positive educational outcomes. It could be assumed that the learner nurse needs to be intrinsically motivated to balance household tasks and studies to obtain learning outcomes.

f. Energetic to complete a task (Item 10)

Different responses were obtained from the 2nd and 3rd year respondents in relation to the need of having energy to complete a task on time. Nearly two-thirds ($n = 61$, 61.0%) of 100 (100.0%) **2nd year** respondents indicated that they *frequently to always* felt energised for the day shift ($\bar{x} = .67$, $SD = 1.30$). Contrarily, only 39 (39.0%) of 100 (100.0%) respondents indicated that they *frequently to always* felt energetic enough to complete a task on time when working night shift ($\bar{x} = 3.09$, $SD = 1.41$). A **significant difference** between the day and night shift responses of 2nd year respondents ($Z = -4.00$, $p < .000$) was obtained (Table 4.11).

The **3rd year** respondents obtained a higher mean value with regard to day shift ($\bar{x} = 3.49$, $SD = 1.31$) than for night shift ($\bar{x} = 2.89$, $SD = 1.33$) in respect of feeling energetic enough to complete tasks on time. More than half ($n = 52$, 52.0%) of 100 (100.0%) 3rd year respondents indicated that they *frequently to always* felt more energised during the day shift. Less than a third ($n = 32$, 32.0%) of 100 (100.0%) respondents indicated that they *frequently to always* felt energetic enough to complete a task on time while working on night shift. A **significant difference** between the day and night shift responses of 3rd year respondents ($Z = -3.87$, $p < .000$) was obtained (Table 4.12).

Clegg and Bailey (2008:194), Locke (2008:220) and Kirsten (2010:6) indicate that desires, needs, emotions, or impulses may initiate, sustain and direct thinking and actions of an individual to feel energetic enough to complete a task on time.

g. Feeling strong to handle equipment (Item 17)

The findings in Table 4.9 indicate that the responses about feeling physically strong enough to handle equipment of the **2nd year** respondents were negatively skewed for day shift. This item obtained the highest mean value ($\bar{x} = 3.90$, $SD = 1.09$) of movement needs according to the day shift responses of 2nd year respondents. More than a third ($n = 38$, 38.0%) of 100 (100.0%) 2nd year respondents (day shift) and less than a quarter ($n = 23$, 23.0%) of 100 (100.0%) respondents (night shift) indicated that they *always* felt strong enough to handle equipment in the unit. Responses for night shift had the 2nd highest mean value ($\bar{x} = 3.33$), with a wide distribution of responses ($SD = 1.23$) in the domain of movement

needs. A **significant difference** between the day and night shift responses of 2nd year respondents ($Z = -4.36, p < .000$) was obtained (Table 4.11).

The **3rd year** respondents obtained the highest mean value with regard working on day shift and the 2nd highest mean value for working on night shift in relation to the need of feeling strong enough to handle equipment in the unit in the domain of movement needs. Responses of 3rd year respondents indicated a slightly higher mean value for day shift ($\bar{x} = 3.69, SD = 1.13$) than for night shift ($\bar{x} = 3.11, SD = 1.21$). Between a quarter and a third ($n = 29, 29.0\%$) of 100 (100.0%) 3rd year respondents for day shift and less than a fifth ($n = 16, 16.0\%$) of 100 (100.0%) respondents for night shift indicated that they *always* felt physically strong enough to handle the equipment in the unit. A **significant difference** between the day and night shift responses of 3rd year respondents ($Z = -4.62, p < .000$) was obtained (Table 4.12).

Individuals must be competent to perform demands of physically taxing workloads, should possess gross and fine motor abilities sufficiently to provide safe, effective general and emergency nursing care, as well as to use and manoeuvre the equipment safely during their clinical practicum (Bally, 2007:143).

4.5.1.2 Mental health needs (Items 5, 8, 16, 20, 21, 22, 24, 25, 26 and 27) (Table 4.15 and Table 4.16)

Table 4.15: Day and night shift mental needs of 2nd year respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value																	
Item	Mental needs (n = 100)	Responses 2nd year respondents on day and night shifts															
		Total		Never		Sometimes		Often		Frequently		Always		\bar{x}	SD	Skewness	
		n	%	n	%	n	%	n	%	n	%	n	%				
5	I am able to focus on my academic performance.	D	100	100.0	12	12.0	24	24.0	20	20.0	26	26.0	18	18.0	3.14	1.30	SN
		N	100	100.0	18	18.0	33	33.0	19	19.0	20	20.0	10	10.0	2.71	1.26	ND
8	I think carefully when making decisions.	D	100	100.0	2	2.0	6	6.0	12	12.0	21	21.0	59	59.0	4.29	1.03	SN
		N	100	100.0	1	1.0	15	15.0	14	14.0	19	19.0	51	51.0	4.04	1.16	SN
16	I focus on the improvement of quality of care.	D	100	100.0	1	1.0	4	4.0	16	16.0	25	25.0	54	54.0	4.05	0.94	SN
		N	100	100.0	1	1.0	11	11.0	19	19.0	20	20.0	49	49.0	4.05	1.10	SN
20	My mind is clear to learn new responsibilities in clinical placement.	D	99	100.0	0	0.0	8	8.1	15	15.2	33	33.3	43	43.4	4.12	0.95	SN
		N	100	100.0	6	6.0	22	22.0	15	15.0	25	25.0	32	32.0	3.55	1.31	ND
21	I freely provide new ideas, e.g. to improve the performances in the unit.	D	100	100.0	10	10.0	31	31.0	16	16.0	20	20.0	23	23.0	3.15	1.35	SD
		N	100	100.0	18	18.0	37	37.0	17	17.0	13	13.0	15	15.0	2.70	1.32	SP
22	I work in an environment where staff is satisfied about their circumstances.	D	100	100.0	12	12.0	32	32.0	26	26.0	18	18.0	12	12.0	2.86	1.21	ND
		N	100	100.0	19	19.0	34	34.0	25	25.0	14	14.0	8	8.0	2.58	1.18	ND
24	I am knowledgeable about using equipment in the unit.	D	100	100.0	1	1.0	10	10.0	25	25.0	35	35.0	29	29.0	3.81	1.00	ND
		N	100	100.0	4	4.0	18	18.0	25	25.0	30	30.0	23	23.0	3.50	1.15	ND
25	I want to learn new behaviour in delivering of nursing care in the unit effectively.	D	100	100.0	3	3.0	6	6.0	6	6.0	17	17.0	68	68.0	4.41	1.05	SN
		N	100	100.0	2	2.0	7	7.0	11	11.0	13	13.0	67	67.0	4.36	1.06	SN
26	I have endurance to correct mistakes I make during shifts.	D	99	100.0	4	4.0	2	2.0	14	14.1	17	17.2	62	62.6	4.32	1.06	SN
		N	99	100.0	4	4.0	10	10.0	18	18.2	14	14.0	53	53.5	4.03	1.22	SN
27	I am placed in a unit that I prefer.	D	100	100.0	39	39.0	28	28.0	14	14.0	10	10.0	9	9.0	2.22	1.31	SP
		N	100	100.0	44	44.0	30	30.0	10	10.0	10	10.0	6	6.0	2.04	1.22	SP

Table 4.16: Day and night shift mental needs for 3rd year respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value

Item	Mental needs (n = 100)	Responses of 3rd year respondents on day and night shifts															
		Total		Never		Sometimes		Often		Frequently		Always		\bar{x}	SD	Skewness	
		n	%	n	%	n	%	n	%	n	%	n	%				
5	I am able to focus on my academic performance.	D	100	100.0	11	11.0	27	27.0	24	24.0	25	25.0	13	13.0	3.02	1.22	ND
		N	100	100.0	27	27.0	31	31.0	22	22.0	14	14.0	6	6.0	2.41	1.20	SP
8	I think carefully when making decisions.	D	100	100.0	1	1.0	9	9.0	17	17.0	22	22.0	51	51.0	4.13	1.06	SN
		N	99	100.0	6	6.1	17	17.2	15	15.2	23	23.2	38	38.4	3.71	1.30	SN
16	I focus on the improvement of quality of care.	D	100	100.0	2	2.0	5	5.0	19	19.0	29	29.0	45	45.0	4.10	1.01	SN
		N	99	100.0	6	6.1	16	16.2	20	20.2	23	23.2	34	34.3	3.64	1.27	SN
20	My mind is clear to learn new responsibilities in clinical placement.	D	100	100.0	3	3.0	14	14.0	20	20.0	24	24.0	39	39.0	3.82	1.18	SN
		N	100	100.0	11	11.0	34	34.0	21	21.0	17	17.0	17	17.0	2.95	1.28	ND
21	I freely provide new ideas, e.g. to improve the performances in the unit.	D	100	100.0	13	13.0	23	23.0	21	21.0	24	24.0	19	19.0	3.13	1.32	ND
		N	100	100.0	23	23.0	34	34.0	18	18.0	13	13.0	12	12.0	2.57	1.30	SP
22	I work in an environment where staff is satisfied about their circumstances.	D	100	100.0	20	20.0	22	22.0	26	26.0	17	17.0	15	15.0	2.85	1.34	ND
		N	100	100.0	23	23.0	30	30.0	23	23.0	13	13.0	11	11.0	2.59	1.28	ND
24	I am knowledgeable about using equipment in the unit.	D	100	100.0	2	2.0	11	11.0	19	19.0	35	35.0	33	33.0	3.86	1.06	SN
		N	100	100.0	4	4.0	20	20.0	22	22.0	29	29.0	25	25.0	3.51	1.18	ND
25	I want to learn new behaviour in delivering of nursing care in the unit effectively.	D	100	100.0	1	1.0	4	4.0	21	21.0	21	21.0	53	53.0	4.21	0.98	SN
		N	100	100.0	7	7.0	13	13.0	22	22.0	21	21.0	37	37.0	3.68	1.29	SN
26	I have endurance to correct mistakes I make during shifts.	D	100	100.0	2	2.0	2	2.0	16	16.0	27	27.0	53	53.0	4.27	0.94	SN
		N	100	100.0	9	9.0	7	7.0	18	18.0	28	28.0	38	38.0	3.79	1.27	SN
27	I am placed in a unit that I prefer.	D	99	100.0	34	34.0	29	29.3	20	20.2	8	8.1	8	8.1	2.26	1.24	SP
		N	99	100.0	40	40.4	36	36.4	11	11.1	8	8.1	4	4.0	1.99	1.10	SP

Table 4.17: Comparison between the day and night shift mean ranks of items of the 2nd year respondents about mental needs

Physiological needs	Items	Mean rank	Wilcoxon signed ranks test		Comments
			Z	p	
Mental needs	Item 5	13.61	-3.38	.001	Significant
	Item 8	17.50	-2.44	.015	Significant
	Item 16	11.67	-2.88	.004	Significant
	Item 20	10.44	-4.45	.000	Significant
	Item 21	11.00	-4.27	.000	Significant
	Item 22	19.65	-2.32	.020	Significant
	Item 24	11.50	-3.54	.000	Significant
	Item 25	7.75	-0.78	.438	Not Significant
	Item 26	14.33	-2.75	.006	Significant
Item 27	11.50	-2.06	.039	Significant	

Table 4.18: Comparison between the day and night shift mean ranks of items of the 3rd year respondents about mental needs

Physiological needs	Items	Mean rank	Wilcoxon signed ranks test		Comments
			Z	p	
Mental needs	Item 5	36.75	-3.99	.000	Significant
	Item 8	13.25	-3.34	.001	Significant
	Item 16	10.67	-3.81	.000	Significant
	Item 20	22.90	-5.10	.000	Significant
	Item 21	12.00	-4.23	.000	Significant
	Item 22	16.86	-2.18	.029	Significant
	Item 24	14.00	-3.27	.001	Significant
	Item 25	16.25	-4.28	.000	Significant
	Item 26	14.50	-3.78	.000	Significant
Item 27	12.17	-3.19	.001	Significant	

Table 4.19: Comparison between the day shift mental needs mean ranks of items of the 2nd and 3rd year respondents

Physiological needs	Items	Mean rank		Mann-Whitney test		Comments
		2nd day	3rd day	Z	p	
Mental needs	Item 5	103.34	97.76	-.69	.490	Not significant
	Item 8	105.00	96.01	-1.21	.230	Not significant
	Item 16	105.31	95.70	-1.27	.200	Not significant
	Item 20	106.20	93.87	-1.59	.110	Not Significant
	Item 21	100.80	100.20	-0.08	.940	Not significant
	Item 22	100.79	100.21	-0.07	.940	Not significant
	Item 24	98.43	102.58	-0.05	.600	Not significant
	Item 25	107.81	93.19	-2.04	.040	Significant
	Item 26	103.58	96.46	-0.98	.330	Not significant
Item 27	98.18	101.84	.048	.640	Not significant	

Table 4.20: Comparison between the night shift mental needs mean ranks of items of the 2nd and 3rd year respondents

Physiological needs	Items	Mean rank		Mann-Whitney ranks test		Comments
		2nd Years Night	3rd Years Night	Z	p	
Mental needs	Item 5	107.17	96.24	-1.68	.090	Not Significant
	Item 8	107.18	92.75	-1.87	.062	Not Significant
	Item 16	109.03	90.88	-2.33	.020	Significant
	Item 20	113.22	87.78	-3.19	.001	Significant
	Item 21	103.29	97.72	-0.70	.480	Not Significant
	Item 22	100.84	100.16	-0.09	.930	Not Significant
	Item 24	100.13	100.88	-0.09	.930	Not Significant
	Item 25	116.36	84.65	-4.21	.000	Significant
	Item 26	106.14	93.92	-1.59	.110	Not Significant
Item 27	99.77	100.23	-0.06	.950	Not Significant	

a. I am able to focus on my academic performance (Item 5)

Respectively, more than a third (n = 36, 36.0%) of 100 (100.0%) 2nd year respondents on day shift (\bar{x} = 3.14, SD = 1.30) and more than half (n = 51, 51.0%) on night shift (\bar{x} = 2.71, SD = 1.26) indicated that they *never to sometimes* were able to focus on their academic performance. A **significant difference** between the responses day and night shifts of 2nd year respondents (Z = -3.38, p < .001) was obtained (Table 4.17). A normal distribution of day shift responses was found for **3rd year** respondents (\bar{x} = 3.02, SD = 1.22) and a positively skewed distribution for night shift (\bar{x} = 2.41, SD = 1.20). Respectively, more than a third (n = 38, 38.0%) and more than a half (n = 58, 58.0%) of the day and night shift responses indicated that respondents *never to sometimes* were able to focus on their academic performance needs.

A **significant difference** between the day and night shift responses of 3rd year respondents was obtained in respect of their need to focus on their academic performance (Z = -3.99, p < .000) (Table 4.18).

b. Thinking carefully about decision making (Item 8)

A negative distribution of day and night shift responses for 2nd and 3rd year respondents was found in relation to the need of thinking carefully about making of decisions in the domain of mental needs. Respectively, less than two-thirds (n = 59, 59.0%, n = 51, 51.0%) of the 100 (100.0%) 2nd year respondents indicated that they *always* thought carefully about making decisions during day and night

shifts ($\bar{x} = 0.29$, $SD = 1.03$; $\bar{x} = 4.04$, $SD = 1.16$). A **significant difference** between the day and night shift responses of 2nd year respondents ($Z = -2.44$, $p < .015$) was obtained (Table 4.17).

The day shift responses of **3rd year** respondents obtained the 3rd highest mean value ($\bar{x} = 4.13$, $SD = 1.06$) and the 2nd highest mean value ($\bar{x} = 3.71$, $SD = 1.30$) for night shift in Item 8, of the domain of mental needs. More than half ($n = 51$, 51.0%) of the 100 (100.0%) 3rd year respondents for day shift and 38 (38.4%) of 99 (100.0%) respondents for night shift indicated that they *always* were motivated to think carefully when making decisions to ensure safe, efficient and effective nursing care. A **significant difference** between the day and night shift responses of 3rd year respondents ($Z = -3.34$, $p < .001$) was obtained (Table 4.18).

Safety is first and foremost to quality nursing care, thus it is fundamentally important that learner nurses are motivated to think carefully when making decisions with the view of providing suitable, quality, safe and timely nursing care to patients to ensure a safe physical clinical environment for patients and learner nurses to feel safe to learn (Hughes, 2008:1). Night nurses have to rely more heavily on their own judgment, experience, as well as theoretical and practical knowledge when making decisions and caring for their patients, since there is little clinical or managerial support available to them (Nilson, Campbell & Pilhamar-Anderson, 2008:13).

c. Focus on the improvement of quality of care (Item 16)

A negative distribution of responses of 2nd and 3rd year respondents for both day and night shifts was obtained on the need to focus on improvement of quality care. Over three-quarters ($n = 79$, 79.0%) of 100 (100.0%) **2nd year** respondents indicated that they *frequently to always* felt motivated to focus on the improvement of quality during day shift ($\bar{x} = 4.05$, $SD = 0.94$). For night shift, the responses obtained the 2nd highest mean value ($\bar{x} = 4.05$, $SD = 1.10$) in the domain of mental needs. More than three-quarters ($n = 69$, 69.0%) of 100 (100.0%) respondents indicated that they *frequently to always* were motivated to focus on the need for the improvement of quality care. A **significant difference** between the day and night shift responses of 2nd year respondents ($Z = -2.88$, $p < .004$) was obtained (Table 4.17).

Nearly three-quarters ($n = 74$, 74.0%) of 100 (100.0%) **3rd year** respondents indicated that they *frequently to always* felt motivated to focus on quality care during day shift ($\bar{x} = 4.10$, $SD = 1.01$). Over half ($n = 57$, 57.5%) of 99 (100.0%) respondents indicated that they *frequently to always* felt motivated to focus on the improvement of quality care during night shift ($\bar{x} = 3.64$, $SD = 1.27$). A **significant difference** between the day and night shift responses of 3rd year respondents ($Z = -3.81$, $p < .000$) was obtained (Table 4.18).

Strategies are needed to improve working conditions for respondents while simultaneously giving more attention to helping them stay motivated and healthy in a situation, such as during night shift, since it is inherently peculiar (Morgan, 2009:10).

d. Having a clear mind to learn new responsibilities (Item 20)

Over three-quarters ($n = 76$, 76.7%) of the **2nd year** respondents indicated that they *frequently to always* had the need to have a clear mind to learn new responsibilities while working on day shift ($\bar{x} = 4.12$, SD

= 0.95). More than half (n = 57, 57.0%) of 100 (100.0%) respondents indicated that they *frequently to always* had the need to have a clear mind to learn new responsibility while working on night shift ($\bar{x} = 3.55$, SD = 1.31). A **significant difference** between the day and night shift responses of 2nd year respondents (Z = -4.45, p < .000) was obtained (Table 4.17).

Nearly two-thirds (n = 63, 63.0%) of 100 (100.0%) **3rd year** respondents had the need to have a clear mind to learn new responsibilities during day shift ($\bar{x} = 3.82$, SD = 1.18). On the other hand, a third (n = 34, 34.0%) of 100 (100.0%) respondents indicated that they *frequently to always* had to be motivated to learn new responsibilities during night shift ($\bar{x} = 2.95$, SD = 1.28). A **significant difference** between the day and night shift responses of 3rd year respondents (Z = -5.10, p < .000) was obtained (Table 4.18). Students at higher educational institutions are required to take responsibility for their own learning. Learners need to be motivated to take responsibility to learn in practice (O'Donoghue, Warman & Alger, 2009:695).

e. Freely provide new ideas, e.g. to improve the performance in the unit (Item 21)

Less than half (n = 41, 41.0%) of the 100 (100.0%) **2nd year** respondents for day shift ($\bar{x} = 3.15$, SD = 1.35) and more than half (n = 55, 55.0%) for night shift ($\bar{x} = 2.70$, SD = 1.32) indicated that they *never to sometimes* had the need to freely provide new ideas, e.g. to improve the performance in the unit. A **significant difference** between the day and night shift responses of the 2nd year respondents (Z = -4.27, p < .000) was obtained (Table 4.17).

Less than half (n = 43, 43.0%) of the 100 (100.0%) **3rd year** respondents for day shift ($\bar{x} = 3.13$, SD = 1.32) and a quarter (n = 25, 25.0%) for night shift ($\bar{x} = 2.57$, SD = 1.30) indicated that they *frequently to always* freely provided new ideas, e.g. to improve the performance in the unit. A **significant difference** between the day and night shift responses of 3rd year respondents (Z = -4.23, p < .000) was obtained (Table 4.18).

f. I work in an environment where staff is satisfied with their circumstances (Item 22)

Less than half (n = 44, 44.0%) of the 100 (100.0%) **2nd year** respondents indicated that they *never to sometimes* felt that they were satisfied with their circumstances in their work environment during day shift ($\bar{x} = 2.86$, SD = 1.21). More than half (n = 53, 53.0%) of 100 (100.0%) respondents indicated that they *never to sometimes* felt that they were satisfied with their work circumstances during night shift ($\bar{x} = 2.58$, SD = 1.18).

Similar responses were found for **3rd year** respondents. Less than half (n = 42, 42.0%) of the 100 (100.0%) 3rd year respondents for day shift indicated that they *never to sometimes* worked in an environment where staff were satisfied with their circumstances ($\bar{x} = 2.85$, SD = 1.34). More than half (n = 53, 53.0%) of 100 (100.0%) of the 3rd year respondents for night shift indicated that they *never to sometimes* had the need to work in an environment where staff was satisfied with their circumstances ($\bar{x} = 2.59$, SD = 1.28).

A **significant difference** between the day and night shift responses of 3rd year respondents (Z = -2.18, p < .029) was obtained (Table 4.18).

According to Al Kadri, Magzoub, Roberts and van der Vleuten (2011:52), more students with an internal motivation and deep interest in their field adopt a deeper approach to nursing while feeling satisfied with their circumstances than the ones who adopt a superficial approach to nursing.

g. I am knowledgeable about using equipment in the unit (Item 24)

Almost two-thirds (n = 64, 64.0%) of 100 (100.0%) **2nd year** respondents indicated that they *frequently to always* had the need to be knowledgeable about using equipment during day shift ($\bar{x} = 3.81$, SD = 1.10) For night shift, a lower mean value ($\bar{x} = 3.50$, SD = 1.15) was obtained and more than half (n = 53, 53.0%) of 100 (100.0%) 2nd year respondents indicated that they *frequently to always* had the need to be knowledgeable about using equipment. A **significant difference** between the day and night shift responses of 2nd year respondents (Z = -3.54, p < .000) was obtained (Table 4.17).

The **3rd year** respondents (n = 100, 100.0%) for day shift, obtained the 3rd highest mean value ($\bar{x} = 3.86$, SD = 1.06) in the domain of mental needs. More than two-thirds (n = 68, 68.0%) of 100 (100.0%) respondents for day shift indicated that they *frequently to always* had the need to be knowledgeable about using equipment. More than half (n = 54, 54.0%) of 100 (100.0%) respondents indicated that they *frequently to always* had the need to be knowledgeable about using equipment in the unit ($\bar{x} = 3.51$, SD = 1.18) during night shift. A **significant difference** between the day and night shift responses of 3rd year respondents (Z = -3.27, p < .001) was obtained (Table 4.18).

According to Elder and Koehn (2009:148), the lack of skills and motivation in the use of technological and any equipment may lead to an interruption of learning or an increase of frustration among nurses.

h. Learn new behaviour in delivering nursing care (Item 25)

A negatively skewed distribution of responses for the 2nd and 3rd year respondents was found for both day and night shifts. The **2nd year** respondents for day and night shifts respectively obtained the highest mean values ($\bar{x} = 4.41$, SD = 1.05; $\bar{x} = 4.36$, SD = 1.06) in the domain of mental needs for Item 25. The majority (n = 85, 85.0%) of 100 (100.0%) 2nd year respondents for day shift and 80 (80.0%) of 100 (100.0%) 2nd year respondents for night shift indicated that they *frequently to always* had the need to learn new behaviour in the delivering nursing care.

The **3rd year** respondents for day shift obtained the 2nd highest mean value ($\bar{x} = 4.21$, SD = 0.98) for Item 25 in the domain of mental needs. Nearly three-quarters (74.0%) of 100 (100.0%) 3rd year respondents indicated that for day shift they *frequently to always* needed to learn new behaviour in delivering nursing care. More than half (n = 58, 58.0%) of 100 (100.0%) 3rd year respondents indicated that for night shift they *frequently to always* had the need to be motivated to learn new behaviour in the effective delivery of nursing care in the unit ($\bar{x} = 3.68$, SD = 1.29). A **significant difference** between the day and night shift responses of 3rd year respondents (Z = -4.28, p < .000) (Table 4.18) and between 2nd and 3rd year respondents for day shift (Z = -2.04, p < .040) (Table 4.19) and night shift (Z = -4.21, p < .000) was obtained (Table 4.20).

According to Bradbury-Jones *et al.* (2007:351), learning of new knowledge, skills and dealing with challenging situations should lead to self-confidence. Greater self-confidence and empowerment are associated with enhancing motivation for learning and a better outlook on a situation (Bradbury-Jones *et*

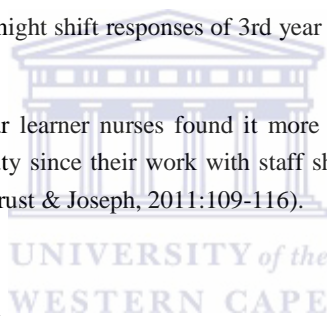
al., 2007:432). While minimal information is available about the learning needs of nurses who work at night, it is known that these nurses have limited, if any, structured night time training. The inequitable access to education is voiced in a study: “There is no education unless we want to come in on our days off” (Campbell *et al.*, 2008: 354).

i. Having endurance to correct mistakes (Item 26)

A negative distribution of responses was found for 2nd and 3rd year respondents for both day and night shifts in relation to the need for having endurance to correct mistakes. The **2nd year** respondents for day and night shifts respectively obtained the 2nd highest mean value ($\bar{x} = 4.32$, $SD = 1.06$; $\bar{x} = 4.03$, $SD = 1.22$) for Item 26 in the domain of mental needs. Almost two-thirds ($n = 62$, 62.6%) of 99 (100.0%) 2nd year respondents for day shift and more than half ($n = 53$, 53.5%) of 99 (100.0%) 2nd year respondents for night shift indicated that they *always* had the need to have endurance to correct mistakes. For day and night shifts, the **3rd year** respondents indicated a higher mean value ($\bar{x} = 4.27$, $SD = 0.94$) for day shift than for night shift ($\bar{x} = 3.79$, $SD = 1.27$). More than half ($n = 53$, 53.0%) of 100 (100.0%) 3rd year respondents for day shift indicated that they *always* had the need for endurance to correct mistakes. However, less ($n = 38$, 38.0% of 100, 100.0%) 3rd year respondents for night shift indicated that they *always* had internal motivation to correct their own mistakes.

A **significant difference** between the day and night shift responses of 3rd year respondents ($Z = -3.78$, $p < .000$) was obtained (Table 4.18).

It could be interpreted that both 2nd and 3rd year learner nurses found it more challenging to endure to correct their mistakes on night than on day duty since their work with staff shortages to bear with and unsupportive leadership (Del Prato, Bankert, Grust & Joseph, 2011:109-116).



j. I am placed in a unit I prefer (Item 27)

The distributions for day and night shifts of 2nd and 3rd year respondents were positively skewed (Item 27). More than two-thirds ($n = 67$, 67.0%) of 100 (100.0%) **2nd year** respondents for day shift ($\bar{x} = 2.22$, $SD = 1.31$) and three-quarters ($n = 74$, 74.0%) of 100 (100.0%) 2nd year respondents for night shift ($\bar{x} = 2.04$, $SD = 1.22$) indicated that they *never to sometimes* had the need to be placed in a unit they preferred. A **significant difference** between the day and night shift responses of 2nd year respondents ($Z = -2.06$, $p < .039$) was obtained (Table 4.17).

Similarly, nearly two-thirds ($n = 63$, 63.3%) of 99 (100.0%) 3rd year respondents for day shift ($\bar{x} = 2.26$, $SD = 1.24$) and more than three-quarters ($n = 76$, 76.8%) of 99 (100.0%) **3rd year** respondents for night shift ($\bar{x} = 1.99$, $SD = 1.10$) indicated that they *never to sometimes* had the need to be placed in a unit they preferred. A **significant difference** between the day and night shift responses of 3rd year respondents ($Z = -3.19$, $p < .001$) was obtained (Table 4.18).

The finding indicates that the 2nd and 3rd year learners experience their preferences of clinical placement are not met even less on night shift (Mac Rae, Van Diepen & Paterson. 2007:21-28).

4.5.1.3 Nutritional needs (Items 4, 12 and 13) (Table 4.21 and Table 4.22)

a. I feel hungry and require a full meal (Item 4)

More than a quarter (n = 26, 26.8%) of 97 (100.0%) **2nd year** respondents indicated that they *frequently to always* felt hungry and required a full meal during day shift ($\bar{x} = 2.73$, SD = 1.30). For night shift, the 2nd year respondents obtained a lower mean value of 2.39 and the responses were widely distributed (SD = 1.28) around the mean value. Less than a fifth (n = 18, 18.3%) of 98 (100.0%) respondents indicated that they *frequently to always* felt hungry and required a full meal during night shift. A **significant difference** between the day and night shift responses of 2nd year respondents ($Z = -2.53$, $p < .011$) was obtained (Table 4.23).

More than a third (n = 33, 33.7%) of 97 (100.0%) **3rd year** respondents for day shift indicated that they *frequently to always* felt hungry for a meal ($\bar{x} = 2.85$, SD = 1.31, $\bar{x} = 2.55$, SD = 1.38). More than a quarter (n = 29, 29.9%) of 97 (100.0%) 3rd year respondents for night shift indicated that they *frequently to always* felt hungry. A **significant difference** between the day and night shift responses of 3rd year respondents ($Z = -2.12$, $p < .034$) was obtained (Table 4.24). Shift work is linked to chronic misalignment of the endogenous circadian timing system and the behavioural cycles, including sleep / wake and fasting / feeding cycles (Scheer, Hiltom & Mantzoros, 2009:4453).

b. I maintain my normal weight (Item 12)

The **2nd year** respondents for both day and night shifts obtained the highest mean values ($\bar{x} = 3.34$, SD = 1.39; $\bar{x} = 3.16$, SD = 1.45) respectively for Item 12 in the domain of nutritional needs. More than half (n = 53, 53.6%) of 99 (100.0%) 2nd year learner students for day shift indicated that they *frequently to always* had the need to maintain their normal weight. Less than half (n = 44, 44.0%) of 99 (100.0%) 2nd year respondents for night shift indicated that they *frequently to always* had to maintain their normal weight. The **3rd year** respondents for day and night shifts respectively obtained the highest mean values ($\bar{x} = 3.14$, SD = 1.47; $\bar{x} = 2.90$, SD = 1.53) for Item 12 in the domain of nutritional needs. Far more than a third (n = 43, 43.0%) of 100 (100.0%) 3rd year respondents indicated for day shift that they *frequently to always* had the need to maintain their normal weight. More than a third (n = 37, 37.0%) of 100 (100.0%) 3rd year respondents for night shift indicated that they *frequently to always* had the need to maintain their normal weight.

Table 4.21: Day and night shift nutritional needs of 2nd year respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value																	
Item	Nutritional needs (n = 100)		Responses of 2nd year respondents for day and night shifts														
			Total		Never		Sometimes		Often		Frequently		Always		\bar{x}	SD	Skewness
			n	%	n	%	n	%	n	%	n	%	n	%			
4	I feel hungry in regarding full meals.	D	97	100.0	18	18.6	30	30.9	23	23.7	12	12.4	14	14.4	2.73	1.30	ND
		N	98	100.0	28	28.6	33	33.7	19	19.4	7	7.1	11	11.2	2.39	1.28	SP
12	I maintain my normal weight.	D	99	100.0	12	12.1	21	21.2	13	13.1	27	27.3	26	26.3	3.34	1.39	ND
		N	99	100.0	16	16.2	22	22.0	17	17.2	18	18.0	26	26.0	3.16	1.45	ND
13	I have a habit of eating regularly.	D	98	100.0	8	8.2	27	27.6	18	18.4	19	19.4	26	26.5	3.30	1.30	ND
		N	99	100.0	23	23.2	30	30.0	19	19.2	12	12.1	15	15.2	2.66	1.36	ND

Table 4.22: Day and night shift nutritional needs of 3rd year respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value

Item	Nutritional needs (n = 100)		Responses of 3rd year respondents for day and night shifts														
			Total		Never		Sometimes		Often		Frequently		Always		\bar{x}	SD	Skewness
			n	%	n	%	n	%	n	%	n	%	n	%			
4	I feel hungry in regarding full meals.	D	98	100.0	18	18.40	25	25.5	22	22.4	20	20.4	13	13.3	2.85	1.31	ND
		N	97	100.0	31	32.0	21	21.6	16	16.5	19	19.6	10	10.3	2.55	1.38	ND
12	I maintain my normal weight.	D	100	100.0	16	16.0	25	25.0	16	16.0	15	15.0	28	28.0	3.14	1.47	ND
		N	100	100.0	23	23.0	27	27.0	13	13.0	11	11.0	26	26.0	2.90	1.53	ND
13	I have a habit of eating regularly.	D	99	100.0	14	14.1	22	22.2	20	20.2	23	23.2	20	20.2	3.13	1.35	ND
		N	99	100.0	24	24.2	29	29.3	21	21.2	13	13.1	12	12.1	2.60	1.32	ND

Table 4.23: Comparison between the mean ranks of items of the 2nd year respondents about their day and night shift nutritional needs

Physiological needs	Item	Mean	Wilcoxon signed ranks test		Comments
			Z	P	
Nutritional needs	Item 4	13.63	-2.53	.011	Significant
	Item 12	10.45	-1.83	.067	Not Significant
	Item 13	14.63	-4.51	.000	Significant

Table 4.24: Comparison between the mean ranks of items of the 3rd year respondents about their day and night shift nutritional needs

Physiological needs	Items	Mean rank	Wilcoxon signed ranks test		Comments
			Z	P	
Nutritional needs	Item 4	23.83	-2.12	.034	Significant
	Item 12	14.50	-2.23	.026	Significant
	Item 13	18.89	-3.56	.000	Significant

Table 4.25: Comparison between the mean ranks of items of the 2nd and 3rd year respondents about day shift nutritional needs

Physiological needs	Items	Mean rank		Wilcoxon signed ranks test		Comments
		2nd year respondents day	3rd year respondents day	Z	P	
Nutritional needs	Item 4	95.39	100.58	-.66	.510	Not significant
	Item 12	103.63	94.41	-.91	.370	Not significant
	Item 13	102.11	95.92	-.78	.440	Not Significant

Table 4.26: Comparison between the mean ranks of items of the 2nd and 3rd year respondents about night shift nutritional needs

Physiological needs	Items	Mean rank		Wilcoxon signed ranks test		Comments
		2nd year respondents night	3rd year respondents night	Z	P	
Nutritional needs	Item 4	95.40	100.63	-0.67	.510	Not Significant
	Item 12	104.97	95.08	-1.24	.210	Not Significant
	Item 13	100.49	98.51	-0.25	.800	Not Significant

A **significant difference** between the day and night shift responses of 3rd year respondents ($Z = -2.23$, $p < .026$) was obtained (Table 4.24). Nutrition is one of the basic needs for daily survival on the

physiological level of Maslow's hierarchy of needs. Shift work may influence nutritional needs (Van Cauter, Spiegel, Tasali & Leiproult, 2008:23), in this case of those of learner nurses.

c. Have a habit of eating regularly (Item 13)

The **2nd year** respondents for both shifts obtained the 2nd highest mean value ($\bar{x} = 3.30$, $SD = 1.30$; $\bar{x} = 2.66$, $SD = 1.36$) for Item 13 in the domain of nutritional needs. For day shift, nearly half ($n = 45$, 45.9%) of 98 (100.0%) 2nd year respondents indicated that they *frequently to always* had a habit of eating regularly. More than a quarter ($n = 27$, 27.3%) of 99 (100.0%) 2nd year respondents indicated that they *frequently to always* had the habit of eating regularly during night shift. A **significant difference** between the day and night shift responses of 2nd year respondents ($Z = -4.51$, $p < .000$) was obtained (Table 4.23).

Less than half ($n = 43$, 43.4%) of 99 (100.0 %) **3rd year** respondents indicated that they *frequently to always* had the need to eat regularly during day shift ($\bar{x} = 3.13$; $SD = 1.35$). For night shift, the distribution of 3rd year respondents were more negatively skewed ($\bar{x} = 2.60$; $SD = 1.32$). A quarter ($n = 25$, 25.2%) of 99 (100.0%) 3rd year respondents indicated that they *frequently to always* had the habit of eating regularly. A **significant difference** between the day and night shift responses of 3rd year respondents ($Z = -3.56$, $p < .000$) was obtained (Table 4.24).

Whether people eat regular meals or not could have an impact on their health and well-being; people are what they eat. According to Cobb-Clark, Kassenboehmer and Schurer (2014:1); those people who possess an internal focus of control eat healthier food, maintain a balanced diet, are future orientated and value their health.

4.5.1.4 Biological clock needs (Items 6, 11 and 15) (Table 4.27 and Table 4.28)

a. I am in touch with the internal clock of my body (Item 6)

The **2nd year** respondents for both day and night shifts obtained the 2nd highest mean value ($\bar{x} = 4.02$; $SD = 1.16$; $\bar{x} = 3.67$, $SD = 1.41$) for Item 6 with regard to the biological need domain. Far less than a quarter ($n = 14$, 14.0%) of 100 (100.0%) 2nd year respondents indicated that for day shift they *never to sometimes* considered the need of being in touch with their biological clock. More than a quarter ($n = 27$, 27.0%) of 100 (100.0%) respondents for night shift indicated that they *never to sometimes* had the need to be in touch with their internal clock. A **significant difference** between day and night shift responses of 2nd year respondents ($Z = -3.19$, $p < .001$) was obtained (Table 4.29).

The **3rd year** respondents for the day and night shifts obtained the 2nd highest mean values ($\bar{x} = 3.90$, $SD = 1.16$; $\bar{x} = 3.45$, $SD = 1.42$) in the biological clock needs domain. For day shift, less than a fifth ($n = 17$, 17.0%) of 100 (100.0%) 3rd year respondents indicated that they *never to sometimes* needed to be in touch with their internal clock. For night shift, nearly a third ($n = 32$, 32.0%) of 100 (100.0%) 3rd year respondents indicated that they *never to sometimes* had the need to be in touch with their internal clock to be able to determine whether they were feeling well. A **significant difference** between day and night shift responses for 3rd year respondents ($Z = -3.91$, $p < .000$) was obtained (Table 4.30). According to Schaefer, Williams and Zee (2012:489), most shift workers who work beyond daylight hours are subject to a misalignment between work responsibilities and the endogenous circadian system that regulates

sleep and alertness patterns. The chronic misalignment of these factors during night shift requires learner nurses to mitigate these odds.



Table 4.27: Day and night shift biological clock needs for 2nd year respondents

Item	Biological clock needs (n = 100)	Responses of 2nd year respondents for day and night shifts														\bar{x}	SD	Skewness
		Total		Never		Sometimes		Often		Frequently		Always						
		n	%	n	%	n	%	n	%	n	%	n	%					
6	I am in touch with the internal clock of my body, e.g. I am able to identify when I am not feeling well.	D	100	100.0	3	3.0	11	11.0	14	14.0	25	25.0	47	47.0	4.02	1.16	SN	
		N	100	100.0	9	9.0	18	18.0	12	12.0	19	19.0	42	42.0	3.67	1.41	SN	
11	I push myself to stay within the timeline of, e.g. closing dates of assignments.	D	100	100.0	4	4.0	6	6.0	11	11.0	16	16.0	63	63.0	4.28	1.13	ND	
		N	100	100.0	10	10.0	11	11.0	8	8.0	19	19.0	52	52.0	3.92	1.40	SN	
15	I manage my time effectively.	D	100	100.0	5	5.0	20	20.0	16	16.0	31	31.0	28	28.0	3.57	1.23	SN	
		N	100	100.0	11	11.0	29	29.0	22	22.0	16	16.0	22	22.0	3.09	1.33	ND	

Table 4.28: Day and night shift biological clock needs for 3rd year respondents

Item	Biological clock needs (n = 100)	Responses of 3rd year respondents for day and night shifts														\bar{x}	SD	Skewness
		Total		Never		Sometimes		Often		Frequently		Always						
		n	%	n	%	n	%	n	%	n	%	n	%					
6	I am in touch with the internal clock of my body, e.g. I am able to identify when I am not feeling well.	D	100	100.0	1	1.0	16	16.0	18	18.0	22	22.0	43	43.0	3.90	1.16	SN	
		N	100	100.0	10	10.0	22	22.0	17	17.0	15	15.0	36	36.0	3.45	1.42	ND	
11	I push myself to stay within the timeline of, e.g. closing dates of assignments.	D	100	100.0	4	4.0	11	11.0	13	13.0	23	23.0	49	49.0	4.02	1.20	SN	
		N	100	100.0	8	8.0	17	17.0	18	18.0	19	19.0	38	38.0	3.62	1.35	SN	
15	I manage my time effectively.	D	100	100.0	5	5.0	23	23.0	33	33.0	19	19.0	20	20.0	3.26	1.17	ND	
		N	100	100.0	15	15.0	23	23.0	37	37.0	14	14.0	11	11.0	2.83	1.18	ND	

Table 4.29: Comparison between the mean ranks of items about biological clock needs during day and night shift of 2nd year respondents

Physiological needs	Items	Mean rank	Wilcoxon signed ranks test		Comments
			Z	p	
Biological Clock needs	Item 6	11.71	-3.19	.001	Significant
	Item 11	6.75	-3.11	.002	Significant
	Item 15	11.38	-4.00	.000	Significant

Table 4.30: Comparison between the mean ranks of items about biological clock needs during day and night shift of 3rd year respondents

Physiological needs	Items	Mean rank	Wilcoxon signed ranks test		Comments
			Z	p	
Biological clock needs	Item 6	10.30	-3.91	.000	Significant
	Item 11	19.06	-2.69	.007	Significant
	Item 15	16.83	-3.60	.000	Significant

Table 4.31: Comparison between the mean ranks of items about biological clock needs during day shift of 2nd and 3rd year respondents

Physiological needs	Items	Mean rank		Wilcoxon signed ranks test		Comments
		2nd day	3rd day	Z	P	
Biological clock needs	Item 6	103.54	97.46	-0.79	.430	Not significant
	Item 11	107.40	93.60	-18.9	.060	Not significant
	Item 15	108.10	92.90	-1.91	.060	Not significant

Table 4.32: Comparison between the mean ranks of items about biological clock needs during night shift of 2nd and 3rd year respondents

Physiological needs	Items	Mean rank		Wilcoxon signed ranks test		Comments
		2nd night	3rd night	Z	P	
Biological clock needs	Item 6	104.77	96.24	-1.08	.280	Not Significant
	Item 11	107.53	93.47	-.97	.330	Not Significant
	Item 15	105.35	95.65	-1.22	.220	Not Significant

b. I push myself to stay within the timeline of, e.g. closing dates of assignments (Item 11)

The responses of **2nd** year respondents were normally distributed for day shift and obtained the highest mean value ($\bar{x} = 4.28$, $SD = 1.13$) for Item 11 in the domain of biological clock needs. More than three-quarters ($n = 79$, 79.0%) of the 100 (100.0%) respondents indicated that for day shift they *frequently to always* pushed themselves to stay within the time line of, e.g. closing dates of assignments. For night shift, less than three-quarters ($n = 71$, 71.0 %) of the 100 (100.0%) 2nd year respondents indicated that they *frequently to always* pushed themselves to stay within the time lines ($\bar{x} = 3.92$; $SD = 1.40$). A **significant difference** between day and night shift responses of 2nd year respondents ($Z = -3.11$, $p < .002$) was found (Table 4.29). For day and night shifts, the **3rd year** respondents obtained the highest mean value ($\bar{x} = 4.02$, $SD = 1.2$; $\bar{x} = 3.62$, $SD 1.35$) for the need to stay within timelines in the domain of biological clock needs. Less than three-quarters ($n = 72$, 72.0%) of 100 (100.0%) 3rd year respondents for day shift indicated that they *frequently to always* had the need to stay within a timeline, of e.g. the closing dates of assignments. More than half ($n = 57$, 57.0%) of 100 (100.0%) 3rd year respondents indicated that for night shift they *frequently to always* had the need to stay within a timeline. A **significant difference** between day and night shift responses for 3rd year respondents ($Z = -2.69$, $p < .007$) was obtained (Table 4.30). Nurses often lack knowledge about the importance of sleep because the topic is rarely covered in their training programme (Colten & Altevogt, 2011:262).

c. I manage my time effectively (Item 15)

A quarter ($n = 25$, 25.0%) of 100 (100.0%) **2nd year** respondents indicated that for day shift they *never to sometimes* had the need to manage their time effectively ($\bar{x} = 3.57$, $SD 1.23$). On the other hand, less than half ($n = 40$, 40.0%) of 100 (100%) 2nd year respondents for night shift had a similar response ($\bar{x} = 3.09$, $SD = 1.33$). A **significant difference** between day and night shift responses of 2nd year respondents ($Z = -4.00$, $p < .000$) was found (Table 4.29). Third year respondents obtained a higher mean value for day than for night shift ($\bar{x} = 3.26$, $SD = 1.17$; $\bar{x} = 2.83$, $SD = 1.18$). More than a quarter ($n = 28$, 28.0%) of 100 (100.0%) 3rd responses for day shift indicated that they *never to sometimes* had the need to manage their time effectively. More than a third ($n = 38$, 38.0%) of 100 (100.0%) 3rd year respondents indicated that for night shift they *never to sometimes* had the need to manage their time effectively. A **significant difference** between the day and night shift responses of 3rd year respondents ($Z = -3.60$, $p < .000$) was obtained (Table 4.30).

According to Nilson and Stomberg-Warren (2008:6), nurses are enjoying their learning although they are challenged to meet their commitments on time.

4.5.1.5 Orientation needs (Items 14 and 18) (Table 4.33 and Table 4.34)

Table 4.33: Day and night shift orientation needs of 2nd year respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value

Item	Orientation needs (n = 100)	Responses of 2nd year respondents day and night shifts														\bar{x}	SD	Skewness
		Total		Never		Sometimes		Often		Frequently		Always						
		n	%	n	%	n	%	n	%	n	%	n	%					
14	I am orientated to the clinical environment by the clinical facilitator.	D	100	100.0	4	4.0	17	17.0	21	21.0	17	17.0	41	41.0	3.74	1.27	SN	
		N	100	100.0	22	22.0	24	24.0	18	18.0	14	14.0	22	22.0	2.90	1.47	ND	
18	I have been introduced to the procedures to follow in the unit.	D	100	100.0	3	3.0	15	15.0	23	23.0	28	28.0	31	31.0	3.69	1.15	ND	
		N	100	100.0	8	8.0	30	30.0	22	22.0	22	22.0	18	18.0	3.12	1.25	ND	

Table 4.34: Day and night shift orientation needs of 3rd year respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value

Item	Orientation needs (n = 100)	Responses of 3rd year respondents day and night shifts														\bar{x}	SD	Skewness
		Total		Never		Sometimes		Often		Frequently		Always						
		n	%	n	%	n	%	n	%	n	%	n	%					
14	I am orientated to the clinical environment by the clinical facilitator.	D	100	100.0	4	4.0	17	17.0	21	21.0	17	17.0	41	41.0	3.74	1.27	SN	
		N	100	100.0	22	22.0	24	24.0	18	18.0	14	14.0	22	22.0	2.90	1.47	ND	
18	I have been introduced to the procedures to follow in the unit.	D	100	100.0	3	3.0	15	15.0	23	23.0	28	28.0	31	31.0	3.69	1.15	ND	
		N	100	100.0	8	8.0	30	30.0	22	22.0	22	22.0	18	18.0	3.12	1.25	ND	

Table 4.35: Comparison between the mean ranks of items in relation to for day and night shift orientation needs of the 2nd year respondents

Physiological needs	Items	Mean rank	Wilcoxon signed ranks test		Comments
			Z	P	
Orientation needs	Item 14	12.50	-3.99	.000	Significant
	Item 18	17.83	-3.61	.000	Significant

Table 4.36: Comparison between the mean ranks of items in relation to day and night shift orientation needs of the 3rd year respondents

Physiological needs	Items	Mean rank	Wilcoxon signed ranks test		Comments
			Z	p	
Orientation needs	Item 14	18.50	-4.86	.000	Significant
	Item 18	15.33	-4.47	.000	Significant

Table 4.37: Comparison between the mean ranks of items in relation to day shift orientation needs of the 2nd and 3rd year respondents

Physiological needs	Items	Mean rank		Wilcoxon signed ranks test		Comments
		2nd night	3rd night	Z	p	
Orientation needs	Item 14	96.00	105.01	-1.15	.250	Not significant
	Item 18	104.93	96.08	-1.12	.260	Not significant

Table 4.38: Comparison between the mean rank of items in relation to night shift orientation needs of the 2nd and 3rd year respondents

Physiological needs	Items	Mean rank		Wilcoxon signed ranks test		Comments
		2nd night	3rd night	Z	p	
Orientation needs	Item14	102.41	98.59	-0.48	.630	Not Significant
	Item18	106.03	94.97	-1.39	.170	Not Significant

a. I am orientated to the clinical environment by the clinical facilitator (Item 14)

The **2nd year** respondents for both day and night shifts obtained the 2nd highest mean values ($\bar{x} = 3.53$, $SD = 1.34$; $\bar{x} = 3.00$, $SD = 1.48$) for the need to be orientated to the clinical environment by the clinical facilitator in the domain of orientation needs. More than half ($n = 55$, 55.0 %) of 100 (100.0%) 2nd year respondents indicated that they *frequently to always* needed to be orientated to the clinical environment by the clinical facilitator for day shift. More than a third ($n = 39$, 39.0%) of 100 (100.0%) **2nd year** respondents indicated that they *frequently to always* needed to be orientated to the clinical environment by the clinical facilitator for night shift. A **significant difference** between the day and night shift responses of 2nd year respondents ($Z = -3.99$, $p < .000$) was obtained (Table 4.35).

The **3rd year** respondents for day shift obtained the highest mean value ($\bar{x} = 3.74$, $SD = 1.27$) in terms of the need to be orientated to the clinical environment in the domain of orientation needs. More than half ($n = 58$, 58.0%) of 100 (100.0%) 3rd year respondents for day shift indicated that they *frequently to always* needed to be orientated to the clinical environment by the clinical facilitator. For night shift, the 3rd year respondents also obtained the highest mean value ($\bar{x} = 2.9$, $SD = 1.47$) in terms of the need to be orientated to the clinical environment. More than a third ($n = 36$, 36.0%) of 100 (100.0%) 3rd year respondents for night shift indicated that they *frequently to always* needed to be orientated to the clinical environment. A **significant difference** between day and night shift responses of 3rd year respondents ($Z = -4.86$, $p < .000$) was obtained (Table 4.36).

One of the aims of nursing education is to orientate students to acquire skills for offering appropriate health care services to the patients with a variety of complex health problems (Kosgeroglu, Bahaddin Acat, Ayranci, Ozabacid & Erkal, 2009:331).

b. I have been introduced to the procedures to follow in the unit (Item 18)

The **2nd year** respondents on both day and nights shift obtained the highest mean values ($\bar{x} = 3.83$, $SD = 1.25$; $\bar{x} = 3.36$, $SD = 1.34$) for Item 18 in the domain of orientation needs. Three-quarters ($n = 67$, 67.0%) of 100 (100.0%) 2nd year respondents indicated that for day shift they *frequently to always* had the need to be introduced to the procedures to be followed in the unit. More than half ($n = 51$, 51.0%) of 100 (100.0%) 2nd year respondents indicated that they *frequently to always* had the need to be introduced to the procedures of the unit for night shift. A **significant difference** between day and night shift responses of 2nd year respondents ($Z = -3.61$, $p < .000$) was found (Table 4.35).

The **3rd year** respondents for day and night shifts also obtained the 2nd highest mean values ($\bar{x} = 3.69$, $SD = 1.15$, $\bar{x} = 3.12$, $SD = 1.25$) for Item 18 in the domain of orientation needs. Nearly two-thirds ($n = 59$, 59.0%) of 100 (100.0%) 3rd year respondents for day shift indicated that they *frequently to always* had the need to be introduced to the procedures in the unit. For night shift, less than half ($n = 40$, 40.0%)

of 100 (100.0%) respondents indicated that they *frequently to always* had the need to be introduced to the procedures in the unit. A **significant difference** between day and night shift responses for 3rd year respondents ($Z = -4.47, p < .000$) was obtained (Table 4.36). Clinical competency is a major component of nursing education in both the academic and clinical arenas (Lindahl, Dagborn & Nilsson, 2009:12).

4.5.1.6 Physical needs (Items 23 and 28) (Table 4.39 and Table 4.40)

Table 4.39: Day and night shift physical needs of 2nd year respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value																		
Item	Physical needs (n = 100)		Responses of 2nd year respondents during day and night shifts													\bar{x}	SD	Skewness
			Total		Never		Sometimes		Often		Frequently		Always					
			n	%	n	%	n	%	n	%	n	%	n	%				
23	The temperature in the unit affects my mood.	D	99	100.0	19	19.2	33	33.3	18	18.2	9	9.10	20	20.2	2.80	1.40	ND	
		N	100	100.0	21	21.0	34	34.0	16	16.0	6	6.0	23	23.0	2.76	1.46	ND	
28	I am able to travel to the site of my clinical placement.	D	99	100.0	8	8.0	12	12.0	7	7.0	12	12.0	60	60.0	4.00	1.40	SN	
		N	100	100.0	6	6.0	12	12.0	12	12.0	16	16.0	54	54.0	3.77	1.50	SN	

Table 4.40: Day and night shift physical needs of 3rd year respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value																		
Item	Physical needs (n = 100)		Responses of 3rd year respondents during day and night shifts													\bar{x}	SD	Skewness
			Total		Never		Sometimes		Often		Frequently		Always					
			n	%	n	%	n	%	n	%	n	%	n	%				
23	The temperature in the unit affects my mood.	D	100	100.0	17	17.0	20	20.0	24	24.0	16	16.0	23	23.0	3.08	1.40	ND	
		N	100	100.0	22	22.0	21	21.0	23	23.0	11	11.0	23	23.0	2.92	1.46	ND	
28	I am able to travel to the site of my clinical placement.	D	100	100.0	7	7.0	14	14.0	20	20.0	20	20.0	39	39.0	3.70	1.31	SN	
		N	100	100.0	12	12.0	22	22.0	17	17.0	15	15.0	34	34.0	3.37	1.45	ND	

Table 4.41: Comparison between the mean ranks of items about physical needs during day and night shift of the 2nd year respondents

Physiological needs	Items	Mean rank	Wilcoxon signed ranks test		Comments
			Z	p	
Physical needs	Item 23	15.80	-.094	.925	Not significant
	Item 28	11.50	-2.58	.010	Significant

Table 4.42: Comparison between the mean ranks of items about physical needs during day and night shift of the 3rd year respondents

Physiological needs	Items	Mean rank	Wilcoxon signed ranks test		Comments
			Z	p	
Physical needs	Item 23	17.60	-1.18	.237	Not significant
	Item 28	11.25	-2.86	.004	Significant

Table 4.43: Comparison between the mean ranks of items about physical needs during day shift of the 2nd year and 3rd year respondents

Physiological needs	Items	Mean rank		Wilcoxon signed ranks test		Comments
		2nd day	3rd day	Z	p	
Physical needs	Item 23	93.96	106.25	-1.57	.120	Not significant
	Item 28	108.36	92.64	-2.06	.040	Significant

Table 4.44: Comparison between the mean ranks of items about physical needs during night shift of the 2nd year and 3rd year respondents

Physiological needs	Items	Mean rank		Wilcoxon signed ranks test		Comments
		2nd night	3rd night	Z	p	
Physical needs	Item 23	97.23	103.78	-.82	.930	Not Significant
	Item 28	108.87	92.14	-2.15	.032	Significant

a. The temperature in the unit affects my mood (Item 23)

For both day and night shifts, the **2nd year** respondents obtained the 2nd highest mean values ($\bar{x} = 2.80$, $SD = 1.40$; $\bar{x} = 2.76$, $SD = 1.46$) for the need of unit temperature in the domain of physical needs. More than a quarter ($n = 29$, 29.3%) of 99 (100.0%) 2nd year respondents for day shift indicated that they *frequently to always* had the need for a comfortable temperature in the unit. More than a quarter ($n = 29$, 29.0%) of 100 (100.0%) 2nd year respondents indicated that they *frequently to always* perceived that their mood was affected by the temperature in the unit during night shift. The **3rd year** respondents obtained the 2nd highest mean value ($\bar{x} = 3.08$, $SD = 1.40$; $\bar{x} = 2.92$, $SD = 1.46$) for the day and night shifts respectively in the domain of physical needs. More than a third ($n = 39$, 39.0%) of 100 (100.0%) 3rd year respondents indicated that they *frequently to always* perceived their mood being affected by the temperature in the unit during day shift. A third ($n = 34$, 34.0%) of 100 (100.0%) 3rd year respondents indicated a similar response for night shift

A defect in environmental conditions such as thermal conditions and light intensity could be harmful for the physical and mental health of a person (Azmoon, Dehghan, Akbari & Souri, 2013:5).

I am able to travel to the site of my clinical placement (Item 28)

The **2nd year** respondents, for day and night shifts, obtained the highest mean values ($\bar{x} = 4.00$, $SD = 1.40$; $\bar{x} = 3.77$, $SD = 1.50$) in relation to being able to travel to the site of their clinical placement in the domain of physical needs. Nearly three-quarters ($n = 72$, 72.0%) of 99 (100.0%) respondents indicated that for day shift they *frequently to always* were able to travel to their clinical placement. Less than a quarter ($n = 23$, 23.0%) of the 100 (100.0%) respondents indicated that for night shift they *frequently to always* were able to travel to the clinical site. A **significant difference** between day and night shift responses of 2nd year respondents ($Z = -2.58$, $p < .010$) was obtained (Table 4.41).

More than half ($n = 59$, 59.0%) of 100 (100.0%) **3rd year** respondents for day shift indicated that they *frequently to always* were able to travel to the site of their clinical placement ($\bar{x} = 3.70$, $SD = 1.31$). For night shift, nearly half ($n = 49$, 49.0%) of 100 (100.0%) respondents indicated that they *frequently to always* were able to travel to the site of their clinical placement ($\bar{x} = 3.37$, $SD = 1.45$). In the context of

the study, it was known that students mainly used the public transport system to travel to work. **Significant differences** between the responses of 2nd and 3rd year respondents for day shift ($Z = -2.06$, $p < .040$) (Table 4.43) and night shift ($Z = -2.15$, $p < .032$) was obtained (Table 4.44).

A study found that more challenges are experienced amongst nurses who travel to placements on night shift than day shift (Van Hofwegen, Kirkham & Harwood, 2005:13).

4.5.1.7 Resources policies and procedures (Item 19) (Table 4.45 and Table 4.46)

a. I have access to information, such as policies (Item 19)

For day shift, less than half ($n = 45$, 46.0%) of 98 (100.0%) **2nd year** respondents indicated that they *frequently to always* had the need to have access to information, such as policies ($\bar{x} = 3.24$, $SD = 1.40$). For night shift, more than a third ($n = 34$, 34.7%) of 98 (100.0%) 2nd year respondents had the need for access to information ($\bar{x} = 2.98$, $SD = 1.34$). A **significant difference** between day and night shift responses of 2nd year respondents ($Z = -2.60$, $p < .009$) was found (Table 4.47).

More than half ($n = 58$, 59.2%) of 98 (100.0%) **3rd year** respondents indicated that they *frequently to always* had the need to access information during day shift ($\bar{x} = 3.71$, $SD = 1.07$).

For night shift, less than half ($n = 43$, 44.3%) of 97 (100.0%) 3rd year respondents indicated that they *frequently to always* needed access to information, such as policies and procedures ($\bar{x} = 3.23$, $SD = 1.32$).

Significant differences between day and night shift responses of 3rd year respondents ($Z = -4.15$, $p < .000$) (Table 4.48) and the day shift responses between 2nd and 3rd year respondents ($Z = -2.31$, $p < .020$) (Table 4.49) were obtained.

Nurses use policies and procedures to guide their practice and such documents should always be readily available to access during service delivery (Squires, Moralejo & LeFort, 2007:1748).

Table 4.45: Day and night shift resources, procedure and policy needs of 2nd year respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value																	
Item	Resources, procedure and policy needs (n = 100)		Responses of 2nd year respondents for day and night shifts														
			Total		Never		Sometimes		Often		Frequently		Always		\bar{x}	SD	Skewness
			n	%	n	%	n	%	n	%	n	%	n	%			
19	I have access to information, such as policies.	D	98	100.0	11	11.0	26	26.5	16	16.3	18	18.4	27	27.6	3.24	1.40	SN
		N	98	100.0	14	14.3	27	28.0	23	23.5	15	15.3	19	19.4	2.98	1.34	ND

Table 4.46: Day and night shift resources, procedures and policy needs of 3rd year respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value																	
Item	Resources, procedures and policy needs (n = 100)		Responses of 3rd year respondents for day and night shifts														
			Total		Never		Sometimes		Often		Frequently		Always		\bar{x}	SD	Skewness
			n	%	n	%	n	%	n	%	n	%	n	%			
19	I have access to information, such as policies.	D	98	100.0	2	2.0	12	12.2	26	26.5	30	30.6	28	28.6	3.71	1.07	ND
		N	97	100.0	12	12.4	18	18.6	24	24.7	22	22.7	21	21.6	3.23	1.32	ND

Table 4.47: Comparison between the mean ranks of items about resources, procedures and policy needs during day and night shift of the 2nd year respondents

Physiological needs	Items	Mean rank	Wilcoxon signed ranks test		Comments
			Z	P	
Resources, procedures and policies needs	Item 19	11.25	-2.60	.009	Significant

Table 4.48: Comparison between the mean ranks of items about resources, procedures and policy needs during day and night shift of the 3rd year respondents

Physiological needs	Items	Mean rank	Wilcoxon signed ranks test		Comments
			Z	P	
Resources, procedures and policies needs	Item 19	15.20	-4.15	.000	Significant

Table 4.49: Comparison between the mean ranks of items about resources, procedures and policy needs during day shift of the 2nd and 3rd year respondents

Physiological needs	Items	Mean rank		Wilcoxon signed ranks test		Comments
		2nd day	3rd day	Z	P	
Resources, procedures and policy needs	Item 19	89.19	107.61	-2.31	.020	Significant

Table 4.50: Comparison between the mean ranks of items about resources, procedures and policy needs during day and night shift of the 2nd and 3rd year respondents

Physiological needs	Items	Mean rank		Wilcoxon signed ranks test		Comments
		2nd night	3rd night	Z	P	
Resources, procedures and policy needs	Item 19	92.72	103.34	-1.34	.180	Not Significant

4.5.2 Safety Needs

- Safety needs was measured in 14 items that have been clustered in the following categories for discussion purpose:
- physical needs (Item 71), workload needs (Item 72),
- extrinsic needs for motivation (Item 73),
- staffing needs (Items 74 and 75),
- emotional needs (Item 76),
- bursary needs (Items 77 and 78),
- supernumerary needs (Items 79, 80 and 81),
- time allocation needs (Items 82 and 83) and
- accompaniment needs (Item 84).

4.5.2.1 Physical needs (Item 71) (Tables 4.51 and Table 4.52)

a. My work environment is safe, e.g. free from hazards (Item 71)

For day shift, almost half (n = 47, 47%) of 100 (100.0%) **2nd year** respondents indicated that they *never to sometimes* had the need of being in a safe e.g. hazard free work environment ($\bar{x} = 2.80$, SD = 1.24). Similarly for night shift, more than half (n = 53, 53.0%) of 100 (100.0%) of the respondents indicated that they *never to sometimes* had the need of a safe environment ($\bar{x} = 2.70$, SD = 1.25). More than a third (n = 36, 36.0%) of 100 (100.0%) **3rd year** respondents for day shift ($\bar{x} = 3.13$, SD = 1.24) and 38 (38.0%) of 100 (100.0%) of the 3rd year respondents for night shift ($\bar{x} = 3.04$, SD = 1.21) indicated that they *never to sometimes* had the need to work in a safe environment. Night shift do pose environmental hazards working indim lights and the hours of working cause anxiety family porelationship distractions (Caruso, 2006: 531-536).

Table 4.51: Day and night shift physical needs of 2nd year respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value																	
Items	Physical needs (n = 100)	Responses of 2nd year respondents during day and night shifts															
		Total		Never		Sometimes		Often		Frequently		Always		\bar{x}	SD	Skewness	
		n	%	n	%	n	%	n	%	n	%	n	%				
71	My work environment is safe, e.g. free from hazards.	D	100	100.0	14	14.0	33	33.0	25	25.0	15	15.0	13	13.0	2.80	1.24	ND
		N	100	100.0	16	16.0	37	37.0	20	20.0	15	15.0	12	12.0	2.70	1.25	ND

Table 4.52: Day and night shift physical needs of 3rd year respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value																	
Items	Physical needs (n = 100)	Response of 3rd year respondents during day and night shifts															
		Total		Never		Sometimes		Often		Frequently		Always		\bar{x}	SD	Skewness	
		n	%	n	%	n	%	n	%	n	%	n	%				
71	My work environment is safe, e.g. free from hazards.	D	100	100.0	8	8.0	28	28.0	25	25.0	21	21.0	18	18.0	3.13	1.24	ND
		N	100	100.0	9	9.0	29	29.0	26	26.0	21	21.0	15	15.0	3.04	1.21	ND

Table 4.53: Comparison between the mean ranks of items about physical needs during day and night shift of the 2nd year respondents

Safety needs	Items	Mean rank	Wilcoxon signed ranks test		Comments
			Z	p	
Physical needs	Item 71	8.19	-1.21	.225	Not Significant

Table 4.54: Comparison between the mean ranks of items about physical needs during day and night shift of 3rd year respondents

Safety needs	Items	Mean rank	Wilcoxon signed ranks test		Comments
			Z	p	
Physical needs	Item 71	14.64	-.687	.492	Not Significant

Table 4.55: Comparison between the mean ranks of items about physical needs during day shift of the 2nd and 3rd year respondents

Safety needs	Items	Mean rank		Mann-Whitney ranks test		Comments
		2nd years day	3rd years day	Z	p	
Physical needs	Item 71	93.00	108.00	-1.89	.059	Not Significant

Table 4.56: Comparison between the mean ranks of items about physical needs during night shift of the 2nd and 3rd year respondents

Safety needs	Items	Mean rank		Mann-Whitney ranks test		Comments
		2nd years night	3rd years night	Z	p	
Physical needs	Item 71	92.39	108.61	-1.89	.059	Not Significant

4.5.2.2 Workload needs (Item 72) (Table 4.57 and Table 4.58)

a. The allocated personnel in my unit can manage the workload during the shifts (Item 72)

More than a quarter (n = 28, 28.3%) of 99 (100.0%) 2nd year respondents (day shift) and nearly half (n = 41, 41%) of 100 (100.0%) respondents (night shift) indicated that they *never to sometimes* had personnel in their unit to manage the workload during the shifts. A slightly lower mean value of 3.05 (SD = 1.34) was obtained for night shift than the 3.35 (SD = 1.26) for day shift. A **significant difference** between day and night shift responses of 2nd year respondents for (Z = -2.88, p < .004) was obtained (Table 4.59).

Table 4.57: Day and night shift workload needs of 2nd year respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value

Item	Workload needs (n = 100)		Responses for 2nd years day and night shifts													\bar{x}	SD	Skewness
			Total		Never		Sometimes		Often		Frequently		Always					
			n	%	n	%	n	%	n	%	n	%	n	%				
72	The allocated personnel in my unit can manage the workload during the shifts.	D	99	100.0	7	7.1	21	21.2	25	25.0	22	22.2	24	24.2	3.35	1.26	ND	
		N	100	100.0	12	12.0	29	29.0	22	22.0	16	16.0	21	21.0	3.05	1.34	ND	

Table 4.58: Day and night shift workload needs of 3rd year respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value

Item	Workload needs (n = 100)		Responses for 3rd years day and night shifts													\bar{x}	SD	Skewness
			Total		Never		Sometimes		Often		Frequently		Always					
			n	%	n	%	n	%	n	%	n	%	n	%				
72	The allocated personnel in my unit can manage the workload during the shifts.	D	99	100.0	5	5.1	21	21.2	28	28.3	26	26.3	19	19.2	3.33	1.16	ND	
		N	99	100.0	12	12.1	25	25.3	29	29.3	17	17.2	16	16.2	3.00	1.25	ND	

Table 4.59: Comparison between the mean ranks of items about workload needs during day and night shift of the 2nd year respondents

Safety needs	Item	Mean rank	Wilcoxon signed ranks test		Comments
			Z	p	
Workload	Item 72	16.81	-2.88	.004	Significant

Table 4.60: Comparison between the mean ranks of items about workload needs during day and night shift of the 3rd year respondents

Safety needs	Item	Mean rank	Wilcoxon signed ranks test		Comments
			Z	p	
Workload	Item 72	17.10	-2.98	.003	Significant

Table 4.61: Comparison between the mean ranks of items about workload needs during day shift of the 2nd and 3rd year respondents

Safety needs	Item	Mean rank		Wilcoxon signed ranks test		Comments
		2nd day	3rd day	Z	p	
Workload	Item 72	111.95	89.05	-.16	.870	Not Significant

Table 4.62: Comparison between the mean ranks of items of the 2nd and 3rd year respondents about workload needs for night shift

Safety needs	Item	Mean rank		Wilcoxon signed ranks test		Comments
		2nd night	3rd night	Z	p	
Workload	Item 72	100.69	99.31	-.16	.870	Not Significant

The **3rd year** respondents obtained a higher mean value of 3.33 (SD = 1.16) for day shift than the mean value of 3.00 (SD = 1.25) for night shift. More than a quarter (n = 26, 26.3%) of 99 (100.0%) 3rd year respondents for day shift and more than a third (n = 37, 37.4%) of 99 (100.0%) respondents for night shift indicated that they *never to sometimes* had the need to have additional personnel allocated to the unit for managing the workload. A **significant difference** between day and night shift responses of 3rd year respondents (Z = -2.98, p < .003) was obtained for Item 72 (Table 4.60). The shortage of nurses is detrimental, not only to the quality of patient care but also to a person's morale. In turn, motivation affects staff retention, the quality of patient care, as well as learner nurses' need to become competent (Wilson, 2005:137-145).

4.5.2.3 Staffing needs (Items 74 and 75) (Table 4.63 and Table 4.64)

Table 4.63: Day and night shift staffing needs of 2nd year respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value																		
Item	Staffing needs (n = 100)		Responses of 2nd year respondents during day and night shifts															Skew-ness
			Total		Never		Sometimes		Often		Frequently		Always		\bar{x}	SD		
			n	%	n	%	n	%	n	%	n	%	n	%				
74	I respect the decisions of my immediate supervisor.	D	100	100.0	1	1.0	3	3.0	8	8.0	22	22.0	66	66.0	4.49	0.85	SN	
		N	100	100.0	1	1.0	7	7.0	9	9.0	18	18.0	65	65.0	4.39	0.98	SN	
75	Support by staff members in, e.g. a form of counselling at the workplace is available in the unit.	D	100	100.0	14	14.0	23	23.0	21	21.0	14	14.0	28	28.0	3.19	1.43	ND	
		N	100	100.0	19	19.0	26	26.0	21	21.0	12	12.0	22	22.0	2.92	1.43	ND	

Table 4.64: Day and night shift staffing needs for 3rd year respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value

Item	Staffing needs (n = 100)	Responses of 3rd year respondents during day and night shifts														\bar{x}	SD	Skewness
		Total		Never		Sometimes		Often		Frequently		Always						
		n	%	n	%	n	%	n	%	n	%	n	%					
74	I respect the decisions of my immediate supervisor.	D	100	100.0	1	1.0	13	13.0	17	17.0	31	31.0	38	38.0	3.92	1.08	SN	
		N	99	100.0	5	5.1	17	17.2	21	21.2	28	28.3	28	28.3	3.58	1.21	SN	
75	Support by staff members in, e.g. a form of counselling at the workplace is available in the unit.	D	100	100.0	19	19.0	16	16.0	24	24.0	25	25.0	16	16.0	3.03	1.35	ND	
		N	100	100.0	23	23.0	22	22.0	19	19.0	23	23.0	13	13.0	2.81	1.37	ND	

Table 4.65: Comparison between the mean ranks of items about staffing needs during day and night shift of the 2nd year respondents

Staffing needs	Items	Mean rank	Wilcoxon signed ranks test		Comments
			Z	p	
Staffing needs	Item 74	5.00	-1.85	.064	Not Significant
	Item 75	16.28	-2.26	.023	Significant

Table 4.66: Comparison between the mean ranks of items about staffing needs during day and night shift of the 3rd year respondents

Safety needs	Items	Mean rank	Wilcoxon signed ranks test		Comments
			Z	p	
Staffing needs	Item 74	12.42	-2.71	.007	Significant
	Item 75	19.40	-2.43	.015	Significant

Table 4.67: Comparison between the mean ranks of items about staffing needs during day shift of the 2nd and 3rd year respondents

Safety needs	Items	Mean rank		Wilcoxon signed ranks test		Comments
		2nd Day	3rd Day	Z	p	
Staffing needs	Item 74	116.22	84.78	-4.20	.000	Significant
	Item 75	103.68	97.32	-.79	.430	Not Significant

Table 4.68: Comparison between the mean ranks of items about staffing needs during night shift of the 2nd and 3rd year respondents

Safety needs	Items	Mean rank		Wilcoxon signed ranks test		Comments
		2nd Night	3rd Night	Z	p	
Staffing needs	Item74	119.91	79.89	-4.20	.000	Significant
	Item75	102.60	98.40	-.79	.430	Not Significant

a. I respect the decisions of my immediate supervisor (Item 74)

The majority (n = 88, 88.0%) of 100 (100.0%) **2nd year** respondents indicated that for day shift they *frequently to always* needed to respect the decisions of their immediate supervisor (\bar{x} = 4.49, SD = 0.85). Slightly fewer (n = 83, 83.0%) of 100 (100.0%) 2nd year respondents indicated that for night shift they *frequently to always* needed to respect the decisions of their immediate supervisor (\bar{x} = 4.39, SD = 0.98). Less than three-quarters (n = 69, 69.0%) of 100 (100.0%) of **3rd year** respondents indicated that for day shift they *frequently to always* needed to respect the decisions of their immediate supervisor (\bar{x} = 3.92,

SD = 1.08). More than half (n = 56, 56.6%) of 99 (100.0%) 3rd year respondents for night shift indicated that they *frequently to always* needed to respect the decisions of their immediate supervisors (\bar{x} = 3.58, SD = 1.21). A **significant difference** between day and night shift responses of 3rd year respondents (Z = -2.71, p < .007) was obtained (Table 4.66).

Significant differences in responses between 2nd and 3rd year respondents for day shift (Z = -4.20, p < .000) (Table 4.67) and night shift (Z = -4.20, p < .000) was obtained (Table 4.68). At the unit level, the nurse manager plays a pivotal role in promoting student- supervisor and collegial relationships based on mutual respect and support; the learner nurses demonstrate respect to the supervisor within the team and to the patients, motivated by their professional and social role modelling (Cohen, Stuenkel & Nguyen, 2009:316).

b. Support by staff members in e.g. a form of counselling at the workplace is available in the unit (Item 75)

The **2nd year** respondents for day shift obtained the second highest mean value (\bar{x} = 3.19, SD = 1.43) for Item 75 in the domain of staffing needs. Less than half (n = 42, 42.0%) of 100 (100.0%) respondents (day shift) indicated that they *frequently to always* needed to be supported by staff members. For night shift, the 2nd year respondents obtained a lower mean value (\bar{x} = 2.92, SD = 1.43) for the need to be supported by staff members in, e.g. a form of counselling at the workplace and being available in the unit in the domain of staffing needs. A third (n = 34, 34.0%) of 100 (100.0%) respondents for night shift indicated that they *frequently to always* needed to be supported by staff members in, e.g. a form of counselling at the workplace and being available in the unit. A **significant difference** between day and night shift responses of 2nd year respondents (Z = -2.26, p < .023) was obtained (Table 4.65).

For day shift, **3rd year** respondents also obtained the highest mean value (\bar{x} = 3.03, SD = 1.35) for Item 75 in the domain of staffing needs. Less than half (n = 41, 41.0%) of 100 (100.0%) 3rd year respondents for day shift indicated that they *frequently to always* needed to be supported by staff members. For night shift, the 3rd year respondents obtained a lower mean value (\bar{x} = 2.81, SD = 1.37) than for day shift. More than a third (n = 36, 36.0%) of 100 (100.0%) respondents for night shift indicated that they *frequently to always* needed to being supported, in e.g. a form of counselling in the unit.

Significant differences between day and night shift responses of 3 year respondents (Z = -2.71, p < .007) (Table 4.66) and between 2nd and 3rd year respondents for day and night shift (Z = -4.20, p < .000) was obtained (Table 4.67 and Table 4.68). Supportive clinical placements provide extrinsic motivational learning opportunities for students in relation to skills, knowledge, practice, reflection and cultural socialisation (Meyer, Lees, Humphris & Connell, 2007:316).

4.5.2.4 Motivational extrinsic needs (Item 73) (Table 4.69 and Table 4.70)

a. I am clear about the objectives I need to achieve in the unit (Item 73)

The **2nd year** respondents for day shift obtained a higher mean value (\bar{x} = 3.84, SD = 1.04) than for night shift (\bar{x} = 3.65, SD = 1.17) in respect of being clear about the objectives that needed to be achieved in the unit.

Two thirds (n = 64, 64.0%) of 100 (100.0%) of the 2nd year respondents for day shift indicated that they *frequently to always* needed to be clear about the objectives needed to be achieved in the unit. More than half (n = 52, 52.0%) of 100 (100.0%) respondents indicated that they *frequently to always* needed to be clear about the objectives. A **significant difference** between day and night shift responses of 2nd years (Z = -2.11, p < .035) was obtained (Table 4.71).

Table 4.69: Day and night shift extrinsic motivational needs of 2nd year respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value																			
Item	Motivational extrinsic needs (n = 100)	Responses of 2nd year respondents during day and night shifts															\bar{x}	SD	Skewness
		Total		Never		Sometimes		Often		Frequently		Always							
		n	%	n	%	n	%	n	%	n	%	n	%						
73	I am clear about the objectives I need to achieve in the unit.	D	100	100.0	1	1.0	11	11.0	24	24.0	31	31.0	33	33.0	3.84	1.04	SN		
		N	100	100.0	1	1.0	19	19.0	28	28.0	18	18.0	34	34.0	3.65	1.17	ND		

Table 4.70: Day and night shift extrinsic motivational needs of 3rd year respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value																			
Item	Items Motivational extrinsic needs (n = 100)	Responses of 3rd years during day and night shifts															\bar{x}	SD	Skewness
		Total		Never		Sometimes		Often		Frequently		Always							
		n	%	n	%	n	%	n	%	n	%	n	%						
73	I am clear about the objectives I need to achieve in the unit.	D	100	100.0	2	2.0	17	17.0	40	40.0	20	20.0	21	21.0	3.41	1.07	ND		
		N	100	100.0	5	5.0	30	30.0	28	28.0	23	23.0	14	14.0	3.11	1.14	ND		

Table 4.71: Comparison between the mean ranks of items about extrinsic motivational needs during day and night shift of the 2nd year respondents

Safety needs	Item	Mean rank	Wilcoxon signed ranks test		Comments
			Z	p	
Extrinsic motivational needs	Item 73	14.19	-2.11	.035	Significant

Table 4.72: Comparison between the mean ranks of items about extrinsic motivational needs during day and night shift of the 3rd year respondents

Safety needs	Item	Mean rank	Wilcoxon signed ranks test		Comments
			Z	p	
Extrinsic motivational needs	Item 73	9.43	-3.02	.003	Significant

Table 4.73: Comparison between the mean ranks of items about extrinsic motivational needs during day shift of the 2nd and 3rd year respondents

Safety needs	Item	Mean rank		Wilcoxon signed ranks test		Comments
		2nd day	3rd day	Z	p	
Extrinsic motivation needs	Item 73	111.95	89.05	-2.90	.004	Significant

Table 4.74: Comparison between the mean ranks of items about extrinsic motivational needs during night shift of the 2nd and 3rd year respondents

Safety needs	Item	Mean rank		Wilcoxon signed ranks test		Comments
		2nd Night	3rd Night	Z	p	
Extrinsic motivational needs	Item 73	113.08	87.93	-2.90	.004	Significant

The **3rd year** respondents for day shift obtained a higher mean value ($\bar{x} = 3.41$, $SD = 1.07$) than for night shift ($\bar{x} = 3.11$, $SD = 1.14$). Less than half ($n = 41$, 41.0%) of 100 (100.0%) 3rd year respondents indicated that for day shift they *frequently to always* needed to be clear about the objectives to be achieved in the unit. More than a third ($n = 37$, 37.0%) of 100 (100.0%) **3rd year** respondents for night shift indicated that they *frequently to always* needed to be clear about the objectives in the unit. A **significant difference** between day and night shift responses of 3rd year respondents for ($Z = -3.02$, $p < .003$) was obtained (Table 4.72). **Significant differences** between 2nd and 3rd year respondents for day shift ($Z = -2.90$, $p < .004$) (Table 4.73) and night shift ($Z = -2.90$, $p < .004$) (Table 4.74) were found.

Learner nurses are extrinsically motivated by accompaniment, guidance and support they receive to learn, as well as by reaching objectives that improve their job morale (Lunenburg, 2011:3).

4.5.2.5 Emotional needs (Item 76) (Table 4.75 and Table 4.76)

a. I feel scared to perform some procedures (Item 76)

Less than a quarter ($n = 22$, 22.0%) of 100 (100.0%) **2nd year** respondents indicated that for day shift they *frequently to always* felt scared to perform some procedures ($\bar{x} = 2.54$, $SD = 1.13$). Less than a quarter ($n = 21$, 21.0%) of 100 (100.0%) respondents indicated that for night shift they *frequently to always* felt scared to perform some procedures ($\bar{x} = 2.61$, $SD = 1.17$). Nearly a third ($n = 31$, 31.3%) of 99 (100.0%) **3rd year** respondents indicated that for day shift they *frequently to always* felt scared to perform some procedures ($\bar{x} = 2.89$, $SD = 1.12$). For night shift, more than a quarter ($n = 25$, 25.3%) of 99 (100.0%) respondents indicated a response of *frequently to always* ($\bar{x} = 2.76$, $SD = 1.11$). **Significant differences** between 2nd and 3rd year respondents for day shift ($Z = -2.35$, $p < .019$) (Table 4.79) and night shift ($Z = -2.35$, $p < .019$) (Table 4.80) were found.

Tension during clinical practicum could lead to learner nurses being demotivated and some find it difficult to apply the theory learned at the higher educational institution in the clinical placement (Levett-Jones & Lathlean, 2008:103).

Table 4.75: Day and night shift emotional needs of 2nd year respondents

Item		Emotional needs (n = 100)		Responses of 2nd year respondents for day and night shifts														\bar{x}	SD	Skewness
				Total		Never		Sometimes		Often		Frequently		Always						
				n	%	n	%	n	%	n	%	n	%	n	%					
76	I feel scared to perform some procedures.	D	100	100.0	15	15.0	45	45.0	18	18.0	15	15.0	7	7.0	2.54	1.13	SP			
		N	100	100.0	15	15.0	40	40.0	24	24.0	11	11.0	10	10.0	2.61	1.17	SP			

Table 4.76: Day and night shift emotional needs of 3rd year respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value																		
Item	Emotional needs (n = 100)	Responses of 3rd years for day and night shifts															SD	Skewness
		Total		Never		Sometimes		Often		Frequently		Always		\bar{x}	SD			
		n	%	n	%	n	%	n	%	n	%	n	%					
76	I feel scared to perform some procedures.	D	99	100.0	9	9.1	32	32.3	27	27.3	23	23.2	8	8.1	2.89	1.12	SP	
		N	99	100.0	10	10.1	37	37.4	27	27.3	17	17.2	8	8.1	2.76	1.11	SP	

Table 4.77: Comparison between the mean ranks of items about emotional needs during day and night shift of the 2nd year respondents

Safety needs	Items	Mean rank	Wilcoxon signed ranks test		Comments
			Z	p	
Emotional needs	Item 76	10.36	-.795	.427	Not Significant

Table 4.78: Comparison between the mean ranks of items about emotional needs during day and night shift of the 3rd year respondents

Safety needs	Items	Mean rank	Wilcoxon signed ranks test		Comments
			Z	p	
Emotional needs	Item 76	11.78	-1.82	.068	Not Significant

Table 4.79: Comparison between the mean ranks of items about emotional needs during day shift of the 2nd and 3rd year respondents

Safety needs	Items	Mean rank		Wilcoxon signed ranks test		Comments
		2nd day	3rd day	Z	p	
Emotional needs	Items 76	90.85	109.24	-2.35	.019	Significant

Table 4.80: Comparison between the mean ranks of items about emotional needs during night shift of the 2nd and 3rd year respondents

Safety needs	Items	Mean rank		Wilcoxon signed ranks test		Comments
		2nd night	3rd night	Z	p	
Emotional needs	Items 76	95.75	104.30	-2.35	.019	Significant

4.5.2.6 Bursary needs (Items 77 and 78) (Table 4.81 and Table 4.82)

a. I receive a bursary in accordance with my years of experience (Item 77)

Less than half (n = 45, 45.0%) of 100 (100.0%) **2nd year** respondents indicated that for day shift they *frequently to always* needed to receive a bursary in accordance with their years of experience (\bar{x} = 3.02, SD = 1.69). For night shift, less than half (n = 42, 42.0%) of 100 (100.0%) respondents indicated that they *frequently to always* needed to receive a bursary (\bar{x} = 3.04, SD = 1.73).

Half (n = 50, 50.0%) of 100 (100.0%) **3rd year** respondents indicated that they *frequently to always* needed to receive a bursary in accordance with their years of experience (\bar{x} = 3.25, SD = 1.54). For night shift, a lower mean value (\bar{x} = 3.08, SD = 1.53) in the responses was obtained whereas less than half (n = 42, 42.4%) of 99 (100.0%) respondents indicated that they *frequently to always* needed to receive a

bursary in accordance with their years of experience. A **significant difference** between the day shift responses of 2nd and 3rd year respondents ($Z = -.90, p < .37$) was obtained (Table 4.85).

Literature indicates challenges on night duty for those not receiving bursaries as being poorly supervised, staff shortages, work overload and no clinical education on working night shift (Dawson, Stasa, Roche, Homer & Duffield, 2014:11).

Table 4.81: Day and night shift bursary needs of 2nd year respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value

Item	Bursary needs (n = 100)	Responses of 2nd year respondents for day and night shifts														\bar{x}	SD	Skewness
		Total		Never		Sometimes		Often		Frequently		Always						
		n	%	n	%	n	%	n	%	n	%	n	%					
77	I receive a bursary in accordance with my years of experience.	D	100	100.0	32	32.0	12	12.0	11	11.0	12	12.0	33	33.0	3.02	1.69	ND	
		N	100	100.0	33	33.0	11	11.0	12	12.0	7	7.0	37	37.0	3.04	1.73	ND	
78	I am happy about my bursary.	D	100	100.0	41	41.0	21	21.0	11	11.0	2	2.0	25	25.0	2.49	1.62	SP	
		N	100	100.0	42	42.0	21	21.0	10	10.0	2	2.0	25	25.0	2.47	1.63	SP	

Table 4.82: Day and night shift bursary needs of 3rd year respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value

Item	Bursary needs (n = 100)	Responses of 3rd year respondents for day and night shifts														\bar{x}	SD	Skewness
		Total		Never		Sometimes		Often		Frequently		Always						
		n	%	n	%	n	%	n	%	n	%	n	%					
77	I receive a bursary in accordance with my years of experience.	D	100	100.0	21	21.0	14	14.0	15	15.0	19	19.0	31	31.0	3.25	1.54	ND	
		N	99	100.0	21	21.2	20	20.2	16	16.2	14	14.1	28	28.3	3.08	1.53	ND	
78	I am happy about my bursary.	D	99	100.0	40	40.4	13	13.1	13	13.1	13	13.1	20	20.1	2.60	1.60	SP	
		N	99	100.0	40	40.4	14	14.1	17	17.2	9	9.1	19	19.2	2.53	1.55	SP	

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Table 4.83: Comparison between the mean ranks of items about bursary needs during day and night shift of the 2nd year respondents

Safety needs	Items	Mean rank	Wilcoxon signed ranks test		Comments
			Z	p	
Bursary needs	Item 77	5.06	-.697	.486	Not Significant
	Item 78	4.40	-.060	.952	Not significant

Table 4.84: Comparison between the mean ranks of items about bursary needs during day and night shift of the 3rd year respondents

Safety needs	Items	Mean rank	Wilcoxon signed ranks test		Comments
			Z	p	
Bursary needs	Item 77	10.92	-2.10	.036	Significant
	Item 78	10.57	-.873	.383	Not significant

Table 4.85: Comparison between the mean ranks of items of the 2nd and 3rd year respondents about bursary needs for day shift

Safety needs	Items	Mean rank		Wilcoxon signed ranks test		Comments
		2nd day	3rd day	Z	p	
Bursary needs	Item 77	96.92	104.08	-.90	.370	Not Significant
	Item 78	98.71	101.30	-.33	.740	Not Significant

Table 4.86: Comparison between the mean ranks of items of the 2nd and 3rd year respondents about bursary needs for night shift

Safety needs	Items	Mean rank		Wilcoxon signed ranks test		Comments
		2nd night	3rd night	Z	p	
Bursary needs	Item 77	99.19	100.82	-.90	.370	Not Significant
	Item 78	98.91	101.11	-.33	.740	Not Significant

b. I am happy about my bursary (Item 78)

Nearly two-thirds (n = 62, 62.0%) of **2nd year** respondents (n = 99) for day shift and 63(63.0%) for night shift indicated that they *never to sometimes* were happy with their bursaries. The 2nd year respondents obtained similar mean values for day shift ($\bar{x} = 2.49$, SD = 1.62) and night shift ($\bar{x} = 2.47$, SD = 1.63). Lower mean values were found for **3rd year** respondents for day shift ($\bar{x} = 2.60$, SD = 1.60) and for night shift ($\bar{x} = 2.53$, SD = 1.55) in respect of the need to be happy with their bursary. For day and night shift respectively, more than half (n = 53, 53.5%, n = 54, 54.5%) of the responses indicated that they *never to sometimes* were happy about their bursary.

Literature indicates that nurses that are unhappy with their bursary, decline to work night shift where there is limited or no supervision (Dawson, Stasa, Roche, Homer & Duffield, 2014:11).

4.5.2.7 Supernumerary needs (Items 79, 80 and 81) (Table 4.87 and Table 4.88)

a. I understand the meaning of supernumerary status (Item 79)

Second year respondents (n = 100, 100.0%) obtained similar mean values in respect of their responses for day shift ($\bar{x} = 2.67$, SD = 1.48) and night shift ($\bar{x} = 2.58$, SD = 1.47) in the domain of supernumerary needs. Nearly half, 46 (46.0%) and more than a third (n = 39, 39.0%) of 2nd year respondents indicated that for day and night shifts they *never to sometimes* needed to understand the meaning of their supernumerary status.

More than a third of **3rd year** respondents for day shift (n = 38, 38.0%) and for night shift (n = 41, 41.0%) indicated that they *never to sometimes* understood the meaning of their supernumerary status ($\bar{x} = 3.08$, SD = 1.35; $\bar{x} = 2.91$, SD = 1.36). **Significant differences** between day and night shift responses of 3rd year respondents (Z = -2.27, p < .023) (Table 4.90) and between the day shift responses of 2nd and 3rd year respondents (Z = -2.08, p < .037) (Table 4.91) and for night shift (Z = -2.08, p < .037) (Table 4.92) was obtained.

The comprehension and the implementation of the supernumerary status still causes perplexity since learner nurses are suppose to be additional to the clinical workforce (Elcock, Curtis & Sharples, 2007:4).

b. I have the benefits of the supernumerary status (Item 80)

More than half (n = 54, 54.5%) of 99 (100.0%) **2nd year** respondents indicated that they *never to sometimes* needed to have the benefits of supernumerary status for day shift ($\bar{x} = 2.52$, SD = 1.40). Similarly, more than half (n = 59, 59.0%) of 100 (100.0%) 2nd year respondents indicated that for night

shift they *never to sometimes* needed to have the benefits of supernumerary status ($\bar{x} = 2.43$, $SD = 1.40$). To a lesser extent, **3rd year** respondents (39.0% of 100 (100.0%)) indicated that they *never to sometimes* had the need to profit from supernumerary status on day shift ($\bar{x} = 2.97$, $SD = 1.31$). For night shift, nearly half ($n = 43$, 43.4%) of 99 (100.0%) 3rd year respondents indicated that they *never to sometimes* had the need to profit from this status ($\bar{x} = 2.79$, $SD = 1.28$) (Table 4.91). **Significant differences** between 2nd and 3rd year respondents for day shift ($Z = -2.47$, $p < .014$) (Table 4.91) and for night shift ($Z = -2.47$, $p < .014$) was obtained (Table 4.92).

The learner nurses still experience the apprenticeship model since the supernumerary status are difficult to sustain when staff concentrate on working than learner nurse placement learning leading to disgruntled learner nurses (Pearcey & Elliot, 2004:382-387).

Table 4.87: Day and night shift supernumerary needs of 2nd year respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value																	
Item	Supernumerary needs (n = 100)	Responses of 2nd year respondents for day and night shifts															
		Total		Never		Sometimes		Often		Frequently		Always		\bar{x}	SD	Skewness	
		n	%	n	%	n	%	n	%	n	%	n	%				
79	I understand the meaning of supernumerary status.	D	100	100.0	34	34.0	12	12.0	24	24.0	13	13.0	17	17.0	2.67	1.48	ND
		N	100	100.0	36	36.0	13	13.0	24	24.0	11	11.0	16	16.0	2.58	1.47	ND
80	I experience the benefits of supernumerary status.	D	99	100.0	32	32.3	22	22.2	21	21.2	10	10.1	14	14.1	2.52	1.40	SP
		N	100	100.0	34	34.0	25	25.0	20	20.0	6	6.0	15	15.0	2.43	1.40	SP
81	The supernumerary status is successfully implemented in practice.	D	100	100.0	24	24.0	24	24.0	24	24.0	16	16.0	12	12.0	2.68	1.32	ND
		N	100	100.0	26	26.0	25	25.0	26	26.0	13	13.0	10	10.0	2.56	1.28	ND

Table 4.88: Day and night shift supernumerary needs for 3rd year respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value																	
Item	Supernumerary needs (n = 100)	Responses of 3rd year respondents for day and night shifts															
		Total		Never		Sometimes		Often		Frequently		Always		\bar{x}	SD	Skewness	
		n	%	n	%	n	%	n	%	n	%	n	%				
79	I understand the meaning of supernumerary status.	D	100	100.0	14	14.0	24	24.0	22	22.0	20	20.0	20	20.0	3.08	1.35	ND
		N	100	100.0	19	19.0	22	22.0	26	26.0	15	15.0	18	18.0	2.91	1.36	ND
80	I experience the benefits of supernumerary status.	D	100	100.0	16	16.0	23	23.0	25	25.0	20	20.0	16	16.0	2.97	1.31	SP
		N	99	100.0	19	19.2	24	24.2	27	27.3	17	17.2	12	12.1	2.79	1.28	SP
81	The supernumerary status is successfully implemented in practice.	D	99	100.0	17	17.2	23	23.2	30	30.3	13	13.1	16	16.2	2.88	1.30	ND
		N	100	100.0	18	18.0	25	25.0	33	33.0	13	13.0	11	11.0	2.74	1.22	ND

Table 4.89: Comparison between the mean ranks of items about supernumerary needs during day and night shift of the 2nd year respondents

Safety needs	Items	Mean rank	Wilcoxon signed ranks test		Comments
			Z	p	
Supernumerary needs	Item 79	5.50	-1.73	.083	Not significant
	Item 80	7.50	-1.67	.094	Not significant
	Item 81	4.50	-2.48	.013	Significant

Table 4.90: Comparison between the mean ranks of items about supernumerary needs during day and night shift of the 3rd year respondents

Safety needs	Items	Mean rank	Wilcoxon signed ranks test		Comments
			Z	p	
Supernumerary needs	Item 79	11.25	-2.27	.023	Significant
	Item 80	9.50	-2.34	.019	Significant
	Item 81	13.50	-6.72	.000	Significant

Table 4.91: Comparison between the mean ranks of items about supernumerary needs during day shift of the 2nd and 3rd year respondents

Safety needs	Items	Mean rank		Wilcoxon signed ranks test		Comments
		2nd day	3rd day	Z	p	
Supernumerary needs	Item 79	92.16	108.84	-2.08	.037	Significant
	Item 80	90.11	109.80	-2.47	.014	Significant
	Item 81	95.74	104.30	-1.08	.280	Not Significant

Table 4.92: Comparison between the mean ranks of items about supernumerary needs during night shift of the 2nd and 3rd year respondents

Safety needs	Items	Mean rank		Wilcoxon signed ranks test		Comments
		2nd night	3rd night	Z	p	
Supernumerary needs	Item79	93.54	107.47	-2.08	.037	Significant
	Item80	91.44	108.65	-2.47	.014	Significant
	Item81	96.11	104.89	-1.08	.280	Not Significant

c. The supernumerary status is successfully implemented in practice (Item 81)

Nearly half (n = 48, 48.0%) of 100 (100.0%) **2nd year** respondents indicated that for day shift they *never to sometimes* had the need for successful implementation of supernumerary status ($\bar{x} = 2.68$, SD = 1.32). Similarly for night shift, 51 (51.0% of n = 100) 2nd year respondents indicated that they *never to sometimes* had the need for the implementation of this status ($\bar{x} = 2.56$, SD = 1.28). Fewer **3rd year** respondents (n = 40, 40.4% of n = 99, 100.0%) had *never to sometimes* the need for successful implementation of supernumerary status ($\bar{x} = 2.88$, SD = 1.30) for day shift. More than a third (n = 43, 43.0%) of the 3rd year respondents (n = 100, 100.0%) indicated that they *never to sometimes* had the need for the implementation supernumerary status ($\bar{x} = 2.74$, SD = 1.22) on night shift (Table 4.88). A **significant difference** between day and night shift responses of 3rd year respondents (Z = -6.72, p < .000) was obtained (Table 4.90).

Since students may be unsure about what is expected of them and they are often left unsupervised, it indicates that there is confusion about what supernumerary status means and uncertainty about what the roles of students involve (Hyde & Brady, 2002:624).

4.5.2.8 Time allocation needs (Items 82 and 83) (Table 4.93 and Table 4.94)

a. I adequately complete my time sheet (Item 82)

The majority (87, 87.0%) of 100 (100.0%) **2nd year** respondents for day shift and 82 (82.0%) of 100 (100.0%) respondents for night shift indicated that they *frequently to always* adequately completed their time sheets ($\bar{x} = 4.45$, SD = 0.94; $\bar{x} = 4.33$, SD = 1.09). Less than three-quarters, namely 72 (72.7%) of 99 (100.0%) **3rd year** respondents for day shift and less than two-thirds (n = 62, 62.6%) of 99 (100.0%)

for night shift indicated that they *frequently to always* had the need to adequately complete their time sheets ($\bar{x} = 4.12$, $SD = 1.07$; $\bar{x} = 3.84$, $SD = 1.20$). **Significant differences** between day and night shift responses of 3rd year respondents ($Z = -3.23$, $p < .001$) (Table 4.96) and between 2nd and 3rd year respondents for day shift ($Z = -2.47$, $p < .013$) (Table 4.97) were obtained.

Learner nurses should record all their attendance hours to meet their practice learning hours on their time sheets (Middlesex University, 2011).

b. I adequately sign off my work book (Item 83)

Nearly two-thirds (62, 63.2%) of 98 (100.0%) **2nd year** respondents for day shift ($\bar{x} = 3.81$, $SD = 1.43$) and nearly two-thirds ($n = 64$, 64.7%) of 99 (100.0%) respondents (night shift) ($\bar{x} = 3.82$, $SD = 1.39$) indicated that they *frequently to always* needed to adequately sign off their work books. More positively distributed responses were obtained from **3rd year** respondents. More than two-thirds ($n = 69$, 71.2%) of 97 (100.0%) 3rd year respondents (dayshift) ($\bar{x} = 4.05$, $SD = 1.13$) and two-thirds ($n = 64$, 66.0%) of 97 (100.0%) respondents for night shift indicated that they *frequently to always* had the need to sign off their work books ($\bar{x} = 3.85$, $SD = 1.23$).

A **significant difference** between day and night shift responses of 3rd year respondents ($Z = -2.23$, $p < .025$) was obtained (Table 4.96). At educational institutions, it is known that learner students are required to keep regular records of their attendance during clinical placement.

A previous study has indicated that younger nurses completed their work book to meet their clinical learning outcomes more than their older counterparts (Munyisia, Yu & Hailey, 2011:1908).

Table 4.93: Day and night shift time allocation needs of 2nd year respondents

		SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value																
Item	Time allocation needs (n = 100)	Responses of 2nd year respondents for day and night shifts														\bar{x}	SD	Skewness
		Total		Never		Sometimes		Often		Frequently		Always						
		n	%	n	%	n	%	n	%	n	%	n	%					
82	I adequately complete my time sheet.	D	100	100.0	0	0.0	9	9.0	4	4.0	20	20.0	67	67.0	4.45	0.94	SN	
		N	100	100.0	2	2.0	10	10.0	6	6.0	17	17.0	65	65.0	4.33	1.09	SN	
83	I adequately sign off my work book.	D	98	100.0	9	9.2	15	15.3	12	12.2	12	12.2	50	51.0	3.81	1.43	SN	
		N	99	100.0	6	6.1	20	20.2	9	9.1	15	15.2	49	49.5	3.82	1.39	SN	

Table 4.94: Day and night shift time allocation needs of 3rd year respondents

		SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value																
Item	Time allocation needs (n = 100)	Responses of 3rd year respondents for day and night shifts														\bar{x}	SD	Skewness
		Total		Never		Sometimes		Often		Frequently		Always						
		n	%	n	%	n	%	n	%	n	%	n	%					
82	I adequately complete my time sheet.	D	99	100.0	2	2.0	7	7.1	18	18.2	22	22.2	50	50.5	4.12	1.07	SN	
		N	99	100.0	3	3.0	14	14.1	20	20.2	21	21.2	41	41.4	3.84	1.20	SN	
83	I adequately sign off my work book.	D	97	100.0	3	3.1	8	8.2	17	17.5	22	22.7	47	48.5	4.05	1.13	SN	
		N	97	100.0	6	6.0	9	9.3	18	18.6	25	25.8	39	40.2	3.85	1.23	SN	

Table 4.95: Comparison between the mean ranks of items about safety needs during day and night shift of the 2nd year respondents

Safety needs	Items	Mean rank	Wilcoxon signed ranks test		Comments
			Z	p	
Time allocation needs	Item 82	4.38	-1.40	.160	Not significant
	Item 83	7.75	-.072	.943	Not Significant

Table 4.96: Comparison between the mean ranks of items about safety needs during day and night shift of the 3rd year respondents

Safety needs	Items	Mean rank	Wilcoxon signed ranks test		Comments
			Z	p	
Time allocation needs	Item 82	7.50	-3.23	.001	Significant
	Item 83	12.29	-2.23	.025	Significant

Table 4.97: Comparison between the mean ranks of items about time allocation needs during day shift of the 2nd and 3rd year respondents

Safety needs	Items	Mean rank		Wilcoxon signed ranks test		Comments
		2nd day	3rd day	Z	p	
Time allocation needs	Item82	108.90	91.02	-2.47	.013	Significant
	Item83	95.37	100.65	-.70	.480	Not Significant

Table 4.98: Comparison between the mean ranks of items about time allocation needs during night shift of the 2nd and 3rd year respondents

Safety needs	Items	Mean rank		Wilcoxon signed ranks test		Comments
		2nd night	3rd night	Z	p	
Time allocation needs	Item82	112.25	87.63	-2.47	.013	Not Significant
	Item83	99.74	97.24	-.70	.480	Not Significant

4.5.2.9 Accompaniment needs (Item 84) (Table 4.99 and Table 4.100)

a. The nurse educator accompanies me in clinical placement (Item 84)

The **2nd year** respondents obtained a mean value of 3.07 for day shift with a wide distribution of responses around the mean value (SD = 1.49) on the need for a nurse educator to accompany them in the clinical placement.

Table 4.99: Day and night shift accompaniment needs of 2nd year respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value																	
Item	Accompaniment needs (n = 100)	Responses of 2nd year respondents for day and night shifts															
		Total		Never		Sometimes		Often		Frequently		Always		\bar{x}	SD	Skewness	
		n	%	n	%	n	%	n	%	n	%	n	%				
84	The nurse educator accompanies me in clinical placement.	D	100	100.0	18	18.0	25	25.0	16	16.0	14	14.0	27	27.0	3.07	1.49	ND
		N	100	100.0	37	37.0	19	19.0	8	8.0	13	13.0	23	23.0	2.66	1.62	ND

Table 4.100: Day and night shift accompaniment needs for 3rd year respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value																	
Item	Accompaniment needs (n = 100)		Responses for 3rd years day and night shifts														
			Total		Never		Sometimes		Often		Frequently		Always		\bar{x}	SD	Skewness
			n	%	n	%	n	%	n	%	n	%	n	%			
84	The nurse educator accompanies me in clinical placement. Accompaniment	D	99	100.0	12	12.1	14	14.1	26	26.3	20	20.2	27	27.3	3.36	1.34	ND
		N	99	100.0	25	25.3	16	16.2	23	23.2	16	16.2	19	19.2	2.88	1.45	ND

Table 4.101: Comparison between the mean ranks of items about accompaniment needs during day and night shift of the 2nd year respondents

Safety needs	Items	Mean rank	Wilcoxon signed ranks test		Comment
			Z	p	
Accompaniment needs	Item 84	18.50	-3.25	.001	Significant

Table 4.102: Comparison between the mean ranks of items about accompaniment needs during day and night shift of the 3rd year respondents

Safety needs	Items	Mean rank	Wilcoxon signed ranks test		Comment
			Z	p	
Accompaniment needs	Item 84	12.25	-4.04	.000	Significant

Table 4.103: Comparison between the mean ranks of items about accompaniment needs during day shift of the 2nd and 3rd year respondents

Safety needs	Items	Mean rank		Wilcoxon signed ranks test		Comments
		2nd day	3rd day	Z	p	
Accompaniment needs	Item 84	94.34	105.72	-1.43	.150	Not Significant

Table 4.104: Comparison between the mean ranks of items about accompaniment needs during night shift of the 2nd and 3rd year respondents

Safety needs	Items	Mean rank		Wilcoxon signed ranks test		Comments
		2nd night	3rd night	Z	p	
Accompaniment needs	Item 84	95.54	104.51	-1.43	.150	Not Significant

Less than half (n = 43, 43.0%) of 100 (100.0%) **2nd year** respondents for day shift and more than half (n = 56, 56.0%) of 100 (100.0%) respondents for night shift (\bar{x} = 2.66, SD = 1.62) indicated that they *never to sometimes* had a need for accompaniment. A **significant difference** between day and night shift responses of 2nd year respondents was obtained with regard to the nurse educator’s accompaniment (Z = -3.25, p < .001) (Table 4.101).

More than a quarter (n = 26, 26.2%) of 99 (100.0%) **3rd year** respondents indicated that they *never to sometimes* (\bar{x} = 3.36, SD = 1.34) needed the assistance of a nurse educator during clinical placement (day shift). The 3rd year respondents for night shift obtained a lower mean value (\bar{x} = 2.88, SD = 1.45) with less than half (n = 41, 41.5%) of 99 (100.0%) respondents indicating that they *never to sometimes* needed accompaniment during night shift. A **significant difference** between day and night shift responses of 3rd year respondents (Z = -4.04, p < .000) was obtained (Table 4.102).

Nurses have a need for the accompaniment of the nurse educator during their clinical placement to enhance their skills of theory practical integration (Frankel, 2009:24).

4.5.3 Affiliation (social, love and belonging) needs

- Affiliation (social, love and belonging) needs were grouped and will be discussed with reference to:
- therapeutic needs (Item 29), feedback needs (Item 31),
- staffing needs (Items 33 and 34),
- extrinsic motivation needs (Items 42, 43, 45, 39 and 38),
- intrinsic motivation needs (Item 46), work shift needs (Items 48, 30 and 35)
- socialisation needs (Items 51, 36 and 37),
- channels of communication needs (Items 41 and 40),
- group affiliation needs (Items 50, 49 and 54),
- team work needs (Items 32, 44, 52 and 53).

4.5.3.1 Therapeutic relationship needs (Item 29) (Table 4.105 and Table 4.106)

a. I am of value to the patient, e.g. assisting him / her with phoning a relative (Item 29)

The need to be of value to patients obtained similar day and night shift responses for **2nd year** respondents in the domain of therapeutic relationship needs. The 2nd year respondents obtained a high mean value of 4.33 (SD = 1.07) for day shift and more than three-quarters (n = 79, 79.0%) of 100 (100.0%) 2nd year respondents indicated that they *frequently to always* had the need to be of value to patients. Less than three-quarters (n = 71, 71.0%) of 100 (100.0%) respondents indicated that they *frequently to always* ($\bar{x} = 4.33$, SD = 1.07) had the need to be valued by patients (night shift). A **significant difference** between day and night shift responses of 2nd year respondents ($Z = -2.45$, $p < .014$) was obtained (Table 4.107).

For day shift, a high mean value ($\bar{x} = 4.25$, SD = 1.08) was obtained for **3rd year** respondents in Item 29. More than three-quarters, (n = 76, 76.8%) of 99 (100.0%) respondents indicated that they *frequently to always* needed to be of value to patients. For night shift, a lower mean value was obtained with a wider distribution around the mean value ($\bar{x} = 3.87$, SD= 1.33). Almost two-thirds (n = 64, 64.7%) of 99 (100.0%) respondents indicated that they *frequently to always* needed to be of value to patients (night shift). A **significant difference** between day and night shift responses of 3rd year respondents with regard to the need of being of value to patients ($Z = -3.28$, $p < .001$), was obtained (Table 4.108).

A valued therapeutic nurse-client relationship is one of the fundamental building blocks of nursing practice is constructed (College of Nurse of Ontario, 2008:1).

Table 4.105: Day and night shift therapeutic relationship needs of 2nd year respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value																	
Item	Therapeutic relationship needs (n = 100)	Responses of 2nd year respondents for day and night shifts															
		Total		Never		Sometimes		Often		Frequently		Always		\bar{x}	SD	Skewness	
		n	%	n	%	n	%	n	%	n	%	n	%				
29	I am of value to patients, e.g. assisting them with phoning a relative.	D	100	100.0	1	1.0	10	10.0	10	10.0	13	13.0	66	66.0	4.33	1.07	SN
		N	100	100.0	1	1.0	18	18.0	10	10.0	11	11.0	60	60.0	4.33	1.07	SN

Table 4.106: Day and night shift therapeutic relationship needs of 3rd years respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value																	
Item	Therapeutic relationship needs (n = 100)	Responses of 3rd year respondents for day and night shifts															
		Total		Never		Sometimes		Often		Frequently		Always		\bar{x}	SD	Skewness	
		n	%	n	%	n	%	n	%	n	%	n	%				
29	I am of value to patients e.g. assisting them with phoning a relative.	D	99	100.0	3	3.0	5	5.1	15	15.2	17	17.2	59	59.6	4.25	1.08	SN
		N	99	100.0	7	7.1	12	12.1	16	16.2	16	16.2	48	48.5	3.87	1.33	SN

Table 4.107: Comparison between the mean ranks of items about therapeutic needs during day and night shift of the 2nd year respondents

Affiliation needs	Items	Mean rank	Wilcoxon signed ranks test		Comments
			Z	p	
Therapeutic relationship needs	Item 29	7.50	-2.45	.014	Significant

Table 4.108: Comparison between the mean ranks of items about therapeutic needs during day and night shift of 3rd year respondents

Affiliation needs	Items	Mean rank	Wilcoxon signed ranks test		Comments
			Z	p	
Therapeutic relationship needs	Item 29	16.00	-3.28	.001	Significant

Table 4.109: Comparison between the mean ranks of items about therapeutic needs during day shift of 2nd and 3rd year respondents

Affiliation needs	Items	Mean rank		Wilcoxon signed ranks test		Comments
		2nd Day	3rd Day	Z	p	
Therapeutic relationship needs	Item 29	102.58	97.39	-.74	.460	Not Significant

Table 4.110: Comparison between the mean ranks of items of the 2nd and 3rd year respondents about therapeutic needs for night shift

Affiliation needs	Items	Mean rank		Wilcoxon signed ranks test		Comments
		2nd Night	3rd Night	Z	p	
Therapeutic relationship needs	Item 29	105.31	94.39	-1.43	.710	Not Significant

4.5.3.2 Feedback needs (Item 31) (Table 4.111 and Table 4.112)

a. I receive feedback about my performance during teaching and learning opportunities (Item 31)

On receiving feedback about their performance, half (n = 50, 50.0%) of 100 (100.0%) 2nd year respondents indicated that for day shift they *frequently to always* needed to receive feedback ($\bar{x} = 3.23$, SD = 1.60). For night shift, more than a third (n = 37, 37.0%) of 100 (100.0%) respondents indicated responses of *frequently to always* ($\bar{x} = 3.23$, SD = 1.59) in Item 31. A **significant difference** for 2nd year respondents between day and night shift responses ($Z = -2.90$, $p < .004$) was obtained (Table 4.113).

Table 4.111: Day and night shift feedback needs of 2nd year respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value																				
Item	Feedback needs (n = 100)		Responses of 2nd year respondents for day and night shifts															\bar{x}	SD	Skewness
			Total		Never		Sometimes		Often		Frequently		Always							
			n	%	n	%	n	%	n	%	n	%	n	%						
31	I receive feedback about my performance during teaching and learning opportunities.	D	100	100.0	24	24.0	12	12.0	14	14.0	17	17.0	33	33.0	3.23	1.60	ND			
		N	100	100.0	32	32.0	14	14.0	17	17.0	11	11.0	26	26.0	3.23	1.59	ND			

Table 4.112: Day and night shift feedback needs for 3rd year respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value																				
Item	Feedback needs (n = 100)		Responses of 3rd year respondents for day and night shifts															\bar{x}	SD	Skewness
			Total		Never		Sometimes		Often		Frequently		Always							
			n	%	n	%	n	%	n	%	n	%	n	%						
31	I receive feedback about my performance during teaching and learning opportunities.	D	100	100.0	12	12.0	21	21.0	25	25.0	17	17.0	25	25.0	3.22	1.35	ND			
		N	100	100.0	18	18.0	27	27.0	25	25.0	13	13.0	17	17.0	2.84	1.34	ND			

Table 4.113: Comparison between the mean ranks of items about feedback needs during day and night shift of the 2nd year respondents

Affiliation needs	Items	Mean rank	Wilcoxon signed ranks test		Comments
			Z	p	
Feedback needs	Item 31	12.69	-2.90	.004	Significant

Table 4.114: Comparison between the mean ranks of items about feedback needs during day and night shift of the 3rd year respondents

Affiliation needs	Items	Mean rank	Wilcoxon signed ranks test		Comments
			Z	p	
Feedback needs	Item 31	14.56	-2.79	.005	Significant

Table 4.115: Comparison between the mean ranks of items about feedback needs during day shift of the 2nd and 3rd year respondents

Affiliation needs	Items	Mean rank		Wilcoxon signed ranks test		Comments
		2nd day	3rd day	Z	p	
Feedback needs	Item 31	101.19	99.81	-.17	.860	Not Significant

Table 4.116: Comparison between the mean ranks of items about feedback needs during night shift of 2nd and 3rd year respondents

Affiliation needs	Items	Mean rank		Wilcoxon signed ranks test		Comments
		2nd night	3rd night	Z	p	
Feedback needs	Item 31	99.77	101.23	-.18	.860	Not Significant

For day shift, less than half (n = 42, 42.0%) of 100 (100.0%) **3rd year** respondents indicated that they *frequently to always* needed to receive feedback about their performance ($\bar{x} = 3.22$, SD = 1.35). For night shift, nearly a third (n = 30, 30.0%) of the 100 (100.0%) 3rd year respondents indicated that they *frequently to always* needed to receive feedback about their performance ($\bar{x} = 2.84$, SD 1.34). Thus, a **significant difference** between day and night shift responses of 3rd year respondents (Z = -2.79, p < .005) was obtained (Table 4.114).

Feedback is valuable and is an extrinsic motivator for learner nurses to learn from their mistakes (Archer, 2009: 101).

4.5.3.3 Staffing needs (Items 33 and 34) (Table 4.117 and Table 4.118)

a. The staff members are friendly towards me (Item 33)

For day shift, a mean value of 2.76 (SD = 1.19) was obtained for the responses of **2nd year** respondents and almost half (n = 49, 49.0%) of the 100 (100.0%) respondents indicated that they *never to sometimes* needed staff members to be friendly towards them. For night shift, the same mean value of 2.76 (SD = 1.19) was obtained and less than half (n = 43, 43.0%) of 100 (100.0%) respondents indicated that they *never to sometimes* needed staff members to be friendly towards them.

A normal distribution of responses was found for **3rd year** respondents' day shift responses ($\bar{x} = 2.89$, SD = 1.20). Nearly half (n = 46, 46.0%) of 100 (100.0%) respondents indicated that they *never to sometimes* needed to staff members to be friendly towards them. For night shift, responses indicated a slightly lower mean value ($\bar{x} = 2.75$, SD = 1.23) and nearly half (n = 48, 48.0%) of the 100 (100.0%) respondents indicated that they *never to sometimes* needed the staff to be friendly towards them.

Staff members could be friendlier towards learner nurses for them to experience a sense of belonging and to motivate them for their learning in the clinical practicum (Harrison, Lyons, Baguley & Fisher, 2009:416).

Table 4.117: Day and night shift staffing needs of 2nd year respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value																			
Item	Staffing needs (n = 100)		Responses of 2nd year respondents for day and night shifts														\bar{x}	SD	Skewness
			Total		Never		Sometimes		Often		Frequently		Always						
			n	%	n	%	n	%	n	%	n	%	n	%					
33	Staff members are friendly towards me.	D	100	100.0	12	12.0	37	37.0	26	26.0	13	13.0	12	12.0	2.76	1.19	SP		
		N	100	100.0	10	10.0	33	33.0	23	23.0	19	19.0	15	15.0	2.76	1.19	SP		
34	I am supervised by a professional nurse who is a role model.	D	100	100.0	10	10.0	23	23.0	17	17.0	21	21.0	29	29.0	3.36	1.38	ND		
		N	100	100.0	8	8.0	31	31.0	13	13.0	23	23.0	25	25.0	3.36	1.37	ND		

Table 4.118: Day and night shift staffing needs of 3rd year respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value																	
Item	Staffing needs (n = 100)		Responses of 3rd year respondents for day and night shifts														
			Total		Never		Sometimes		Often		Frequently		Always		\bar{x}	SD	Skewness
			n	%	n	%	n	%	n	%	n	%	n	%			
33	Staff members are friendly towards me.	D	100	100.0	9	9.0	37	37.0	23	23.0	18	18.0	13	13.0	2.89	1.20	ND
		N	100	100.0	16	16.0	32	32.0	24	24.0	17	17.0	11	11.0	2.75	1.23	ND
34	I am supervised by a professional nurse who is a role model.	D	100	100.0	11	11.0	30	30.0	22	22.0	18	18.0	19	19.0	3.04	1.30	ND
		N	100	100.0	14	14.0	30	30.0	14	14.0	24	24.0	18	18.0	3.02	1.36	ND

Table 4.119: Comparison between the mean ranks of items about staffing needs during day and night shift of the 2nd year respondents

Affiliation needs	Items	Mean rank	Wilcoxon signed ranks test		Comments
			Z	p	
Staffing needs	Item 33	19.52	-1.95	.051	Not Significant
	Item 34	13.46	-.928	.353	Not Significant

Table 4.120: Comparison between the mean ranks of items about staffing needs during day and night shift of the 3rd year respondents

Affiliation needs	Items	Mean rank	Wilcoxon signed ranks test		Comments
			Z	p	
Staffing needs	Item 33	15.64	-1.12	.260	Not Significant
	Item 34	18.19	-.114	.909	Not Significant

Table 4.121: Comparison between the mean ranks of items about staffing needs during day shift of the 2nd and 3rd year respondents

Affiliation needs	Items	Mean rank		Wilcoxon signed ranks test		Comments
		2nd day	3rd day	Z	p	
Staffing needs	Item 33	97.53	103.48	-.76	.450	Not Significant
	Item 34	107.24	93.77	-1.68	.090	Not Significant

Table 4.122: Comparison between the mean ranks of items about staffing needs during night shift of the 2nd and 3rd year respondents

Affiliation needs	Items	Mean rank		Wilcoxon signed ranks test		Comments
		2nd night	3rd night	Z	p	
Staffing needs	Item 33	105.13	95.87	-1.17	.240	Not Significant
	Item 34	105.47	95.47	-1.26	.410	Not Significant

b. I am supervised by a professional nurse who is a role model (Item 34)

The **2nd year** respondents obtained the highest mean value for day shift (\bar{x} = 3.36, SD = 1.38) and night shift (\bar{x} = 3.36, SD = 1.37) about the need to be supervised by a professional nurse who is a role model, in the domain of staffing needs. Half (n = 50, 50.0%) of 100 (100.0%) 2nd year respondents indicated that they *frequently to always* needed to be supervised by a role model. Nearly half (n = 48, 48.0%) of 100 (100.0%) respondents indicated that they *frequently to always* needed supervision by a professional nurse as role model. For day shift, nearly half (n = 41, 41.0%) of 100 (100.0%) **3rd year** respondents

indicated that they *never to sometimes* needed supervision by a role model ($\bar{x} = 3.04$, $SD = 1.30$). Similarly, nearly half ($n = 44$, 44.0%) of 100 (100.0%) 3rd year respondents indicated that for night shift they *never to sometimes* needed to be supervised by a professional nurse ($\bar{x} = 3.02$, $SD = 1.36$).

According to Grossman (2007: 57), learner nurses are assigned to particular clinical settings and should be formally or informally guided by professionals and modelled by their professional conduct.

4.5.3.4 Extrinsic motivation needs (Items 38, 39, 42, 43 and 45) (Table 4.123 and Table 4.124)

a. I am allowed to make collaborative decisions with the multidisciplinary team (Item 38)

A positive distribution of responses of 2nd and 3rd year respondents was obtained for day and night shifts with regard to the need to be allowed to make collaborative decisions with the multidisciplinary team. Three-quarters ($n = 67$, 67.0%) of 100 (100.0%) **2nd year** respondents indicated that they *never to sometimes* needed to make collaborative decisions in a team environment ($\bar{x} = 2.07$, $SD = 1.21$). For night shift, a similar mean value ($\bar{x} = 2.07$, $SD = 1.21$) as in the day shift responses was obtained and more than three-quarters ($n = 69$, 69.0%) of 100 (100.0%) respondents indicated that they *never to sometimes* needed to make collaborative decisions with the multidisciplinary team. Nearly two-thirds ($n = 64$, 64.0) of 100 (100.0%) **3rd year** respondents indicated that for day shift they *never to sometimes* needed to make collaborative decisions with the multidisciplinary team ($\bar{x} = 2.24$, $SD = 1.31$). Two-thirds ($n = 67$, 67.0%) of 100 (100.0%) 3rd year respondents indicated that for night shift they *never to sometimes* needed to be allowed to make collaborative decisions ($\bar{x} = 2.03$, $SD = 1.23$). A **significant difference** between day and night shift responses of 3rd year respondents ($Z = -3.82$, $p < .000$) was obtained (Table 4.126).

According to Frankel (2009:26) the learner nurses environment should be supportive for positive learning experience, and nurses should be supported in making decisions with the multidisciplinary team.

Table 4.123: Day and night shift external motivation needs of 2nd year respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value

Item	External motivation needs (n = 100)		Responses of 2nd year respondents for day and night shifts														\bar{x}	SD	Skewness
			Total		Never		Sometimes		Often		Frequently		Always						
			n	%	n	%	n	%	n	%	n	%	n	%					
38	I am allowed to make collaborative decisions with the multidisciplinary team in the unit.	D	100	100.0	45	45.0	22	22.0	19	19.0	9	9.0	5	5.0	2.07	1.21	SP		
		N	100	100.0	44	44.0	25	25.0	21	21.0	5	5.0	5	5.0	2.07	1.21	SP		
39	My expected performance is clearly spelt out to me.	D	100	100.0	7	7.0	28	28.0	18	18.0	24	24.0	23	23.0	3.28	1.29	ND		
		N	100	100.0	11	11.0	25	25.0	23	23.0	20	20.0	21	21.0	3.28	1.29	ND		
42	My clinical educator inspires me to do my best.	D	100	100.0	2	2.0	10	10.0	6	6.0	14	14.0	68	68.0	4.36	1.10	SN		
		N	100	100.0	14	14.0	9	9.0	5	5.0	10	10.0	62	62.0	4.36	1.10	SN		
43	I get the opportunity to comment on the outcomes / results of my performance.	D	100	100.0	14	14.0	22	22.0	12	12.0	17	17.0	35	35.0	3.37	1.50	ND		
		N	100	100.0	25	25.0	19	19.0	14	14.0	14	14.0	28	28.0	3.37	1.50	ND		
45	I feel accepted by colleagues, e.g. being told how well I am performing my duties.	D	100	100.0	15	15.0	19	19.0	16	16.0	20	20.0	30	30.0	3.31	1.45	ND		
		N	100	100.0	18	18.0	20	20.0	23	23.0	15	15.0	24	24.0	3.31	1.45	ND		

Table 4.124: Day and night shift external motivation needs of 3rd year respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value

Item	External motivation needs (n = 100)	Responses of 3rd year respondents for day and night shifts															
		Total		Never		Sometimes		Often		Frequently		Always		\bar{x}	SD	Skewness	
		n	%	n	%	n	%	n	%	n	%	n	%				
38	I am allowed to make collaborative decisions with the multidisciplinary team in the unit.	D	100	100.0	40	40.0	24	24.0	16	16.0	12	12.0	8	8.0	2.24	1.31	SP
		N	100	100.0	49	49.0	18	18.0	19	19.0	9	9.0	5	5.0	2.03	1.23	SP
39	My expected performance is clearly spelt out to me.	D	100	100.0	5	5.0	23	23.0	31	31.0	15	15.0	26	26.0	3.34	1.23	ND
		N	100	100.0	11	11.0	23	23.0	27	27.0	15	15.0	24	24.0	3.18	1.33	ND
42	My clinical educator inspires me to do my best.	D	100	100.0	5	5.0	15	15.0	15	15.0	22	22.0	43	43.0	3.83	1.27	SN
		N	100	100.0	21	21.0	20	20.0	13	13.0	14	14.0	32	32.0	3.16	1.57	SN
43	I get the opportunity to comment on the outcomes / results of my performance.	D	99	100.0	8	8.0	25	25.3	21	21.2	14	14.1	31	31.3	3.35	1.37	ND
		N	99	100.0	21	21.2	27	27.3	17	17.2	10	10.1	24	24.2	2.89	1.48	ND
45	I feel accepted by colleagues, e.g. being told how well I am performing my duties.	D	100	100.0	8	8.1	31	31.3	24	24.2	22	22.2	14	14.1	3.03	1.20	ND
		N	100	100.0	13	13.1	32	32.3	24	24.2	16	16.2	14	14.1	2.86	1.25	ND

Table 4.125: Comparison between the mean ranks of items about external motivation needs during day and night shift of the 2nd year respondents

Affiliation needs	Items	Mean rank	Wilcoxon signed ranks test		Comments
			Z	p	
External motivation needs	Item 38	10.17	-.892	.373	Not Significant
	Item 39	17.77	-1.19	.232	Not Significant
	Item 42	13.10	-2.82	.005	Significant
	Item 43	12.50	-2.96	.003	Significant
	Item 45	18.27	-1.75	.080	Not Significant

Table 4.126: Comparison between the mean ranks of items about external motivation needs during day and night shift of the 3rd year respondents

Affiliation needs	Items	Mean rank	Wilcoxon signed ranks test		Comments
			Z	p	
External motivation needs	Item 38	8.50	-3.82	.000	Significant
	Item 39	16.19	-1.56	.120	Not Significant
	Item 42	13.88	-4.17	.000	Significant
	Item 43	10.50	-3.85	.000	Significant
	Item 45	17.21	-1.63	.102	Not Significant

Table 4.127: Comparison between the mean ranks of items about external motivation needs during day shift of 2nd and 3rd year respondents

Affiliation needs	Items	Mean rank		Wilcoxon signed ranks test		Comments
		2nd day	3rd day	Z	p	
External motivation needs	Item 38	97.16	103.84	-.86	.390	Not Significant
	Item 39	99.10	101.91	-.35	.720	Not Significant
	Item 42	113.27	87.73	-3.45	.001	Significant
	Item 43	100.39	99.61	-.10	.920	Not Significant
	Item 45	106.13	93.81	-1.54	.120	Not Significant

Table 4.128: Comparison between the mean ranks of items about external motivation needs during night shift of 2nd and 3rd year respondents

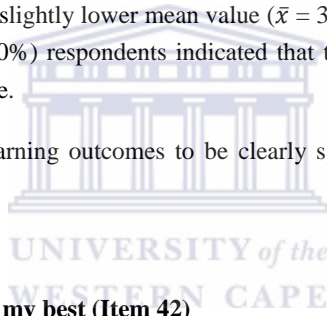
Affiliation needs	Items	Mean rank		Wilcoxon signed ranks test		Comments
		2nd night	3rd night	Z	p	
External motivation needs	Item 38	101.25	99.76	-.19	.850	Not Significant
	Item 39	99.84	101.17	-.17	.870	Not Significant
	Item 42	115.32	85.69	-3.85	.000	Significant
	Item 43	101.75	98.23	-.44	.660	Not Significant
	Item 45	104.21	95.75	-1.06	.290	Not Significant

b. My expected performance is clearly spelt out to me (Item 39)

For day and night shift, a mean value of 3.28 (SD = 1.29) was obtained in Item 39 by **2nd year** respondents. Less than half (n = 47, 47.0%) of the 100 (100.0%) respondents indicated that for day shift they *frequently to always* needed their expected performance to be clearly spelt out. For night shift, less than half (n = 41, 41.0%) of 100 (100.0%) respondents indicated that they *frequently to always* needed their expected performance to be made clear to them.

Less than half (n = 41, 41.0%) of 100 (100.0%) **3rd year** respondents indicated that for day shift they *frequently to always* needed clear direction in relation to their expected performance (\bar{x} = 3.34, SD = 1.23). For night shift, responses indicated a slightly lower mean value (\bar{x} = 3.18, SD = 1.33) and more than a third (n = 39, 39.0%) of the 100 (100.0%) respondents indicated that they *frequently to always* needed clarity about their expected performance.

Student nurses need to have their expected learning outcomes to be clearly spelled out to them (Vos, 2013:1).



c. My clinical educator inspires me to do my best (Item 42)

The **2nd year** respondents for day shift obtained the second highest mean value (\bar{x} = 4.36, SD = 1.10) in the domain of extrinsic motivation needs. The majority (n = 82, 82.0%) of 100 (100.0%) respondents indicated that for day shift they *frequently to always* needed their clinical educator to inspire them to do their best. For night shift, 2nd year respondents obtained a high, mean value (\bar{x} = 4.36, SD = 1.10). Less than three-quarters (n = 72, 72.0%) of 100 (100.0%) 2nd year respondents indicated that they *frequently to always* needed to be inspired to do their best. A **significant difference** for 2nd year respondents between day and night shift responses (Z = -2.82, p < .005) was obtained (Table 4.125). The **3rd year** respondents for day shift (\bar{x} = 3.83, SD = 1.27) and night shift (\bar{x} = 3.16, SD = 1.57) obtained the highest mean values in the domain of extrinsic motivation needs. Nearly two-thirds (n = 65, 65.0%) of 100 (100.0%) 3rd year respondents indicated that they *frequently to always* wanted to be inspired to do their best. Nearly half (n = 46 46.0%) of 100 (100.0%) respondents indicated that for night shift they *frequently to always* needed their clinical educators to inspire them. **Significant differences** between day and night shift responses of 3rd year respondents (Z = -4.17, p < .000) (Table 4.126), as well as between 2nd and 3rd year respondents for day shift (Z = -3.45, p < .001) (Table 4.127) and night shift (Z = -3.85, p < .000) (Table 4.128) were obtained.

Being supervised by clinical educators and staff that are competent and provide guidance and support and act as positive role models inspires the learner nurses to do more that are expected of them (Tsai:2005:459)

d. I get the opportunity to comment on the outcomes / results of my performance (Item 43)

More than half (n = 52, 52.0%) of 100 (100.0%) **2nd year** respondents indicated that for day shift they *frequently to always* needed to get the opportunity to comment on the outcomes of their performance ($\bar{x} = 3.37$, SD = 1.50). For night shift, the 2nd year respondents obtained the 2nd highest mean value ($\bar{x} = 3.37$, SD = 1.50) for the need to comment on results of their performance, in the domain of extrinsic motivation needs. Less than half (n = 42, 42.0%) of 100 (100.0%) 2nd year respondents indicated that they *frequently to always* needed to get the opportunity to comment on outcomes of their performances (night duty). A **significant difference** for 2nd year respondents between day and night shift responses ($Z = -2.96$, $p < .003$) was obtained (Table 4.125).

The **3rd year** respondents, in the domain of extrinsic motivation needs, obtained the 2nd highest mean value for day shift ($\bar{x} = 3.35$, SD = 1.37). Less than half (n = 45, 45.4 %) of 99 (100.0%) 3rd year respondents indicated that they *frequently to always* needed to get an opportunity to comment on performances. For night shift, the 3rd year respondents obtained the 3rd highest mean value ($\bar{x} = 2.89$, SD = 1.48) for the need to comment on results of their performance, in the domain of extrinsic motivation needs. More than a third (n = 34, 34.3%) of 99 (100.0%) respondents indicated that they *frequently to always* needed to get an opportunity to comment on the outcomes of their performance (night shift). A **significant difference** between day and night shift responses of 3rd year respondents for ($Z = -3.85$, $p < .000$) was obtained (Table 4.126).

Students are afforded opportunity to comment on the outcomes of their performance (Clynes & Raftery, 2008:405)

e. I feel accepted by colleagues, e.g. being told how well I am performing my duties (Item 45)

Half (n = 50, 50.0%) of 100 (100.0%) **2nd year** respondents indicated that for day shift they *frequently to always* needed to be accepted by their colleagues ($\bar{x} = 3.31$, SD = 1.45). Fewer 2nd year respondents for night shift (n = 100), namely a third (n = 39, 39.0%) indicated that they *frequently to always* needed to feel accepted by their colleagues ($\bar{x} = 3.37$, SD = 1.50). A **significant difference** for 2nd year respondents between day and night shift responses ($Z = -1.75$, $p < .080$) was obtained (Table 4.125). More than a third (n = 39, 39.4%) of 99 (100.0%) **3rd year** respondents indicated that for day shift they *never to sometimes* felt the need to be accepted by colleagues ($\bar{x} = 3.03$, SD = 1.20). Less than half (n = 45, 45.3%) of 99 (100.0%) 3rd year respondents for night shift *never to sometimes* felt the need to be accepted ($\bar{x} = 2.86$, SD = 1.25). A **significant difference** between day and night shift responses of 3rd year respondents ($Z = -3.85$, $p < .000$) was obtained (Table 4.126).

4.5.3.5 Intrinsic motivation needs (Item 46) (Table 4.129 and Table 4.130)

Table 4.129: Day and night shift internal motivation needs of 2nd year respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value

Item	Internal motivation needs (n = 100)	Responses of 2nd year respondents for day and night shifts														\bar{x}	SD	Skewness
		Total		Never		Sometimes		Often		Frequently		Always						
		n	%	n	%	n	%	n	%	n	%	n	%					
46	I do my best in delivering nursing.	D	99	100.0	1	1.0	3	3.0	2	2.0	15	15.2	78	78.8	4.68	0.75	SN	
		N	99	100.0	0	0.0	3	3.0	4	4.0	16	16.2	76	76.8	4.68	0.75	SN	

Table 4.130: Day and night shift internal motivation needs of 3rd year respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value

Item	Internal motivation needs (n = 100)	Responses of 3rd year respondents for day and night shifts														\bar{x}	SD	Skewness
		Total		Never		Sometimes		Often		Frequently		Always						
		n	%	n	%	n	%	n	%	n	%	n	%					
46	I do my best in delivering nursing.	D	100	100.0	0	0.0	5	5.0	16	16.0	22	22.0	57	57.0	4.31	0.92	SN	
		N	98	100.0	4	4.1	8	8.2	16	16.3	23	23.5	47	48.0	4.03	1.16	SN	

Table 4.131: Comparison between the mean ranks of items about internal motivation needs during day and night shift of 2nd year respondents

Affiliation needs	Items	Mean rank	Wilcoxon signed ranks test		Comments
			Z	p	
Internal motivation needs	Item 46	6.10	-.227	.821	Not Significant

Table 4.132: Comparison between the mean ranks of items about internal motivation needs during day and night shift of 3rd year respondents

Affiliation needs	Items	Mean rank	Wilcoxon signed ranks test		Comments
			Z	p	
Internal motivation needs	Item 46	9.79	-2.80	.005	Significant

Table 4.133: Comparison between the mean ranks of items about internal motivational need during day shift of 2nd and 3rd year respondents

Affiliation needs	Items	Mean rank		Wilcoxon signed ranks test		Comments
		2nd day	3rd day	Z	p	
Internal motivation needs	Item 46	111.52	88.60	-3.40	.001	Significant

Table 4.134: Comparison between the mean ranks of items about internal motivation needs during night shift of 2nd and 3rd year respondents

Affiliation needs	Items	Mean rank		Wilcoxon signed ranks test		Comments
		2nd night	3rd night	Z	p	
Internal motivation needs	Item 46	114.63	83.21	-3.48	.001	Significant

a. I do my best in delivering nursing (Item 46)

A negatively skewed distribution of responses for 2nd and 3rd year respondents was found in both day and night shift responses for Item 46. For day shift, nearly all (n = 93, 94.0%) of 99 (100.0%) **2nd year**

respondents indicated that they *frequently to always* needed to do their best in delivering nursing ($\bar{x} = 4.68$, $SD = 0.75$). For night shift, slightly fewer ($n = 92$, 93.0% of 99, 100.0%) respondents indicated that they *frequently to always* needed to do their best in delivering nursing.

Giving their excellence in delivering nursing, the **3rd year** respondents in the domain of intrinsic motivation needs for day shift obtained the mean value of 4.31 ($SD = 0.92$). More than three-quarters ($n = 79$, 79.0%) of 100 (100.0%) respondents indicated that for day shift they *frequently to always* needed to do their best in delivering nursing. The 3rd year respondents for night shift obtained the mean value of 4.03 ($SD = 1.16$). Less than three-quarters ($n = 70$, 71.5%) of 98 (100.0%) respondents indicated that for night shift they *frequently to always* needed to do their best in delivering nursing.

Significant differences between day and night shift responses of 3rd year respondents ($Z = -2.80$, $p < .005$) (Table 4.132), as well as between 2nd and 3rd year respondents for day shift ($Z = -3.40$, $p < .001$) (Table 4.133) and night shift ($Z = -3.48$, $p < .001$) (Table 4.134) were obtained.

A study indicates that students with internal motivation do their best on both shifts amidst a number of challenges related to staff shortages, time constraints, students are being used as part of the workforce, competing commitments and lack of resources (Harrison, *et al.*, 2009:423).

4.5.3.6 Work shift needs (Items 30, 35 and 48) (Table 4.135 and Table 4.136)

a. There is an adequate number of staff during the shifts (Item 30)

The **2nd year** respondents obtained similarly the 2nd highest mean values for day and night shift ($\bar{x} = 2.95$, $SD = 1.20$; $\bar{x} = 2.95$, $SD = 1.20$) in relation to the need of have an adequate number of staff, in the domain of work shift needs. Nearly half ($n = 45$, 45.0%) of 100 (100.0%) 2nd year respondents indicated that they *never to sometimes* needed to have an adequate number of staff during the day shift. More than two-thirds ($n = 68$, 68.0%) of 100 (100.0%) 2nd year respondents indicated that they *never to sometimes* needed to have an adequate member of staff during the night shift. A **significant difference** for 2nd year respondents between day and night shift responses ($Z = -4.93$, $p < .000$) was obtained (Table 4.137). Less than half ($n = 45$, 45.5%) of 99 (100.0%) **3rd year** respondents indicated that they *never to sometimes* needed an adequate number of staff ($\bar{x} = 2.83$, $SD = 1.44$). More than half ($n = 67$, 67.0%) of 100 (100.0%) 3rd year respondents indicated that for night shift they *never to sometimes* needed an adequate number of staff ($\bar{x} = 2.18$, $SD = 1.12$). A **significant difference** between day and night shift responses of 3rd year respondents ($Z = -4.19$, $p < .000$) was obtained (Table 4.138).

Shortage of nurses do exist both in the clinical and among the higher educational institution that affects the teaching and the learning and competency of the nurses (Bednash, 2000:2985)

b. I work hours that suit my home life (Item 35)

Respectively, two-thirds, 65 (65.0%) of 100 (100.0%) and 68 (68.0%) of 100 (100.0%) **2nd year** respondents indicated that for day and night shifts they *never to sometimes* needed to work hours that suited their home lives ($\bar{x} = 2.11$, $SD = 1.29$; $\bar{x} = 2.11$, $SD = 1.29$). Nearly two-thirds ($n = 64$, 64.6%) of 99 (100.0%) **3rd year** respondents indicated that they *never to sometimes* needed to work hours that suited their home lives for day shift ($\bar{x} = 2.25$, $SD = 1.37$). On the other hand, three-quarters ($n = 75$,

75.0%) of 100 (100.0%) respondents indicated that for night shift they *never to sometimes* needed to working hours that suited their home lives ($\bar{x} = 1.88$, $SD = 1.17$).

A **significant difference** between day and night shift responses of 3rd year respondents ($Z = -3.82$, $p < .000$) was obtained (Table 4.138).

Work-family life of the nurses are still a struggle to balance, to work hours that fit work and family needs(Hammer, Cullen, Neal, Sinclair & Shafiro, 2005:135)

Table 4.135: Day and night work shift shift needs of 2nd year respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value

Item	Work shift needs (n = 100)	Responses of 2nd year respondents for day and night shifts														\bar{x}	SD	Skewness
		Total		Never		Sometimes		Often		Frequently		Always						
		n	%	n	%	n	%	n	%	n	%	n	%					
30	There is an adequate number of staff during the shifts.	D	100	100.0	7	7.0	38	38.0	23	23.0	17	17.0	15	15.0	2.95	1.20	ND	
		N	100	100.0	28	28.0	40	40.0	18	18.0	9	9.0	5	5.0	2.95	1.20	ND	
35	I work hours that suit my home life.	D	100	100.0	48	48.0	17	17.0	16	16.0	14	14.0	5	5.0	2.11	1.29	SP	
		N	100	100.0	51	51.0	17	17.0	22	22.0	7	7.0	3	3.0	2.11	1.29	SP	
48	I have more patients to take care of on the shifts.	D	100	100.0	2	2.0	23	23.0	16	16.0	20	20.0	39	39.0	3.71	1.26	ND	
		N	100	100.0	4	4.0	19	19.0	19	19.0	17	17.0	41	41.0	3.71	1.26	ND	

Table 4.136: Day and night work shift needs of 3rd year respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value

Item	Work shift needs (n = 100)	Responses of 3rd year respondents for day and night shifts														\bar{x}	SD	Skewness
		Total		Never		Sometimes		Often		Frequently		Always						
		n	%	n	%	n	%	n	%	n	%	n	%					
30	There is an adequate number of staff during the shifts.	D	100	100.0	25	25.3	20	20.2	18	18.2	19	19.2	17	17.2	2.83	1.44	ND	
		N	100	100.0	33	33.0	34	34.0	19	19.0	10	10.0	4	4.0	2.18	1.12	ND	
35	I work hours that suit my home life.	D	99	100.0	41	41.4	23	23.2	15	15.2	9	9.1	11	11.1	2.25	1.37	SP	
		N	100	100.0	53	53.0	22	22.0	14	14.0	6	6.0	5	5.0	1.88	1.17	SP	
48	I have more patients to take care of on the shifts.	D	100	100.0	1	1.0	14	14.0	26	26.0	21	21.0	38	38.0	3.81	1.13	ND	
		N	100	100.0	7	7.0	18	18.0	25	25.0	24	24.0	26	26.0	3.44	1.25	ND	

Table 4.137: Comparison between the mean ranks of items about work shift needs during day and night shift of 2nd year respondents

Affiliation needs	Items	Mean rank	Wilcoxon signed ranks test		Comments
			Z	p	
Work shift needs	Item 30	13.06	-4.93	.000	Significant
	Item 35	12.57	-1.82	.069	Not Significant
	Item 48	19.31	-.101	.919	Not Significant

Table 4.138: Comparison between the mean ranks of items about work shift needs during day and night shift of 3rd year respondents

Affiliation needs	Items	Mean rank	Wilcoxon signed ranks test		Comments
			Z	p	
Work shift needs	Item 30	13.81	-4.19	.000	Significant
	Item 35	8.50	-3.82	.000	Significant
	Item 48	19.04	-2.60	.009	Significant

Table 4.139: Comparison between the mean ranks of items about work shift needs during day shift of 2nd and 3rd year respondents

Affiliation needs	Items	Mean rank		Wilcoxon signed ranks test		Comments
		2nd day	3rd day	Z	p	
Work shift needs	Item 30	103.00	96.97	-.76	.450	Not Significant
	Item 35	97.07	102.96	-.76	.450	Not Significant
	Item 48	98.72	102.28	-.45	.650	Not Significant

Table 4.140: Comparison between the mean ranks of items about work shift needs during night shift for 2nd and 3rd year respondents

Affiliation needs	Items	Mean rank		Wilcoxon signed ranks test		Comments
		2nd night	3rd night	Z	p	
Work shift needs	Item 30	101.98	99.02	-.39	.710	Not Significant
	Item 35	102.30	98.70	-.48	.630	Not Significant
	Item 48	112.76	88.24	-1.65	.100	Not Significant

c. I have more patients to take care of on the shift (Item 48)

For both day and night shifts, **2nd year** respondents in the domain of work shift needs, obtained the highest mean values ($\bar{x} = 3.71$, $SD = 1.26$; $\bar{x} = 3.71$, $SD = 1.26$) in Item 48. A quarter ($n = 25$, 25.0%) of 100 (100.0%) 2nd year respondents indicated that for both day and night shift they *never to sometimes* had more patients to take care. Similarly, **3rd year** respondents obtained the highest mean values for day and night shifts ($\bar{x} = 3.81$, $SD = 1.13$; $\bar{x} = 3.44$, $SD = 1.25$) in the domain of work shift needs. Fifteen (15.0%) of 100 (100.0%) 3rd year respondents indicated that they *never to sometimes* had more patients to take care of on the shift. However, more ($n = 25$, 25.0%) of 100 (100.0%) 3rd year respondents indicated that for night shift they *never to sometimes* had more patients to take care of on the shift. A **significant difference** between day and night shift responses of 3rd year respondents ($Z = -2.60$, $p < .009$) was obtained (Table 4.138).

Not surprising the work environment becomes more challenging and less fulfilling when workloads are heavy (Al-Kandari & Thomas, 2008:139, Aoki, Keiwkarkna & Chompikul, 2011:19)

4.5.3.7 Socialisation needs (Items 36, 37 and 51) (Table 4. 141 and Table 4.142)

a. I am isolated from the outside world while performing my duties (Item 36)

The **2nd year** respondents respectively obtained the 2nd highest mean values ($\bar{x} = 3.14$, $SD = 1.41$, $\bar{x} = 3.14$, $SD = 1.41$) for day and night shifts in Item 36 in the domain of socialisation needs. More than a third ($n = 41$, 41.5%) of 99 (100.0%) respondents indicated that for day shift they *frequently to always* needed to work in isolation from the outside world. Less than half ($n = 41$, 41.0%) of 100 (100.0%) 2nd year respondents for night shift indicated a similar response (*frequently to always*). For day shift, the **3rd year** respondents in the domain of socialisation needs obtained the highest mean value ($\bar{x} = 3.29$, $SD = 1.45$) in Item 36. Nearly half ($n = 49$, 49.0%) of 100 (100.0%) 3rd year respondents indicated that for

day shift they *frequently to always* needed to work in isolation from the outside world. Less than half (n = 44, 44.0%) of 100 (100.0%) 3rd year respondents indicated that for night shift they *frequently to always* needed to work in isolation from the outside world ($\bar{x} = 3.13$, SD = 1.51).

b. I think about my friends or family while performing my duties (Item 37)

More than a third (n = 34, 34.0%) of 100 (100.0%) **2nd year** respondents for day shift and 39 (39.0%) of 100 (100.0%) 2nd year respondents for night shift indicated that they *frequently to always* thought about their friends or family while performing their duties ($\bar{x} = 2.90$, SD = 1.45; $\bar{x} = 2.90$, SD = 1.45). A **significant difference** for 2nd year respondents between day and night shift responses (Z = -2.23, p < .025) was obtained (Table 4.143).

More than a third (n = 41, 41.0%) of 100 (100.0%) respondents indicated that for day shift they *frequently to always* thought about friends or family while performing their duties ($\bar{x} = 3.24$, SD = 1.36). Item 37 obtained the highest mean value of ($\bar{x} = 3.23$, SD = 1.41) in the domain of socialisation needs for night shift. More than a third (n = 43, 43.0%) of 100 (100.0%) respondents indicated that they *frequently to always* thought about their friends or family while performing their duties.

In another study, it was found that respondents mostly thought about their family during night while thinking more about their friends during the day (Wong, Wong, Wong & Lee, 2010:1021).

Table 4.141: Day and night shift socialisation needs of 2nd year respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value																			
Item	Socialisation needs (n = 100)		Responses of 2nd year respondents for day and night shifts														\bar{x}	SD	Skewness
			Total		Never		Sometimes		Often		Frequently		Always						
			n	%	n	%	n	%	n	%	n	%	n	%					
36	I am isolated from the outside world while performing my duties.	D	100	100.0	14	14.1	24	24.20	20	20.20	16	16.20	25	25.30	3.14	1.41	ND		
		N	100	100.0	16	16.0	25	25.0	18	18.0	16	16.0	25	25.0	3.14	1.41	ND		
37	I think about my friends or family while performing my duties.	D	100	100.0	16	16.0	37	37.0	13	13.0	9	9.0	25	25.0	2.90	1.45	ND		
		N	100	100.0	13	13.0	34	34.0	14	14.0	13	13.0	26	26.0	2.90	1.45	ND		
51	I work in isolation from my close friends.	D	100	100.0	11	11.0	27	27.0	17	17.0	20	20.0	25	25.0	3.21	1.37	ND		
		N	100	100.0	10	10.0	33	33.0	17	17.0	15	15.0	25	25.0	3.21	1.37	ND		

Table 4.142: Day and night shift socialisation needs of 3rd year respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value																			
Item	Socialisation needs (n = 100)		Responses of 3rd year respondents for day and night shifts														\bar{x}	SD	Skewness
			Total		Never		Sometimes		Often		Frequently		Always						
			n	%	n	%	n	%	n	%	n	%	n	%					
36	I am isolated from the outside world while performing my duties.	D	100	100.0	14	14.0	22	22.0	15	15.0	19	19.0	30	30.0	3.29	1.45	ND		
		N	100	100.0	18	18.0	24	24.0	14	14.0	15	15.0	29	29.0	3.13	1.51	ND		
37	I think about my friends or family while performing my duties.	D	100	100.0	9	9.0	27	27.0	23	23.0	13	13.0	28	28.0	3.24	1.36	ND		
		N	100	100.0	13	13.0	22	22.0	22	22.0	15	15.0	28	28.0	3.23	1.41	ND		
51	I work in isolation from my close friends.	D	98	100.0	11	11.2	22	22.4	27	27.6	20	20.4	18	18.4	3.12	1.27	ND		
		N	98	100.0	21	21.4	21	21.4	29	29.6	11	11.2	16	16.3	2.80	1.35	ND		

Table 4.143: Comparison between the mean ranks of items about socialisation needs during day and night shift of 2nd year respondents

Affiliation needs	Items	Mean rank	Wilcoxon signed ranks test		Comments
			Z	p	
Socialisation needs	Item 36	12.25	-.628	.530	Not Significant
	Item 37	8.91	-2.23	.025	Significant
	Item 51	10.86	-1.10	.27	Not Significant

Table 4.144: Comparison between the mean ranks of items about socialisation needs during day and night shift of 3rd year respondents

Affiliation needs	Items	Mean rank	Wilcoxon signed ranks test		Comments
			Z	p	
Socialisation needs	Item 36	12.07	-1.66	.096	Not Significant
	Item 37	14.08	-.153	.878	Not Significant
	Item 51	9.50	-3.10	.002	Significant

Table 4.145: Comparison between the mean ranks of items about socialisation needs during day shift of 2nd and 3rd year respondents

Affiliation needs	Items	Mean rank		Wilcoxon signed ranks test		Comments
		2nd day	3rd day	Z	p	
Socialisation needs	Item 36	97.08	102.89	-.73	.470	Not Significant
	Item 37	93.12	107.89	-1.86	.060	Not Significant
	Item 51	101.20	97.77	-.43	.670	Not Significant

Table 4.146: Comparison between the mean ranks of items about socialisation needs during night shift of 2nd and 3rd year respondents

Affiliation needs	Items	Mean rank		Wilcoxon signed ranks test		Comments
		2nd night	3rd night	Z	p	
Socialisation needs	Item 36	97.08	102.89	-.73	.470	Not Significant
	Item 37	93.12	107.89	-1.86	.060	Not Significant
	Item 51	101.20	97.77	-.43	.670	Not Significant

c. I work in isolation from my close friends (Item 51)

Nearly half ($n = 45, 45.0\%$) of 100 (100.0%) **2nd year** respondents for day shift and 40 (40.0%) of 100 (100.0%) for night shift indicated that they *frequently to always* worked in isolation from their close friends ($\bar{x} = 3.21, SD = 1.37; \bar{x} = 3.21, SD = 1.37$). More than a third ($n = 38, 38.8\%$) of 98 (100.0%) 3rd year respondents indicated that for day shift they *frequently to always* worked in isolation from their close friends ($\bar{x} = 3.12, SD = 1.27$). Nearly a third ($n = 27, 27.5\%$) of 98 (100.0%) respondents indicated that for night shift they *frequently to always* worked in isolation from their close friends ($\bar{x} = 2.80, SD = 1.35$).

A **significant difference** between day and night shift responses of 3rd year respondents ($Z = -3.10, p < .002$) was obtained (Table 4.144).

Nurses working in close proximity of their close friends experience their affiliation needs are met to working in isolation from their close friends (Nilsson, Campbell & Pilhamar-Anderson, 2008:7)

Table 4.147: Day and night shift needs for channels of communication of 2nd year respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value																			
Item	Channels of communication needs (n = 100)		Responses of 2nd year respondents for day and night shifts														\bar{x}	SD	Skewness
			Total		Never		Sometimes		Often		Frequently		Always						
			n	%	n	%	n	%	n	%	n	%	n	%					
40	I verbally address my problems in the unit, e.g. with the unit manager.	D	100	100.0	23	23.0	26	26.0	16	16.0	14	14.0	21	21.0	2.84	1.47	ND		
		N	100	100.0	28	28.0	30	30.0	13	13.0	10	10.0	19	19.0	2.84	1.47	ND		
41	I have access to information through open channels of communication.	D	100	100.0	7	7.0	24	24.0	27	27.0	15	15.0	27	27.0	3.31	1.29	ND		
		N	100	100.0	15	15.0	29	29.0	23	23.0	13	13.0	20	20.0	3.31	1.29	ND		

Table 4.148: Day and night shift needs for channels of communication of 3rd year respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value																			
Item	Channels of communication needs (n = 100)		Responses for 3rd years day and night shifts														\bar{x}	SD	Skewness
			Total		Never		Sometimes		Often		Frequently		Always						
			n	%	n	%	n	%	n	%	n	%	n	%					
40	I verbally address my problems in the unit, e.g. with the unit manager.	D	100	100.0	18	18.0	33	33.0	20	20.0	16	16.0	13	13.0	2.73	1.29	ND		
		N	100	100.0	28	28.0	34	34.0	18	18.0	10	10.0	10	10.0	2.40	1.27	SP		
41	I have access to information through open channels of communication.	D	99	100.0	8	8.1	33	33.3	29	29.3	14	14.1	15	15.2	2.95	1.19	ND		
		N	99	100.0	19	19.2	32	32.2	20	20.2	14	14.1	14	14.1	2.72	1.32	ND		

Table 4.149: Comparison between the mean ranks of items about channels of communication needs during day and night shift of 2nd year respondents

Affiliation needs	Items	Mean rank	Wilcoxon signed ranks test		Comments
			Z	p	
Channels of communication needs	Item 40	11.93	-2.83	.005	Significant
	Item 41	14.90	-3.59	.000	Significant

Table 4.150: Comparison between the mean ranks of items about channels of communication needs during day and night shift of 3rd year respondents

Affiliation needs	Items	Mean rank	Wilcoxon signed ranks test		Comments
			Z	p	
Channels of communication needs	Item 40	14.38	-3.76	.000	Significant
	Item 41	17.80	-2.11	.035	Significant

Table 4.151: Comparison between the mean ranks of items about channels of communication during day shift of 2nd and 3rd year respondents

Affiliation needs	Items	Mean rank	Wilcoxon signed ranks test	Comments
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		2nd day	3rd day	Z	p	
Channels of communication needs	Item 40	102.00	99.01	-.37	.710	Not Significant
	Item 41	107.90	92.02	-2.01	.045	Significant

Table 4.152: Comparison between the mean ranks of items about channels of communication needs during night shift of 2nd and 3rd year respondents

Affiliation needs	Items	Mean rank		Wilcoxon signed ranks test		Comments
		2nd night	3rd night	Z	p	
Channels of communication	Item 40	103.70	97.30	-.81	.420	Not Significant
	Item 41	104.65	95.31	-1.17	.240	Not Significant

4.5.3.8 Channels of communication needs (Items 40 and 41) (Table 4.147 and Table 4.148)

a. I verbally address my problems in the unit, e.g. with the unit manager (Item 40)

The **2nd year** respondents in the domain of channels of communication needs for day and night shift respectively obtained the similar mean values ($\bar{x} = 2.84$, $SD = 1.47$; $\bar{x} = 2.84$, $SD = 1.47$) in Item 40. Almost half ($n = 49$, 49.0%) of 100 (100.0%) 2nd year respondents indicated that for day shift they *never to sometimes* were able to verbally address their problems in the unit, e.g. with the unit manager. More than half ($n = 58$, 58.0%) of 100 (100.0%) 2nd year respondents indicated that for night shift they *never to sometimes* were able to verbally address their problems in the unit, e.g. with the unit manager. A **significant difference** for 2nd year respondents between day and night shift responses ($Z = -2.83$, $p < .005$) was obtained (Table 4.149).

The **3rd year** respondents in the domain of channels of communication needs obtained the 2nd highest mean values ($\bar{x} = 2.73$, $SD = 1.29$; $\bar{x} = 2.40$, $SD = 1.27$) for day and night shift respectively in Item 40. More than half ($n = 51$, 51.0%) of 100 (100.0%) respondents indicated that for day shift they *never to sometimes* were able to verbally address their problems in the unit. Close to two-thirds ($n = 62$, 62.0%) of 100 (100.0%) 3rd year respondents indicated that they *never to sometimes* were able to verbally address their problems with the unit manager. **Significant differences** between day and night shift responses of 3rd year respondents ($Z = -3.76$, $p < .000$) (Table 4.150), as well as between 2nd and 3rd year respondents' day shift responses ($Z = -2.01$, $p < .045$) (Table 4.151) were obtained.

Assertiveness is a form of open communication to address concerns directly and openly while showing respect for both oneself and the listener (Rasetsoke, 2013:88)

b. I have access to information through open channels of communication (Item 41)

Nearly a third ($n = 31$, 31.0%) of 100 (100.0%) **2nd year** respondents indicated that for day shift they *never to sometimes* had access to information through open channels of communication ($\bar{x} = 3.31$, $SD = 1.29$). Nearly half ($n = 44$, 44.0%) of 100 (100.0%) respondents indicated that for night shift they *never to sometimes* had access to information through open communication ($\bar{x} = 3.31$, $SD = 1.29$). A **significant difference** for 2nd year respondents between day and night shift responses ($Z = -3.59$, $p < .000$) was obtained (Table 4.149).

Nearly half ($n = 41$, 41.4%) of 99 (100.0%) respondents indicated that for day shift they *never to sometimes* had access to information through open channels of communication ($\bar{x} = 2.95$, $SD = 1.19$).

Half (n = 51, 51.4%) of 99 (100.0%) 3rd year respondents indicated a similar night shift response (*never to sometimes*) with regard to having access to information ($\bar{x} = 2.72$, SD = 1.32).

Significant differences between responses of 3rd year respondents for day and night shift ($Z = -2.11$, $p < .035$) (Table 4.150), as well as between 2nd and 3rd year respondents for day shift ($Z = -2.01$, $p < .045$) (Table 4.151 and Table 4.152) with regard to having access to information through open channels of communication were found.

Nurses need access to open communication channels as empowerment aspects of the practise environment to increase their satisfaction of open communication skills (Zangaro & Soeken, 2007:445).

Table 4.153: Day and night shift group affiliation needs of 2nd year respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value

Item	Group affiliation needs (n = 100)		Responses of 2nd year respondents for day and night shifts														\bar{x}	SD	Skewness
			Total		Never		Sometimes		Often		Frequently		Always						
			n	%	n	%	n	%	n	%	n	%	n	%					
47	I maintain healthy relationships with family members.	D	99	100.0	1	1.0	5	5.1	8	8.1	16	16.2	69	69.7	4.48	0.92	SN		
		N	99	100.0	3	3.0	10	10.1	9	9.1	13	13.1	64	64.6	4.48	0.92	SN		
49	I remain professional during interaction with colleagues.	D	100	100.0	0	0.0	5	5.0	7	7.0	21	21.0	67	67.0	4.50	0.84	SN		
		N	100	100.0	1	1.0	6	6.0	8	8.0	22	22.0	63	63.0	4.50	0.83	SN		
50	I manage my stressed during the shifts.	D	100	100.0	0	0.0	14	14.0	12	12.0	19	19.0	55	55.0	4.15	1.10	SN		
		N	100	100.0	1	1.0	11	11.0	11	11.0	25	25.0	52	52.0	4.15	1.10	SN		
54	I am confident when talking to medical practitioners.	D	100	100.0	4	4.0	15	15.0	20	20.0	20	20.0	41	41.0	3.79	1.24	SN		
		N	100	100.0	5	5.0	17	17.0	23	23.0	18	18.0	37	37.0	3.79	1.24	SN		

Table 4.154: Day and night shift group affiliation needs of 3rd year respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value

Item	Group affiliation needs (n = 100)		Responses of 3rd year respondents for day and night shifts														\bar{x}	SD	Skewness
			Total		Never		Sometimes		Often		Frequently		Always						
			N	%	n	%	n	%	n	%	n	%	n	%					
47	I maintain healthy relationships with family members.	D	100	100.0	2	2.0	5	5.0	22	22.0	17	17.0	54	54.0	4.16	1.06	SN		
		N	100	100.0	11	11.0	11	11.0	20	20.0	18	18.0	40	40.0	3.65	1.39	SN		
49	I remain professional during interaction with colleagues.	D	100	100.0	2	2.0	8	8.0	12	12.0	31	31.0	47	47.0	4.13	1.04	SN		
		N	100	100.0	8	8.0	12	12.0	17	17.0	19	19.0	44	44.0	3.79	1.34	SN		
50	I manage my stressed during the shifts.	D	100	100.0	4	4.0	12	12.0	16	16.0	27	27.0	41	41.0	3.89	1.19	SN		
		N	100	100.0	10	10.0	14	14.0	14	14.0	30	30.0	32	32.0	3.60	1.33	SN		
54	I am confident when talking to medical practitioners.	D	100	100.0	7	7.0	13	13.0	29	29.0	22	22.0	29	29.0	3.53	1.24	ND		
		N	100	100.0	13	13.0	17	17.0	29	29.0	15	15.0	26	26.0	3.24	1.36	ND		

Table 4.155: Comparison between the mean ranks of items about group affiliation needs during day and night shift of 2nd year respondents

Affiliation needs	Items	Mean rank	Wilcoxon signed ranks test		Comments
			Z	p	
Group affiliation needs	Item 47	8.25	-2.72	.006	Significant
	Item 49	4.50	-2.48	.013	Significant
	Item 50	10.13	-.220	.826	Not significant
	Item 54	8.33	-1.88	.060	Not significant

Table 4.156: Comparison between the mean ranks of items about group affiliation needs during day and night shift of 3rd year respondents

Affiliation needs	Items	Mean rank	Wilcoxon signed ranks test		Comments
			Z	p	
Group affiliation needs	Item 47	9.50	-4.41	.000	Significant
	Item 49	11.83	-3.53	.000	Significant
	Item 50	11.44	-2.38	.017	Significant
	Item 54	13.75	-2.62	.009	Significant



Table 4.157: Comparison between the mean ranks of items about group affiliation needs during day shift of 2nd and 3rd year respondents

Affiliation needs	Items	Mean rank		Wilcoxon signed ranks test		Comments
		2nd day	3rd day	Z	p	
Group affiliation needs	Item 47	108.63	91.46	-2.42	.016	Significant
	Item 49	111.05	89.95	-2.89	.004	Significant
	Item 50	107.15	93.85	-1.74	.080	Not Significant
	Item 54	106.62	94.38	-1.55	.120	Not Significant

Table 4.158: Comparison between the mean ranks of items about group affiliation needs during night shift of 2nd and 3rd year respondents

Affiliation needs	Items	Mean rank		Wilcoxon signed ranks test		Comments
		2nd night	3rd night	Z	p	
Group affiliation needs	Item 47	113.16	86.98	-3.48	.001	Significant
	Item 49	113.03	87.97	-3.35	.001	Significant
	Item 50	112.76	88.24	-3.16	.002	Significant
	Item 54	108.88	92.13	-2.11	.035	Significant

4.5.3.9 Group affiliation needs (Items 47, 49, 50 and 54) (Table 4.153 and Table 4.154)

a. I maintain healthy relationships with family members (Item 47)

The **2nd year** respondents in the domain of group affiliation needs obtained the highest mean values for day and night shifts respectively ($\bar{x} = 4.48$, $SD = 0.92$; $\bar{x} = 4.48$, $SD = 0.92$). The majority (85, 85.9%) of 99 (100.0%) **2nd year** respondents indicated that for day shift they *frequently to always* needed to maintain healthy relationships with family members. More than three-quarters 77 (77.7%) of the 99 (100.0%) 2nd year respondents indicated that for night shift they *frequently to always* needed to maintain healthy relationships with family members. A **significant difference** for 2nd year respondents between day and night shift responses ($Z = -2.72$, $p < .000$) was obtained (Table 4.155).

For day shift, the **3rd year** respondents in the domain of group affiliation needs obtained the highest mean value ($\bar{x} = 4.16$, $SD = 1.06$) in the need to maintain healthy relationships with family members. Nearly three-quarters 71(71.0%) of 100 (100.0%) 3rd year respondents indicated that for day shift they *frequently to always* needed to maintain healthy relationships with family. The 3rd year respondents obtained the 2nd highest mean value for night shift responses ($\bar{x} = 3.65$, $SD = 1.39$) needed to maintain healthy relationships with family members in the domain of group affiliation needs. For night shift, far more than half ($n = 58$, 58.0%) of 100 (100.0%) 3rd year respondents indicated that for night shift they *frequently to always* needed to maintain healthy relationships with family members. A **significant difference** between day and night shift responses of 3rd year respondents ($Z = -4.41$, $p < .000$) was obtained (Table 4.156).

Maintaining responsive reciprocal close satisfying relationships with family members contribute to mental, physical, social and emotional well- being (Canevello & Crocker, 2010:78)

b. I remain professional during my interaction with colleagues (Item 49)

To remain professional during their interaction with their colleagues, **2nd year** respondents in the domain of group affiliation needs for day and night shift respectively obtained high mean values ($\bar{x} = 4.50$, $SD = 0.84$; $\bar{x} = 4.50$, $SD = 0.83$). More than three-quarters ($n = 88$, 88.0%) of 100 (100.0%) 2nd year respondents indicated that they *frequently to always* needed to remain professional during interaction with their colleagues. More than three-quarters ($n = 85$, 85.0%) of 100 (100.0%) 2nd year respondents indicated that they *frequently to always* needed to remain professional during interaction with their colleagues. A **significant difference** for 2nd year respondents between day and night shift responses ($Z = -2.48$, $p < .013$) was obtained (Table 4.155).

Remaining professional during their interaction with their colleagues, **3rd year** respondents in the domain of group affiliation needs for day and night shift respectively obtained the 3rd highest mean values ($\bar{x} = 4.13$, $SD = 1.04$; $\bar{x} = 3.79$, $SD = 1.34$) in respect of the need to remain professional during the interaction with their colleagues. More than three-quarters ($n = 78$, 78.0%) of 100 (100.0%) of the 3rd year respondents indicated that for day shift they *frequently to always* needed to remain professional during interaction with their colleagues. For night shift, nearly two-thirds ($n = 63$, 63.0%) of 100 (100.0%) 3rd year respondents indicated that they *frequently to always* needed to remain professional during interaction with their colleagues.

Significant differences between day and night shift responses of 3rd year respondents ($Z = -3.53$, $p < .000$) (Table 4.156), between 2nd and 3rd year respondents for day shift ($Z = -2.89$, $p < .004$) (Table 4.157) and night shift ($Z = -3.35$, $p < .001$) (Table 4.158) were obtained in respect of the need to remain professional during the interaction with their colleagues.

To remain professional during interaction with my colleagues enhances our interaction, productivity, our professional image to the public, patients and being a rolemodel to the students.(Quinn & Hughes,2007:343)

c. I manage my stressed during the shift (Item 50)

To manage their stress during a shift, the **2nd year** respondents in the domain of group affiliation needs on both day and night shift respectively obtained the 2nd highest mean values ($\bar{x} = 4.15$, $SD = 1.10$; $\bar{x} = 4.15$, $SD = 1.10$). Nearly three-quarters (74, 74.0%) of the (100, 100.0%) 2nd year respondents indicated that for day shift they *frequently to always* needed to manage their stress during their shifts. Nearly three-quarters ($n = 71$, 71.0%) of the (100, 100.0%) 2nd year respondents indicated that for night shift they *frequently to always* needed to manage their stress during their shifts.

Managing their stress during a shift, the **3rd year** respondents in the domain of group affiliation needs on both day and night shifts respectively obtained the 3rd highest mean value ($\bar{x} = 3.89$, $SD = 1.19$; $\bar{x} = 3.60$, $SD = 1.33$). **Significant differences** between responses of 3rd year respondents for day and night shifts ($Z = -2.38$, $p < .017$) (Table 4.156) and between responses of 2nd and 3rd year respondents night shift ($Z = -3.16$, $p < .002$) (Table 4.158) were obtained.

d. I am confident when talking to medical practitioners (Item 54)

Nearly two-thirds ($n = 61$, 61.0%) of 100 (100.0%) respondents indicated that for day shift they *frequently to always* felt confident when talking to medical practitioners ($\bar{x} = 3.79$, $SD = 1.24$) in the

domain of group affiliation needs. More than half (n = 55, 55.0%) of 100 (100.0%) respondents indicated that for night shift they *frequently to always* felt confident when talking to the medical practitioners ($\bar{x} = 3.79$, SD = 1.24). More than half (n = 51, 51.0%) of 100 (100.0%) 3rd year respondents indicated that they *frequently to always* felt confident when talking to medical practitioners ($\bar{x} = 3.53$, SD = 1.24). More than a third (n = 41, 41.0%) of 100 (100.0%) respondents indicated that they *frequently to always* felt confident when talking to medical practitioners ($\bar{x} = 3.24$, SD = 1.36). **Significant differences** between responses of 3rd year respondents between day and night shift (Z = -2.62, p < .009) (Table 4.156) and between 2nd and 3rd year respondents during night shift (Z = -2.11, p < .035) (Table 4.158) were obtained with regard to being confident when talking to medical practitioners. Respondents cited that nurses who assimilated high clinical knowledge and acceptance of their suggestions by the physicians led to their high self-esteem and improved the learner nurses' clinical motivation (Nasrin, Soroor & Soodabeh, 2012:1359).

Nurses with a solid theoretical background and possess the ability to apply the skills acquired during their studies can maintain healthy and confident professional, social and working life(Canevello & Crocker, 2010:78)

4.5.3.10 Team work needs (Items 32, 44, 52 and 53) (Table 4.159 and Table 4.160)

Table 4.159: Day and night shift team work needs of 2nd year respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value

Item	Team work needs (n = 100)	Responses of 2nd year respondents for day and night shifts														\bar{x}	SD	Skewness
		Total		Never		Sometimes		Often		Frequently		Always						
		n	%	n	%	n	%	n	%	n	%	n	%					
32	I interact with my colleagues about nursing during delivery of nursing care.	D	100	100.0	2	2.0	14	14.0	13	13.0	27	27.0	44	44.0	3.97	1.15	SN	
		N	100	100.0	5	5.0	17	17.0	19	19.0	20	20.0	39	39.0	3.97	1.15	SN	
44	I work in a team environment.	D	100	100.0	10	10.0	22	22.0	19	19.0	19	19.0	30	30.0	3.37	1.38	ND	
		N	99	100.0	12	12.0	20	20.0	28	28.0	18	18.0	21	21.0	3.37	1.38	ND	
52	I feel part of the nursing team.	D	100	100.0	4	4.0	18	18.0	19	19.0	19	19.0	40	40.0	3.73	1.27	SN	
		N	100	100.0	6	6.1	18	18.4	20	20.4	17	17.3	37	37.8	3.73	1.27	SN	
53	I am aware of the prevailing philosophy of the unit.	D	98	100.0	6	6.0	22	22.0	21	21.0	23	23.0	28	28.0	3.45	1.27	ND	
		N	100	100.0	7	7.0	24	24.0	21	21.0	26	26.0	22	22.0	3.45	1.27	ND	

Table 4.160: Day and night shift team work needs of 3rd year respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value

Item	Team work needs (n = 100)	Responses of 3rd year respondents for day and night shifts														\bar{x}	SD	Skewness
		Total		Never		Sometimes		Often		Frequently		Always						
		n	%	n	%	n	%	n	%	n	%	n	%					
32	I interact with my colleagues about nursing during delivery of nursing care.	D	100	100.0	4	4.0	9	9.0	20	20.0	23	23.0	44	44.0	3.94	1.17	SN	
		N	100	100.0	13	13.0	14	14.0	23	23.0	19	19.0	31	31.0	3.41	1.39	SN	
44	I work in a team environment.	D	99	100.0	4	4.0	22	22.2	24	24.2	26	26.3	23	23.2	3.42	1.19	ND	
		N	99	100.0	14	14.1	19	19.2	21	21.2	25	25.3	20	20.2	3.18	1.34	ND	
52	I feel part of the nursing team.	D	99	100.0	6	6.1	22	22.2	19	19.2	26	26.3	26	26.3	3.44	1.26	ND	
		N	100	100.0	14	14.0	28	28.0	16	16.0	22	22.0	20	20.0	3.06	1.37	ND	
53	I am aware of the prevailing philosophy of the unit.	D	99	100.0	5	5.1	22	22.2	32	32.3	20	20.2	20	20.2	3.28	1.17	ND	
		N	100	100.0	11	11.0	26	26.0	34	34.0	15	15.0	14	14.0	2.95	1.19	ND	

Table 4.161: Comparison between the mean ranks of items about team work needs during day and night shift of 2nd year respondents

Affiliation needs	Items	Mean rank	Wilcoxon signed ranks test		Comments
			Z	P	
Team work needs	Item 32	38.84	-0.15	.880	Not Significant
	Item 44	35.49	-0.18	.860	Not Significant
	Item 52	38.32	-1.48	.140	Not Significant
	Item 53	42.38	-0.68	.500	Not Significant



Table 4.162: Comparison between the mean ranks of items during team work needs during day and night shift of 3rd year respondents

Affiliation needs	Items	Mean rank	Wilcoxon signed ranks test		Comments
			Z	p	
Team work needs	Item 32	15.5	-3.80	.000	Significant
	Item 44	15.64	-1.84	.066	Not Significant
	Item 52	10	-3.26	.001	Significant
	Item 53	8.83	-2.83	.005	Significant

Table 4.163: Comparison between the mean ranks of items about team work needs during day shift of 2nd and 3rd year respondents

Affiliation needs	Items	Mean rank		Wilcoxon signed ranks test		Comments
		2nd day	3rd day	Z	p	
Team work needs	Item 32	101.06	99.81	-.14	.890	Not Significant
	Item 44	99.44	100.57	-.14	.890	Not Significant
	Item 52	106.61	93.33	-1.68	.090	Not Significant
	Item 53	103.99	95.97	-1.01	.310	Not Significant

Table 4.164: Comparison between the mean ranks of items about affiliation needs during night shift of 2nd and 3rd year respondents

Affiliation needs	Items	Mean rank		Wilcoxon signed ranks test		Comments
		2nd night	3rd night	Z	p	
Team work needs	Item 32	102.40	94.61	-1.49	.140	Not Significant
	Item 44	99.87	100.13	-.03	.970	Not Significant
	Item 52	111.22	88.01	-2.93	.003	Significant
	Item 53	108.86	92.15	-2.10	.036	Significant

a. I interact with my colleagues about nursing during delivery of nursing care (Item 32)

The **2nd year** respondents in the domain of team work needs for day and night shifts respectively obtained the highest mean values ($\bar{x} = 3.97$, $SD = 1.15$; $\bar{x} = 3.97$, $SD = 1.15$) interacted with their colleagues. Nearly three-quarters ($n = 71$, 71.0%) of 100 (100.0%) respondents indicated that for day shift they *frequently to always* interacted with their colleagues. Less than two-thirds ($n = 59$, 59.0%) of 100 (100.0%) respondents indicated that for night shift they *frequently to always* interacted with their colleagues. The **3rd year** respondents for day and night shift respectively obtained the highest mean values ($\bar{x} = 3.94$, $SD = 1.17$; $\bar{x} = 3.41$, $SD = 1.39$) in the domain of team work needs. More than two-thirds ($n = 67$, 67.0%) of 100 (100.0%) 3rd year respondents indicated that for day shift they *frequently to always* interacted with their colleagues. Half ($n = 50$, 50.0%) of 100 (100.0%) of the 3rd year respondents indicated that for night shift they *frequently to always* interacted with their colleagues. A **significant difference** between day and night shift responses of 3rd year respondents ($Z = -3.80$, $p < .000$) was obtained (Table 4.162) in terms of interacting with colleagues.

The quality of our interaction with significant others as our family, friends and our professional relationships are determined by our self- esteem (Papanis, 2011:205).

b. I work in a team environment (Item 44)

Nearly half, (49, 49.0%) of 100 (100.0%) **2nd year** respondents indicated that for day shift they *frequently to always* worked in a team environment ($\bar{x} = 3.37$, $SD = 1.38$) in the domain of team work needs. More than a third ($n = 39$, 39.0%) of 99 (100.0%) respondents indicated that for night shift they *frequently to always* worked in a team environment ($\bar{x} = 3.37$, $SD = 1.38$). The **3rd year** respondents obtained the 3rd highest mean value ($\bar{x} = 3.42$, $SD = .19$) for day shift and the 2nd highest mean value ($\bar{x} = 3.18$, $SD = 1.34$) for night shift with regard to working in a team environment in the domain of group affiliation needs. Nearly half ($n = 49$, 49.5 %) of 99 (100.0%) respondents indicated that for day shift they *frequently to always* worked in a team environment, while fewer than half ($n = 45$, 45.5%) of 99 (100.0%) respondents indicated that they *frequently to always* worked in a team environment during night shift in the domain of team work needs.

Working within the team aspects as communication, interpersonal skills, decision- making skills, are aspects of the clinical practise that increases nurses job satisfaction (Kalisch, Curley & Stefanov, 2007:77)

c. I feel part of the nursing team (Item 52)

The **2nd year** respondents in the domain of team work needs for day and night shift respectively obtained the 2nd highest mean values ($\bar{x} = 3.73$, $SD = 1.27$; $\bar{x} = 3.73$, $SD = 1.27$) felt part of the nursing team. Less than two-thirds ($n = 59$, 59.0%) of 100 (100.0%) respondents indicated that for day shift they *frequently to always* felt part of the nursing team in the domain of team work needs. More than half ($n = 55$, 55.1%) of 100 (100.0%) respondents indicated that for night shift they *frequently to always* felt part of the nursing team. The **3rd year** respondents obtained the 2nd highest mean value ($\bar{x} = 3.44$, $SD = 1.26$) for their day shift responses with regard to feeling part of the nursing team in the domain of team work needs. More than half ($n = 52$, 52.6%) of 99 (100.0%) respondents indicated that for day shift they *frequently to always* felt part of the nursing team ($\bar{x} = 3.06$, $SD = 1.37$). Less than a half ($n = 42$, 42.0%) of 100 (100.0%) respondents for night shift indicated that they *frequently to always* had the need to feeling part of the nursing team. **significant differences** between day and night shift responses of 3rd year respondents ($Z = -3.26$, $p < .001$) (Table 4.162) and between 2nd and 3rd respondents for night shift ($Z = -2.93$, $p < .003$) (Table 4.164) were obtained.

According to Cleary, Horsfall and De Carlo (2011:48), teamwork promotes a sense of belonging and enhances an environment where applied experiential clinical learning could take place.

d. I am aware of the prevailing philosophy of the unit (Item 53)

More than half ($n = 51$, 51.0%) of 98 (100.0%) respondents indicated that for day shift they *frequently to always* were aware of the prevailing philosophy of the unit ($\bar{x} = 3.45$, $SD = 1.27$; $\bar{x} = 3.45$, $SD = 1.27$). Nearly half ($n = 48$, 48.0%) of 100 (100.0%) respondents for day shift indicated that they *frequently to always* had the need of being aware of the prevailing philosophy of the unit. More than a third ($n = 40$, 40.4%) of 99 (100.0%) of the **3rd year** respondents indicated that they *frequently to always* had the need of being aware of the prevailing philosophy of the unit ($\bar{x} = 3.28$, $SD = 1.17$). Almost two-thirds ($n = 29$, 29.0%) of 100 (100.0%) respondents for night shift indicated that they *frequently to always* had the need of being aware of the prevailing philosophy of the unit ($\bar{x} = 2.95$, $SD = 1.19$). A **significant difference**

between responses of 3rd year respondents for day and night shifts ($Z = -2.83, p < .005$) (Table 4.162) was obtained.

On orientation to the ward the philosophy of the ward should be communicated to the nurses, because it provides the framework for motivation, principles, values, decision-making, actions and nursing (Muller, 2009:125)

4.5.4 Self-esteem needs

- Self-esteem needs were measured in 13 items that had been clustered into the following categories for discussion purposes:
- recognition needs (Items 55, 56, 58, 59, 62, 67 and 69),
- empowerment and achievement needs (Items 57, 65 and 66),
- intrinsic motivational and goal setting needs (Items 61 and 68) and
- emotional needs (Items 70).

4.5.4.1 Recognition needs (Items 55, 56, 59, 62, 67 and 69) (Table 4.165 and Table 4.166)

Table 4.165: Day and night shift recognition needs of 2nd year respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value																	
Item	Recognition needs (n = 100)	Responses of 2nd year respondents for day and night shifts															
		Total		Never		Sometimes		Often		Frequently		Always		\bar{x}	SD	Skewness	
		n	%	n	%	n	%	n	%	n	%	n	%				
55	My hard work is recognised.	D	100	100.0	14	14.0	35	35.0	10	10.0	16	16.0	25	25.0	3.03	1.45	ND
		N	100	100.0	21	21.0	32	32.0	9	9.0	15	15.0	23	23.0	2.87	1.50	ND
56	I receive prompt acknowledgement for completing a task excellently.	D	100	100.0	11	11.0	32	32.0	19	19.0	16	16.0	22	22.0	3.06	1.35	ND
		N	100	100.0	20	20.0	25	25.0	19	19.0	17	17.0	19	19.0	2.90	1.41	ND
59	My manager emphasises my positive contributions when evaluating my performance.	D	100	100.0	10	10.0	15	15.0	19	19.0	24	24.0	32	32.0	3.53	1.34	SN
		N	100	100.0	12	12.0	19	19.0	22	22.0	22	22.0	25	25.0	3.29	1.35	ND
62	I am praised for hard work.	D	100	100.0	19	19.0	23	23.0	20	20.0	13	13.0	25	25.0	3.02	1.46	ND
		N	100	100.0	20	20.0	26	26.0	19	19.0	13	13.0	22	22.0	2.91	1.44	ND
67	I feel valued by colleagues in the unit.	D	100	100.0	14	14.0	26	26.0	20	20.0	17	17.0	23	23.0	3.09	1.39	ND
		N	100	100.0	12	12.0	27	27.0	23	23.0	17	17.0	21	21.0	3.08	1.33	ND
69	I need praise to fulfil my task in the unit.	D	100	100.0	29	29.0	20	20.0	14	14.0	13	13.0	24	24.0	2.83	1.56	ND
		N	100	100.0	34	34.0	24	24.0	10	10.0	12	12.0	20	20.0	2.60	1.54	ND

Table 4.166: Day and night shift recognition needs of 3rd year respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value																	
Item	Recognition needs (n = 100)	Responses of 3rd year respondents for day and night shifts															
		Total		Never		Sometimes		Often		Frequently		Always		\bar{x}	SD	Skewness	
		n	%	n	%	n	%	n	%	n	%	n	%				
55	My hard work is recognised.	D	100	100.0	23	23.2	21	21.2	18	18.2	19	19.2	18	18.2	2.88	1.44	ND
		N	100	100.0	26	26.0	24	24.0	20	20.0	16	16.0	14	14.0	2.68	1.38	ND
56	I receive prompt acknowledgement for completing a task excellently.	D	100	100.0	16	16.0	22	22.0	27	27.0	19	19.0	16	16.0	2.97	1.31	ND
		N	100	100.0	18	18.2	26	26.3	22	22.2	22	22.2	11	11.1	2.82	1.28	ND
59	My manager emphasises my positive contributions when evaluating my	D	100	100.0	13	13.0	19	19.0	29	29.0	19	19.0	20	20.0	3.14	1.30	ND
		N	100	100.0	16	16.0	25	25.0	28	28.0	14	14.0	17	17.0	2.91	1.31	ND

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value

Item	Recognition needs (n = 100)	Responses of 3rd year respondents for day and night shifts															
		Total		Never		Sometimes		Often		Frequently		Always		\bar{x}	SD	Skewness	
		n	%	n	%	n	%	n	%	n	%	n	%				
	performance.																
62	I am praised for hard work.	D	100	100.0	18	18.0	21	21.0	29	29.0	14	14.0	18	18.0	2.93	1.34	ND
		N	100	100.0	22	22.4	23	23.5	26	26.5	9	9.2	18	18.4	2.78	1.39	ND
67	I feel valued by colleagues in the unit.	D	100	100.0	13	13.0	24	24.0	36	36.0	15	15.0	12	12.0	2.89	1.18	ND
		N	100	100.0	20	20.0	27	27.0	26	26.0	19	19.0	8	8.0	2.68	1.22	ND
69	I need praise to fulfil my task in the unit.	D	100	100.0	27	27.0	17	17.0	23	23.0	17	17.0	16	16.0	2.78	1.43	ND
		N	100	100.0	31	31.3	25	25.3	19	19.2	11	11.1	13	13.1	2.49	1.38	SN

Table 4.167: Comparison between the mean ranks of items about recognition needs during day and night shift of 2nd year respondents

Self-esteem needs	Items	Mean rank	Wilcoxon signed ranks test		Comments
			Z	p	
Recognition needs	Item 55	16.92	-1.16	.245	Not Significant
	Item 56	15.95	-1.19	.234	Not Significant
	Item 59	19.50	-2.14	.032	Significant
	Item 62	14.14	-.815	.415	Not Significant
	Item 67	12.90	-.112	.911	Not Significant
	Item 69	10.50	-2.88	.004	Significant
	Item 58	15.79	-.314	.753	Not Significant



Table 4.168: Comparison between the mean ranks of items about recognition needs during day and night shift of 3rd year respondents

Self-esteem needs	Items	Mean rank	Wilcoxon signed ranks test		Comments
			Z	p	
Recognition needs	Item 55	11.83	-1.53	.125	Not Significant
	Item 56	16.09	-1.26	.206	Not Significant
	Item 59	12.14	-2.12	.034	Significant
	Item 62	9.07	-1.85	.065	Not Significant
	Item 67	14.75	-2.04	.042	Significant
	Item 69	10.17	-2.78	.005	Significant
	Item 58	13.27	-1.06	.289	Not Significant

Table 4.169: Comparison between the mean ranks of items about recognition needs during day shift of 2nd and 3rd year respondents

Self-esteem needs	Items	Mean rank		Wilcoxon signed ranks test		Comments
		2nd day	3rd day	Z	p	
Recognition needs	Item 55	103.08	96.89	-.78	.440	Not Significant
	Item 56	101.97	99.04	-.37	.710	Not Significant
	Item 59	109.08	91.92	-2.15	.032	Significant
	Item 62	101.97	99.04	-.37	.710	Not Significant
	Item 67	104.22	96.79	-.93	.350	Not Significant
	Item 69	101.18	99.82	-.17	.860	Not Significant

Table 4.170: Comparison between the mean ranks of items about recognition needs during night shift of 2nd and 3rd year respondents

Self-esteem needs	Items	Mean rank		Wilcoxon signed ranks test		Comments
		2nd night	3rd night	Z	p	
Recognition needs	Item 55	103.88	97.12	-.78	.440	Not Significant
	Item 56	101.36	98.63	-.37	.710	Not Significant
	Item 59	108.57	92.43	-2.15	.032	Significant
	Item 62	101.83	97.13	-1.27	.200	Not Significant
	Item 67	108.73	92.27	-.93	.350	Not Significant
	Item 69	100.92	99.07	-.17	.870	Not Significant

a. My hard work is recognised (Item 55)

Almost half (n = 49, 49.0%) of 100 (100.0%) **2nd year** respondents indicated that for day shift they *never to sometimes* needed their hard work to be recognised (\bar{x} = 3.03, SD = 1.45) in the domain of recognition of needs. More than half (n = 53, 53.0%) of 100 (100.0%) responding learner nurses indicated that for night shift they *never to sometimes* needed of their hard work to be recognised (\bar{x} = 2.87, SD = 1.50). Fewer than half (n = 44, 44.4%) of 99 (100.0%) **3rd year** respondents indicated that they *never to sometimes* needed their hard work to be recognised (\bar{x} = 2.88, SD = 1.44) in the domain of recognition needs. Half (n = 50, 50.0%) of 100 (100.0%) 3rd year respondents indicated that they *never to sometimes* needed their hard work to be recognised (\bar{x} = 2.68, SD = 1.38).

Recognition, praise for effort and not only for outcomes, nurses are afforded opportunities for success by assisting them to evaluate their progress and encourage critique through which internal motivation could arise (Stapelot, Henderson, Creedy, Cooke, Patterson, Alexander & Dalton, 2007:12470)

b. Prompt acknowledgement for completing a task excellently (Item 56)

For day shift, the **2nd year** respondents in the domain of recognition needs obtained the 3rd highest mean value ($\bar{x} = 3.06$, $SD = 1.35$) in respect of the need to receive prompt acknowledgement for completing a task excellently in the domain of recognition. Fewer than half ($n = 43$, 43.0%) of 100 (100.0%) 2nd year respondents indicated that for day shift they *never to sometimes* needed to receive prompt acknowledgement for completing a task excellently. Nearly half ($n = 45$, 45.0%) of 100 (100.0%) 2nd year respondents indicated that for night shift they *never to sometimes* needed to receive prompt acknowledgement for completing a task excellently ($\bar{x} = 2.90$, $SD = 1.41$). The **3rd year** respondents in the domain of recognition needs for day and night shift respectively obtained the 2th highest mean values ($\bar{x} = 2.97$, $SD = 1.31$; $\bar{x} = 2.82$, $SD = 1.28$) in Item 56. More than a third ($n = 38$, 38.0%) of 100 (100.0%) 3rd year respondents indicated that they *never to sometimes* needed to receive prompt acknowledgement for completing a task excellently. Fewer than half ($n = 44$, 44.5%) of 99 (100.0%) 3rd year respondents indicated that for night shift they *never to sometimes* needed to receive prompt acknowledgement for completing a task excellently.

Prompt acknowledgment for task completed excellently is part of empowerment and have connection to improved work satisfaction (Sherman & Pross, 2010:4)

c. My manager emphasises my positive contributions when evaluating my performance (Item 59)

The **2nd year** respondents in the domain of recognition needs for day and night shift respectively obtained the highest mean values ($\bar{x} = 3.53$, $SD = 1.34$; $\bar{x} = 3.29$, $SD = 1.35$) in Item 59 (Table 4.176). More than half ($n = 56$, 56.0%) of 100 (100.0%) 2nd year respondents indicated that for day shift they *frequently to always* needed their managers to emphasise their positive contributions made when evaluating their performance. Less than half ($n = 45$, 45.0%) of 100 (100.0%) 2nd year respondents indicated that they *frequently to always* needed their managers to emphasise their positive contributions when evaluating their performance. A **significant difference** between day and night shift responses of 2nd year respondents ($Z = -2.14$, $p < .032$) about the need for their managers to emphasise their positive contributions was obtained (Table 4.167).

For day shift and night shift respectively, the **3rd year** respondents obtained the highest mean values ($\bar{x} = 3.14$, $SD = 1.30$; $\bar{x} = 2.91$, $SD = 1.31$) with regard to the need for their managers to emphasise their positive contributions, in the domain of recognition of needs. Less than a third ($n = 32$, 32.0%) of 100 (100.0%) respondents indicated that they *never to sometimes* needed positive contributions made when their performance was being evaluated. Fewer than half ($n = 41$, 41.0%) of 100 (100.0%) 3rd year respondents indicated that they *never to sometimes* needed their managers to emphasise their positive contributions when evaluating their performance. **Significant differences** between day and night shift responses of 3rd year respondents ($Z = -2.12$, $p < .034$) (Table 4.168) and between 2nd and 3rd year respondents for day shift ($Z = -2.15$, $p < .032$) (Table 4.169) and night shift ($Z = -2.15$, $p < .032$) (Table 4.170) were obtained.

d. I am praised for hard work (Item 62)

Nearly half (n = 42, 42.0%) of 100 (100.0%) **2nd year** respondents indicated that they *never to sometimes* needed to be praised for hard work in the domain of recognition needs ($\bar{x} = 3.02$, SD = 1.46). Nearly half (n = 46, 46.0%) of 100 (100.0%) 2nd year respondents indicated that for night shift they *never to sometimes* needed to be praised for hard work ($\bar{x} = 2.91$, SD = 1.44). The responses for day shift of **3rd year** respondents in the domain of recognition needs obtained the 3rd highest mean value ($\bar{x} = 2.93$, SD = 1.34) in respect of the need to be praised for hard work. Somewhat more than a third (n = 39, 39.0%) of 100 (100.0%) 3rd year respondents indicated that they *never to sometimes* needed to be praised for hard work. The responses for night shift of 3rd year respondents in the domain of recognition needs obtained the highest mean value ($\bar{x} = 2.78$, SD = 1.39) with regard to the need to be praised for hard work. Almost half (n = 45, 45.9%) of 98 (100.0%) 3rd year respondents indicated that they *never to sometimes* needed to be praised for hard work.

Manager need to know their staff and students to acknowledge and praise hard work that was done the praise must be consistent and propotional to the effort and the outcome (Stapelot, Henderson, Creedy, Cooke, Patterson, Alexander & Dalton, 2007:12470)

e. I feel valued by my colleagues in the unit (Item 67)

For day and night shift respectively, the **2nd year** respondents obtained the 2nd highest mean values ($\bar{x} = 3.09$, SD = 1.39; $\bar{x} = 3.08$, SD = 1.33) for the need to feel valued by their colleagues in the unit in the domain of recognition of needs. Fewer than half (n = 40, 40.0%) of 100 (100.0%) of 2nd year respondents indicated that they *frequently to always* needed to feel valued by their colleagues in the unit. More than a third (n = 38, 38.0%) of 100 (100.0%) 2nd year respondents indicated that they *frequently to always* needed to feel valued by their colleagues in the unit. More than a third (n = 37, 37.0%) of 100 (100.0%) **3rd year** respondents indicated that they *never to sometimes* needed to feel valued by their colleagues in the unit ($\bar{x} = 2.89$, SD = 1.18). For night shift, almost half (n = 47, 47.0%) of 100 (100.0%) 3rd year respondents indicated that they *never to sometimes* needed to feel valued by their colleagues in the unit ($\bar{x} = 2.68$, SD = 1.22). A **significant difference** between day and night shift responses of 3rd year respondents (Z = -2.04, p < .042) was obtained (Table 4.168).

According to Levett-Jones *et al.* (2008: (8) 103-111), learner nurses in the domain of recognition needs feel valued when the staff members they are working with are approachable and supportive.

f. I need praise to fulfil my tasks in the unit (Item 69)

The **2nd year respondents** in the domain of recognition needs for day shift obtained a low mean value ($\bar{x} = 2.83$, SD = 1.56) with regard to needing praise to fulfil their task in the unit. Fewer than half (n = 40, 40.0%) of 100 (100.0%) 2nd year respondents indicated that they *never to sometimes* needed praise to fulfil their tasks in the unit. The **2nd year** respondents in the domain of recognition needs for day shift obtained a mean value ($\bar{x} = 2.60$, SD = 1.54) in respect of needing praise to fulfil their tasks in the unit. For night shift, fewer than two-thirds (n = 59, 59.0%) of 100 (100.0%) 2nd year respondents indicated that they *never to sometimes* needed praise to fulfil their tasks in the unit. A **significant difference**

between for day and night shift responses of 2nd year respondents ($Z = -2.88$, $p < .004$) was obtained (Table 4.167).

The day shift responses of **3rd year** respondents in the domain of recognition needs obtained a low mean value ($\bar{x} = 2.78$, $SD = 1.43$) with regard to their need to be praised to fulfil their tasks in the unit. Nearly half ($n = 44$, 44.0%) of 100 (100.0%) 3rd year respondents indicated that they *never to sometimes* needed praise to fulfil their tasks in the units. The 3rd year respondents for night shift obtained a low mean value ($\bar{x} = 2.49$, $SD = 1.38$) in relation to their need of being praised to fulfil their tasks in the unit. Over half ($n = 56$, 56.6.0%) of 100 (100.0%) 3rd year respondents indicated that they *never to sometimes* needed praise to fulfil their tasks in the units.

A **significant difference** between day and night shift responses of 3rd year respondents ($Z = -2.78$, $p < .005$) with regard to their need for being praised to fulfil their tasks in the unit was obtained (Table 4.168). **Outstanding work and effort done recognised motivates good work practises and promote healthy work environments (Cohen, 2006:10).**



4.5.4.2 Empowerment and achievement needs (Items 57, 65 and 66) (Table 4.171 and Table 4.172)

Table 4.171: Day and night shift empowerment and achievement needs of 2nd year respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value

Item	Empowerment and achievement needs (n = 100)		Responses of 2nd year respondents for day and night shifts														\bar{x}	SD	Skewness
			Total		Never		Sometimes		Often		Frequently		Always						
			n	%	n	%	n	%	n	%	n	%	n	%					
57	My manager / supervisor inspires me to do more than what is expected of me.	D	100	100.0	9	9.0	17	17.0	24	24.0	13	13.0	37	37.0	3.52	1.37	ND		
		N	100	100.0	17	17.0	19	19.0	20	20.0	10	10.0	34	34.0	3.25	1.51	ND		
65	I experience learning in the clinical field.	D	100	100.0	2	2.0	7	7.0	9	9.0	28	28.0	54	54.0	4.25	1.02	SN		
		N	100	100.0	7	7.0	10	10.0	10	10.0	28	28.0	45	45.0	3.94	1.26	SN		
66	The shift provides new challenges that I can learn from.	D	100	100.0	3	3.0	12	12.0	11	11.0	28	28.0	46	46.0	4.02	1.15	SN		
		N	100	100.0	10	10.0	18	18.0	15	15.0	18	18.0	39	39.0	3.58	1.42	SN		

Table 4.172: Day and night shift empowerment and achievement needs of 3rd year respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value

Item	Empowerment and achievement needs (n = 100)		Responses of 3rd year respondents for day and night shifts														\bar{x}	SD	Skewness
			Total		Never		Sometimes		Often		Frequently		Always						
			N	%	n	%	n	%	n	%	n	%	n	%					
57	My manager / supervisor inspires me to do more than what is expected of me.	D	99	100.0	16	16.2	14	14.1	29	29.3	20	20.2	11	11.0	3.14	1.34	ND		
		N	100	100.0	20	20.0	18	18.0	29	29.0	15	15.0	18	18.0	2.93	1.37	ND		
65	I experience learning in the clinical field.	D	99	100.0	3	3.0	6	6.1	25	25.3	29	29.3	36	36.4	3.90	1.06	SN		
		N	99	100.0	12	12.1	15	15.2	21	21.2	22	22.2	29	29.3	3.41	1.37	ND		
66	The shift provides new challenges that I can learn from.	D	100	100.0	3	3.0	11	11.0	33	33.0	26	26.0	27	27.0	3.63	1.09	ND		
		N	100	100.0	15	15.0	23	23.0	22	22.0	22	22.0	18	18.0	3.05	1.34	ND		

Table 4.173: Comparison between the mean ranks of items about empowerment and achievement needs during day and night shift of 2nd year respondents

Self-esteem needs	Items	Mean rank	Wilcoxon signed ranks test		Comments
			Z	p	
Empowerment and achievement needs	Item 57	13.18	-2.26	.024	Significant
	Item 65	12.58	-2.76	.006	Significant
	Item 66	20.60	-3.54	.000	Significant

Table 4.174: Comparison between the mean ranks of items about empowerment and achievement needs during day and night shift of 3rd year respondents

Self-esteem needs	Items	Mean rank	Wilcoxon signed ranks test		Comments
			Z	p	
Empowerment and achievement needs	Item 57	12.94	-1.85	.064	Not Significant
	Item 65	15.67	-3.21	.001	Significant
	Item 66	14.29	-3.97	.000	Significant

Table 4.175: Comparison between the mean ranks of items about empowerment and achievement needs during day shift of 2nd and 3rd year respondents

Self-esteem needs	Items	Mean rank		Wilcoxon signed ranks test		Comments
		2nd day	3rd day	Z	p	
Empowerment and achievement needs	Item 57	107.71	92.21	-1.95	.050	Significant
	Item 65	110.21	89.69	-2.81	.007	Significant
	Item 66	111.51	89.69	-2.81	.005	Significant

Table 4.176: Comparison between the mean ranks of items about empowerment and achievement needs during night shift of 2nd and 3rd year respondents

Self-esteem needs	Items	Mean rank		Wilcoxon signed ranks test		Comments
		2nd night	3rd night	Z	p	
Empowerment and achievement needs	Item 57	106.60	94.40	-1.95	.050	Significant
	Item 65	111.17	88.72	-2.68	.007	Significant
	Item 66	111.64	89.36	-2.81	.005	Significant

a. My manager / supervisor inspires me to do more than what is expected of me (Item 57)

Half (n = 50, 50.0%) of 100 (100.0%) **2nd year** respondents indicated that for day shift they *frequently to always* needed their managers / supervisors to inspire them to do more than what is expected of them ($\bar{x} = 3.25$, SD = 1.37). Less than half (n = 44, 44.0%) of 100 (100.0%) 2nd year respondents indicated that for night shift they *frequently to always* needed their managers / supervisors to inspire them to do more than what is expected of them ($\bar{x} = 3.25$, SD = 1.51). A **significant difference** between day and night shift responses of 2nd year respondents (Z = -2.26, p < .024) in relation to the need for their managers / supervisors to inspire them to do more than what is expected of them was obtained (Table 4.173).

The **3rd year** respondent's indicated a higher mean value for day than night shift ($\bar{x} = 3.14$, SD = 1.34; $\bar{x} = 2.93$, SD = 1.37) in respect of the need to be inspired by their supervisors to do more than what was expected of them. Nearly a third (n = 31: 31.0%) of 99 (100.0%) 3rd year respondents indicated that for day shift they *frequently to always* needed their managers / supervisors to inspire them to do more than what was expected of them. A third (n = 33, 33.0%) of 100 (100.0%) 3rd year respondents indicated that they *frequently to always* needed their managers / supervisors to inspire them to do more than what was expected of them.

A **significant difference** between 2nd and 3rd year respondents for day shift (Z = -1.95, p < .050) (Table 4.175) and night shift (Z = -1.95, p < .050) (Table 4.176) was obtained.

Nurses value being guided and supervised by clinical educators and staff that are professional in their conduct, skilled and competent and it motivates them to do more than what are expected of them (Tsai, 2005:454).

b. I experience learning in the clinical environment (Item 65)

The **2nd year** respondents' empowerment and achievement needs responses to experiencing learning in the clinical environment for day and night shift respectively obtained high mean values ($\bar{x} = 4.25$, SD = 1.02; $\bar{x} = 3.94$, SD = 1.26).

The majority (n = 82, 82.0%) of 100 (100.0%) 2nd year respondents indicated that for day shift they *frequently to always* needed to experience learning in the clinical environment. Almost three-quarters (n = 73, 73.0% of 100 (100.0%) 2nd year respondents indicated that for night shift they *frequently to always* needed to experience learning in the clinical environment. A **significant difference** between for day and night shift responses of 2nd year respondents ($Z = -2.76, p < .006$) was obtained (Table 4.173).

The **3rd year** respondents' empowerment and achievement needs responses for day and night shifts respectively obtained the highest mean values ($\bar{x} = 3.90, SD = 1.06; \bar{x} = 3.41, SD = 1.37$) with regard to the need to experience learning in the clinical environment. Almost two-thirds (n = 65, 65.7%) of 99 (100.0%) 3rd year respondents indicated that they *frequently to always* needed to experience learning in the clinical environment. More than half (n = 51, 51.5%) of 99 (100.0%) 3rd year respondents indicated that they *frequently to always* needed to experience learning in the clinical environment. **Significant differences** between day and night shift responses of 3rd year respondents for ($Z = -3.21, p < .001$) (Table 4.174), between 2nd and 3rd year respondents for day shift ($Z = -2.81, p < .007$) (Table 4.175) and between 2nd and 3rd year respondents for night shift ($Z = -2.68, p < .007$) was obtained (Table 4.176).

Nurse experience structured learning on day shift and observed the structured learning programs are absent on night shift it's an unfulfilled need (Emanuel & Pryce – Miller, 2013:18).

c. **The shift provides new challenges that I can learn from (Item 66)**

More than a third (n = 39, 39.0%) of 100 (100.0%) **2nd year** respondents indicated that they *often to frequently* needed a shift to provide new challenges that they could learn from ($\bar{x} = 4.02, SD = 1.15$). A third (n = 33, 33.0%) of 100 (100.0%) 2nd year respondents indicated that they *often to frequently* needed a shift to provide new challenges that they could learn from ($\bar{x} = 3.58, SD = 1.42$). A **significant difference** between day and night shift responses of 2nd year respondents ($Z = -3.54, p < .000$) was obtained (Table 4.173).

The **3rd year** respondents' needs for empowerment and achievement responses for day and night shift respectively obtained average mean values ($\bar{x} = 3.63, SD = 1.09; \bar{x} = 3.05, SD = 1.34$) with regard to the need for a shift to provide new challenges that they could learn from. Many more than half (n = 59, 59.0%) of 100 (100.0%) 3rd year respondents indicated that for day shift they *often to frequently* needed a shift to provide new challenges that they could learn from. Less than half (n = 44, 44.0%) of 100 (100.0%) 3rd year respondents indicated that for night shift they *often to frequently* needed a shift to provide new challenges that they could learn from. A **significant difference** between day and night shift responses of 3rd year respondents ($Z = -3.97, p < .000$) was obtained (Table 4.174). A **significant difference** between 2nd and 3rd year respondents for day shift ($Z = -2.81, p < .005$) (Table 4.175) and night shift ($Z = -2.68, p < .005$) (Table 4.176) was obtained.

Factors nurses find essential that motivates their learning are to feel part of the nursing and interdisciplinary team to participate in decision-making, problem base learning and nursing care (Gardulf, Orton, Erikson, Unden, Arnetz, Kajermo & Nordstrom, 2008:151).

4.5.4.3 Intrinsic motivation needs (Items 61 and 68) (Table 4.177 and Table 4.178)

a. I find my work rewarding (Item 61)

The 2nd year respondents for day and night shift respectively obtained average mean values ($\bar{x} = 3.76$, $SD = 1.45$; $\bar{x} = 3.63$, $SD = 1.40$) in relation to the need for finding their work rewarding. For 2nd year respondents, nearly two thirds ($n = 65$, 65.0%) of 100 (100.0%) indicated that for day shift they frequently to always needed to find their work rewarding. Many more than half ($n = 59$, 59.0%) of 100 (100.0%) 2nd year respondents indicated that for night shift they frequently to always needed to finding the work rewarding. Nearly half ($n = 49$, 49.5) of 99 (100.0%) 3rd year respondents indicated that for day shift they frequently to always needed to find their work rewarding ($\bar{x} = 3.39$, $SD = 1.37$). Less than half ($n = 47$, 47.5%) of 99 (100.0%) 3rd year respondents indicated that for night shift they frequently to always needed to find their work rewarding ($\bar{x} = 3.39$, $SD = 1.37$). A significant difference between day and night shift responses of 3rd year respondents ($Z = -2.06$, $p < .043$) was obtained (Table 4.180).

Table 4.177: Day and night shift intrinsic motivation needs (Goal setting) of 2nd year respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value																	
Item	Intrinsic motivation needs (n = 100)	Responses of 2nd year respondents for day and night shifts													\bar{x}	SD	Skewness
		Total		Never		Sometimes		Often		Frequently		Always					
		n	%	n	%	n	%	n	%	n	%	n	%				
61	I find my work rewarding.	D	100	100.0	14	14.0	7	7.0	14	14.0	19	19.0	46	46.0	3.76	1.45	SN
		N	100	100.0	12	12.0	11	11.0	18	18.0	20	20.0	39	39.0	3.63	1.40	SN
68	I motivate myself to complete my tasks during the shifts.	D	99	100.0	0	0.0	5	5.1	12	12.1	15	15.2	67	67.7	4.45	0.90	SN
		N	98	100.0	1	1.0	7	7.1	13	13.3	20	20.4	57	58.2	4.28	1.01	SN

Table 4.178: Day and night shift intrinsic motivation needs (Goal setting) of 3rd year respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value																	
Item	Intrinsic motivation needs (n = 100)	Responses of 3rd year respondents for day and night shifts													\bar{x}	SD	Skewness
		Total		Never		Sometimes		Often		Frequently		Always					
		n	%	n	%	n	%	n	%	n	%	n	%				
61	I find my work rewarding.	D	99	100.0	6	6.10	13	13.1	31	31.3	14	14.1	35	35.4	3.60	1.26	ND
		N	99	100.0	10	10.0	19	19.2	23	23.2	16	16.2	31	31.3	3.39	1.37	ND
68	I motivate myself to complete my tasks during the shifts.	D	99	100.0	1	1.0	12	12.1	21	21.2	24	24.2	41	41.4	3.93	1.10	SN
		N	99	100.0	4	4.0	21	21.2	21	21.2	20	20.2	33	33.3	3.58	1.26	ND

Table 4.179: Comparison between the mean ranks of items intrinsic during motivation intrinsic needs during day and night shift of 2nd year respondents

Self-esteem needs	Items	Mean rank	Wilcoxon signed ranks test		Comments
			Z	p	
Intrinsic motivation needs	Item 61	34.53	-1.01	.320	Not Significant
	Item 68	7.38	-2.29	.020	Significant

Table 4.180: Comparison between the mean ranks of items about intrinsic motivation needs during day and night shift of 3rd year respondents

Self-esteem needs	Items	Mean rank	Wilcoxon signed ranks test		Comments
			Z	p	

Self-esteem needs	Items	Mean rank	Wilcoxon signed ranks test		Comments
			Z	p	
Intrinsic motivation needs	Item 61	9.29	-2.06	.043	Significant
	Item 68	9.80	-3.26	.001	Significant



Table 4.181: Comparison between the mean ranks of items about intrinsic motivation needs during day shift of 2nd and 3rd year respondents

Self-esteem needs	Items	Mean rank		Wilcoxon signed ranks test		Comments
		2nd day	3rd day	Z	p	
Intrinsic motivation needs	Item 61	104.95	95.01	-1.27	.200	Not Significant
	Item 68	113.30	85.70	-3.73	.000	Significant

Table 4.182: Comparison between the mean ranks of items about intrinsic motivation needs during night shift of 2nd and 3rd year respondents

Self-esteem needs	Items	Mean rank		Wilcoxon signed ranks test		Comments
		2nd night	3rd night	Z	p	
Intrinsic motivation needs	Item 61	105.10	94.85	-1.74	.080	Not Significant
	Item 68	114.68	83.48	-3.73	.000	Significant

b. I motivate myself to complete my tasks during a shift (Item 68)

The majority (n = 82, 82.9%) of 99 (100.0%) **2nd year** respondents indicated that for day shift they *frequently to always* needed to motivate themselves to complete their tasks during a shift ($\bar{x} = 4.45$, SD = 0.90). More than three-quarters (n = 77, 78.6%) of 98 (100.0%) 2nd year respondents indicated that for night shift they *frequently to always* needed to motivate themselves to complete their tasks during a shift ($\bar{x} = 4.28$, SD = 1.01). A **significant difference** between for day and night shift responses of 2nd year respondents (Z = -2.29, p < .020) was obtained (Table 4.179).

The **3rd year** respondents for day and night shift respectively obtained the highest mean values ($\bar{x} = 3.93$, SD = 1.10; $\bar{x} = 3.58$, SD = 1.26) in respect of self-motivation to complete their tasks during a shift. Almost two-thirds (n = 65, 65.6%) of 99 (100.0%) 3rd year respondents indicated that for day shift they *frequently to always* needed to motivate themselves to complete their tasks during a shift. More than half (n = 53, 53.5%) of 99 (100.0%) 3rd year respondents indicated that for night shift they *frequently to always* needed to motivate themselves to complete their tasks during a shift. A **significant difference** between day and night shift responses of 3rd year respondents was obtained (Z = -3.26, p < .001) (Table 4.180).

A **significant difference** was found between the day shift responses of 2nd and 3rd year respondents (Z = -3.73, p < .000) (Table 4.181) and night shift responses (Z = -3.73, p < .000) (Table 4.182).

Nurses on day shift are motivated to complete their task timeously but on night shift they not as motivated as on day shift (Brojan, 2010:45)

4.5.4.4 Assessment and feedback needs (Items 58) (Table 4.183 and Table 4.184)

a. Judgement of my performance (Items 58)

Two-thirds (n = 34. 34.0%) of 100 (100.0%) **2nd year** respondents indicated that for day shift they *never to sometimes* regarded the judgement of their performance as fair ($\bar{x} = 3.19$, SD = 1.28). A third (n = 33, 33.0%) of 100 (100.0%) 2nd year respondents indicated that they *never to sometimes* needed the judgement of their performance to be fair ($\bar{x} = 3.15$, SD = 1.28).

Table 4.183: Day and night shift assessment and feedback needs of 2nd year respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean v

Item	Assessment and feedback needs (n = 100)	Responses of 2nd year respondents for day and night shifts													\bar{x}	SD	Skewness
		Total		Never		Sometimes		Often		Frequently		Always					
		n	%	n	%	n	%	n	%	n	%	n	%				
58	Judgement about my performance is fair.	D	100	100.0	10	10.0	24	24.0	22	22.0	25	25.0	19	19.0	3.19	1.28	ND
		N	100	100.0	11	11.0	22	22.0	28	28.0	19	19.0	20	20.0	3.15	1.28	ND

Table 4.184: Day and night shift assessment and feedback needs of 3rd year respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP =skewed positively, \bar{x} = mean value

Item	Assessment and feedback needs (n = 100)	Responses for 2nd years day and night shifts													\bar{x}	SD	Skewness
		Total		Never		Sometimes		Often		Frequently		Always					
		n	%	n	%	n	%	n	%	n	%	n	%				
58	Judgement about my performance is fair.	D	100	100.0	11	11.0	30	30.0	19	19.0	27	27.0	13	13.0	3.01	1.24	ND
		N	100	100.0	14	14.0	31	31.0	23	23.0	16	16.0	16	16.0	2.89	1.29	ND

Table 4.185: Comparison between the mean ranks of items about assessment needs during day and night shift of 2nd year respondents

Self-esteem needs	Items	Mean rank	Wilcoxon signed ranks test		Comments
			Z	p	
Assessment and feedback needs	Item 58	15.79	-.314	.753	Not Significant

Table 4.186: Comparison between the mean ranks of items about assessment needs during day and night shift of 3rd year respondents

Self-esteem needs	Items	Mean rank	Wilcoxon signed ranks test		Comments
			Z	p	
Assessment and feedback needs	Item 58	13.27	-1.06	.289	Not Significant

Table 4.187: Comparison between the mean ranks of items about assessment needs during day shift of 2nd and 3rd year respondents

Self-esteem needs	Items	Mean rank		Wilcoxon signed ranks test		Comments
		2nd day	3rd day	Z	p	
Assessment and feedback needs	Item 58	104.54	96.46	-1.01	.310	Not Significant

Table 4.188: Comparison between the mean ranks of items about assessment needs during night shift of 2nd and 3rd year respondents

Self-esteem needs	Items	Mean rank		Wilcoxon signed ranks test		Comments
		2nd night	3rd night	Z	p	
Assessment and feedback needs	Item 58	106.42	94.58	-1.01	.310	Not Significant

The **3rd year** respondents obtained the mean value ($\bar{x} = 3.01$, $SD = 1.24$) with regard to the need for their performance to be judged fairly. Less than half ($n = 41$, 41.0%) of 100 (100.0%) 3rd year respondents indicated that they *never to sometimes* needed the judgement of their performance to be fair.

The 3rd year respondents obtained the mean value ($\bar{x} = 2.89$, $SD = 1.29$) in relation to the need for their performance to be judged fairly. Less than half ($n = 45$, 45.0%) of 100 (100.0%) 3rd year respondents indicated that they *never to sometimes* needed the judgement of their performance to be fair.

Table 4.189: Day and night shift self-efficacy needs of 2nd year respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value

Item	Self-efficacy needs (n = 100)		Responses of 2nd year respondents for day and night shifts														\bar{x}	SD	Skewness
			Total		Never		Sometimes		Often		Frequently		Always						
			n	%	n	%	n	%	n	%	n	%	n	%					
60	I feel confident about my work performance to take the lead.	D	100	100.0	1	1.0	17	17.0	12	12.0	24	24.0	46	46.0	3.97	1.17	SN		
		N	100	100.0	3	3.0	15	15.0	17	17.0	25	25.0	40	40.0	3.84	1.20	SN		
63	I perform my tasks competently.	D	99	100.0	2	2.0	2	2.0	10	10	35	35.4	50	50.5	4.30	0.89	SN		
		N	99	100.0	1	1.0	5	5.10	11	11.1	33	33.3	49	49.5	4.25	0.92	SN		
64	I take the lead in performing duties during the shift.	D	100	100.0	8	8.0	27	27.0	21	21.0	24	24.0	20	20.0	3.21	1.27	ND		
		N	100	100.0	9	9.0	26	26.0	19	19.0	28	28.0	18	18.0	3.20	1.26	ND		

Table 4.190: Day and night shift self-efficacy needs of 3rd year respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value

Item	Self-efficacy needs (n = 100)		Responses of 2nd year respondents for day and night shifts														\bar{x}	SD	Skewness
			Total		Never		Sometimes		Often		Frequently		Always						
			n	%	n	%	n	%	n	%	n	%	n	%					
60	I feel confident about my work performances to take the lead.	D	100	100.0	3	3.0	12	12.0	25	25.0	29	29.0	31	31.0	3.73	1.12	SN		
		N	100	100.0	7	7.0	15	15.0	31	31.0	20	20.0	27	27.0	3.45	1.23	ND		
63	I perform my tasks competently.	D	100	100.0	2	2.0	7	7.0	28	28.0	20	20.0	43	43.0	3.95	1.09	SN		
		N	100	100.0	6	6.0	13	13.0	17	17.0	27	27.0	37	37.0	3.76	1.25	SN		
64	I take the lead in performing duties during the shift.	D	99	100.0	8	8.1	19	19.2	31	31.3	17	17.2	24	24.2	3.3.0	1.26	ND		
		N	100	100.0	13	13.0	28	28.0	22	22.0	19	19.0	18	18.0	3.01	1.31	ND		

Table 4.191: Comparison between the mean ranks of items about self-efficacy needs during day and night shift of 2nd year respondents

Self-esteem needs	Items	Mean rank	Wilcoxon signed ranks test		Comments
			Z	p	
Self-efficacy needs	Item 60	19.10	-1.51	.131	Not significant
	Item 63	7.50	-.830	.406	Not Significant
	Item 64	16.85	-.286	.775	Not Significant

Table 4.192: Comparison between the mean ranks of items about self-efficacy needs during day and night shift of 3rd year respondents

Self-esteem needs	Items	Mean rank	Wilcoxon signed ranks test		Comments
			Z	p	
Self-efficacy needs	Item 60	14.50	-2.68	.007	Significant
	Item 63	11.00	-1.70	.088	Not Significant
	Item 64	17.36	-2.54	.011	Significant

Table 4.193: Comparison between the mean ranks of items about self -efficacy needs during day shift of 2nd and 3rd year respondents

Self-esteem needs	Items	Mean rank		Wilcoxon signed ranks test		Comments
		2nd day	3rd day	Z	p	
Self-efficacy needs	Item 60	107.30	93.71	-1.74	.080	Not Significant
	Item 63	108.72	91.37	-2.28	.023	Significant
	Item 64	97.83	102.19	-.55	-.580	Not Significant
	Item 64	10.67	96.34	-.55	.580	Not Significant

Table 4.194: Comparison between the mean ranks of items about self- efficacy needs during night shift of 2nd and 3rd year respondents

Self-esteem needs	Items	Mean rank		Wilcoxon signed ranks test		Comments
		2nd night	3rd night	Z	p	
Self-efficacy needs	Item 60	109.51	91.50	-1.74	.080	Not Significant
	Item 63	110.56	89.55	-2.28	.020	Significant
	Item 64	10.67	96.34	-.55	.580	Not Significant

4.5.4.5 Self-efficacy needs (Items 60, 63 and 64) (Table 4.189 and Table 4.190)

a. I feel confident about my work performance to take the lead (Item 60)

In terms of feeling confident about their work performance to take the lead, the **2nd year** respondents in the domain of self-efficacy needs for day and night shifts respectively obtained the 2nd highest mean values ($\bar{x} = 3.97$, $SD = 1.17$; $\bar{x} = 3.84$, $SD = 1.20$). For Item 60 fewer than three-quarters ($n = 70$, 70.0%) of 100 (100.0%) 2nd year respondents indicated that they *frequently to always* needed to feel confident about their work performance to take the lead. Nearly two-thirds ($n = 65$, 65.0%) of 100 (100.0%) 2nd year respondents pointed out that they *frequently to always* needed to feel confident about their work performance to take the lead.

With the respect to the need to feel confident about their work performance, the **3rd year** respondents in the self-efficacy needs domain for day and night shifts obtained the highest mean value ($\bar{x} = 3.73$, $SD = 1.12$; $\bar{x} = 3.45$, $SD = 1.23$) in respect of the need to feel confident about their work performance to take the lead. For Item 60 less than two-thirds ($n = 60$, 60.0%) of 100 (100.0%) 3rd year respondents indicated that for day shift they *frequently to always* needed to feel confident about their work performance to take the lead. Almost half ($n = 47$, 47.0%) of 100 (100.0%) 3rd year respondents indicated that they *never to sometimes* needed to feel confident about their work performance to take the lead. A **significant difference** between day and night shift responses of 3rd year respondents ($Z = -2.68$, $p < .007$) was obtained (Table 4.192).

The confidence of nurses increases as they are motivated to learn in the clinical environment observing their learning opportunities enthusiastically and to take the lead on shifts (Clark, Owen &Tholcken, 2004: 548).

b. I perform my tasks competently (Item 63)

In the domain of self-efficacy needs, the **2nd year** respondents for day and night shift respectively scored the highest mean values ($\bar{x} = 4.30$, $SD = 0.89$; $\bar{x} = 4.25$, $SD = 0.92$) in terms of the need to perform their

task completely in the domain of self-efficacy needs. The majority (n = 85, 85.9%) of 99 (100.0%) 2nd year respondents indicated that for day shift they *frequently to always* needed to perform their tasks completely.

The majority (n = 82, 82.8%) of 99 (100.0%) 2nd year respondents indicated that for night shift they *frequently to always* needed to perform their task completely. The **3rd year** respondents for day and night shift respectively scored the highest mean values ($\bar{x} = 3.95$, SD = 1.09; $\bar{x} = 3.76$, SD = 1.25) with regard to the need to perform their tasks completely in the self-efficacy needs. Nearly two-thirds (n = 63, 63.0%) of 100 (100.0%) 3rd year respondents indicated that they *frequently to always* needed to perform their tasks completely. Almost two-thirds (n = 64, 64.0%) of 100 (100.0%) 3rd year respondents indicated that they *frequently to always* needed to perform their tasks completely. **Significant difference** were found between 2nd and 3rd year respondents for day shift (Z = -2.28, p < .023) (Table 4.193) and for night shift (Z = -2.28, p < .020) (Table 4.194).

c. I take the lead in performing duties during the shift (Item 64)

Less than half (n = 44, 44.0%) of 100 (100.0%) **2nd year** respondents indicated that during day shift they *frequently to always* needed to take the lead in performing their duties ($\bar{x} = 3.21$, SD = 1.27). Less than half (n = 46, 46.0%) of 100 (100.0%) 2nd year respondents indicated that during day shift they *frequently to always* needed to take the lead in performing their duties ($\bar{x} = 3.20$, SD = 1.26).

More than a third (n = 41, 41.1%) of 99 (100.0%) 3rd year respondents indicated that they *frequently to always* needed to take the lead on performing their duties ($\bar{x} = 3.30$, SD = 1.26). More than a third (n = 37, 37.0%) of 100 (100.0%) 3rd year respondents indicated that they *frequently to always* needed to take the lead in performing their duties ($\bar{x} = 3.01$, SD = 1.31). A **significant difference** between day and night shift responses of 3rd year respondents (Z = -2.54, p < .011) was obtained (Table 4.192).

4.5.4.6 Emotional needs (Item70) (Table 4.195 and Table 4.196)

Table 4.195: Day and night shift emotional needs of 2nd year respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value

Item	Emotional needs (n = 100)		Responses of 2nd year respondents for day and night shifts												\bar{x}	SD	Skewness
			Total		Never		Sometimes		Often		Frequently		Always				
			n	%	n	%	n	%	n	%	n	%	n	%			
70	I experience anxiety in the clinical environment, e.g. when I am unclear how to perform a procedure.	D	100	100.0	12	12.0	39	39.0	8	8.0	16	16.0	25	25.0	3.03	1.43	ND
		N	100	100.0	14	14.0	32	32.0	12	12.0	17	17.0	25	25.0	3.07	1.44	ND

Table 4.196: Day and night shift emotional needs of 3rd year respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value

Item	Emotional needs (n = 100)		Responses of 3rd year respondents for day and night shifts												\bar{x}	SD	Skewness
			Total		Never		Sometimes		Often		Frequently		Always				
			n	%	n	%	n	%	n	%	n	%	n	%			
70	I experience anxiety in the clinical environment, e.g. when I am unclear how to perform a procedure.	D	100	100.0	9	9.0	27	27.0	31	31.0	16	16.0	17	17.0	3.05	1.22	ND
		N	100	100.0	11	11.0	34	34.0	27	27.0	15	15.0	13	13.0	2.85	1.20	ND

Table 4.197: Comparison between the mean value ranks of items about emotional needs during day and night shift of 2nd year respondents

Self-esteem needs	Items	Mean rank	Wilcoxon signed ranks test		Comments
			Z	p	
Emotional needs	Item 70	8.80	-.556	.578	Not significant

Table 4.198: Comparison between the mean value ranks of items about emotional needs during day and night shift of 3rd year respondents

Self-esteem needs	Items	Mean rank	Wilcoxon signed ranks test		Comments
			Z	p	
Emotional needs	Item 70	11.00	-1.89	.059	Not significant

Table 4.199: Comparison between the mean value ranks of items about emotional needs during day shift of 2nd and 3rd year respondents

Self-esteem needs	Items	Mean rank		Wilcoxon signed ranks test		Comments
		2nd day	3rd day	Z	p	
		Emotional needs	Item 70	98.81	102.19	

Table 4.200: Comparison between the mean value ranks of items about emotional needs during night shift of 2nd and 3rd year respondents

Self-esteem needs	Items	Mean rank		Wilcoxon signed ranks test		Comments
		2nd night	3rd night	Z	p	
		Emotional needs	Item 70	104.14	96.86	

a. I experience anxiety in the clinical environment, e.g. when I am unclear how to perform a procedure (Item 70)

A normal distribution of responses for the 2nd year respondents on both day and night shifts was found. The **2nd year** respondents obtained a mean value ($\bar{x} = 3.03$, $SD = 1.43$) with regard to experiencing anxiety due to being unclear about how to perform a procedure in the clinical environment.

Half ($n = 51$, 51.0%) of 100 (100.0%) 2nd year respondents indicated that on day shift they *never to sometimes* experienced anxiety in the clinical environment, e.g. when they were unclear how to perform a procedure. The 2nd year respondents obtained an average mean value ($\bar{x} = 3.07$, $SD = 1.44$) with regard to experiencing anxiety in the clinical environment, e.g. when they were unclear about how to perform a procedure. Less than half ($n = 46$, 46.0%) of 100 (100.0%) 2nd year respondents indicated that on night shift they *never to sometimes* experienced anxiety in the clinical environment, e.g. on being unclear about how to perform a procedure.

For day shift, the **3rd year** respondents obtained a mean value of $\bar{x} = 3.05$ ($SD = 1.22$) in terms of experiencing anxiety in the clinical environment, e.g. when they were unclear about how to perform a

procedure. More than a third (n = 36, 36.0%) of 100 (100.0%) 3rd year respondents indicated that they *never to sometimes* experienced anxiety in the clinical environment, e.g. when they were unclear about how to perform a procedure. For night shift, the 3rd year respondents obtained a lower mean value ($\bar{x} = 2.85$, SD = 1.20) with regard to experiencing anxiety in the clinical environment, e.g. when they were unclear about how to perform a procedure. Less than half (n = 46, 46.0%) of 100 (100.0%) 3rd year respondents indicated that they *never to sometimes* experienced anxiety in the clinical environment, e.g. they were unclear how to perform a procedure.

Nurses do experience anxiety in the clinical environment when staff are not accommodating their learning objectives, staff shortage then staff are overloaded with task and when their learning objectives are not clear to them and they are not feeling competent to communicate to the physicians (Masoumi & Shariff, 2005:6)

4.5.5 Self-actualisation needs

- Self-actualisation needs were measured in 19 items that had been clustered into the following categories for discussion purposes:
- intrinsic motivation needs (Items 85, 86, 91, 92, 93, 94, 96, 100 and 103),
- socialisation needs (Items 87 and 90),
- emotional needs (Items 88, 89 and 99) and
- peak performance (Items 95, 97, 98, 101 and 103).

4.5.5.1 Intrinsic motivation needs (Items 85, 86, 91, 92, 93, 94, 96, 100 and 103) (Table 4.201 and Table 4.202)

Table 4.201: Day and night shift intrinsic motivation needs of 2nd year respondents

		SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value															
Item	Intrinsic motivation needs (n = 100)	Responses of 2nd year respondents for day and night shifts															
		Total		Never		Sometimes		Often		Frequently		Always		\bar{x}	SD	Skewness	
		n	%	n	%	n	%	n	%	n	%	n	%				
85	I feel responsible for the outcome of my studies.	D	100	100.0	1	1.0	1	1.0	7	7.0	10	10.0	81	81.0	4.69	0.73	SN
		N	100	100.0	1	1.0	6	6.0	5	5.0	8	8.0	80	80.0	4.60	0.91	SN
86	I strive to learn more about nursing.	D	100	100.0	1	1.0	0	0.0	6	6.0	8	8.0	85	85.0	4.76	0.65	SN
		N	100	100.0	1	1.0	3	3.0	6	6.0	9	9.0	81	81.0	4.66	0.81	SN
91	I want to obtain a bigger picture about nursing.	D	100	100.0	1	1.0	3	3.0	6	6.0	14	14.0	76	76.0	4.61	0.82	SN
		N	100	100.0	0	0.0	3	3.0	6	6.0	17	17.0	74	74.0	4.62	0.74	SN
92	I want to study further after I have completed my basic training.	D	100	100.0	0	0.0	2	2.0	3	3.0	8	8.0	87	87.0	4.80	0.59	SN
		N	100	100.0	0	0.0	1	1.0	4	4.0	7	7.0	88	88.0	4.82	0.54	SN
93	I strive to add value to the profession.	D	99	100.0	1	1.0	3	3.0	6	6.0	10	10.0	80	80.0	4.65	0.81	SN
		N	99	100.0	1	1.0	3	3.0	6	6.0	13	13.0	77	77.0	4.62	0.81	SN
94	I strive to be a better person by serving other people in the workplace.	D	100	100.0	0	0.0	3	3.0	4	4.0	11	11.0	82	82.0	4.72	0.68	SN
		N	100	100.0	0	0.0	3	3.0	4	4.0	11	11.0	82	82.0	4.72	0.68	SN
96	I want to climb the career ladder in nursing.	D	100	100.0	2	2.0	3	3.0	6	6.0	7	7.0	82	82.0	4.64	0.88	SN
		N	100	100.0	5	5.0	3	3.0	4	4.0	8	8.0	80	80.0	4.55	1.06	SN
100	I strive towards being confident in my ability to master tasks.	D	100	100.0	2	2.0	4	4.0	2	2.0	9	9.0	83	83.0	4.67	0.87	SN
		N	100	100.0	3	3.0	5	5.0	2	2.0	10	10.0	80	80.0	4.59	0.98	SN
103	I strive to be creative in my thoughts to become a good nurse.	D	100	100.0	1	1.0	2	2.0	8	8.2	13	13.3	74	75.5	4.60	0.81	SN
		N	100	100.0	1	1.0	5	5.1	4	4.1	15	15.3	73	74.5	4.57	0.87	SN

Table 4.202: Day and night shift intrinsic motivation needs of 3rd year respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value

Item	intrinsic motivation needs (n = 100)	Responses of 3rd year respondents for day and night shifts														\bar{x}	SD	Skewness
		Total		Never		Sometimes		Often		Frequently		Always						
		n	%	n	%	n	%	n	%	n	%	n	%					
85	I feel responsible for the outcome of my studies.	D	100	100.0	2	2.0	8	8.0	11	11.0	23	23.0	56	56.0	4.23	1.06	SN	
		N	100	100.0	5	5.0	11	11.0	16	16.0	18	18.0	50	50.0	4.23	1.06	SN	
86	I strive to learn more about nursing.	D	100	100.0	1	1.0	5	5.0	16	16.0	22	22.0	56	56.0	4.27	0.97	SN	
		N	100	100.0	6	6.0	6	6.0	18	18.0	27	27.0	43	43.0	4.27	0.97	SN	
91	I want to obtain a bigger picture about nursing.	D	100	100.0	3	3.0	8	8.0	15	15.0	19	19.0	55	55.0	4.15	1.13	SN	
		N	100	100.0	7	7.0	10	10.0	21	21.0	17	17.0	45	45.0	4.15	1.13	SN	
92	I want to study further after I have completed my basic training.	D	100	100.0	3	3.0	6	6.0	11	11.0	18	18.0	62	62.0	4.30	1.08	SN	
		N	100	100.0	7	7.0	10	10.0	10	10.0	12	12.0	61	61.0	4.30	1.08	SN	
93	I strive to add value to the profession.	D	99	100.0	2	2.0	4	4.0	13	13.0	24	24.0	56	56.6	4.29	0.98	SN	
		N	99	100.0	4	4.1	8	8.2	12	12.2	16	16.3	59	59.2	4.29	0.98	SN	
94	I strive to be a better person by serving other people in the workplace.	D	100	100.0	1	1.0	7	7.0	12	12.0	20	20.0	60	60.0	4.31	1.00	SN	
		N	100	100.0	5	5.0	13	13.0	9	9.0	18	18.0	55	55.0	4.31	1.00	SN	
96	I want to climb the career ladder in nursing.	D	100	100.0	0	0.0	11	11.1	16	16.2	8	8.1	64	64.6	4.26	1.09	SN	
		N	100	100.0	4	4.0	12	12.0	18	18.2	8	8.1	57	57.6	4.26	1.09	SN	
100	I strive towards being confident in my ability to master tasks.	D	100	100.0	0	0.0	7	7.0	16	16.0	15	15.0	62	62.0	4.32	0.98	SN	
		N	100	100.0	3	3.0	12	12.0	21	21.0	9	9.0	55	55.0	4.32	0.98	SN	
103	I strive to be creative in my thoughts to become a good nurse.	D	100	100.0	2	2.0	8	8.0	11	11.0	23	23.0	56	56.0	4.23	1.06	SN	
		N	100	100.0	5	5.0	11	11.0	16	16.0	18	18.0	50	50.0	4.23	1.06	SN	

Table 4.203: Comparison between the mean value ranks of items about intrinsic motivation needs during day and night shift of 2nd year respondents

Self-actualisation needs	Items	Mean rank	Wilcoxon signed ranks test		Comments
			Z	p	
Intrinsic motivation needs	Item 85	3.00	-1.72	.084	Not Significant
	Item 86	2.00	-1.80	.072	Not Significant
	Item 91	4.20	-.439	.660	Not significant
	Item 92	2.50	-.707	.480	Not significant
	Item 93	4.00	-.905	.366	Not significant
	Item 94	20.63	-3.28	.001	Significant
	Item 96	24.08	-2.56	.011	Significant
	Item 100	23.21	-2.76	.006	Significant
	Item 103	4.00	-1.13	.257	Not significant

Table 4.204: Comparison between the mean value ranks of items about intrinsic motivation needs during day and night shift of 3rd year respondents

Self-actualisation needs	Items	Mean rank	Wilcoxon signed ranks test		Comments
			Z	p	
Intrinsic motivation needs	Item 85	9.80	-2.80	.005	Significant
	Item 86	8.75	-3.19	.001	Significant
	Item 91	15.25	-3.34	.001	Significant
	Item 92	9.25	-2.16	.031	Significant
	Item 93	8.50	-1.69	.091	Not significant
	Item 94	14.50	-3.34	.001	Significant
	Item 96	6.00	-3.15	.002	Significant
	Item 100	7.50	-3.75	.000	Significant
	Item 103	7.30	-2.97	.003	Significant

Table 4.205: Comparison between the mean value ranks of items about intrinsic motivation needs during day shift of 2nd and 3rd year respondents

Self-actualisation needs	Items	Mean rank		Wilcoxon signed ranks test		Comments
		2nd day	3rd day	Z	p	
Intrinsic motivation needs	Item 85	113.23	87.78	-3.79	.000	Significant
	Item 86	115.19	85.82	-4.47	.000	Significant
	Item 91	111.91	89.10	-3.30	.001	Significant
	Item 92	113.41	87.60	-4.13	.000	Significant
	Item 93	111.28	88.61	-3.38	.001	Significant
	Item 94	111.90	89.11	-3.49	.000	Significant
	Item 96	108.92	90.99	-2.83	.005	Significant
	Item 100	110.96	90.05	-3.25	.001	Significant
Item 103	110.31	88.91	-3.11	.002	Significant	

Table 4.206: Comparison between the mean value ranks of items about intrinsic motivation needs during night shift of 2nd and 3rd year respondents

Self-actualisation needs	Items	Mean rank		Wilcoxon signed ranks test		Comments
		2nd night	3rd night	Z	p	
Intrinsic motivation needs	Item 85	115.64	85.37	-3.79	.000	Significant
	Item 86	119.56	81.44	-4.47	.000	Significant
	Item 91	117.77	83.24	-3.30	.001	Significant
	Item 92	114.97	86.03	-4.13	.000	Significant
	Item 93	109.13	89.67	-3.38	.001	Significant
	Item 94	115.16	85.85	-3.49	.000	Significant
	Item 96	111.34	88.55	-2.83	.005	Significant
	Item 100	113.56	87.45	-3.25	.001	Significant
Item 103	114.30	85.00	-3.11	.002	Significant	

a. I feel responsible for the outcomes of my studies (Item 85)

The majority (91, 91.0%) of 100 (100.0%) the **2nd year** respondents indicated that for day shift they *frequently to always* needed to be responsible for the outcomes of their studies ($\bar{x} = 4.69$, $SD = 0.73$). A majority ($n = 88$, 88.0%) of 100 (100.0%) 2nd year respondents indicated that for night shift they *frequently to always* needed to be responsible for the outcomes of their studies ($\bar{x} = 4.60$, $SD = 0.91$).

More than three-quarters ($n = 79$, 79.0%) of 100 (100.0%) **3rd year** respondents indicated that for day shift they *frequently to always* needed to be responsible for the outcomes of their studies ($\bar{x} = 4.23$, $SD = 1.06$). More than two-thirds ($n = 68$, 68.0%) of 100 (100.0%) of 3rd year respondents for night shift had a similar response ($\bar{x} = 4.23$, $SD = 1.06$) as for day shift. **Significant differences** between the day and night shift responses of 3rd year respondents ($Z = -2.80$, $p < .005$) (Table 4.204), 2nd and 3rd year respondents for day shift ($Z = -3.79$, $p < .000$) (Table 4.205) and night shift ($Z = -3.79$, $p < .000$) (Table 4.206) were obtained.

Nurses realise and are motivated to accept the importance to take responsibility for their learning and the outcomes of their studies (Clarke, Owen & Tholcken, 2004: 548)

b. I strive to learn more about nursing (Item 86)

On Item 86, the **2nd year** respondents for day shift scored the 2nd highest mean value ($\bar{x} = 4.76$, $SD = 0.65$) and for night shift the 3rd highest mean value ($\bar{x} = 4.66$, $SD = 0.81$) with regard to striving to

learn more about nursing in the domain of intrinsic motivation needs. The vast majority (n = 93, 93.0%) of 100 (100.0%) 2nd year respondents indicated that for day shift they *frequently to always* strove to learn more about nursing. Likewise, the majority (n = 90, 90.0%) of 100 (100.0%) 2nd year respondents indicated that for night shift they *frequently to always* needed to learn more about nursing. More than three-quarters (n = 78, 78.0%) of 100 (100.0%) **3rd year** respondents indicated that for day shift they *frequently to always* needed to learn more about nursing ($\bar{x} = 4.27$, SD = 0.97). Fewer than three-quarters (n = 70, 70.0%) of 100 (100.0%) 3rd year respondents indicated that for night shift they *frequently to always* strove to learn more about nursing ($\bar{x} = 4.27$, SD = 0.97). **Significance differences** between the day and night shift responses of 3rd year respondents (Z = -3.19, p < .001) (Table 4.204) and between 2nd and 3rd year respondents for day shift (Z = -4.47, p < .000) (Table 4.205) and night shift (Z = -4.47, p < .000) (Table 4.206) were obtained.

c. I want to obtain a bigger picture about nursing (Item 91)

The majority (n = 90, 90.0%; n = 91, 91.0%) of 100 (100.0%) **2nd year** respondents respectively indicated that they *frequently to always* needed to obtain a bigger picture about nursing for day and night shift ($\bar{x} = 4.61$, SD = 0.82; $\bar{x} = 4.62$, SD = 0.74).

Almost three-quarters (n = 74, 74.0%) of 100 (100.0%) 3rd year respondents indicated that for day shift they *frequently to always* needed to obtain a bigger picture about nursing ($\bar{x} = 4.15$, SD = 1.13). Almost two-thirds (n = 62, 62.0% of 100 (100.0%) **3rd year** respondents had a similar response for night shift ($\bar{x} = 4.15$, SD = 1.13). **Significant differences** between day and night shift responses of 3rd year respondents (Z = -3.34, p < .001) (Table 4.204) and between 2nd and 3rd year respondents for day shift (Z = -3.30, p < .001) (Table 4.205) and night shift (Z = -3.30, p < .001) (Table 4.206) were obtained.

d. I want to further my studies after I have completed my basic training (Item 92)

In the domain of intrinsic motivation needs, the **2nd year** respondents for day and night shifts respectively obtained the highest mean value ($\bar{x} = 4.80$, SD = 0.59; $\bar{x} = 4.82$, SD = 0.54) in respect of the need to further their studies after they had completed their basic training. The majority (n = 87, 87.0%) of 100 (100.0%) 2nd year respondents indicated that for day shift they *always* wanted to further their studies. Similarly, a marginally bigger majority (n = 88, 88.0%) of 100 (100.0%) 2nd year respondents indicated that for night shift they *always* wanted to further studies after they had completed their basic training. On the other hand, only 62 (62.0%) of 100 (100.0%) **3rd year** respondents indicated that for day shift they *always* wanted to study further after they had completed their basic training ($\bar{x} = 4.30$, SD = 1.08). Similarly, 61 (61.0%) of 100 (100.0%) 3rd year respondents indicated the same response for night shift ($\bar{x} = 4.30$, SD = 1.08). **Significant differences** between day and night shift responses of 3rd year respondents (Z = -2.16, p < .031) (Table 4.204) and between 2nd and 3rd year respondents for day shift (Z = -4.13, p < .000) (Table 4.205) and night shift (Z = -4.13, p < .000) (Table 4.206) were obtained.

To maintain life long learning is essential to deliver competent nursing care and to add value to the nursing profession and (Hojat, Veloski & Gonnella, (Gopee, 2005: 761, 2009:1066).

e. I strive to add value to the profession (Item 93)

A negative skewed distribution of day and night shift responses was found for both 2nd and 3rd year respondents with regard to striving to add value to the nursing profession. Over three-quarters (n = 90, 90.0%) of **2nd year** respondents indicated that for day and night shift respectively they *frequently to always* strove to add value to the nursing profession ($\bar{x} = 4.65$, SD = 0.81; $\bar{x} = 4.62$, SD = 0.81). More than three-quarters (n = 80, 80.6%) of **3rd year** respondents indicated that for day shift they *frequently to always* strove to add value to the nursing profession ($\bar{x} = 4.29$, SD = 0.98). Three-quarters (75, 75.5%) of 99 (100.0%) of 3rd year respondents indicated that for night shift they *frequently to always* needed to add value to the nursing profession ($\bar{x} = 4.29$, SD = 0.98). A **significant difference** between the responses of 2nd and 3rd year respondents for day shift (Z = -3.38, p < .001) (Table 4.205) and night shift (Z = -3.38, p < .001) was obtained (Table 4.206).

f. I strive to be a better person by serving other people in the workplace (Item 94)

Second and 3rd year respondents' day and night shift responses on Item 94 yielded a negative distribution of responses. **Second year** respondents obtained the 3rd highest mean value ($\bar{x} = 4.72$, SD = 0.68) for day shift and the 2nd highest mean value ($\bar{x} = 4.72$, SD = 0.68) for night shift with reference to serving other people in the domain of intrinsic motivation needs. An equal number (93, 93.0%) of 100 (100.0%) **2nd year** respondents for day and night shift shift (n = 93, 93.0%) of 100 (100.0%) indicated that they *frequently to always* strove to be a better person by serving other people. A **significant difference** between the day and night shift responses of the 2nd year respondents (Z = -3.28, p < .001) was obtained (Table 4.203).

The **3rd year** respondents on day and night shift (100.0%) respectively obtained the 2nd highest mean values ($\bar{x} = 4.31$, SD = 1.00; $\bar{x} = 4.31$, SD = 1.00) in respect of striving to be a better person by serving other people in the workplace in the domain of intrinsic motivation needs. The majority of the respondents (n = 80, 80.0%) for day shift and nearly three-quarters (n = 73, 73.0%) for night shift indicated that they *frequently to always* strove to be a better person by serving other people in the workplace. **Significant differences** between the day and night shift responses of 3rd year respondents (Z = -3.34, p < .001) (Table 4.204) and between 2nd and 3rd year respondents for day shift (Z = -3.49, p < .000) (Table 4.205) and night shift (Z = -3.49, p < .000) (Table 4.206) were obtained.

g. I want to climb the career ladder in nursing (Item 96)

A majority (n = 89, 89.0%) of the (n = 100, 100.0%) **2nd year** respondents indicated that for day shift they *frequently to always* wanted to climb the career ladder ($\bar{x} = 4.64$, SD = 0.88). Slightly fewer (n = 88, 88.0%) of 100 (100.0%) respondents had a similar night shift response ($\bar{x} = 4.55$, SD = 1.06). A **significant difference** between day and night shift the responses of 2nd year respondents (Z = -2.56, p < .011) was (Table 4.203) obtained.

Nearly three-quarters (n = 72, 72.7%) of 99 (100.0%) **3rd year** respondents during day shift wanted to climb the career ladder in nursing ($\bar{x} = 4.26$, SD = 1.09). Almost two-thirds (n = 65, 65.7%) of 99 (100.0%) respondents indicated that for night shift they *frequently to always* wanted to climb the career ladder in nursing ($\bar{x} = 4.26$, SD = 1.09). **Significant differences** between the day and night shift responses of 3rd year respondents (Z = -3.15, p < .002) (Table 4.204) and between the responses of 2nd

and 3rd year respondents for day shift ($Z = -2.83, p < .005$) (Table 4.205) and night shift ($Z = -2.83, p < .005$) (Table 4.206) were obtained.

h. I strive towards being confident in my ability to master tasks (Item 100)

Negative distributions of 2nd and 3rd year respondents' day and night shift responses were obtained in relation to the need to strive towards being confident in their ability to master tasks. Most (92, 92.0%) of 100 (100.0%) **2nd year** respondents indicated that for day shift they *frequently to always* strove towards being confident in their ability to master tasks ($\bar{x} = 4.67, SD = 0.87$). Slightly fewer (90, 90.0%) of 100 (100.0%) respondents for night shift had a similar response ($\bar{x} = 4.59, SD = 0.98$). A **significant difference** between the for day and night shift responses of 2nd year respondents ($Z = -2.76, p < .006$) was (Table 4.203) obtained.

The **3rd year** respondents obtained the highest mean value ($\bar{x} = 4.32, SD = 0.98$) for day shift with regard to striving towards being confident in their ability to master tasks in the domain of intrinsic motivation needs. More than three-quarters ($n = 77, 77.0\%$) of 100 (100.0%) respondents indicated that for day shift they *frequently to always* strove towards being confident in their ability to master tasks. To a lesser extent, almost two-thirds ($n = 64, 64.0\%$) of 100 (100.0%) respondents indicated that for night shift they *frequently to always* strove to be confident in their ability to master tasks ($\bar{x} = 4.32, SD = 0.98$). **Significant differences** between the day and night shift responses of 3rd year respondents ($Z = -3.75, p < .001$) (Table 4.204) and between 2nd and 3rd year respondents for day shift ($Z = -3.25, p < .001$) (Table 4.205) and night shift ($Z = -3.25, p < .001$) (Table 4.206) were obtained.

i. I strive to be creative in my thoughts to become a good nurse (Item 103)

On striving to become a good nurse, day and night shifts responses of 2nd and 3rd year respondents indicated a negatively skewed distribution. For day shift, the majority (87, 88.8%) of 98 (100.0%) **2nd year** respondents indicated that they *frequently to always* strove to be creative in their thoughts ($\bar{x} = 4.60, SD = 0.81$). On the other hand, more **2nd year** respondents, namely 88 (88.8%) of 98 (100.0%) indicated that for night shift they *frequently to always* strove to be creative in their thoughts ($\bar{x} = 4.57, SD = 0.87$).

The majority on day shift ($n = 89, 89.0\%$) of 100 (100.0%) and more than two-thirds ($n = 68, 68.0\%$) of 100 (100.0%) **3rd year** respondents on night shift indicated that they *frequently to always* strove to be creative in their thoughts ($\bar{x} = 4.23, SD = 1.06; \bar{x} = 4.23, SD = 1.06$).

Significant differences between the day and night shift responses of 3rd year respondents ($Z = -2.97, p < .003$) (Table 4.204) and between 2nd and 3rd year respondents for day shift ($Z = -3.11, p < .002, p < 0.05$) (Table 4.205) and night shift ($Z = -3.11, p < .002$) (Table 4.206) were obtained.

The passion for learning provides the steadfast foundation for creativity in practise and excellence (Skees, 2010:104)

Table 4.207: Day and night shift socialisation needs of 2nd year respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value																	
Item	Socialisation needs (n = 100)	Responses of 2nd year respondents for day and night shifts															
		Total		Never		Sometimes		Often		Frequently		Always		\bar{x}	SD	Skewness	
		n	%	n	%	n	%	n	%	n	%	n	%				
87	I am used to the environment of nursing.	D	100	100.0	1	1.0	4	4.0	14	14.0	21	21.0	60	60.0	4.35	0.94	SN
		N	100	100.0	3	3.0	6	6.0	16	16.0	22	22.0	53	53.0	4.16	1.09	SN
90	I strive to have the ability to step into new experiences with ease.	D	100	100.0	1	1.0	11	11.0	14	14.0	15	15.0	59	59.0	4.2	1.11	SN
		N	100	100.0	1	1.0	13	13.0	12	12.0	19	19.0	55	55.0	4.14	1.13	SN



Table 4.208: Day and night shift socialisation needs of 3rd year respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value																		
Item	Socialisation needs (n = 100)			Responses of 3rd year respondents for day and night shifts														
				Total		Never		Sometimes		Often		Frequently		Always		\bar{x}	SD	Skewness
				n	%	n	%	n	%	n	%	n	%	n	%			
87	I am used to the environment of nursing.	D	100	100.0	2	2.0	4	4.0	18	18.0	26	26.0	50	50.0	4.18	1.00	SN	
		N	100	100.0	7	7.0	7	7.0	18	18.0	28	28.0	40	40.0	4.18	1.00	SN	
90	I strive to have the ability to step into new experiences with ease.	D	100	100.0	1	1.0	9	9.0	26	26.0	31	31.0	33	33.0	3.86	1.02	SN	
		N	100	100.0	7	7.0	16	16.0	22	22.0	29	29.0	26	26.0	3.86	1.02	SN	

Table 4.209: Comparison between the mean value ranks of items about socialisation needs during day and night shift of 2nd year respondents

Self-actualisation needs	Items	Mean rank	Wilcoxon signed ranks test		Comments
			Z	p	
Socialisation needs	Item 87	8.50	-2.62	.009	Significant
	Item 90	4.00	-1.51	.132	Not significant

Table 4.210: Comparison between the mean value ranks of items about socialisation needs during day and night shift of 3rd year respondents

Self-actualisation needs	Items	Mean rank	Wilcoxon signed ranks test		Comments
			Z	p	
Socialisation needs	Item 87	10.10	-2.89	.004	Significant
	Item 90	7.50	-3.49	.000	Significant

Table 4.211: Comparison between the mean value ranks of items about socialisation needs during day shift of 2nd and 3rd year respondents

Self-actualisation needs	Items	Mean rank		Wilcoxon signed ranks test		Comments
		2nd day	3rd day	Z	p	
Socialisations needs	Item 87	105.54	95.46	-1.36	.170	Not significant
	Item 90	111.32	89.68	-2.82	.005	Significant

Table 4.212: Comparison between the mean value ranks of about the socialisation needs during night shift items of 2nd and 3rd year respondents

Self-actualisation needs	Items	Mean rank		Wilcoxon signed ranks test		Comments
		2nd night	3rd night	Z	p	
Socialisation needs	Item 87	107.44	93.57	-1.36	.170	Not significant
	Item 90	115.72	85.28	-2.82	.005	Significant

4.5.5.2 Socialisation needs (Items 87 and 90) (Tables 4.207 and Table 4.208)

a. I am used to the environment of nursing (Item 87)

Second year respondents (n = 100, 100.0%) indicated a negative distribution of responses for both day and night shifts in respect of their need to be accustomed to the nursing environment. Respectively, nearly two-thirds (n = 60, 60.0%) of respondents on day shift (\bar{x} = 4.35, SD = 0.94) and more than half (n = 53, 53.0%) on night shift (\bar{x} = 4.16, SD = 1.09) indicated that they *always* were able to accustom themselves to the nursing environment. A **significant difference** between the day and night shift

responses of 2nd year respondents ($Z = -2.62, p < .009$) was obtained (Table 4.209). A negative distribution of responses was found for **3rd year** respondents for day shift ($\bar{x} = 4.18, SD = 1.00$), as well as for night shift ($\bar{x} = 4.18, SD = 1.00$). Respectively, half ($n = 50, 50.0\%$) and less than half ($n = 40, 40.0\%$) of the respondents indicated that for day and night shift they *always* were able to accustom themselves to the nursing environment. A **significant difference** between the day and night shift responses for 3rd year respondents ($Z = -2.89, p < .004$) was obtained (Table 4.210).

Through socialisation into the profession of nursing the values, the philosophy, to think critically, problem solve and in your self evaluation you became competent and feel comfortable in the nursing environment (Emanuel & Pryce- Miller, 2013:18).

b. Ability to step into new experiences with ease (Item 90)

A negative distribution of day and night shift responses for 2nd and 3rd year respondents was found with regard to having the ability to step into new experiences with ease. The **2nd year** respondents obtained the 2nd highest mean value ($\bar{x} = 4.20, SD = 1.11$) for day shift and for night shift ($\bar{x} = 4.14, SD = 1.13$) in Item 90 respectively. More of 100 (100.0%) respondents for day shift ($n = 59, 59.0\%$) than for night shift ($n = 55, 55.0\%$) indicated that they *always* wanted the ability to step into new experiences.

The responses of **3rd year** respondents obtained the 2nd highest mean values ($\bar{x} = 3.86, SD = 1.02$) for day shift, as well as for night shift ($\bar{x} = 3.86, SD = 1.02$) in respect of having the ability to step into new experiences with ease. A third ($n = 33, 33.0\%$) of 100 (100.0%) 3rd year respondents for day shift and a quarter (26.0%) of 100 (100.0%) respondents for night shift indicated that they *always* wanted the ability to step into new experiences with ease. **Significant differences** between day and night shift responses of 3rd year respondents ($Z = -3.49, p < .000$) (Table 4.210), as well as between 2nd and 3rd year respondents for day shift ($Z = -2.82, p < .005$) (Table 4.211) and night shift ($Z = -2.82, p < .005$) (Table 4.212) were obtained.

4.5.5.3 Emotional needs (Items 88, 89 and 99) (Table 4.213 and Table 4.214)

Table 4.213: Day and night shift emotional needs of 2nd year respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value																	
Item	Emotional needs (n = 100)		Responses of 2nd year respondents for day and night shifts														
			Total		Never		Sometimes		Often		Frequently		Always		\bar{x}	SD	Skewness
			n	%	n	%	n	%	n	%	n	%	n	%			
88	I aim to resolve conflict during a shift with the purpose of establishing unity.	D	100	100.0	4	4.0	23	23.0	14	14.0	23	23.0	36	36.0	3.64	1.29	ND
		N	100	100.0	6	6.0	22	22.0	15	15.0	21	21.0	36	36.0	3.59	1.33	ND
89	I strive to control my emotions when being confronted by a colleague.	D	100	100.0	3	3.0	15	15.0	14	14.0	13	13.0	55	55.0	4.02	1.26	SN
		N	100	100.0	3	3.0	14	14.0	14	14.0	13	13.0	56	56.0	4.05	1.24	SN
99	I aim at a balance between my responsibilities in the unit and at home.	D	99	100.0	2	2.0	7	7.1	7	7.1	9	9.10	74	74.7	4.47	1.03	SN
		N	100	100.0	5	5.0	6	6.0	8	8.0	12	12.0	69	69.0	4.34	1.17	SN

Table 4.214: Day and night shift emotional needs of 3rd year respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value

Item	Emotional needs (n = 100)	Responses of 3rd year respondents for day and night shifts															
		Total		Never		Sometimes		Often		Frequently		Always		\bar{x}	SD	Skewness	
		n	%	n	%	n	%	n	%	n	%	n	%				
88	I aim to resolve conflict during a shift with the purpose of establishing unity.	D	100	100.0	6	6.0	12	12.0	27	27.0	26	26.0	29	29.0	3.60	1.20	SN
		N	100	100.0	12	12.0	16	16.0	27	27.0	22	22.0	23	23.0	3.60	1.20	SN
89	I strive to control my emotions when being confronted by a colleague.	D	100	100.0	4	4.0	11	11.0	22	22.0	25	25.0	38	38.0	3.82	1.18	SN
		N	100	100.0	8	8.0	15	15.0	24	24.0	22	22.0	31	31.0	3.82	1.18	SN
99	I aim at a balance between my responsibilities in the unit and at home.	D	100	100.0	2	2.0	8	8.0	19	19.0	16	16.0	55	55.0	4.14	1.11	SN
		N	99	100.0	4	4.0	10	10.0	22	22.0	15	15.0	48	48.5	4.14	1.11	SN

Table 4.215: Comparison between the mean value ranks of items about emotional needs during day and night shift of 2nd year respondents

Self-actualisation needs	Items	Mean rank	Wilcoxon signed ranks test		Comments
			Z	p	
Emotional needs	Item 88	10.28	-.854	.393	Not significant
	Item 89	3.33	-.707	.480	Not significant
	Item 99	7.00	-2.18	.029	Significant

Table 4.216: Comparison between the mean value ranks of items about emotional needs during day and night shift of 3rd year respondents

Self-actualisation needs	Items	Mean rank	Wilcoxon signed ranks test		Comments
			Z	p	
Emotional needs	Item 88	14.00	-3.28	.001	Significant
	Item 89	10.33	-2.98	.003	Significant
	Item 99	12.70	-2.32	.020	Significant

Table 4.217: Comparison between the mean value ranks of items about emotional needs during day shift of 2nd and 3rd year respondents

Self-actualisation needs	Items	Mean rank		Wilcoxon signed ranks test		Comments
		2nd day	3rd day	Z	p	
Emotional needs	Item 88	101.91	99.09	-.36	.720	Not significant
	Item 89	106.61	94.39	-1.59	.110	Not significant
	Item 99	110.96	90.05	-2.69	.007	Significant

Table 4.218: Comparison between the mean value ranks of items for the 2nd and 3rd year respondents about emotional needs during night shift

Self-actualisation needs	Items	Mean rank		Wilcoxon signed ranks test		Comments
		2nd night	3rd night	Z	p	
Emotional needs	Item 88	107.21	93.80	-.36	.720	Not significant
	Item 89	112.55	88.45	-1.59	.110	Not significant
	Item 99	110.11	89.79	-2.69	.007	Significant

a. Resolve conflict during a shift with the purpose of establishing unity (Items 88)

Different responses were obtained from the 2nd and 3rd year respondents with regard to the need to resolve conflict during shifts with the purpose of establishing unity. Less than two-thirds (n = 59, 59.0%) of 100 (100.0%) **2nd year** respondents indicated that they *frequently to always* felt to resolve conflict during day shift ($\bar{x} = 3.64$, SD = 1.29). Similarly, 57 (57.0%) of 100 (100.0%) respondents indicated that they *frequently to always* felt to resolve conflict ($\bar{x} = 3.59$, SD = 1.33) during night shift.

The **3rd year** respondents obtained similar mean values with regard to day shift ($\bar{x} = 3.60$, SD = 1.20) and night shift ($\bar{x} = 3.60$, SD = 1.20) in relation to resolving conflict with the purpose of establishing unity. More than half (n = 55, 55.0%) of 100 (100.0%) 3rd year respondents frequently to always felt motivated during day shift to resolve conflict and less than half (n = 45, 45.0%) of 100 (100.0%) respondents had a similar response for night shift. A **significant difference** between for day and night shift responses of 3rd year respondents ($Z = -3.28$, $p < .001$) was obtained (Table 4.216).

b. I strive to control my emotions when being confronted by a colleague (Items 89)

Second year respondents (n = 100, 100.0%) yielded a negative distribution of responses for both day and night shift in terms of controlling their emotions when confronted by a colleague, while obtaining respectively the 2nd highest mean values for day ($\bar{x} = 4.02$, SD = 1.26) and night shift ($\bar{x} = 4.05$, SD = 1.24) in the domain of emotional needs. Respectively, more than two-thirds (68, 68.0%) and 69 (69.0%) respondents indicated that they *frequently to always* needed to control their emotions when being confronted by a colleague while working day and night shifts.

The **3rd year** respondents yielded the 2nd highest mean values ($\bar{x} = 3.82$, SD = 1.18; $\bar{x} = 3.82$, SD = 1.18) on Item 89 for both shifts. Respectively, two-thirds (63, 63.0%) and more than half (53, 53.0%) of the day and night shift responses indicated that respondents *frequently to always* were able to control their emotions when being confronted by a colleague during. A **significant difference** between day and night shift responses of 3rd year respondents ($Z = -2.98$, $p < .003$) was obtained (Table 4.216).

Emotional intelligence is to be aware of your own emotions and the emotions of other and to control your emotions during your interaction with others (Moscaritolo, 2009:17).

c. Aim at balance between responsibilities in a unit and at home (Items 99)

Item 99 indicated the highest mean values ($\bar{x} = 4.47$, SD = 1.03; $\bar{x} = 4.34$, SD = 1.17) for day and night shift according to the responses of **2nd year** respondents in the domain of emotional needs. Almost three-quarters (n = 74, 74.7%) of 99 (100.0%) 2nd year respondents indicated that for day shift they *always* needed to balance their responsibilities between the unit and at home. More than two-thirds (n = 69, 69.0%) of 100 (100.0%) 2nd year respondents had a similar response in terms of night shift. A **significant difference** between day and night shift responses of 2nd year respondents ($Z = -2.18$, $p < .029$) was obtained (Table 4.215).

Similar to the 2nd year respondents, the **3rd year** respondents for day and night shift yielded the highest mean values ($\bar{x} = 4.14$, SD = 1.11; $\bar{x} = 4.14$, SD = 1.11) on Item 99 in the emotional domain. More than

half (n = 55, 55.0%) of 100 (100.0%) 3rd year respondents indicated that for day shift they *always* aimed at a balance between responsibilities in the unit and at their home.

On the other hand, less than half (n = 48, 48.5%) of 99 (100.0%) 3rd year respondents indicated that for night shift they *always* aimed at a balance between their work and home responsibilities. In Item 99, **significant differences** between day and night shift responses of 3rd year respondents ($Z = -2.32$, $p < .020$) (Table 4.216) and between 2nd and 3rd year respondents for day shift ($Z = -2.69$, $p < .007$) were obtained (Table 4.217).

To balance their work and home life and to be productive on both end nurses still find challenging and even complicated with staff shortages and heavy workloads (Simmons, 2010:65).



Table 4.219: Day and night shift personal peak experience needs of 2nd year respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value

Item	Personal peak experience needs (n = 100)	Responses of 2nd year respondents for day and night shifts														\bar{x}	SD	Skewness
		Total		Never		Sometimes		Often		Frequently		Always						
		n	%	n	%	n	%	n	%	n	%	n	%					
95	I want to accept myself for who I am.	D	100	100.0	0	0.0	3	3.0	3	3.0	10	10.0	84	84.0	4.75	0.66	SN	
		N	100	100.0	0	0.0	5	5.0	3	3.0	10	10.0	82	82.0	4.69	0.76	SN	
97	I strive to love myself unconditionally.	D	100	100.0	1	1.0	1	1.0	5	5.0	5	5.0	88	88.0	4.78	0.68	SN	
		N	100	100.0	0	0.0	3	3.0	4	4.0	5	5.0	88	88.0	4.78	0.66	SN	
98	I strive towards gaining a sense of self-respect.	D	100	100.0	3	3.0	2	2.0	3	3.0	6	6.0	86	86.0	4.70	0.87	SN	
		N	99	100.0	3	3.0	3	3.0	2	2.0	6	6.0	86	86.0	4.69	0.90	SN	
101	I strive to be accepted by my peers.	D	99	100.0	8	8.1	10	10.1	14	14.1	11	11.1	56	56.6	3.98	1.36	SN	
		N	100	100.0	7	7.0	12	12.0	12	12.0	16	16.0	53	53.0	3.96	1.33	SN	
102	I am happy to be a learner nurse.	D	100	100.0	1	1.0	11	11.0	12	12.0	11	11.0	65	65.0	4.28	1.11	SN	
		N	100	100.0	4	4.0	8	8.0	14	14.0	13	13.0	61	61.0	4.19	1.19	SN	

Table 4.220: Day and night shift personal peak experience needs of 3rd year respondents

SD = standard deviation, ND = normally distributed, SN = skewed negatively and SP = skewed positively, \bar{x} = mean value

Item	Personal peak experience needs (n = 100)	Responses of 3rd year respondents for day and night shifts														\bar{x}	SD	Skewness
		Total		Never		Some-times		Often		Frequently		Always						
		n	%	n	%	n	%	n	%	n	%	n	%					
95	I want to accept myself for who I am.	D	100	100.0	2	2.0	7	7.0	12	12.0	18	18.0	61	61.0	4.29	1.06	SN	
		N	100	100.0	4	4.0	14	14.0	16	16.0	12	12.0	54	54.0	4.29	1.06	SN	
97	I strive to love myself unconditionally.	D	96	100.0	1	1.0	8	8.0	10	10.4	10	10.4	67	69.8	4.40	1.04	SN	
		N	98	100.0	3	3.1	9	9.0	12	12.0	10	10.0	64	65.3	4.40	1.04	SN	
98	I strive towards gaining a sense of self-respect.	D	100	100.0	2	2.0	12	12.0	10	10.0	8	8.0	68	68.0	4.28	1.17	SN	
		N	100	100.0	3	3.0	13	13.0	3	3.0	7	7.0	64	64.0	4.28	1.17	SN	
101	I strive to be accepted by my peers.	D	99	100.0	3	3.0	4	4.0	18	18.2	20	20.2	44	44.4	3.89	1.21	SN	
		N	100	100.0	6	6.0	23	23.0	16	16.0	16	16.0	39	39.0	3.89	1.21	SN	
102	I am happy to be a learner nurse.	D	99	100.0	2	2.0	19	19.2	17	17.2	14	14.1	47	47.5	3.86	1.26	SN	
		N	100	100.0	8	8.0	25	25.0	16	16.0	10	10.0	41	41.0	3.86	1.26	SN	

Table 4.221: Comparison between the mean value ranks of items about personal peak experience needs during day and night shift of 2nd year respondents

Self-actualisation needs	Items	Mean rank	Wilcoxon signed ranks test		Comments
			Z	p	
Personal peak experience needs	Item 95	5.00	-1.23	.218	Not significant
	Item 97	3.50	-.137	.891	Not significant
	Item 98	4.00	-.378	.705	Not significant
	Item 101	5.75	-.952	.341	Not significant
	Item 102	9.07	-.980	.327	Not significant

Table 4.222: Comparison between the mean value ranks of items about personal peak experience needs during day and night shift of 3rd year respondents

Self-actualisation needs	Items	Mean rank	Wilcoxon signed ranks test		Comments
			Z	p	
Personal peak experience needs	Item 95	11.00	-3.47	.001	Significant
	Item 97	9.71	-1.11	.266	Not significant
	Item 98	7.83	-1.43	.152	Not significant
	Item 101	10.00	-3.15	.002	Significant
	Item 102	8.00	-3.38	.001	Significant

Table 4.223: Comparison between the mean value ranks of items about personal experience needs during day shift of 2nd and 3rd year respondents

	Items	Mean rank		Wilcoxon signed ranks test		Comments
		2nd day	3rd day	Z	p	
Personal peak experience needs	Item 95	112.50	88.51	-3.74	.000	Significant
	Item 97	107.46	89.17	-3.18	.001	Significant
	Item 98	109.70	91.30	-3.05	.002	Significant
	Item 101	103.36	95.64	-1.02	.310	Not significant
	Item 102	109.34	90.57	-2.55	.011	Significant

Table 4.224: Comparison between the mean value ranks of items about personal peak experience needs during night shift of 2nd and 3rd year respondents

	Items	Mean rank		Wilcoxon signed ranks test		Comments
		2nd night	3rd night	Z	p	
Personal peak experience needs	Item 95	115.69	85.31	-3.74	.000	Significant
	Item 97	110.98	87.79	-3.18	.001	Significant
	Item 98	111.71	89.29	-3.05	.002	Significant
	Item 101	108.40	92.61	-1.02	.310	Not significant
	Item 102	113.56	87.45	-2.55	.011	Significant

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4.5.5.4 Personal peak experience needs (Items 95, 97, 98, 101 and 102) (Table 4.219 and Table 4.220)

a. To accept myself for who I am (Items 95)

The responses of **2nd year** respondents for day and night shifts respectively resulted in the 2nd highest mean values ($\bar{x} = 4.75$, $SD = 0.66$; $\bar{x} = 4.69$, $SD = 0.76$) in the domain of personal peak experiences. The majority of day and night shift responses ($n = 94$, 94.0%; $n = 92$, 92.0%) of 100 (100.0%) of 2nd year respondents indicated that they *frequently to always* needed to accept themselves for who they were.

Responses of **3rd year** respondents similarly yielded the 2nd highest mean values ($\bar{x} = 4.29$, $SD = 1.06$; $\bar{x} = 4.29$, $SD = 1.06$) in the domain of peak experiences (Item 95). More than three-quarters of the day shift responses (79, 79.0%) of 100 (100.0%) and almost two-thirds of the night shift responses (66, 66.0%) of 100 (100.0%) 3rd year respondents indicated that they *frequently to always* needed to accept themselves for who they were. **Significant differences** between day and night shift responses of 3rd year respondents ($Z = -3.47$, $p < .001$) (Table 4.222) and between 2nd and 3rd year respondents for day shift ($Z = -3.74$, $p < .000$) (Table 4.223) and night shift ($Z = -3.74$, $p < .000$) (Table 4.224) were obtained.

An attitude towards the self of worthy, competence and to accept the self being aware of it's flaws and strengths and reaching its full potential (Hewitt, 2009:217).

Love myself unconditionally (Items 97)

For both day and night shift, a negative distribution of responses was found for **2nd year** respondents who needed unconditional love. For day shift, a mean value of 4.78 (SD = 0.68) was obtained and the vast majority (n = 93, 93.0%) of 100 (100.0%) respondents indicated that they *frequently to always* needed unconditional love. For night shift, a comparable mean value of 4.78 (SD = 0.66) was obtained and the equal number (n = 93, 93.0%) of 100 (100.0%) respondents indicated that they *frequently to always* needed unconditional love.

A negative distribution of responses was found for **3rd year** respondents for day shift ($\bar{x} = 4.40$, SD = 1.04). More than three-quarters (n = 77, 80.2%) of 96 (100.0%) 3rd year respondents indicated that they *frequently to always* needed to love themselves unconditionally. For night shift, responses indicated the same mean value ($\bar{x} = 4.40$, SD = 1.04) and three-quarters (n = 74, 75.3%) of 98 (100.0%) 3rd year respondents indicated that they *frequently to always* needed to love themselves unconditionally. A **significant difference** was found between 2nd and 3rd year respondents for day shift (Z = -3.18, p < .001) (Table 4.223) and night shift (Z = -3.18, p < .001) (Table 4.224).

The inner most self and individuality which needs self respect, respect from others acceptance, recognition being reached embraces the individual to love themselves unconditionally (Hewitt, 2009:217).

b. Gaining a sense of self-respect (Item 98)

A negative distribution of responses for 2nd and 3rd year respondents was obtained in respect of the need for gaining a sense of self-worth when working day and night shift.

The **2nd year** respondents for day shift obtained the 3rd highest mean value ($\bar{x} = 4.70$, SD = 0.87) in the domain of personal peak experiences. The majority (n = 92, 92.0%) of 100 (100.0%) 2nd year respondents indicated that they *frequently to always* needed to gain a sense of self-respect. For night shift, the 2nd year respondents obtained the 2nd highest mean value ($\bar{x} = 4.69$, SD = 0.90) in the domain of personal peak experience needs (Item 98). An overwhelming majority (n = 92, 92.0%) of 100 (100.0%) 2nd year respondents indicated that they *frequently to always* needed to gain a sense of self-respect.

A negative distribution of responses was found for **3rd year** respondents for day and night shifts that similarly produced the 3rd highest mean values ($\bar{x} = 4.28$, SD = 1.17; $\bar{x} = 4.28$, SD = 1.17) for Item 98. More than three-quarters (n = 76, 76.0%) of 100 (100.0%) 3rd year respondents indicated that for day shift they *frequently to always* needed to gain a sense of self-respect. Less than three-quarters (n = 71, 71.0%) of 100 (100.0%) 3rd year respondents indicated that for night shift they *frequently to always* needed to gain a sense of self-respect. A **significant difference** was found between 2nd and 3rd year respondents for day shift (Z = -3.05, p < .002) (Table 4.223) and for night shift (Z = -3.05, p < .002) (Table 4.224).

c. Acceptance by peers (Item 101)

A negative distribution of responses of 2nd and 3rd year respondents was obtained for both day and night shift in relation to the need to be accepted by their peers. More than two-thirds (n = 67, 67.7%) of 99 (100.0%) 2nd year respondents indicated that while working day shift they *frequently to always* needed to be accepted by their peers ($\bar{x} = 3.98$, SD = 1.36). For night shift, more than two-thirds (n = 69, 69.0%) of 100 (100.0%) 2nd year respondents indicated that they *frequently to always* needed to be accepted by their peers ($\bar{x} = 3.96$, SD = 1.33).

Less than two-thirds of the **3rd year** respondents for day shift (n = 64, 64.6%) of (n = 100, 100.0%) and more than half for night shift (n = 55, 55.0%) of n = 100, 100.0%) indicated that they *frequently to always* needed to be accepted by their peers ($\bar{x} = 3.89$, SD = 1.21; $\bar{x} = 3.89$, SD = 1.21). A **significant difference** between day and night shift responses of 3rd year respondents (Z = -3.15, p < .002) was obtained (Table 4.222).

In being self actualised you reach your full potential of being a competent nurse skilled in communication and interpersonal skills, emotional intelligence you and your peers accept each well (Levett- Jones & Lathlean, 2008:103).

d. Happy to be a learner nurse (Item 102)

A negative distribution for day and night shift responses of 2nd and 3rd year respondents was obtained with regard to the need to be happy as a learner nurse. Nearly two-thirds (n = 65, 65.0%) of the 100 (100.0%) **2nd year** respondents indicated that while working day shift they *always* needed to be happy as a learner nurse ($\bar{x} = 4.28$, SD = 1.11). For night shift, the respondents obtained the 3rd highest mean value ($\bar{x} = 4.19$, SD = 1.19) for Item 102 related to the domain of personal peak experiences. Less than for day shift, 61 (61.0%) of the 100 (100.0%) **3rd year** respondents indicated that while working night shift they *always* needed to be happy ($\bar{x} = 3.86$, SD = 1.26). However, less than half (n = 47, 47.5%) of 99 (100.0%) on day shift and (n = 41, 41.0%) of 100 (100%) of the 3rd year respondents indicated that for night shift they *always* needed to be a happy learner nurse ($\bar{x} = 3.86$, SD = 1.26; $\bar{x} = 3.86$, SD = 1.26). A **significant difference** between day shift and night shift responses of 3rd year respondents (Z = -3.38, p < .001) was obtained (Table 4.222).

Feeling competent, skilled, professional in conduct, committed to life long learning and to add value to the nursing profession and utilise full potential do enhance being happy as nurse (Louw & Edwards, 2008:448).

4.6 CONCLUSION

This chapter discusses the findings of the **2nd** and **3rd year** respondents in terms of their needs during day and night shift within the theoretical framework of Maslow's hierarchical levels of needs.

The purpose of this study was to:

- Compare the differences with regard to the motivation needs of 2nd and 3rd year respondents during day and night shift.

Significant differences between responses between **2nd** and **3rd year** learner nurses were identified on all five levels of needs regarding:

Physiological needs

- Wanting to learn new behaviour to effectively deliver nursing care in the unit (Item 25) in the *mental needs domain*.

Safety needs

- Respecting the decision of the immediate supervisor (Item 74) in the *staffing needs domain*;
- Being clear about the objectives in the unit to be achieved (Item 73) in the *extrinsic motivation needs domain*;
- Feeling scared to perform some procedures (Item 76) in the *security needs domain*;
- Being happy with their bursaries (Item 78) in the *bursary needs domain*; and
- Understanding the meaning of their supernumerary status (Item 79) in the *supernumerary needs domain*.

Affiliation (social, love and belonging) needs

- Being allowed to make decisions as part of the multi-disciplinary team (Item 38) in the *extrinsic motivation needs domain*;
- Maintaining healthy relationships with family members (Item 47) in the *group affiliation needs domain*;
- Remaining professional during interaction with colleagues (Item 49) in the *group affiliation needs domain*; and
- Working hours that fit their family lives (Item 35) in the *work shift needs domain*.

Self-esteem needs

- Being inspired to do more than what is expected (Item 57) in the *empowerment and achievement needs domain*;
- Experiencing learning in the clinical field (Item 65) in the *empowerment and achievement needs domain*;
- Working shifts that provide new challenges that one could learn from (Item 66) in the *empowerment and achievement needs domain*; and
- Motivating one-self to complete tasks during the shifts (Item 68) in the *reward needs domain*.

Self-actualisation needs

- Feeling responsible for own studies (Item 85) in the *competency needs domain*;
- Striving to learn more about nursing (Item 86) in the *competency needs domain*;
- Wanting to obtain a bigger picture about nursing (Item 91) in the *competency needs domain*;
- Wanting to study further after completing the basic training (Item 92) in the *intrinsic motivation needs domain*;
- Striving to add value to the profession (Item 93) in the *competence needs domain*;

- Wanting to climb the career ladder in nursing (Item 96) in the *competency needs domain*;
- Striving to be a better person by serving other people in the workplace (Item 94) in the *competency needs domain*;
- wanting to accept oneself for who one is (Item 95) in the *personal peak needs domain*;
- striving to love oneself unconditionally (Item 97) in the *personal peak needs domain*;
- striving towards gaining a sense of self-respect (Item 98) in the *personal peak needs domain*;
- striving to be accepted by peers (Item 101) in the *personal peak needs domain*; and
- being happy to be a learner nurse (Item 102) in the *personal peak needs domain*.

On the grounds of the findings, conclusions and recommendations are presented in Chapter 5. Limitations and recommendations are also discussed in Chapter 5.



CHAPTER 5

CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The aim of this study was to investigate the motivation needs during day and night shift of 2nd and 3rd year learner nurses. Furthermore, this research study intended to explore and describe the perceptions of 2nd and 3rd year respondents with regard to their motivation needs during day and night shift. The third objective was to describe recommendations to professional nurses for motivating 2nd and 3rd year learner nurses during day and night shift respectively.

5.2 CONCLUSIONS

5.2.1 Physiological needs

In the *mental needs domain*, the majority of 2nd and 3rd year learner nurses wanted to learn new behaviour in terms of the effective delivery of nursing care in the unit. The 3rd year learner nurses on night had a greater need to learn new behaviour in terms of the delivery of nursing care than the 2nd years. This could be interpreted that during night shift learning needs of the learner nurses were not adequately met, since they indicated insufficient experience in the learning programme in comparison with their day shift experience. The clinical practicum should allow learner nurses to apply a wide array of skills and to observe interdisciplinary teamwork and decision making (Swinny & Brady, 2010:60-66). Clinical education is a crucial part of professional nursing education during which nurses should have their needs fulfilled to learn new behaviour while they are delivering nursing care (Elcigil & Sari, 2007: 491-498).

In the *physical needs domain*, the findings indicated that transportation could present challenges to learner nurses by either a lack of transportation or exorbitant transportation costs. The findings suggested that transportation presented more challenges to the learner nurses on night shift and could result in learner nurses arriving late at work, which could limit their learning during clinical placement.

5.2.2 Safety needs

In the *staffing needs domain*, when comparing the responses of the 2nd and 3rd year learner nurses, the 2nd year learner nurses' response resulted in higher mean values for both day and night shift in terms of showing respect to decisions of their immediate supervisors. With regard to the *extrinsic motivation needs domain*, the 2nd year learner nurses' responses about both day and night shift yielded higher mean values than the responses of the 3rd year learner nurses with regard to having less exposure to nursing practice. The day and night responses of both 2nd and 3rd year respondents in the *security needs domain*, a positively skewed distribution and similarly significant differences of $p < 0.019$ of responses were found with respect to feeling scared to perform some procedures. The findings suggested that the lack of confidence could contribute to learners' uncertainty about their knowledge and skills due to insufficient practice, assessment criteria, or required competencies. Some learner nurses could experience decreasing feelings of confidence and increasing anxiety during their clinical practicum (Moscaritolo, 2009:17).

In the *bursary needs domain*, a positively skewed distribution of 2nd and 3rd year responses was found for day and night shift alike with regard to being happy with their bursaries. For both 2nd and 3rd year learner nurses, financial assistance could influence and challenge the purchasing of the required study material, as well as affording a healthy balanced diet and transport expenditure. In the *supernumerary needs domain*, the findings suggested that learner nurses needed to understand the meaning of their supernumerary status to be operationally effective and learner nurses needed to benefit from their learning experience in the clinical practicum. The distribution of responses in relation to the benefits of having a supernumerary status were positively skewed, since 2nd, as well as 3rd year learner nurses were functioning as part of the work force and not as learners for the greater part of their clinical placement.

5.2.3 Affiliation (social, love and belonging) needs

In the *extrinsic motivation needs domain*, a positively skewed distribution of day and night shift responses was found for 2nd and 3rd year learner nurses for being allowed to make decisions. The findings suggested that both day and night shifts of the 2nd year learner nurses more than their 3rd year counterparts needed reinforcement to make decisions as part of the multi-disciplinary team. The absence or lack of problem-solving or decision making strategies in a unit could result in conflict, frustration and loss of valuable time. In the *group affiliation needs domain*, the majority of 2nd year respondents and fewer 3rd year respondents indicated that they *frequently to always* needed to maintain professional relationships during day shift. In the *work shift needs domain*, a positively skewed distribution of 2nd and 3rd year learner nurses' responses was indicated, with responses higher for night shift than for day shift for all the learner nurses. The researcher assumed that the nurses' responsibility is to maintain professional and personal boundaries, to assist patients in their care and to maintain professional relationships with their colleagues. The findings further indicated that night shift work did not support a balanced family life for all respondents. Their families and / or work could be negatively affected when nurses struggle to balance their needs with regard to studies, work during clinical practice and family lives.

5.2.4 Self-esteem needs

For both 2nd and 3rd year learner nurses' responses, significant differences were obtained for night and day shift in Items 57, 65 and 66. In the *empowerment and achievement needs domain*, half of the 2nd year respondents and more than three-quarters of the 3rd year respondents indicated that for day shift they *frequently to always* needed their managers to inspire them to do more than what is expected of them. During night shift, both 2nd and 3rd year learner respondents were inspired to a lesser extent to do more than what was expected of them than during day shift. The respondents needed to experience learning related to their learning outcomes that required them to demonstrate critical thinking, reflection and construction of knowledge. In the *reward needs domain*, significant differences between the responses of 2nd and 3rd year respondents for day, as well as night shift were obtained. It could be interpreted that self-directing learners would accept responsibility for their learning, since they were motivated to complete their task during the shifts. Learner nurses should not be passive receivers of knowledge but active constructors of their own knowledge. In the *self-efficacy needs domain*, more than three-quarters of 2nd year respondents and nearly two-thirds of the 3rd year respondents *frequently to sometimes* needed to complete their tasks during night shift.

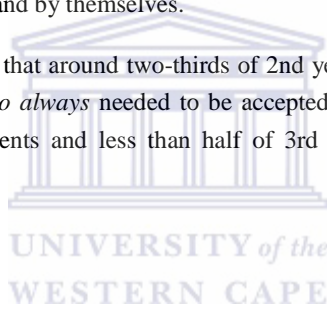
5.2.5 Self-actualisation needs

In the *competency needs domain*, more 2nd year respondents than 3rd year respondents needed to feel responsible for their studies during day and night shift.

More than three-quarters of 2nd year and 3rd year respondents needed to learn more about nursing. More 2nd year responses than 3rd year responses indicated the need to obtain a bigger picture of nursing. More than three-quarters of 2nd year responses and less than two-thirds of 3rd year respondents *always* wanted to study further after they had completed their basic nursing studies. More than three-quarters of 2nd year respondents compared to less than two-thirds of 3rd year respondents *frequently to always* needed to add value to the nursing profession. The vast majority of 2nd year respondents and less than two-thirds of 3rd year respondents *frequently to always* strove to be a better person in the workplace. In the *personal peak needs domain*, more 2nd year respondents than their 3rd year counterparts indicated that for both shifts they needed to accept themselves for who they were. Similar responses were found for both shifts in relation to loving themselves unconditionally and needing to gain a sense of self-respect.

In personal self-actualisation, self-esteem plays a central role. Without the fulfilment of the self-esteem needs, individuals could strive to seek it with the result that they remain unable to grow and obtain self-actualisation. Physiological health is not possible unless the crucial core of individuals is fundamentally accepted, loved and respected by other people and by themselves.

Day, as well as night shift responses indicated that around two-thirds of 2nd year respondents and more than half of 3rd year respondents *frequently to always* needed to be accepted by their peers. For both shifts, nearly two-thirds of 2nd year respondents and less than half of 3rd year respondents *always* needed to be happy as a learner nurses.



5.3 RECOMMENDATIONS

5.3.1 Physiological Needs

In the *mental needs domain*, learner nurses should be afforded learning opportunities to provide safe and competent nursing care during day, as well as night shift. Nursing care is delivered around the clock. The professional nurses and other role players at the health provider institutions and the higher educational institutions need to collaboratively review the clinical educational programmes and discuss clinical placement during day and night shift. The professional nurses on night shift could, e.g. have a scheduled training session between 22:00 and 23:00 of which all learner nurses should be informed. The clinical practicum allows learner nurse to apply a wide array of skills while observe and taking part in interdisciplinary teamwork and decision making (Swiny & Brady, 2010:66).

The professional nurses, unit managers, clinical educators and the nurse educators need to plan learning opportunities particular to certain units with the purpose of addressing the learning objectives in each unit. Learner nurses should rotate amongst units in order to expose them to the different learning opportunities in the ward during the time frames of their clinical placement. Structured guidance for both shifts can be provided by verbal and written communication, in workbooks and noticeboards. Allowing nurses to have some choice about their placement and the shifts they work can improve their perception

of the shifts which, in turn, advances commitment to their clinical learning and the affirmative effect on the morale of the nursing staff (Pryce, Albertsen & Nielsen, 2006: 282).

Within an environment with limited resources, creativity should be used to optimise learning opportunities by considering the placement of the learner nurses nearer to where they live. The placement policy should be known, since the health institutions can only accommodate a limited number of learner nurses at any given time. The policy should be explained to 2nd and 3rd learner nurses prior to their placement, since nursing is an essential service that is provided around the clock. This will advance the motivation of both groups of learner nurses. During orientation periods, learner nurses should be updated about managing night shifts and improving sleeping patterns. Caruso, Bushnel, Eggerth, Heitmann, Kojola, Newman, Rosa, Sauter and Vita (2006: 942) confirm that an educational programme should disseminate knowledge about sleep and should encourage workplaces to adopt better sleeping practices for staff members.

In the *physical needs domain*, various recommendations could be implemented. The educational institution should arrange a contract shuttle transport service from the residence where learner nurses are staying to the different placement sites. This service is not available at all institutions. Learner nurses living outside may also make use of the transport service and these costs could be added to the yearly registration student fees. Learner nurses need to be aware of the possibility of feeling drowsy after night shift and to be mindful of safe driving.

5.3.2 Safety needs

In the *staffing needs domain*, learner nurses should be encouraged to be mindful of nursing as a profession. Nursing is founded on ethical values and a hierarchy of command to ensure efficient and effective management; due respect to senior nursing staff should be taught to learners on both shifts. Learner nurses should be socialised into the profession of nursing by knowledgeable and competent senior nursing staff. Staff members should guide the learner nurses by example and demonstrate the ethics of the nursing profession. At the unit-level, the professional nurses should play a pivotal role in promoting learner nurse-supervisor and collegial relationships based on mutual respect and support. Motivated by professional social role modelling, the learner nurses need to demonstrate respect to their supervisors within the team and to the patients (Cohen, Stuenkel & Nguyen, 2009:308).

In the *extrinsic motivation needs domain*, it should be noted that learner nurses need objectives that are clearly stated and communicated with the aim of reaching their educational training goals to become competent practitioners during the available time frames. The learner nurses' objectives should offer a framework for goal directed learning and functioning in the unit in terms of quality nursing care and cost effectiveness, as well as enhancing their supernumerary status. In the *security needs domain*, the focus should be to reduce or eliminate the learner nurses' feelings of uncertainty to perform certain procedures during both shifts. Professional nurses and clinical educators should create a learning environment where learner nurses know what the assessment criteria are and feel safe to practise their skills. The learning objectives, goals, learning experiences, sources of reference and evaluation methods should be clear to the learners with the purpose of motivating them to work towards their outcomes within the prescribed time frames.

The *bursary needs domain* should address assistance from the financial centre of the educational institution. Such a centre should conduct workshop to empower learner nurses with financial management awareness to reduce financial stress or advice on managing bursaries. Preferably, learner nurses should not interrupt their studies, therefore, attention should be given to reproductive health awareness and interventions from the health department to mitigate the financial burden of training disruption, as well as the time and cost consequences for the training of the learner nurses.

The *supernumerary needs domain* is important, since the supernumerary status should be understood by all and should not become a hurdle to learning in the wards of placement. The 2nd and 3rd year learner nurses on day and night shift should be provided with clarity about their responsibility as learner nurses in terms of their supernumerary status. The learner nurses should not be regarded as staff allocated to service in the unit; they should focus on practical learning of nursing activities. The supernumerary status of learner nurses is not always possible. Learner nurses should be supplementary to the clinical workforce and undertake clinical placement to learn during supervised participation in clinical work to satisfy their need for self-actualisation and developing their nursing competencies. The staff-patient ratio should be assessed and debated by all role-players and the concept of carers to assist with basic care will assist learner nurses to focus on their learn needs while being mindful of the economic challenges in the health care sector.

5.3.3 Affiliation (social, love and belonging) needs

In the *extrinsic motivation needs domain*, learner nurses should be included in meetings or discussion groups to observe the skills of problem solving and decision making. The learner nurses should realise the importance of effective communication in the health care team, since poor communication affects learning during the clinical practicum. The *group affiliation needs domain*, should be attended to by training sessions about healthy family relationships, using communication listening skills and spending enjoyable time together. Learner nurses also need to integrate their ethics with their conduct to maintain professional practice in their interaction with patients. At all times (day and night shift), patients should have confidence in nurses; therefore, learner nurses should demonstrate respect for human dignity and moral values.

In the *work shift needs domain*, it should be kept in mind that nurses with children may be required to work irregular hours. Nurses should have access to crèches near to the health care premises and look at ways to decrease family stress.

5.3.4 Self-esteem needs

The *empowerment and achievement needs domain* should focus on inspiration. Professional nurses and educators should act as critical thinkers and create an environment where learner nurses are enthusiastic to do more than what is expected of them during day and night shift. To inspire learner nurses to do more than what is expected of them, managers and supervisors should be profession role models who clinically and theoretically stimulate the learner nurses to analyse problems critically. When the learner nurses comprehend, they are able to construct knowledge, interpret the knowledge in their clinical practice and meet new challenges about, e.g. night shift. Competent conduct during both shifts needs praise and

timely feedback that boost individuals' confidence and inspire them to do their best. In the *reward needs domain*, learner nurses need to be internally motivated to accept responsibility for their own learning.

For the *self-efficacy needs domain*, staff members need to plan activities for both shifts to develop learner nurses' confidence; a positive self-concept enables them to complete their tasks successfully. Empowerment can take place by accessing information and resources that support learning opportunities. Clinical education aims at developing the learner nurses' professional skills, knowledge, life-long learning and critical thinking that create nurses' self-confidence and enabling nurses to make their own decisions and to become independent (Tiwari, Rose & Chan, 2005:299). Self-esteem allows learner nurses to reflect on their professional growth with confidence, compassion and optimism. It enables them to reach their goals and to support their self-actualisation.

5.3.5 Self-actualisation needs

Learner nurses who become self-actualised are internally motivated and have an internal locus of control that augments their commitment to and responsibility for their studies and lifelong learning. They can plan their studies and utilise learning opportunities to build good relationships with their peers, staff unit managers and the nurse educators. In the *competency needs domain*, the supervisor, clinical educator, or professional nurse is responsible to progressively guide learner nurses to self-direction with the purpose of taking responsibility for their studies. Especially during night shift, a study guide can be utilised to structure the course of learning that includes motivating learner nurses to take responsibility for self-learning and self-evaluation. Continued learning approaches should provide lifelong learning opportunities for nurses that include attending conferences; performing Internet searches; reading nursing literature, articles and journals; and consulting expertise and colleagues in the fields of nursing, medicine and related fields.

During day and night shift, nurses should provide role models with and socialise learner nurses into the ethics and ethos of nursing that are founded on the principles of caring, compassion and human dignity. Serving other people requires motivation and empowerment by learning the appropriate skills and knowledge, as well as the appropriate attitude of nurses.

Learner nurses should evaluate their own worth, have a positive attitude towards themselves and be confident about their own competencies. Nurse and clinical educators who use principles of emotional intelligence and motivation during training might facilitate the ability of learner nurses to motivate themselves with the aim of succeeding in and completing their training programme. Self-actualisation is a process that requires hard work and perseverance.

A self-actualised individual is someone who is realising his or her potential and creativity in nursing. Learner nurses should feel confident and expose themselves to different learning opportunities. They should seize opportunities to grow and develop in their work life and develop a balance between work life and social life; these developmental processes would enhance the self-worth and self-respect of the learner nurses. Self-directing learners accept accountability for learning, are able to determine their own learning needs and goals and plan their own self-evaluation.

5.4 LIMITATIONS OF THE STUDY

This study was conducted in the context of learner nurses registered at one training institution for nurses although they were placed in different clinical settings at various health care institutions. More qualitative research needs to be conducted about the lived experiences of learner nurses during night duty.

5.5 CONCLUSION

A quantitative study had been conducted which revealed that the majority of the differences in responses to the items were on the self-actualisation level. It became evident that the majority of 2nd and 3rd year level learner nurses agreed about their physiological needs.

The findings of this study were described according to the framework of Maslow's basic needs.



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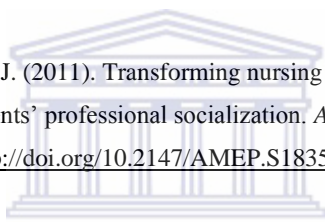
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ANNEXURE A: PERMISSION TO CONDUCT THE STUDY FROM THE ETHICS COMMITTEE OF THE UNIVERSITY OF THE WESTERN CAPE



**OFFICE OF THE DEAN
DEPARTMENT OF RESEARCH DEVELOPMENT**

20 August 2012

To Whom It May Concern

I hereby certify that the Senate Research Committee of the University of the Western Cape has approved the methodology and ethics of the following research project by:
Mrs RN Dominick (School of Nursing)

Research Project: Comparing the motivational needs of 2nd and 3rd year learner nurses on working day and night shifts in academic hospital settings in the Western Cape.

Registration no: 12/7/8

Any amendments, extension or other modifications to the protocol must be submitted to the Ethics Committee for approval.

The Committee must be informed of any serious adverse event and/or termination of the study.

A handwritten signature in blue ink, appearing to read 'Josias'.

*Ms Patricia Josias
Research Ethics Committee Officer
University of the Western Cape*

UNIVERSITY of the
WESTERN CAPE

Private Bag X17, Bellville 7535, South Africa
T: +27 21 959 2985/2948 . F: +27 21 959 3170
E: pjosias@uwc.ac.za
www.uwc.ac.za

A place of quality,
a place to grow, from hope
to action through knowledge

ANNEXURE B: PERMISSION TO CONDUCT THE STUDY FROM THE ETHICAL RESEARCH COMMITTEE OF A HIGHER NURSING EDUCATIONAL INSTITUTION IN THE WESTERN CAPE PROVINCE



DIRECTORATE: WESTERN CAPE COLLEGE OF NURSING

Teresa.bock@westerncape.gov.za

Enquiries: Ms T M Bock

Tel: 083 602 7097

Date: 2012/08/23

Mrs R Dominick

WCCN: Metro West

RE: APPLICATION TO CONDUCT RESEARCH AT THE WESTERN CAPE COLLEGE OF NURSING

Dear Mrs Dominick

Your research titled "*The motivational needs of 2nd and 3rd year learner nurses working day and night shift in academic hospital settings in the Western Cape.*" refers.

It pleases the Research ethics committee to inform you that you have been granted the necessary permission to conduct your research at the College.

We wish you success in your research project.

Sincerely

TM Bock

Deputy Director: Head of Campus WCCN: Metro East

HOD Psychiatry

Acting Chair WCCN Research Ethics Committee

Phone: 021 648 1202; 021 638 6899 (fax)

Klipfontein Road, Surwell, Athlone 7764

ANNEXURE C: INFORMED CONSENT FORM



UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa

Tel: +27 21-9592274, Fax: 27 21-9592271

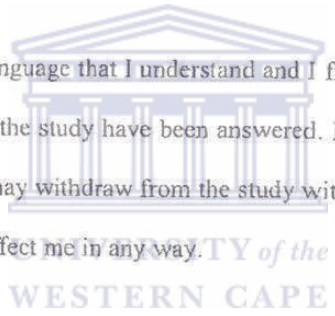
E-mail: dominick@mweb.co.za

WRITTEN INFORMED CONSENT

Letter of request to participate in the study

Title of Research Project: Comparing the motivational needs of 2nd and 3rd year learner nurses working day and night shifts in academic hospital settings in the Western Cape.

The study has been described to me in language that I understand and I freely and voluntarily agree to participate. My questions about the study have been answered. I understand that my identity will not be disclosed and that I may withdraw from the study without giving a reason at any time and this will not negatively affect me in any way.



Participant's name.....

Participant's signature.....

Participant's signature.....

Participant's signature.....

Witness.....

Date.....

Should you have any questions regarding this study or wish to report any problems you have experienced related to the study, please contact the study coordinator.

Study Coordinator's Name: Prof Karien Jooste

University of the Western Cape

Private Bag X17, Belville 7535

Telephone: (021)959-2274

Cell: 0828972228

Fax: (021)959-2271

Email: kjooste@uwc.ac.za



ANNEXURE D: SELF-ADMINISTERED STRUCTURED QUESTIONNAIRE

Dear respondent

The purpose of this study is to compare the motivation needs of 2nd and 3rd year learner nurses who are working day and night shift respectively and to describe recommendations for motivating them to work shifts. There is no right or wrong answer to the questions in this survey-questionnaire. Your information is of importance for the success of this study and for assisting students in the future. Therefore, it is important that you answer honestly and accurately. The survey-questionnaire will take no longer than 45 minutes to complete. All the information will be treated as confidential and the researcher undertakes not to reveal any individual information that accidentally appears in this survey-questionnaire. Do not supply your name or any form of identification on this survey-questionnaire.

You have completed night duty one week ago. All that is required of you is to express your opinion by marking the number on the response scale that best describes your response(s) with a cross **X**.

The response scale is:

1 = Never

2 = Sometimes

3 = Often

4 = Frequently

5 = Always



Left hand side: Indicate to what extent you agree with the statement with regard to day shift.

Right hand side: Indicate to what extent you agree with the statement with regard to night shift.

Table: Example of response scale

Day duty					Need	Night duty				
1	2	3	4	5		1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I am happy doing the shift.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Section A: Biographical information

1. I am a

Female	<input type="checkbox"/>
Male	<input type="checkbox"/>

2. My age group is

Less than 20 years	<input type="checkbox"/>
21 years	<input type="checkbox"/>
22 years	<input type="checkbox"/>
23 years	<input type="checkbox"/>
More than 23 years	<input type="checkbox"/>

3. Marital status

Married	<input type="checkbox"/>
Civil union	<input type="checkbox"/>
Single	<input type="checkbox"/>
In a relationship	<input type="checkbox"/>
Other (Please specify)	

4. In which speciality unit did you work during night duty?

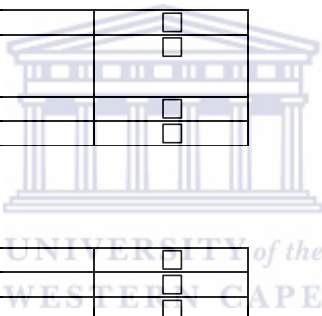
5. In which speciality unit are you currently working day duty?

6. Number of dependents

None	<input type="checkbox"/>
k. 1	<input type="checkbox"/>
2	<input type="checkbox"/>
3 or more	<input type="checkbox"/>

7. Year of study

2 nd year	<input type="checkbox"/>
Repeating 2nd year	<input type="checkbox"/>
3 rd year	<input type="checkbox"/>
Repeating 3rd year	<input type="checkbox"/>



Section B: Motivating factors during day and night shifts

Please indicate your response to each of the following statements about your basic needs during day and night shift. Indicate your responses with an X in the appropriate box.

1 = Never

2 = Sometimes

3 = Often

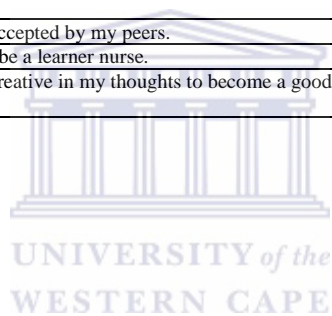
4 = Frequently

5 = Always

Day duty						Need	Night duty				
Item	1	2	3	4	5		1	2	3	4	5
Physical											
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I get adequate sleep, that enables me to perform my responsibilities as a learner nurse.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I get adequate rest, that enables me to perform my responsibilities as a learner nurse.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I feel active to do some physical exercise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I feel hungry in between full meals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I am able to focus on my academic performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I am in touch with the internal clock of my body, e.g. can identify if I am not feeling well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I regard myself as healthy, as I e.g. have energy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I think carefully when making decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I plan to complete my responsibilities, such as domestic tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I feel energetic to complete e.g. an task that must be completed on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I push myself to stay within the timeline of e.g. closing dates of assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I maintain my normal weight.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I have a habit of eating regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I am orientated to the clinical environment by the clinical facilitator.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I manage my time effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I focus on the improvement of quality of care.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I feel physically strong enough to handle equipment in the unit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I have been introduced to the procedures to follow in the unit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I have access to information, such as policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	My mind is clear to learn new responsibilities in clinical placement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I freely provide new ideas e.g. to improve the performances in the unit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I work in an environment where staff is satisfied about their circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The temperature in the unit affects my mood.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I am knowledgeable about using equipment in the unit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I want to learn new behaviour in delivering of nursing care in the unit. effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I have endurance to correct mistakes I make on a shift.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I am placed in a unit that I prefer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I am able to travel to the site of my clinical placement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Affiliation (social, love and belonging) needs											
29	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I am of value to the patient e.g. assisting him/her in phoning a relative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	There is adequate staff during the shift.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I receive feedback on my performance during teaching and learning opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I interact with my colleagues about nursing during delivering of nursing care.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Staff members are friendly towards me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I am supervised by a professional nurse that is a role model.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I work hours that fit my home life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I am isolated from the outside world while performing my duties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I think about my friends or family while performing my duties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I am allowed to take decisions with the multidisciplinary team in the unit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	My expected performance is clearly spelt out to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I verbally address my problems in the unit, e.g. with the unit manager.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I have access to information through open channels of	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Day duty						Need	Night duty				
Item	1	2	3	4	5		1	2	3	4	5
						communication.					
42	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	My clinical educator inspires me to do my best.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I get the opportunity to comment on the outcomes / results of my performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I work in a team environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I feel accepted by colleagues, e.g. being told how well I am perform my duties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I give my best in delivering nursing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I maintain healthy relationships with family members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I have more patients to take care of on the shift.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I remain professional during interaction with colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I manage my stressed during the shift.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I work in isolation from my close friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I feel part of the nursing team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I am aware of the prevailing philosophy of the unit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I am confident when talking to medical practitioners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-esteem											
55	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	My hard work is recognised.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I receive prompt acknowledgement for completing a task excellently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	My manager / supervisor inspires me to do more than what is expected of me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Judgement about my performance is fair.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	My manager emphasises my positive contributions when evaluating my performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I feel confident about my work performances to take the lead.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I find my work rewarding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I am praised for hard work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I perform my tasks competently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I take the lead in performing duties during the shift.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I experience learning in the clinical field.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The shift provides new challenges that I can learn from.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I feel valued by colleagues in the unit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
68	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I motivate myself to complete my tasks during the shifts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I need praise to fulfil my task in the unit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
70	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I experience anxiety in the clinical environment, e.g. when I am unclear how to perform a procedure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Safety needs											
71	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	My work environment is safe, e.g. free from hazards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The allocated personnel in my unit can manage the workload during the shift.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
73	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I am clear about the objectives I need to achieve in the unit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
74	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I respect the decisions of my immediate supervisor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
75	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Support by staff members in e.g. the form of counselling at the workplace is available in the unit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
76	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I feel scared to perform some procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
77	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I receive a bursary in accordance with my years of experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
78	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I am happy about my salary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
79	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I understand the meaning of supernumerary status.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
80	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I have the benefits of having a supernumerary status.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
81	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The supernumerary status is successfully implemented in practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
82	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I adequately complete my time sheet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
83	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I adequately sign-off my work book.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
84	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The nurse educator accompanies me in clinical placement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-actualisation											

Item	Day duty					Need	Night duty				
	1	2	3	4	5		1	2	3	4	5
85	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I feel responsible for the outcome of my studies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
86	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I strive to learn more about nursing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
87	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I am used to the environment of nursing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
88	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I aim to resolve conflict during a shift with the purpose of establishing unity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
89	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I strive to control my emotions when being confronted by a colleague.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
90	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I strive to have the ability to step into new experiences with ease.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
91	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I want to obtain a bigger picture about nursing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
92	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I want to study further after I have completed my basic training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
93	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I strive to add value to the profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
94	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I strive to be a better person by serving other people in the workplace.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
95	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I want to climb the career ladder in nursing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
96	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I strive to love myself unconditionally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
97	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I want to accept myself for who I am.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
98	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I strive towards gaining a sense of self-respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
99	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I aim towards a balance between my responsibilities in the unit and at home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
100	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I strive towards being confident in my ability to master tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
101	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I strive to be accepted by my peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
102	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I am happy to be a learner nurse.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
103	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I strive to be creative in my thoughts to become a good nurse.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



ANNEXURE E: EDITING CONFIRMATION



* The stars that tell the spade when to dig and the seeds when to grow *

* Isilimela – iinkwenkwezi ezixelela umhlakulo ukuba mawembe nembewu ukuba mayikhule*

P O Box 65251
Erasmusrand
0165

24 June 2015

Dear Ms R Dominick

**CONFIRMATION OF EDITING THE DISSERTATION WITH THE TITLE
COMPARING THE MOTIVATIONAL NEEDS OF 2ND AND 3RD YEAR
LEARNER NURSES ON WORKING DAY AND NIGHT SHIFTS IN
ACADEMIC HOSPITAL SETTINGS IN THE WESTERN CAPE PROVINCE**

I hereby confirm that I have edited the abovementioned document as requested.

Please pay particular attention to the editing notes **AH01 to AH253** for your revision.

The tracks copy of the document contains all the changes I have effected while the edited copy is a clean copy with the changes removed. Kindly make any further changes to the edited copy since I have effected minor editing changes after removing the changes from the tracks copy. The tracks copy should only be used for reference purposes.

Please note that it remains your responsibility to supply references according to the convention that is used at your institution of learning.

You are more than welcome to send me the document again to perform final editing should it be necessary.

Kind regards

A handwritten signature in black ink, appearing to read 'Andre Hills', is written over a rectangular box.

Andre Hills
083 501 4124