

## Relationship between Cognitive Motivation, Student Adjustment and Attitude towards Nursing Profession: As Student Nurse Perceived

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### Abstract

The poor knowledge and attitude towards nursing as a profession has made nursing a low profile course, and hinders its advancement even more. The public's attitudes towards nursing appear to depend upon the degree of knowledge and economic power nurses receive. Perceptions of advanced secondary school students of nursing are important because they offer strategic clues towards successful recruitment of the next generation of nurses. To attract more individuals to the profession, a positive image of nursing needs to be engendered by nurse education and the general community. Attitudes, beliefs, and values are highly subjective areas, usually based upon perception and not fact. The aim of the present study is to compare the relationship between cognitive motivation, student adjustment and attitudes toward nursing profession based on the student nurses perceptions in three universities. It was carried out in faculty of Nursing from three universities in two countries; in Egypt from Suez Canal and Port-said University and in Sudan from Shendi University. Data was collected by using one tool contains 4 main parts based on *Shaqora, 2002*. The study revealed that there are significant differences between study groups regarding cognitive motivation, nursing image and student adjustment. Also, there are a significant relationship between academic year and knowledge motivation. However, no significant relationship was seen between academic year and Nursing image or student adjustment. From the foregoing discussion, it can be concluded that Student's perception of nursing affected cognitive motivation and student adjustment in the three colleges, also there are an obvious needs for conducting further studies on the perception of the nursing students in other different regions. Within this context, there is a great demand for strategies and programs that take into consideration the needs of public awareness regarding nursing profession which indirectly affect student's adjustment, attitude and academic success.

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**Keywords:** Nursing Image, Cognitive Motivation, Student Adjustment, Attitudes, Nursing Profession

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### INTRODUCTION

Nursing profession faces competition from many other career paths, which has made it more difficult to recruit students into nursing what. Students are looking for “high levels” careers, and because students' perceptions of nursing are limited to visible images instead of informed career decisions, many view nursing profession as bedside care and taking orders from physicians (*Weis, and Schank, 2000*). Understanding students' perceptions of nursing profession can be helpful in formulating curricula to empower students with excellent career making skills which will determine the future of nursing. (*Cockrell, 2002*)

Furthermore, the study of nursing student adjustment and their satisfaction has been actively investigated in efforts to understand the first-year transition and to help college students experience success. One

promising approach focuses on facets or domains of adjustment/satisfaction, such as academic, social, and personal-emotional. This approach has utility for identifying appropriate interventions for students who experience difficulties in one or more domains. The model attempts to integrate social cognitive theory and the trait personality perspective to better understand adjustment and satisfaction. It explains interest and choice by including background characteristics (e.g., gender, personality), sociocognitive mechanisms (e.g., self-efficacy, outcome expectations, and goals), and contextual influences (e.g., support and resources for attaining goals). (*Ronald et al, 2011*)

Nursing is a challenging profession that tends to attract self-motivated, lifelong learners. A nurse's education never ends, because of the need to stay in progress on health care issues and changes in medical

theory and practice. Many researchers have revealed a number of negative societal perceptions of nursing related to gender stereotyping, subordination to doctors, low academic standards, limited career opportunities and poor pay and conditions, and importantly how these perceptions may affect levels of recruitment into nursing. (*Wondwossen , 2011*)

Motivation plays a major role in students' academic work and in their achievement. It reflects in students' choices of learning tasks, in the time and effort they devote to them, in their persistence on learning tasks, in their coping with the obstacles they encounter in the learning process. The connections between (meta) cognitive strategies, the motivational dimension and achievement are multidirectional and complex. (*Peklaj and Levpušček , 2006* ) .

Motivation was found to be the best predictor of student achievement in two studies that investigated factors influencing student achievement and effects of the factors on students' achievement in learning the Japanese language through the medium of satellite television (*Shih , 2001*)

There is a clear link between high motivation and engagement in clinical learning and increased levels of student's academic success in a variety of ways. Engaged students earn better grades and exhibit increased practical competence along with the ability to transfer their skills to new situations. Increased nursing student engagement occurs with purposeful academic activity and is associated with a greater ability to pursue ideas independently and synthesize information, and this in turn leads to a desire to learn on one's own (*D'Souza et al , 2014*)

Students may wonder why it is so important for nurses to be more visible. They choose nursing, so they know that it is an important profession. However, when they enter nursing, many students also have a narrow view of the profession, much closer to what is portrayed in the media—the nurse who cares for others with less understanding of the knowledge base required and competency needed to meet the complex needs of patients. There is limited recognition that nursing is a scientific field. The nursing profession needs to be more concerned about visibility because nursing is struggling to attract qualified students and keep current nurses in practice. (*White , 2012*)

One important outcome of motivation is the cognitive engagement in learning tasks. Cognitive engagement refers to the amount and type of strategies that learners employ. Cognitive engagement in academic work has been defined by Marks (2000) as, "A psychological process involving the attention, interest, investment, and effort students expend in the work of learning" In addition to that,

Newmann et al. (1992) defined cognitive engagement in academic work as, "The student's psychological investment in and effort directed toward learning, understanding, or mastering the knowledge, skills, or crafts that academic work is intended to promote one word is needed" . Both of these definitions involve psychological investment and effort. (*Arabzadeh et al, 2012*)

Three types of intrinsic motivation were identified as the intrinsic motivation to know, to accomplish things, and to experience stimulation. Intrinsic motivation to know was the desire to do an act or activity for the mere (you mean more or what) enjoyment an individual gets while learning something new. Intrinsic motivation to accomplish was the desire to do an activity for the satisfaction that a person got from accomplishing something new. Last, intrinsic motivation to experience stimulation was considered to be the desire to carry out an activity in order to experience intellectual or physical stimulation). (*Richardson , 2011*)

The Intelligent Nurse also seeks to enlighten nurses about their role in the marketing and sales of health and health care. Often, through lack of marketing knowledge, much of what we do and say puts out a negative message. When those patients and their families leave our care, the word of mouth advertising that occurs can wreck havoc in a multitude of venues. These same skills, used in a positive fashion, can sell patients on the actions necessary to increase their level of wellness long after they leave our care. These same skills of knowledge can be used to enhance the professional life of a nurse by giving them the competence to promote their ideas to others in an efficient manner. (*Wood, 2011*)

Nursing is unique among the health care professions in the United States in that it has multiple educational pathways leading to an entry-level license to practice. Nursing students are able to pursue three different educational pathways to become registered nurses (RNs): the bachelor's of science in nursing (BSN), the associate's degree in nursing (ADN), and the diploma in nursing. More recently, an accelerated, second-degree bachelor's program for students who possess a baccalaureate degree in another field also has become a popular option. These various pathways provide numerous opportunities for women and men of modest means and diverse backgrounds to access careers in an economically stable field. (National Academy of Sciences report, 2011)

#### AIM OF THE STUDY

The aim of the present study is to investigate the relationship between Cognitive motivation, student adjustment and attitudes with nursing profession based on the student nurses perceptions in three universities.

### SIGNIFICANCE OF STUDY

The poor knowledge and attitude towards nursing as a profession has made nursing a low profile course, and hinders its advancement even more. The public's attitudes towards nursing appear to depend upon the degree of knowledge and economic power nurses receive. Perceptions of advanced secondary school students of nursing are important because they offer strategic clues towards successful recruitment of the next generation of nurses. To attract more individuals to the profession, a positive image of nursing needs to be engendered by nurse education and the general community. Attitudes, beliefs, and values are highly subjective areas, usually based upon perception and not fact. Perceptions held by the public about the nursing profession greatly influence the personal and public image of nursing. To improve nurse's social image is to intervene in the social image of nursing that exists in the general public and among professionals. (*Lobo, 2011*)

Awareness of the factors that influence college students' academic performance is necessary to improve their learning. In previous studies, several factors have been found to be important in influencing academic performance as what Pintrich & Schunk (2002) motivation is defined as "the process whereby goal-directed activity is instigated and sustained". Moreover, according to motivation is the most important component of learning in any educational environment (Pintrich (1999). It is considered to be one of the best determining factors of students' success. (*Al Khatib, 2010*)

Image may appear to be an unusual topic for a nursing textbook, but it is not. Image is part of a profession. It is the way a person appears to others, or in the case of a profession, the way that profession appears to other disciplines and to the general public consumers of health care. Image and the perception of the profession impact recruitment of students, the view of the public, funding for nursing education and research, relationships with healthcare administrators and other healthcare professionals, government agencies and legislators at all levels of government, and ultimately, the profession's self-identity. Just like individuals may feel depressed or less effective if others view them negatively, professionals can experience similar reactions if their image is not positive. It impacts everything the profession does or wishes to do. (*White, 2012*)

### THEORETICAL FRAMEWORK

Based on *Yukselturk & Bulut's (2007)* theoretical framework, motivational beliefs focused on in this study were intrinsic goal orientation, extrinsic goal orientation, task value, control of learning beliefs, self-efficacy for learning and performance and test anxiety. However, studies indicate the importance of intrinsic and extrinsic goal orientation. Generally,

researchers agree that an Intrinsic goal orientation refers to the drive inherent in an activity itself, as when the student engages in an activity for its own sake, the enjoyment it provides, the learning it permits, or the feelings of accomplishment it evokes.

The taxonomy of learning styles developed by Curry (1990) used the concepts of learning styles, student achievement, and motivation to explain the process of learning. Learning styles consist of a combination of motivation, engagement, and cognitive processing habits, which then influence the use of metacognitive skills such as situation analysis, self-pacing, and self-evaluation to produce a learning outcome. Outcomes refer to the student's characteristics after exposure to the environment or outcomes (affective or cognitive). Cognitive learning outcomes include knowledge, critical thinking and academic achievement. Cognitive behavioral learning outcomes include development of capabilities and level of educational attainment. Affective or emotional learning outcomes include values, attitudes or beliefs and satisfaction with the theory or clinical courses and curriculum experience. Intellectual processes, working together and teaching for understanding are basic elements of developing capabilities among students. (*Shih, 2001*)

### OPERATIONAL DEFINITIONS

**Nursing profession:** In this study, nursing profession refers to a job-oriented course which will prepare an individual to care for the sick persons in the hospital, community or home.

**Cognitive motivation:** cognitive motivation is a theory that seeks to explain human behavior in terms of the examination and consideration of received information, as opposed to an inbuilt set of instructions that govern responses to different situations. In other words, a human action results from a process of thought, rather than an automated response based on preprogrammed rules.

**Adjustment:** the process of modifying one's behavior in changed circumstances or an altered environment in order to fulfill psychological, physiological, and social needs

### RESEARCH QUESTIONS

1. Is there a relationship between Cognitive motivations and student adjustment?
2. Is there a relationship between Cognitive motivations and attitudes toward nursing profession?
3. Is there a relationship between Cognitive motivation and student's attitude toward nursing profession?
4. Is there relationship between student adjustment and student's attitude toward nursing profession?
5. Are there differences between the three student's college regarding adjustment and student's attitude toward nursing profession?

## **SUBJECTS AND METHODS**

### **Research Design**

The present study is a descriptive comparative study was conducted in student nurses in three universities in Egypt and in Sudan .

### **A-Study Setting**

This study was carried out in faculty of Nursing from three universities in Egypt from Suez Canal and Port-said university and in Sudan from Shendi University.

### **Target population**

Convenience sampling were taken from all students from 1 to 4 Levels The data collection started from March 2011 to July 2012 from the selected setting as mentioned above and met selected criteria. It included 49 student from Suez Canal University and 55 student from Port-said University in Egypt and 143 from Shendi University in Sudan.

## **TOOLS FOR DATA COLLECTION**

Data was collected by using one tool contains 4 main parts based on *Shaqora, 2002* as follows :

### **Part I- Sociodemographic Data**

Was Contains information related to demographic characteristics of the students as their age, gender, educational class level, etc.,,,,,,.

### **Part II : Cognitive Motivations Scale**

It includes 27 questions related to 5 dimensions regarding the desire permanent and continuous access to information quickly, the desire permanent and persistent in seeking more information , welcoming difficulties in order to obtain information, the process of information processing and the desire to discuss and accept the opinions of others.

### **Part III: Attitudes Toward Nursing Profession**

**Scale:** It includes 55 questions related to 5 dimensions regarding Cognitive dimension of cultural

After conviction, self-satisfaction to the profession , Professional dimension , economic , and the social dimension

### **Part IV: Student's Adjustment Scale**

It includes 26 items related to student's diligence in study nursing and student – teacher relationship .

## **METHODS OF DATA COLLECTION**

### **Ethical Considerations**

1. Explain the aim of the study to the faculties directors & coordinators of levels to take his permission to do this study with students .
2. A brief explanation of the purpose and importance of the study was given to the students and assured that the obtained information will be confidential and used only the purpose of the study. Confidentiality of the information was assured by the researcher.

## **OPERATIONAL DESIGN**

The operational design includes preparatory phase, content validity, reliability, pilot study and fieldwork.

### **A-Preparatory Phase**

It includes reviewing of literature, different studies and theoretical knowledge of various aspects of the problems using books, articles, internet, periodicals and magazines.

### **B- Content Validity**

Validated tools were used from documented Published source of *Shaqora ,2002* based on *Elmaghraby , 1994* as mentioned before in tools of data collection.

### **C-Content Reliability**

Was done through:

#### **Pilot Study**

Pilot study was carried out after the development of the tools on 10% of the students to test applicability of the tools then necessary modification were done according to the results of the results of pilot study and expertise opinions. The purpose of pilot study was:

- 1- To test the applicability of the study tools.
- 2- To estimate any need for addition in the tool.

Otherwise, the ten patients were then excluded from the sample of research work to assure the stability of answers

## **FIELD WORK**

The structured questionnaire was filled out by students. Data was collected from the selecting setting by the researcher using the pre constructed tools.

- 1) Each student was individually filling questionnaire; the questionnaire was collected from all the students in the free time of study according to their academic schedule, purpose of the study was explained prior to get the questionnaire sheet, and it distributed to be answered within (30-60 minutes).
- 2) The questionnaire was started from March 2011 to July 2012, over a period of 15months.

### **Scoring System**

Cognitive motivations Sheet includes 27 questions related to 5 dimensions regarding the desire permanent and continuous access to information quickly, the desire permanent and persistent in seeking more information, welcoming difficulties in order to obtain information, the process of information processing and the desire to discuss and accept the opinions of others which each statement followed with 3 choice answers. Scoring system for Attitudes toward nursing profession Scale was ranged from 1 to 5 based on likert scale which 1 for strongly disagree , 2 for disagree , 3 for neutral , 4 for agree , 5 for strongly agree . While student's adjustment scale includes 26 items related to student's diligence in study nursing and student – teacher relationship ranged from 1 to 2 scores which 1 for yes answer and 2 for No answer .

**Statistical Measures for Significant Relation Were Used As The Following**

Data were fed to the computer and analyzed using IBM SPSS software package version 20.0. Qualitative data were described using number and percent. Quantitative data were described using mean and standard deviation. Comparison between different groups regarding categorical variables was tested using Chi-square test. Comparison between more than two population were analyzed F-test (ANOVA) to be used. Correlations between two quantitative variables were assessed using Pearson coefficient. Significance test results are quoted as two-tailed probabilities. Significance of the obtained results was judged at the 5% level.

**LIMITATION OF STUDY**

Data collection was take long time for collection than the researcher's plans and prediction from three universities Suez Canal University, Port-said University in Egypt and Shendi University in Sudan.

**RESULTS**

**The Present Study**

Showed a significant relationship between academic year and cognitive motivation. However, no significant relationship was found between academic

year and Nursing image or student adjustment (see **table 1**).

The study also revealed that there are a significant correlation between cognitive motivation and Student adjustment ( see table 2).

**Table (3):** revealed that there are a highly significant difference between male and female (P= 0.000).

**Table (4):** Shows a significant relationship between academic years and study groups

**Table (5):** revealed that there are significant differences between study groups regarding cognitive motivation, nursing image and student adjustment.

**Figure (1):** illustrated the distribution of studied groups according to their age which revealed that the highest percentage (73.8% ) of students were founded among Sudanese students in age group from 18-20 years while (39.3 % ) of Egyptian students from Port - Said were founded in age group at 20 year . On the other hands about (34.4%) of students from Ismailia university were founded n age groups above 20 year.

Table 1. Relationship between academic year and cognitive motivation, student adjustment and nursing image

		Mean ± S D	P-Value*	95% Confidence Interval for Mean	
				Lower Bound	Upper Bound
Cognitive motivation	1 <sup>st</sup> year	54.10 ± 4.374	0.013	53.26	54.95
	4 <sup>th</sup> year	55.60 ± 4.788		54.80	56.39
Nursing image	1 <sup>st</sup> year	132.21 ± 24.915	0.421	127.39	137.03
	4 <sup>th</sup> year	130.07 ± 16.802		127.28	132.86
Student adjustment	1 <sup>st</sup> year	38.02 ± 3.202	0.882	37.40	38.64
	4 <sup>th</sup> year	37.96 ± 2.514		37.55	38.38

P-Value calculated using ANOVA test

Table 2. Relationship between cognitive motivation and student adjustment

		Cognitive Motivation scale	Student Adjustment
cognitive motivation scale	Pearson Correlation	1	.019
	Sig. (2-tailed)		.765
	N	247	247
student adjustment	Pearson Correlation	.019	1
	Sig. (2-tailed)	.765	
	N	247	247

Table 3. Distribution of study groups according to their Gender

Gender	grouping			Total	P- Value
	port said	Ismailia	Sudan		
Male n (%)	23 (43.4%)	15 (28.3%)	15 (28.3%)	53 (100%)	0.000***
Female n (%)	32 (16.5%)	34 (17.5%)	128 (66 %)	194 (100%)	
Total	55 (22.3%)	49 (19.8%)	143 (57.9%)	247 (100%)	

Pearson Chi-Square used to test the relationship, the significant level considered when p value less than 0.05

Table 4. Distribution of academic year among study groups

		grouping			Total	P-value
		Port said	Ismailia	Sudan		
class	1 <sup>st</sup> year	17 (16.2%)	12 (11.4%)	76 (72.4%)	105 (100 %)	0.000
	4 <sup>th</sup> year	38 (26.8%)	37 (26.1%)	67 (47.2%)	142 (100 %)	
Total		55 (22.3%)	49 (19.8%)	143 57.9%	247 (100.0%)	

P- value calculated used Pearson chi square

Table 5. Comparison among study groups regarding cognitive motivation, nursing image and student adjustment.

		N	Mean	S. D	95% Confidence Interval for Mean		P-Value*
					Lower Bound	Upper Bound	
cognitive Motivation	port said	55	55.62	4.938	54.28	56.95	0.284
	Ismailia	49	55.39	3.899	54.27	56.51	
	Sudan	143	54.57	4.788	53.77	55.36	
	Total	247	54.96	4.666	54.38	55.55	
Nursing Image	port said	55	135.18	19.456	129.92	140.44	0.027*
	Ismailia	49	135.02	25.991	127.55	142.49	
	Sudan	143	127.98	18.523	124.92	131.04	
	Total	247	130.98	20.625	128.39	133.56	
Student Adjustment	port said	55	37.53	3.666	36.54	38.52	0.047*
	Ismailia	49	37.41	2.813	36.60	38.22	
	Sudan	143	38.36	2.378	37.97	38.76	
	Total	247	37.99	2.820	37.63	38.34	

P-value calculated using ANOVA test

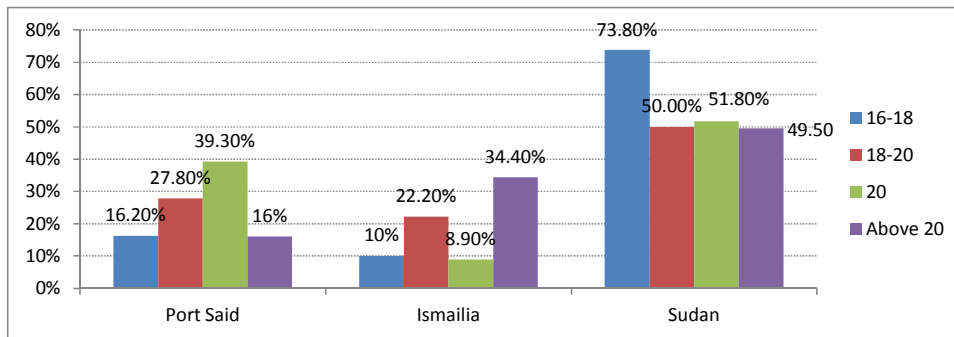


Figure 1. Distribution of studied groups according to their age

**DISCUSSION**

Nursing profession is a demanding and multifaceted career that requires a major transition as the new graduate nurse evolves into a competent registered nurse. There is no doubt that nurses need support and mentoring from supervisors and experienced nurses to feel comfortable in their new role. The decision to embark on a nursing career requires much thought and consideration. Similar to all professions, there are positive and negative aspects to ponder regarding a career in nursing. Although the profession is challenging, it also provides opportunities for unique intrinsic rewards that make the career worth the effort. So, attracting additional students to nursing

career is an important step to increasing the number of nurses; however, funding cuts, and a lack of nurse educators, classrooms, and clinical space often prevent schools of nursing from expanding student enrollment. (Lovan , 2009 and Cockrell , 2002) . So, the perception of nursing is one of distorted clarity by pre-nursing students; thus many students do not have realistic views of what a nursing professional’s job responsibilities are?

Based on the study findings, the highest percentage of students were founded among Sudanese students in age group from 18-20 years while near half of Egyptian students from Port - Said were founded in

age group at 20 year. On the other hands about above one quadrant of students from Ismailia University were founded age groups above 20 year with significant differences between all studied groups regarding gender. These findings goes in the same line with (*Backhaus, 2009*)

Concerning the relationship between student's academic year and their cognitive motivation and adjustment, the present findings revealed that there are a significant relationship between academic year and cognitive motivation. These findings go in the same way with *Lovan, 2009* who mentioned that, there were significant differences in the perceptions of public image among the BSN students and RNs in practice. How does this discrepancy impact the student? It is important to address this question as research has demonstrated that a negative perception of public image can lead to increased turnover or a desire to leave the profession. Research on the public image of nursing would assist leaders in government, healthcare organizations, and nurses to identify the additional work needed to improve the public image of nursing.

Furthermore, nursing student adjustment is defined as students' willingness to actively participate in the clinical learning process, exhibiting tangible behaviors in the class or clinical environment or outside the class. A National survey of student engagement (NSSE) study among 3000 randomly selected students in nursing, health professions and teaching majors revealed that nursing profession majors perceived significantly less engagement in active and collaborative learning than their peers in education majors. 83% of the nursing students were significantly more academically challenged ( $p < 0.001$ ) than their peers in education and other health profession majors. The novice learner introspects, internalizes and applies his/her intellectual capabilities (e. g. information technology, safety, competency, knowledge, attitude, behaviours) in the learning environment (*D'Souza et al, 2014*)

According to *Mudhovozi, 2012* It is imperative that the new students respond to the demands by studying harder, change their study habits and rearrange their priorities. Based on expectation of Beder's (1997) study found that first year students had difficulty adjusting to the different styles of teaching compared to school. Also, that adjustment to university is critical for academic success while poor college adjustment correlates with poor academic performance, low graduation rates and poor success later in life. It is therefore intriguing that most high school graduates have academic and social difficulties that delay their adaptation to the new university environment.

In India about 90% of people have minimum knowledge regarding nursing. They consider nursing to be a simple task and that anyone can be a nurse. They consider nurses to be physician's assistants and perform menial work like cleaning, bathing, and grooming of patients. (*Swamy, 2009*). However, nursing history contains meaningful accounts of courageous role models who could be examined during class discussions. In addition, each nursing faculty member has unique qualities he or she contributes to the education of students. A study to examine faculty attitudes and behaviors that promote professionalism in students is needed. (*Lovan, 2009*)

The image of both nurses and nursing as a profession are vital in the successful recruitment and retention of staff in the healthcare industry. Although nursing students' perception of nursing and factors influencing it were well investigated in the West, this was less examined in the Arab Islamic region. In Jordan, little is known about Jordanian student nurses' perception of nursing Nursing students' perceptions of nursing might have an impact on their self-concept, self-esteem, recruitment, retention, and performance (*Wallace, 2007*).

In Hong Kong, A study was undertaken with 19 high school students to elicit their perceptions of nursing as a profession. The study also sought to gauge the extent of the students' intentions on pursuing a career in nursing. The sample consisted of 10 female and 9 male participants who volunteered to be included in the study. Study findings showed that the image of nursing was poor and that nursing as a career was far from desirable amongst the sample. The reasons appeared to be related to the notion of monetary rewards and status within the Hong Kong community. There was also lack of knowledge as to what nurses do. The study suggested the need for the profession to find ways of publicizing and marketing the positive aspects with elements of realism in the general population. (*Foong et al, 2004*)

Despite of these study findings the researchers highlighted in that students are at least aware of most of the issues regarding the profession but they do not want to opt for it due to the image they have of it from the public. This idea supported with the research of *Achilles, 2010* in Tanzania and added that we must put in mind nursing image and other factors that have been addressed in if at all we are to increase the nurse patient ratio in Tanzania.

Focusing specifically on nurses, research has also considered the extent to which these societal perceptions are realities in their workplaces, and the direct experiences that contribute to attrition from both nursing courses and jobs. However, to date, few research has actually bridged the above approaches and considered the perceptions that nursing students

hold as they first enter their education and how these change, or are confirmed, as a result of their experiences. In addressing the negative images of nursing, directors of nursing must develop strategies to at a local level before launching any national campaign to improve nurses' image. But the pilots have indicated the need to improve nurses' sense of their own work first. Whatever notion or idea best describes nursing and whatever set of activities it is defined, it is clear that there are different perceptions of nursing. Perception by itself is merely defined as an idea, belief, or an image you have as a result of how you see or understand something. The Perception of nursing may vary depending on age, educational level, social and professional experience. (*Wondwossen, 2011*)

In comparing student's cognitive motivation and their adjustment, the present findings revealed that there are a significant correlation between cognitive motivation and Student adjustment. These findings goes in the same line with Nigerian universities therefore embark on the pursuit, promotion and dissemination of knowledge through teaching. University education in Nigeria intensifies and diversifies programmes for high level manpower development. It contributes to national development by developing professional course contents to reflect national requirements. This is necessary as studies available have been on cognitive and effective learning outcomes of students in medicine, nursing and education. (*Ugwu et al, 2010*)

However, in Swedish universities students are offered a large number of coaching and academic courses dedicated to developing study techniques, such as learning strategies, speed reading, and note taking. However, students show a great deal of individual differences in their approaches to learning, and so do their teachers. The utility of matching teaching methods to learning styles has been widely debated, but when students are presented with learning new and difficult information, research shows significant improvement when individual learning styles are matched to instructional strategies and nursing education. (*Redmond, 2010*),

The question now is whether the students' learning style patterns are different in the various education programs. If educators in higher education understand learning styles at a group level and takes this into account and if students assimilate knowledge at the individual level, some positive results could be achieved. Educational programs could be more effective because you can "customize" them, students' performance can be improved, student throughput can increase, which in itself is positive from an economic perspective. (*Boström and Hallin, 2013*)

Based on *Boström and Hallin, 2013* point of views there are another important aspect of embracing learning styles is that students' meta-cognitive skills can be developed and thereby lay a solid foundation for lifelong learning. Both professional groups work with people, they are supervisors and have different types of teaching situations. In both professions, it is important to know one self and to understand the others (patients / students). Nursing and teaching training are all over the world, and are probably the key courses. This idea goes in the same way with the researchers of this study which in Egypt selected nursing faculties in both Port-said and Suez canal were used Problem based learning approach and this approach help students in their cognitive motivations and academic adjustment.

In addition, *Henning, 2007* recommended that during interviews academic advisors should gather useful information that will enable them to have insight into students' motivation for learning and readiness for their chosen course of study. , elucidate the interview findings which academic advisors are able to gather a psychometric profile of students' scholastic capabilities and their knowledge and use of self-regulatory strategies. Hirsch suggests academic advisors consider five key areas of learning, specifically emotional and motivational readiness for higher education, level of academic preparation, study skills competence, use of learning styles, and disability conditions that may adversely affect learning.

In this concern, several theories have been developed to explain differences in students' willingness to expend effort in school. Most of these theories view differences in effort expenditure in relationship with ability and, in some cases, task difficulty as explaining differences in student achievement. Furthermore, differences in effort expenditure are postulated to be related to differences in students' confidence in their ability to perform well in school, the differentiated concept of ability that emerges with age as nested in Nicholls, 1978; Nicholls and Miller, 1983 (*Tollefson, 2000*)

On the contrary, individuals with a low need for cognition usually rely on others to determine the meaning of information and situations, they are less interested in effortful cognitive activities as nested in Cacippo, Petty, & Morris, 1983. Cognitive engagement represented how students organize learning tasks and how they determined when and how the learning tasks would be completed. Students who engaged meaningfully, like those high in need for cognition, seek out information, think about it and reflect on it to make sense of the information and to make connections with prior knowledge. Meaningful cognition involves relating the new information to

one's existing knowledge; thus creating a more complex knowledge structure. (*Al-Alwan et al, 2013*)

From forgoing discussion the researchers suggested that student's cognitive motivation with good nursing perception is a vital issue for student adjustment in nursing education. This idea supported with *Al Jarrah, 2013* in Jordan who mentioned An understanding of students' perception and its involvement during the course of the study can assist nurse educators in evaluating the educational program's strengths and weaknesses. This understanding can enhance curricular development towards a caring and holistic paradigm of nursing. Moreover, it will add to the body of knowledge of nursing education, especially in relation to admission processes, by examining specific personal factors that influence students' perceptions.

In contrast to intrinsic motivation, extrinsic motivation concerned a large variety of behaviors which individuals engaged in as a means to an end only based on Deci, 1975, Deci, Ryan and their peers (1975; 1985) suggested that three types of extrinsic motivation occurred along a self determination continuum. These types of extrinsic motivation were named external regulation, interjected regulation, identified regulation, and integrated regulation which were arranged from the lowest to the highest levels of self-determination. (*Richardson, 2011*) while *Sungur and Tekkaya, 2006* mentioned that Results revealed that PBL students had higher levels of intrinsic goal orientation, task value, use of elaboration learning strategies, critical thinking, metacognitive self-regulation, effort regulation, and peer learning compared with control-group students.

On the other hands the researcher suggested that PBL approach in both Port-said and suez canal university in Egypt has greatest effect in student's adjustment and cognitive motivation in comparing with Shendi university in Sudan which apply traditional methods. these point of researchers view supported with *Dolmans and Schmidt, 2006* who mentioned that Students collaborating in small groups is a characteristic of problem-based learning (PBL) that is receiving increased consideration in the literature. In this paper findings from studies in this area are synthesized and discussed. A distinction is made between studies focusing on cognitive effects of group learning and studies focusing on motivational effects of group learning. Studies concentrating on the cognitive effects of small-group PBL seem to demonstrate that activation of prior knowledge, recall of information, causal reasoning or theory building, cognitive conflicts leading to conceptual change and collaborative learning construction take place in the tutorial group.

## CONCLUSION AND RECOMMENDATIONS

From the foregoing discussion, it can be seen that Student's s perception of nursing has the greatest relationship with cognitive motivation and student adjustment in the three colleges , also there are an obvious needs for conducting further studies on the perception of the nursing students in other different regions and how it affects student's learning engagement and adjustment . Within this context, there is a great demand for strategies and programs that take into consideration the needs of Public awareness regarding nursing profession which student's family affected indirectly student's perceptions, learning / cognitive adjustment, attitude and ended with their academic success

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