

Determination Of The Problems Faced By B.Sc. Nursing Students During Their Clinical Experience - A Descriptive Study

Najama Bibi

M.Sc Child Health Nursing (MMINSR, SKIMS, Soura,
Srinagar J&K)

Nazia Fayaz

B.Sc Nursing, M.A Sociology (Senior Grade Nurse, GMC
Srinagar, J&K)

Shazia Nigeen

Sumaria Mohi-Ud-Din

Shahida Showkat

B.Sc Nursing (Junior Grade Nurse, GMC Srinagar, J&K)

Abstract: Nursing student's experiences of their clinical practice provide greater insight to develop an effective clinical teaching strategy in nursing education. The main objective of this study was to identify the problems faced by Nursing Students during their clinical experience, to identify the factors responsible for these problems and to assess the effect of identified problems on their clinical performance.

40 B.Sc Nursing Students were chosen by simple random sampling and questionnaire was introduced and responses were analysed and interpreted accordingly. 27.5 % of the studied subjects didn't like the profession. 50 % of the studied subjects were not mentally prepared for their clinical posting. 90 % of the studied subjects responded that they do not complete their theory before being posted in clinics. 92.5 % of the studied subjects agreed that they co-relate theory part with their practicals. And 35 % of the studied subjects had the feeling of leaving the profession.

The result of this study showed that nursing students faced various problems in their clinical duties and were not satisfied with the clinical component of their education.

I. INTRODUCTION

Present student nurses are the future administrators, tutors, clinical instructors and clinical nurses. So, to uplift the nursing administration, nursing education and to enhance nursing care we need get our assets acknowledged and skilled.

Nurses' competence is based on the knowledge and skill taught to them. Nursing training is a combination of theoretical and practical learning experiences that enable nursing students to acquire the knowledge, skills, and attitudes for providing nursing care. Nursing education is composed of two complementary parts: theoretical training and practical training. A large part of nursing education is carried out in clinical environments And therefore, clinical education is considered to be an essential and integral part of the nursing education program. Since nursing is a performance-based profession, clinical learning environments play an important role in the acquisition of professional abilities and train the

nursing students to enter the nursing profession and become a registered nurse. Moreover, the clinical area of nursing education is of great importance for nursing students in the selection or rejection of nursing as a profession. Unlike classroom education, clinical training in nursing occurs in a complex clinical learning environment which is influenced by many factors.

Since an optimal clinical learning environment has a positive impact on the students' professional development, a poor learning environment can have adverse effects on their professional development process^[5]. The unpredictable nature of the clinical training environment can create some problems for nursing students. Failure to identify the challenges and problems the students are faced with in the clinical learning environment prevents them from effective learning and growth. As a result, the growth and development of their skills will be influenced. Studies show that the students' noneffective exposure to the clinical learning environment has

increased dropout rates. Some nursing students have left the profession as a result of challenges they face in the clinical setting [8]. Many studies have been done on the clinical environment. Some relevant studies focused on clinical evaluation or stress factors in the clinical training. One study showed that nursing students are vulnerable in the clinical environment and this reduces their satisfaction with the clinical training. Moreover, the nursing students' lack of knowledge and skills in the clinical environment can lead to anxiety [10]. Clinical experience is one of the most anxiety producing components of the nursing program which has been identified by nursing students. In a descriptive correlational study by Beck and Srivastava 94 second, third and fourth year nursing students reported that clinical experience was the most stressful part of the nursing program [11]

Identifying challenges with which nursing students are faced in the clinical learning environment in all dimensions could improve training and enhance the quality of its planning and the promotion of the students. We aimed to determine the problems faced by B.Sc nursing students in the clinical learning environment.

II. RESEARCH METHODOLOGY

A descriptive study was done on B.Sc Nursing students studying in college of nursing skims soura srinagar with a study population of 40 students (n=40), 10 students from each class (1st yr, 2nd yr, 3rd yr & 4th yr), in June 2010. Participants were chosen by probability simple random sampling technique.

Study tool: A self structured questionnaire & structural interview schedule was used for collecting the data. The tool selected was questionnaire & structural interview schedule. Consisting of 2 sections, based on demographic data and structured questionnaire. Part A consisted of 13 items and part B consisting of 30 items. Each question had a response of yes and no.

The tool was distributed at convenient time to B. Sc. Nursing students visiting college of Nursing. They were introduced about the study & necessary instruction, were given about each question & explained in their own language for better understanding.

Ethical consideration: A written permission was taken from Principal of College of Nursing for the collection of data from the selected subjects and consent was taken from the participants before data collection.

III. RESULTS

The data collected was analysed and percentages were calculated accordingly. Our study showed the following results:

✓ 65 % of the studied subjects i.e. majority of the studied subjects were in the age group of 21-23 years. 25 % of the studied subjects were in the age group of 18-20 years. Rest of the studied subjects i.e. 10 % of the studied subjects were in the age group of 24-26 years.

- ✓ 57.5% of studied subjects were from rural areas and 42.5% of studied subjects were from urban areas.
- ✓ 47.5 % of the studied subjects had appeared twice in the entrance test..40 % of the studied subjects had appeared once in the entrance test.12.5 % of the studied subjects had appeared thrice in the entrance test. 72.5 % of the studied subjects were from open merit category. 27.5 % of the studied subjects were from Reserved category.
- ✓ 90 % of the studied subjects had none of their siblings in Nursing profession.7.5 % of the studied subjects had one sibling in NSG. profession. 2.5 % of the studied subjects had 2 siblings in NSG. profession.
- ✓ 72.5 % of the studied subjects liked the profession, 27.5 % of the studied subjects didn't like the profession. Table 1
- ✓ 50 % of the studied subjects were mentally prepared for their clinical posting.50 % of the studied subjects were not mentally prepared for their clinical posting. Table 2
- ✓ 90 % of the studied subjects answered that they do not complete their theory before being posted in clinics.92.5 % of the studied subjects agreed that they co-relate theory part with their practicals. (Table 3)
- ✓ 100 % of studied subjects answered that they have not facility of well equipped labs.
- ✓ 57.5 % of studied subjects answered that they have not facility of good library.
- ✓ 80 % of studied subjects answered that their clinical teachings are planned.
- ✓ 97.5 % of studied subjects said that they don't get demonstration of all nursing procedures before clinical postings.
- ✓ 92 % of studied subjects answered that they don't have all nursing articles available for performing all procedures.
- ✓ 85% of studied subjects answered that they are providing quality care to the patients. 65% of studied subjects were not satisfied with their clinical duties. 100 % of studied subjects are interested in learning and gaining skills. 65% of studied subjects are confident while carrying out nsg procedures. 60% of the studied subjects answered that their clinical hours are not lengthy
- ✓ 65% of the studied subjects answered that they do not feel to leave the profession ever while as 35 % of the studied subjects have the feeling of leaving the profession (fig 1).

Placement	Yes		No	
	n	n %	n	n %
1st Year	8	80	2	20
2nd Year	8	80	2	20
3rd Year	5	50	5	50
4th Year	8	80	2	20
Total	n = 29	72.5	n = 11	27.5

Table 1: interest in nursing profession

Placement	Yes		No	
	n	n %	n	n %
1st Year	4	40	6	60
2nd Year	8	80	2	20
3rd Year	1	10	9	90
4th Year	7	70	3	30
Total	n = 20	50	n = 20	50

Table 2: mental preparation for clinical duties

Statement	Placement	Yes		No	
		n	n %	n	n %
Completion of theory before clinical posting	1 st Year	-	-	10	100
	2 nd Year	-	-	10	100
	3 rd Year	-	-	10	100
	4 th Year	4	40	6	60
Co-relation of theory part with practical applications	1 st Year	8	80	2	20
	2 nd Year	10	100	-	-
	3 rd Year	9	90	1	10
	4 th Year	10	100	-	-
	S ₁	4	10	36	90
	S ₂	37	92.5	3	7.5

Table 3: theory completion before clinical posting and co-relation of theory with practicals

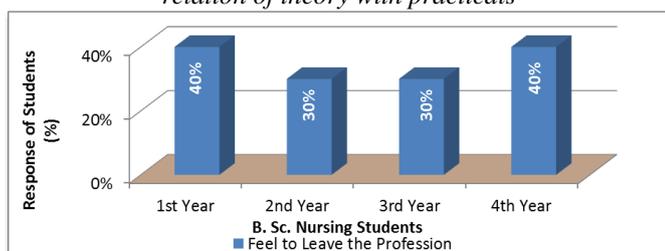


Figure 1: feeling to leave the profession

IV. DISCUSSION

Today's nursing students face many challenges – which may be financial, personal or relate to their studies. Nursing students face problems during their clinical experience. So there is much need of Research study which can help, to identify problems faced by students and to take concrete initiatives against these problems which often come into way of students and which have the ill effect on the progress of students in the course of clinical experience.

Different students have different concepts regarding the nursing profession which can be recognised only by discovering authentic answers to the meaningful questions with respect to the problems of the students, through the application of scientific procedures. It is important for a person to be mentally prepared irrespective of the unsatisfaction in that field so as to achieve the desired objective.

This study has been conducted to determine the problems faced by B.Sc Nursing students during their clinical experience in a selected nursing college of kashmir.

Sharif Farkhondeh and Masoumi Sara (2005) conducted a qualitative study of nursing student experiences of clinical practice and the result of student's views toward clinical experience showed that they were not satisfied with the clinical component of their education.

In our study 27.5 % of the studied subjects responded that they didn't like the profession. 50 % of the studied subjects were not mentally prepared for their clinical posting and so were not satisfied with their clinical experience.

Ik Ferguson and Jinks and Bjork in their studies found that Discrepancy between theory and practice has long been a source of concern to teachers, practitioners and learners. Also,

all the students in Sharif Farkhondeh and Masoumi Sara study demonstrated that there is a gap between theory and practice.

In our study it was found that 90 % of the studied subjects responded that they do not complete their theory before being posted in clinics. 92.5 % of the studied subjects agreed that they co-relate theory part with their practicals. It deeply rooted in the history of nurse education. Theorypractice gap has been recognised for over 50 years in nursing and it has been shown to delay student learning.

An RCN study in Wales 2008 found that (42%) of nursing students responded to the survey to leave their nursing course.

In our study 35 % of the studied subjects had the feeling of leaving the profession.

V. CONCLUSION

At the end of our study “A study to determine the problems faced by B. Sc. Nursing students during their clinical experience” in college of nursing, SKIMS Soura., the following was drawn.

It was seen that majority of respondents are not guided and accompanied by clinical Instructors and they do not complete their theory before being posted in clinics and also not demonstrated various nursing procedures. It was also evident from the study that students are enthusiastic in learning and gaining skills but are not having facility due to non availability of well-equipped labs & good library.

For nursing students to become clinically competent, they need to do well in the clinical areas during their clinical posting.

The findings support the need for Faculty of Nursing to plan nursing curriculum in a way that nursing students be involved actively in their education.

VI. IMPLICATIONS

The study has implications in nursing education, nursing practice, nursing research and nursing administration. It is the present student nurses who become teachers, practioners, researchers and administrators in future. So they have to learn and perform the best.

VII. LIMITATIONS

The study was limited to 40 students only and to those who were willingly interested to participate in the study. Sample studied was limited, hence generalization of the findings is limited.

VIII. RECOMMENDATIONS

As a result of this research study and in response to some of the interpretations presented at the end of each table and graphs. A number of recommendations are proposed by our group.

- ✓ To complete theory portion before assigning students in clinical areas.

- ✓ To promote facility of well equipped labs and a good library.
- ✓ To ensure that at least one clinical instructor must accompany and guide 10 students during clinical hours.
- ✓ To demonstrate all nursing procedures to students ahead of clinical posting.
- ✓ To organize Inter-college debates, seminars and Quiz programmes to foster their intellectual ability.
- ✓ To arrange Counselling programmes frequently so that enthusiasm towards profession is built.

REFERENCES

- [1] E. Manninen, "Changes in nursing students' perceptions of nursing as they progress through their education," *Journal of Advanced Nursing*, vol. 27, no. 2, pp. 390–398, 1998. View at Publisher • View at Google Scholar • View at Scopus
- [2] R. Borzou, M. Safari, M. Khodavisi, and B. Torkaman, "The viewpoints of nurses towards applicability of nursing curriculum in hospitals affiliated to Hamedan University of Medical Sciences," *Iranian Journal of Medical Education*, vol. 8, no. 2, pp. 205–211, 2009. View at Google Scholar
- [3] V. L. Nahas, "Humour: a phenomenological study within the context of clinical education," *Nurse Education Today*, vol. 18, no. 8, pp. 663–672, 1998. View at Publisher • View at Google Scholar • View at Scopus
- [4] E. Jonsén, H.-L. Melender, and Y. Hilli, "Finnish and Swedish nursing students' experiences of their first clinical practice placement—a qualitative study," *Nurse Education Today*, vol. 33, no. 3, pp. 297–302, 2013. View at Publisher • View at Google Scholar • View at Scopus
- [5] P. A. Chesser-Smyth, "The lived experiences of general student nurses on their first clinical placement: a phenomenological study," *Nurse Education in Practice*, vol. 5, no. 6, pp. 320–327, 2005. View at Publisher • View at Google Scholar • View at Scopus
- [6] J. A. Hartigan-Rogers, S. L. Cobbett, M. A. Amirault, and M. E. Muise-Davis, "Nursing graduates' perceptions of their undergraduate clinical placement," *International Journal of Nursing Education Scholarship*, vol. 4, no. 1, article 9, 2007. View at Google Scholar • View at Scopus
- [7] J. M. Newton and L. McKenna, "The transitional journey through the graduate year: a focus group study," *International Journal of Nursing Studies*, vol. 44, no. 7, pp. 1231–1237, 2007. View at Publisher • View at Google Scholar • View at Scopus
- [8] J. Shen and J. Spouse, "Learning to nurse in China—structural factors influencing professional development in practice settings: a phenomenological study," *Nurse Education in Practice*, vol. 7, no. 5, pp. 323–331, 2007. View at Publisher • View at Google Scholar • View at Scopus
- [9] N. D. Nayeri, A. A. Nazari, M. Salsali, F. Ahmadi, and M. A. Hajbaghery, "Iranian staff nurses' views of their productivity and management factors improving and impeding it: a qualitative study," *Nursing and Health Sciences*, vol. 8, no. 1, pp. 51–56, 2006. View at Publisher • View at Google Scholar • View at Scopus
- [10] F. Sharif and S. Masoumi, "A qualitative study of nursing student experiences of clinical practice," *BMC Nursing*, vol. 4, no. 1, article 6, 2005. View at Publisher • View at Google Scholar • View at Scopus
- [11] Barbara E. Elliott et.al July 2004 Study report of Nursing services in Orrisa (2008-09) – Internet
- [12] Ferguson K, Jinks A: Integrating what is taught with what is practised in the nursing curriculum: A multi-dimensional model. *Journal of Advanced Nursing* 1994, 20(4):687-695.
- [13] Bjork T: Neglected conflicts in the discipline of nursing: Perceptions of the importance and value of practical skill. *Journal of Advanced Nursing* 1995, 22(1):6-12. An RCN study into the challenges facing today's nursing students in Wales 2008, Published by the Royal College of Nursing, 20 Cavendish Square, London, W1G 0RN.
- [14] An RCN study in Wales; 2008: Royal college of Nursing, PC 003309.