

# QUALITATIVE STUDY TO ASSESS THE CHALLENGES OF NURSING STUDENTS IN THE CLINICAL LEARNING ENVIRONMENT AMONG BASIC B. Sc. 1<sup>st</sup> YEAR NURSING STUDENTS OF GOVERNMENT NURSING COLLEGE OF PATIALA, PUNJAB, INDIA

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## ABSTRACT:

*This qualitative research was designed to assess the challenges faced by nursing students in clinical learning environment at Government nursing college, Rajindra hospital Patiala. To assess the challenges of nursing students in the clinical learning environment. A qualitative research designed was used to assess the challenges faced by nursing students in clinical learning environment at Government nursing college, Rajindra hospital Patiala. A total 50 students of Basic B.Sc. nursing 1<sup>st</sup> year students were taken from the Government nursing college, Rajindra hospital Patiala. Compassion fatigue assessment scale for nurses was used to assess the challenges of nursing student in clinical learning environment by using convenience technique. The relationship of challenges of nursing students in the clinical learning environment with socio-demographic variables like Gender, Rural and urban area, Government and private schooling, Parents education level, Interest of students were found to be statistically non-significant at 0.05 level of significance.*

**Key Words:** qualitative research, nursing, knowledge, clinical, challenges, learning.

## ABOUT AUTHOR:



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**INTRODUCTION:**

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 attitude for providing nursing care. A large part of nursing education is carried out in the clinical environments. Clinical learning environments play an important role in the acquisition of professional abilities and training the nursing students enter the nursing profession and become a registered nurse. Failure to identify the challenges and problems the students are faced with in the clinical learning environment prevent them from effective learning and growth. As a result, the growth and development of the skills will be influenced. Studies show that the student's non effective exposure to the clinical learning environment has increased drop-out rates. Some nursing students have left the profession as a result of challenges they face in the clinical setting. Moreover the nursing student's lack of knowledge and skill in the clinical environment can lead to anxiety. We aimed to explain the challenges of the nursing students in the clinical learning environment.

**OBJECTIVES**

- To evaluate the level of satisfaction of nursing students for clinical experience
- To evaluate the factors that cause challenges for nursing students.
- To assess the challenges of nursing students in the clinical learning environment.

**METHODOLOGY**

A qualitative research designed was used. A study was carried out in total 50 students of Basic B.Sc. nursing 1<sup>st</sup> year students were taken from the Government nursing college, Rajindra hospital Patiala. Compassion fatigue assessment scale for nurses was used to assess the challenges of nursing student I clinical learning environment by using convenience technique.

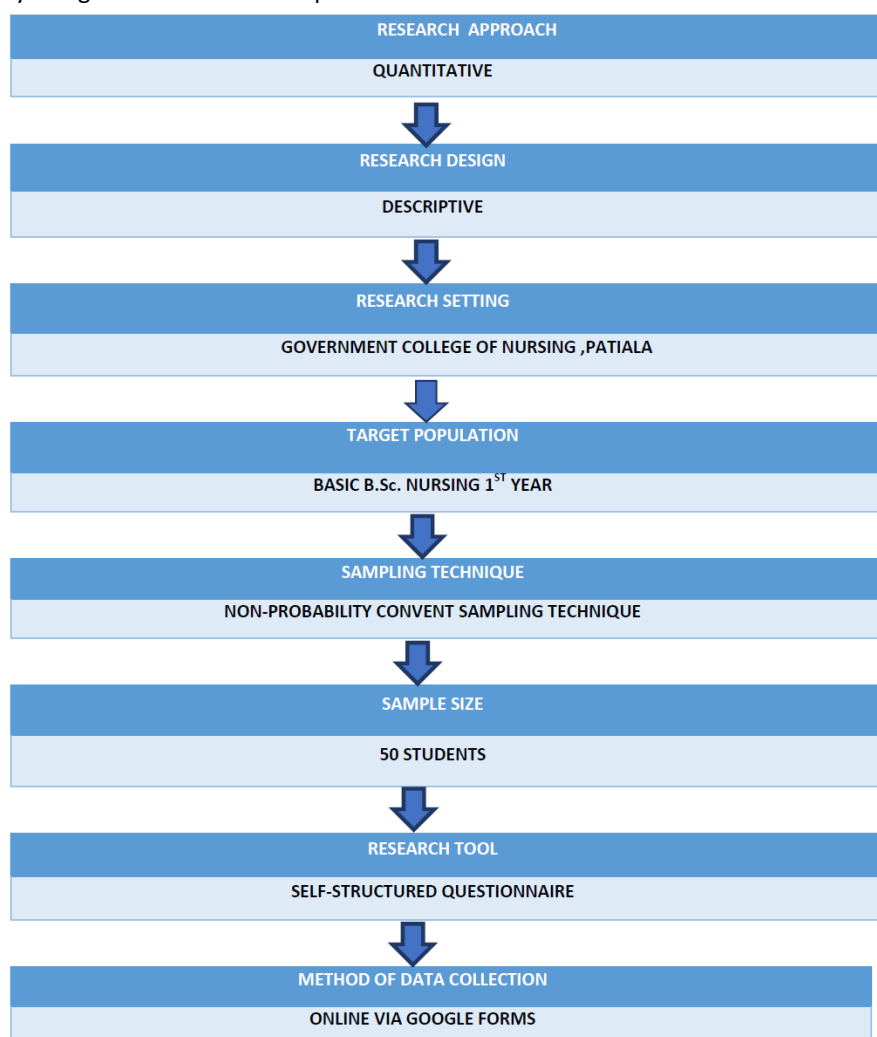


FIGURE: SYSTEMATIC REPRESENTATION OF METHODOLOGY

**TABLE.1: Distribution of subjects as per their socio demographic profile. N=50**

Socio-demographic Profile	Frequency (f)	Percentage (%)
<b>1. Age (in years)</b>		
• 17 years	1	2%
• 18 years	15	30%
• 19 years	21	42%
• 20 years	9	18%
• 21 years	4	8%
<b>2. Gender</b>		
• Male	4	8%
• Female	46	92%
<b>3. Religion</b>		
• Sikh	33	66%
• Hindu	17	34%
• Muslim	0	0%
<b>4. Education status of father</b>		
• Illiterate	1	2%
• Primary education (up to 8 <sup>th</sup> class).	5	10%
• Secondary education (up to 10 <sup>th</sup> class).	15	30%
• Higher secondary education (up to 12 <sup>th</sup> class).	14	28%
• Graduation/post-graduation.	15	30%
<b>5. Education status of mother</b>		
• Illiterate.	3	6%
• Primary education (up to 8 <sup>th</sup> class).	8	16%
• Secondary education (up to 10 <sup>th</sup> class).	10	20%
• Higher secondary education (up to 12 <sup>th</sup> class).	14	28%
• Graduation/post-graduation.	15	30%

**TABLE.2: Mean percentage score of knowledge regarding body language N=50**

Category	Mean	Median	Mode	S.D.	Maximum	Minimum	Range	Mean%
Knowledge regarding body language	19.68	19.5	20	3.53	29	12	17	39.36%

Minimum Marks: 00

Maximum Marks: 40

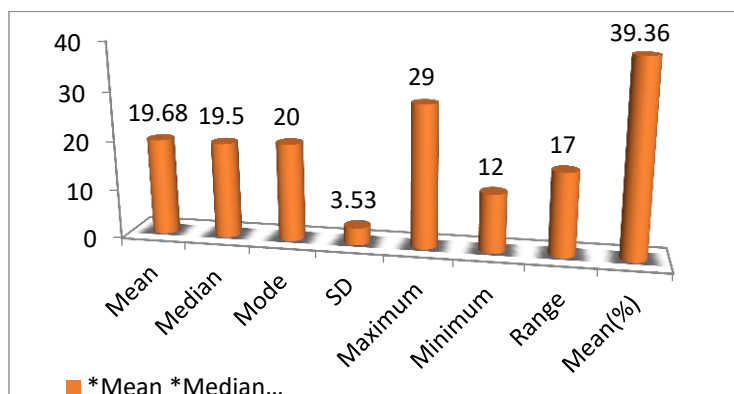
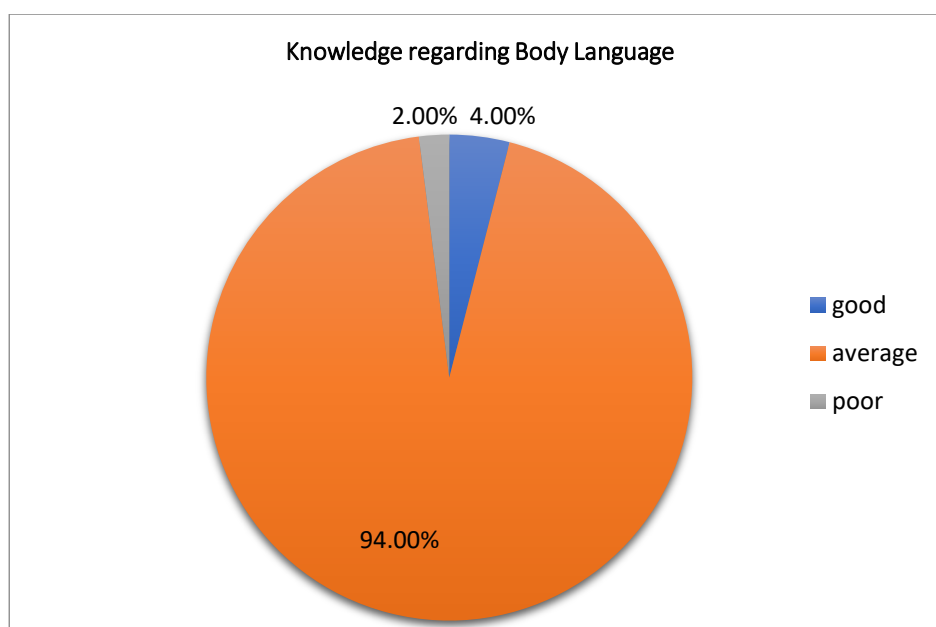
**Figure.2: Diagram showing mean, median, mode, S.D., minimum and maximum scores, range and Mean (%) obtained by students of Basic B.Sc. Nursing**

Table .2 and figure .2 shows that the mean  $\pm$  S.D. score of knowledge regarding body language of nursing students was  $19.68 \pm 3.53$  with median 19.5, mode 20 and mean percentage score was 39.36%. The maximum score obtained was 29, minimum score was 12 and thus the range was 17. As the mean is 19.68, it shows that the students of Basic B.Sc. Nursing 1<sup>st</sup> year of Government College of Nursing, Patiala have average level of knowledge regarding body language.

**TABLE .3: Frequency and percentage distribution of students of Basic B.Sc. Nursing in terms of level of knowledge regarding body language**

Score	Number of Students	Percentage of Students	Remarks
28-40	2	4%	Good
14-27	47	94%	Average
0-13	1	2%	Poor



**Diagram .1 Showing frequency and percentage distribution of students of Basic B.Sc. Nursing in terms of level of knowledge**

Table and figure represents that 2(4%) students had good knowledge, 47(94%) students had average knowledge and 1 (2%) student had poor knowledge regarding body language.

As the first objective of present research study was to assess the knowledge regarding body language among students of Basic B.Sc. Nursing, it was established by calculating mean, median, mode, S.D., range and Mean Percentage scores & frequency and percentage distribution of students of Basic B.Sc. Nursing in terms of level of knowledge regarding body language.

**FINDINGS RELATED TO ASSOCIATION OF KNOWLEDGE REGARDING BODY LANGUAGE OF STUDENTS OF BASIC B.SC. NURSING 1<sup>ST</sup> YEAR WITH THEIR SELECTED DEMOGRAPHIC VARIABLES**

**TABLE .4: Findings related to association of knowledge of students of Basic B.Sc. Nursing regarding body knowledge with their selected demographic variables**

Demographic Data	Levels of knowledge regarding body language			Association with body language knowledge score		
Socio-demographic Variables	Good	Average	Poor	$\chi^2$	Df	P Value
<b>1. Age (in years)</b> <ul style="list-style-type: none"> <li>17 years</li> <li>18 years</li> <li>19 years</li> <li>20 years</li> <li>21 years</li> </ul>	0 1 1 0 0	1 14 20 8 4	0 0 0 1 0	NS 5.461	8	0.7074
<b>2. Gender</b> <ul style="list-style-type: none"> <li>Male</li> <li>Female</li> </ul>	0 2	4 43	0 1	NS 0.2775	2	0.8704
<b>3. Religion</b> <ul style="list-style-type: none"> <li>Sikh</li> <li>Hindu</li> <li>Muslim</li> </ul>	2 0 0	31 16 0	0 1 0	NS 2.9715	4	0.2263
<b>4. Education status of father</b> <ul style="list-style-type: none"> <li>Illiterate</li> <li>Primary education (up to 8<sup>th</sup> class).</li> <li>Secondary education (up to 10<sup>th</sup> class).</li> <li>Higher secondary education (up to 12<sup>th</sup> class).</li> <li>Graduation/post-graduation.</li> </ul>	0 0 1 1 0	1 5 14 12 15	0 0 0 1 0	NS 4.2072	8	0.838
<b>5. Education status of mother</b> <ul style="list-style-type: none"> <li>Illiterate</li> <li>Primary education (up to 8<sup>th</sup> class).</li> <li>Secondary education (up to 10<sup>th</sup> class).</li> <li>Higher secondary education (up to 12<sup>th</sup> class).</li> <li>Graduation/post-graduation.</li> </ul>	0 0 1 1 0	3 8 9 13 14	0 0 0 0 1	NS 4.6809	8	0.7911

**RECOMMENDATIONS**

On the basis of study findings, following recommendations are suggested:

- A descriptive study can be done to assess knowledge regarding body language among staff nurses.
- A comparative can be conducted to assess knowledge regarding body language between the students of Basic B.Sc. Nursing 1<sup>st</sup> year and students of Basic B.Sc. Nursing 4<sup>th</sup> year.
- A pre-experimental study can be done to assess effectiveness of a workshop on knowledge regarding body language.

**CONCLUSION**

It was concluded that students had moderate challenged in the clinical learning environment.

From the findings of the study, Researchers have concluded the following:

The study assessed the knowledge regarding body language among the students of Basic B.Sc. Nursing 1<sup>st</sup> year. The results have represented that 4% students had good knowledge, 94% students had average knowledge and 2% had poor knowledge regarding body language. There was no significant association present between selected demographical variables with knowledge regarding body language.

As the most of students had average knowledge regarding body language, the researchers concluded that an information booklet on knowledge regarding body language should be administered to the students.

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