

A study to assess the factors influencing clinical learning environment among undergraduate students of KBNC at Aurangabad

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Abstract

Nursing students are evaluated in clinical learning environments where skills and knowledge are applied to patient care. These environments affect achievement of learning outcomes, and have an impact on preparation for practice and student satisfaction with the nursing profession. Providing clarity of this concept for nursing education will assist in identifying antecedents, attributes and consequences affecting student transition to practice¹. Objective: -1) To assess the factors influencing the clinical learning environment. 2) To associate the factor influencing the clinical learning environment with demographic variables. Material and method: - The study was conducted on nursing students of Kamalnayan Bajaj Nursing College, Aurangabad. Descriptive research approach was used in this study. 200 students were selected for the study. Structured rating scale on factors influencing the clinical learning including demographic variables will be used for the study. Result: Distribution of clinical factors shows that (6.5 %) factors are always influencing the clinical learning environment, (20 %) factors are sometimes influencing the clinical learning environment, (73.5 %) factors are never influencing the clinical learning environment. The minimum score was 9 and the maximum score was 62, the mean score for the test was 45.94 and standard deviation score is 11.32. In this study from detail analysis shows that the association of the factors influencing the clinical learning environment in relation to their demographic variables with the age, gender, year of training, previous year clinical scores, Duration of overall clinical posting in weeks in years of undergraduates. The chi square value of age is 87, Gender is 2, Year of training is 50.50, Previous years clinical scores is 80.53 and duration of overall clinical posting in weeks is 38.47. Hence it is interpreted that age, year of training, previous years of clinical scores, duration of overall clinical posting in weeks are significant and gender is not significant.

Keywords: Clinical learning environment, nursing students, demographic variables, clinical practice, nurse tutors

Introduction

Clinical practice provides opportunity for students to apply the theoretical knowledge into actual health care provision. Clinical placements enable nursing students to gain essential skills and provide safe and quality nursing care through real life practice. In the course of clinical practice, students apply their theoretical knowledge in a real environment, develop psychomotor skills, and observe and adapt to the professional role.

The clinical environment should be carefully selected, accepted by nurse tutors, and prearranged to be capable of transforming nursing students into competent nursing practitioners this is dependent on factors such as curriculum design, cost effectiveness, and relationship with specific health facilities. Some factors reported to affect students learning in clinical area act at different levels namely individual level (student factors), hospital environment, social-economic factors, and nurse tutors factors^[2].

Nursing students have identified poor interpersonal relationships with clinical staff and preceptors as barriers to learning within the clinical environment. Negative experiences in the clinical setting often hindered learning and had a greater impact on students' attitudes and

confidence than positive ones. The exposure to intense incivility has led to students' abandonment of their programme of study in some instances. Nurse-educators must therefore ensure that the clinical area is ideal for learning.³

Review of Literature and Need of the Study

Haraldseid C (2015), conducted a qualitative study on explore students perception of their learning environment in clinical skills laboratory among nursing students. Focus group interviews and content analysis were conducted to capture the students perception of the clinical learning environment. the study concluded that creating an authentic environment, facilitating motivation, and providing resource for multiple methods and repetition within clinical skills training are all important for improving. With this reason the investigator felt that the students posted in clinical are going through various factors that enable them to do the clinical practice which influence their clinical learning^[4].

The investigator felt that the A study to assess the factors influencing clinical learning environment among undergraduate students of KBNC at Aurangabad.

This study will identify the clinical learning factors influencing clinical learning.

Problem Statement

“A study to assess the factors influencing clinical learning environment among undergraduate students of KBNC at Aurangabad.”

Objective of Study

1. To assess the factors influencing the clinical learning environment.
2. To associate the factor influencing the clinical learning environment with demographic variables.

Research Methodology

Research Approach: Descriptive Approach

Research Design: Descriptive Research Design.

Population: Nursing students, Aurangabad

Sample: Nursing students

Findings

Section A

Sample Size: 200 students

Setting: The study was conducted on students of nursing college, Aurangabad.

Sampling Technique: Non-Probability Convenience Sampling

Tool: Structured rating scale on factors influencing the clinical learning including demographic variables will be used for the study.

Sampling Criteria

Inclusion Criteria

1. Student who are willing participation in the study.
2. Student who are available at the time of data collection.

Exclusion Criteria

1. Students who are not willing to participate.
2. Students who are sick.

Table 1: Distribution of subjects according to their demographic variables

n=200

Sr.no.	Demographic variable	Frequency	Percentage (%)
1.	Age		
	18-19 years	69	34.5
	20-21 years	92	46
	22-23 years	33	16.5
	24 years & above	06	3
2	Gender		
	Male	90	45
	Female	110	55
3	Year of Training		
	I Year B.sc Nursing PB.bsc Nursing	47	23
	II Year B.sc Nursing PB.bsc Nursing	47	23
	III Year B.sc Nursing	39	19.5
	IV Year B.sc Nursing	48	24
	I Year PBB.sc Nursing	10	5
	II Year PBB.sc Nursing	9	5
4	Previous years Clinical Scores		
	130-170	125	62.5
	171-210	49	24.5
	211-251	26	13
5	Duration of Overall Clinical Posting in Weeks		
	6-12	47	23.5
	13-19	45	22.5
	20-26	108	54

Section B

Assessment of the factors influencing the clinical learning environment

This section deals with the assessment of the factors influencing the clinical learning environment. The level of Factors influencing clinical learning environment is divided under following headings Always, Sometimes and Never.

Table 2: Factors influencing the clinical learning environment

n=200

Level of Factors influencing clinical learning environment	Score	Percentage score	Knowledge score	
			Frequency	Percentage
Always	0-22	0-32 %	13	6.5 %
Sometimes	23-42	33-67 %	40	20 %
Never	43-62	68-100 %	147	73.5 %

Minimum score	9
Maximum score	62
Mean score	45.94
Standard Deviation	11.32

The above table shows that (6.5 %) factors are always influencing the clinical learning environment, (20 %) factors are sometimes influencing the clinical learning environment, (73.5 %) factors are never influencing the clinical learning

environment. The minimum score was 9 and the maximum score was 62, the mean score for the test was 45.94 and standard deviation score is 11.32.

Table 3: Association of the factors influencing the clinical learning environment in relation to their demographic variables

n=200

Demographic Variable	Category	Number of students	χ^2 Value	df	Table Value	Level of Significance
Age	18-19 years	69	87	3	7.82	S
	20-21 years	92				
	22-23 years	33				
	24 years & above	06				
Gender	Male	90	2	1	3.84	NS
	Female	110				
Year of Training	I Year B.sc Nursing PB.bsc Nursing	47	50.50	5	11.07	S
	II Year B.sc Nursing PB.bsc Nursing	47				
	III Year B.sc Nursing	39				
	IV Year B.sc Nursing	48				
	I Year PBB.sc Nursing	10				
	II Year PBB.sc Nursing	9				
Previous years Clinical Scores	130-170	125	80.53	2	5.99	S
	171-210	49				
	211-251	26				
Duration of Overall Clinical Posting in Weeks	6-12	47	38.47	2	5.99	S
	13-19	45				
	20-26	108				

Table V shows the association of the factors influencing the clinical learning environment in relation to their demographic variables with the age, gender, year of training, previous year clinical scores, Duration of overall clinical posting in weeks in years of undergraduates. The chi square value of age is 87, Gender is 2, Year of training is 50.50, Previous years clinical scores is 80.53 and duration of overall clinical posting in weeks is 38.47. Hence it is interpreted that age, year of training, previous years of clinical scores, duration of overall clinical posting in weeks are significant and gender is not significant.

Discussion

Rahmani A, Zamanzadeh V, Abdullah-Zadeh F, Lotfi M (2011) conducted the study in that they state that there is 133 nursing students participated. For data collection the CLE inventory was used that assesses six aspects including personalization, cooperation, task orientation, innovation, satisfaction with clinical education, and satisfaction with clinical instructors. The score ranged from 46 to 184 and scores below 115 were considered as a negative [5]. According to their age shows that 34.5 % of them were belonging to the age of 18-19 years, 46 % were in the age of 20-21 years, 16.5 % were in the age group of 22-23 years and remaining 3 % were belonging to the age of above 24 years respectively.

The participants consisted of seventeen nursing students and three nursing instructors. The students were in the second, third, and fourth year of study and aged 20–23 years. Moreover, three nursing instructors (two women and one man) participated in this study with an age range of 32 to 38

years and a clinical training experience of 5 to 8 years. After analyzing the interviews with the participants regarding the challenges of nursing students in dealing with the clinical learning environment, three main themes emerged: ineffective communication, inadequate readiness [6].

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