



## Nursing Students perception regarding clinical training

Dr. Aruna Jothishanmugam<sup>1\*</sup>, Dr. Hawa Ibrahim Abd Alla Hamid<sup>2</sup>, Dr .Sithara Begum.K<sup>2</sup>, Ms. Nafesa Hamdan Abdelgadim<sup>3</sup>, Ms.Catherine Contreras Fabricante<sup>3</sup>, Dr. Ghada AbdElsalam Ahmed Eldeeb<sup>4</sup>, Dr.Warda Elshahat Hamed<sup>4</sup>

<sup>1,2</sup> Ph.D,Assistant professor, Department of Nursing, University College at Aldair,Jazan University, Saudi Arabia.

<sup>2,4</sup>Ph.D,Assistant professor, Department of Nursing, College of Nursing , Jazan University, Saudi Arabia.

<sup>3</sup>. M.sc, Lecturer, Department of Nursing, University College at Aldair, Jazan University, Saudi Arabia.

### Corresponding author

Dr. Aruna Jothishanmugam

Assistant professor, Department of Nursing,

University College at Aldair,

Jazan University ,KSA

arunamsnhod@gmail.com

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### KEYWORDS

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### Abstract:

**Objective:** The study was done to assess the perception of nursing students regarding clinical training.

### Material and methods

The descriptive design was used. The convenient sampling technique was utilized to select 155 participants, who meet the inclusion criteria from levels 5 to 8. The Socio demographic data, and the perception regarding clinical training of the participants were collected by using data collection tool.

### Results:

The majority of nursing students (85.2%) felt that their clinical training enhanced their clinical learning, and 97.4% thought it provided them with an opportunity to advance their clinical skills. The students perceived that anxiety, fear about the hospital setting affecting their clinical training.

**Conclusion:** The students have positive perception about clinical training. However, students are facing limitations in gaining essential clinical skills due to anxiety and fear.. The pre-clinical virtual orientation can minimize the anxiety and fear about hospital environment and patients.

### Introduction

The learning environment is defined as everything that happens within an educational institution<sup>1</sup>. This includes the educational, physical, social, and psychological environments to which students are exposed and are considered important for their moral and professional development<sup>2</sup>. Over the past 30 years, the idea of the learning environment in medical education has received more attention. Along with this, the educational missions and pedagogies of global health professionals are also rapidly changing, which typically includes new initiatives, curricula, and teaching methods being introduced to improve the overall learning environment for students. It is included. Students' learning experiences and outcomes are significantly influenced by the learning environment, which determines what, how, and why they learn.<sup>3</sup>. It also affects the level of

student enthusiasm and learning effectiveness. The relationship between educational environments and student achievement is a fruitful area of research, and the literature has demonstrated the association between educational environments and valuable outcomes of student achievement, satisfaction, and success<sup>4,5,6,7</sup>.

Clinical teaching and learning is an essential part of nursing education. The majority of clinical teaching and learning activities take place in clinical settings, despite the fact that these settings are crucial for applying classroom theories. An appropriate clinical setting is necessary to improve students' clinical learning experiences. Clinical placements are crucial in helping students acquire the clinical competencies required for practicing as a professional nurse. It is necessary to evaluate the effects of clinical practice on students' learning



opportunities and the development of their clinical skills<sup>8,9,10,11</sup>. This study was done to assess the students' perceptions regarding clinical training.

### Methodology

#### Population and sample

The descriptive design was used to assess the nursing students perception regarding clinical training. The target population of the study was nursing students. The samples of the study was selected from department of nursing.

The sample of the study was selected based on the following Inclusion Criteria: BSc Nursing students, who regularly attend the College and attend clinical postings and students from Level 5 to Level 8. The students who were absent and very ill during the data collection period were not included. A convenient sampling technique was used to select the 155 nursing students from whom the data was collected.

#### Data collection tool

The data collection tool was consist of two parts. The first part of the questionnaire was used to collect the demographic data and the second part was used to collect the students perception about clinical training. It consist of 25 dichomouns questions related to clinical training.

#### Data collection procedure:

Following ethical clearance, the researchers selected study participants after obtaining willing ness and informed consent to participate in the study. Using a Google Form, the data was obtained. The participants' email address and what's app number were used to share the Google link. Every query and clarification regarding the questionnaire was addressed by all authors. The participants' daily responses were reviewed, and information was entered into an Excel sheet.

#### Ethical consideration

The researcher received ethical approval (REC-44/05/409) from Standing Committee for Scientific Research, Deanship of research department. After attaining the Informed consent of the Participants, the data was gathered by using a data collection tool. The data was collected anonymously without mentioning the name of the participants.

#### Results

Table 1 illustrates that the maximum number of students that participated in the age group of 20 to 25 (98.1%, 152) and most of the participants were from Level 7 (41.9%, 65).

**Table 1. Distribution of demographic variables**

Demographic Variables	Frequency	Percentage
<b>Age</b>		
18 to 20 years	3	1.9
20 to 25 years	152	98.1
<b>Semester</b>		
5 <sup>th</sup> level	31	20.0
6 <sup>th</sup> level	35	22.6
7 <sup>th</sup> level	65	41.9
8 <sup>th</sup> level	24	15.5
<b>Marital status</b>		
Married	16	10.3
Unmarried	137	88.4
Divorced	2	1.3
Widow	-	-

According to findings. (Table 2, Table 3), most students perceived their clinical training positively because the clinical environment was student-friendly (n=126, 81.9%), supportive (n=132, 85.2%) and enhanced the professional skills (n=151, 97.4%). During clinical training were given opportunities for clinical learning (n=118, 76, 1%), performing clinical-related tasks

(n=112, 72.3%), and also resources for demonstration and learning (n=119, 76.8%). The students revealed that the staff and clinical instructors (n=141, 91%) promoted better learning during clinical training and they provided opportunities to participate in ward and clinic activities (n=117, 75%). The analysis showed that the students' perception of negative perception related to few factors



that affecting clinical training such anxiety toward committing errors in the clinical field (n=129,83.2%), lack of confidence in performing procedures towards the patients (n=135,87.1%) and inadequate knowledge and

skills in using the modern equipment's in the ward (n=126,81.3%) were perceived as negative factors.

**Table 2. Positive perception about the clinical training-**

Questionnaire related to Clinical training	Yes		No	
	Frequency	Percentage	Frequency	Percentage
The hospital environment is student-friendly	127	81.9	28	18.1
The clinical area helped to meet my learning needs.	118	76.1	37	23.9
The clinical area was supportive of nursing students' learning.	132	85.2	23	14.8
There was an adequate opportunity to perform tasks.	112	72.3	43	27.7
The clinical environment provided resources that stimulated self-initiated learning	119	76.8	36	23.2
Learning has taken place since placement in the clinical area.	131	84.5	24	15.5
Able to do return demonstration	144	92.9	11	7.1
The clinical experience had a positive impact on me professional growth.	151	97.4	4	2.58
Positive interpersonal relationship between students and staff of the clinical unit was evident.	126	81.3	29	18.7
The relationship between clinical staff and nursing students influenced the learning experience.	141	91.0	14	9.03
There were enough opportunities to participate in ward/clinic activities.	117	75.5	38	24.5
The interpersonal relationship with preceptors was good.	133	85.8	22	14.2
I learn best when I listen to lectures	117	75.5	38	24.5
My opinion of the clinical area has changed positively since placement.	143	92.3	12	7.74
communication between staff and Students is good	103	66.5	52	33.5
Lack of cooperation form patient	131	84.5	24	15.5

**Table 3 Negative perception about the clinical training**

S.NO	Questionnaires related to clinical training	yes		No	
		Frequency	Percentage	Frequency	Percentage
1	Lack of self confidence	135	87.1	20	12.9
3	Fear of clinical environment	129	83.2	26	16.8
4	Skill in using the equipment's used in the ward	126	81.3	29	18.7

**Discussion:**

The students perceived positively about their clinical training because during clinical training, the staff nurses, medical professionals provided support for the students for clinical learning and the clinical training areas has all the facilities and equipment's for better clinical training. The communication between hospital staff, nursing faculty and with students had supported clinical learning. Over all the clinical training area provided all the facilities for learning and enhancing the skills as well as provided the opportunity to apply theory into practice<sup>12,13,14</sup>.

The students perceived few negative factors related to clinical training like lack of confidence in performing procedures towards patients, anxiety, fear and inadequate knowledge and skill in handling the equipment's in ward created frustration among students during clinical training<sup>15,16,17</sup>.

**Conclusion:**

The results suggest that the organization, planning, and execution of clinical training were successful to increase students' clinical competency and advance their clinical knowledge. It also implies the students clinical training was planned as per principles of curriculum.

However, the students fear, anxiety, and lack of confidence hindering their learning. The nurse educators must familiarize students with clinical environment before placing them to the clinical training according to their level. It can help the students feel more confident and less afraid of making mistakes. Alternatively, nurse educator can use modern concept of teaching methodology like virtual hospital-based teaching to orient the students about hospital and patients care. This can help reduce apprehension and anxiety regarding patients and the hospital setting.

**Limitations:** The findings limited to department of nursing, University college of Aldair, Jazan University

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