



A CROSS SECTIONAL STUDY TO ASSESS THE FACTORS INFLUENCING PERFORMANCE IN CLINICAL PRACTICE AMONG NURSING STUDENTS RESIDING IN SELECTED DISTRICTS OF HIMACHAL PRADESH.

Prof. Usha. S,* Ms. Aditi,** Ms. Akshita,** Ms. Anchal Chauhan,**
Ms. Anjali Thapen,** Ms. Ankita**

**Professor, Akal College of Nursing, Eternal University*

***Interns, B.Sc.(N), Akal College of Nursing, Eternal University*

Abstract

In nursing, clinical practice act as an important part. There are many factors we are going to face during our clinical practices so in this study we assess the factors influencing clinical practice among nursing students. This study help to find the demographic variables and other factors that affect the performance of student. With the help of this study we can lessen the factors, that negatively affect students performance in clinical area and improve the performance. A descriptive study was conducted on nursing students residing in selected districts of Himachal Pradesh. Quantitative research approach was used for study. Total 150 samples were selected on the basis of inclusion and exclusion criteria for the research study. Purposive sampling technique was used to select the sample for study. Data was collected by using semi-structured tool in Google form. Data was analyzed using SPSS version 23 for descriptive and inferential analysis. In this study we find that high impact of improvement in clinical practice that is 28% and low impact of clinical environment that is 75.3%. Significant association was found between improvement in clinical practice and district the p value is 0.019, poor performance and age the p value is 0.000, clinical environment and education the p value is 0.022, clinical education and district p value is 0.029, psychological factor and education the p value is 0.004 psychological factors and district p value is 0.000. Karl Pearson's correlations coefficient used to find out the co-relation strong positive co relation between poor clinical practice and psychological factors ($r=0.386$), strong positive correlation between clinical environment and psychological factors ($r=0.467$). The present study was related to the factors influencing clinical practice among nursing students of Akal College of nursing Baru Sahib. In result: the significant association was found in between improvement in clinical practice and district, poor performance and age, clinical environment and education, clinical education and district, psychological factor and education and psychological factors and district.

KEY WORDS: Factors, undergraduate students of B.Sc. Nursing, clinical exposure.

INTRODUCTION

Nursing education prepares the students from different cultures and beliefs to be competent in professional nursing care to people of all ages, in all phases of health and illness. Nursing students are required to learn relevant skills and updated knowledge in the medical, behavioral and biological sciences. Nurse teacher have faced the need to maintain the roles of teaching, administration, research and clinical support for the students. Nurse teacher have a major role in encouraging students to link theory with practice, and practice with theory. Nursing students within the Higher Education institute requires more than the traditional theoretical classroom teaching. There is a challenge for nursing teachers to ensure that they have higher knowledge within the clinical setting and continue to provide education and support, which is firmly grounded in both practice and theory.¹⁶

In nursing field there are various factors which influence the student learning abilities and experience. So to promote effective learning all these factors must be identified for the betterment of student's. Supportive, caring and transforming faculty students relationship is important for their professional development. A qualitative study reveal that there are few factors like learning environment, behavior of instructors and attitude of students which influence the clinical practice.¹⁶

It is important to improve the working environment of nursing students especially when there are poor resources. Nursing students needs proper clinical placement and it helps them to acquire practicing skill and develop their professional nursing education which include both theoretical and practical experiences in nursing. In return it helps students to become more knowledgeable, skillful and more efficient in providing good nursing care. Clinical training of nursing students is the basis of nursing practice. To improve the clinical performance we have to make sure that nursing students practice there procedure in hospital instead of labs and while doing clinical practice nursing student should be supported by other staff members so that they should learn to become accountable, independent and responsible for their work.

Clinical area is the platform in which we have opportunity to implement our theoretical knowledge into actual health care. Clinical placements provide good chance for nursing students to acquire essential skills and provide effective and safe nursing care through real life practice. In clinical area students knows about psychomotor skills and adapt in their professional role. It is a responsibility of a nursing tutor to select appropriate clinical environment for students which is helpful for transforming nursing students into competent nursing practitioners and that is dependent on factors like cost effectiveness and relationships with the specific health facilities.³

After go through all the different study we get to know that there should be a need to conduct these types of researches in nursing colleges to know more about the different factors influencing the performance of students though this we can provide quality of care to patients in hospitals and students willable to learn so many new things in clinical area. Through this we can resolve the psychological issues of students and their economic problems. Teachers will get to know that how to make clinical environment more effective to students as for learning purpose. It will help to improve students and staff interpersonal relationships.

This study help us to assess that which factor mostly influencing the performance of a student in clinical practice so that we can focus on that factor particularly through this we can provide quality of care to patients during clinical hours .

II. AIM OF THE STUDY

To assess the factors influencing performance of nursing students in clinical practices.

III. OBJECTIVES OF THE STUDY

1. To assess the factors influencing performance in clinical practice
2. To determine the correlation between the factors influencing performance in clinical practice.
3. To find the association between the factors influencing performance in clinical practice and selected socio demographic variables of nursing students.

IV. METHODOLOGY

The Research approach used in this study is the quantitative descriptive design is used. The Present study was conducted in one of the Nursing College situated in District Sirmour H.P. This Institution offers Nursing programs B.Sc.(N) since 2008. Through Survey method all accessible population was interviewed using Convenient Sampling Technique. As per the $z= 1.96$, $p= 0.5$, $d=0.05$ the sample size calculated as 148 round of 150. The tool used in this present study include: Section A: Socio demographic data sheet, Section B: Semi- structured questionnaire (45 questions) such as Section i:Improvement in clinical practice, Section ii: Poor clinical practice, Section iii: Students behavior towards clinical practice, Section iv : Clinical environment, Section v : Psychological factors, Section vi: Measures to improve the clinical performance of the nursing students. Data Collection Process : The investigator was obtained formal permission from the respective Nursing Colleges, The sample selection was done through purposive sampling technique. Informed consent was taken from the participants. Confidentiality of the obtained information was maintained. The tool was distributed in the Google form among students for filling the responses. Collected data was coded in Excel for analysis and interpretation.

Scoring Interpretation

Sections	Scoring interpretations	Score
Improvement / Poor / Students behavior towards Clinical Practice	High impact	(21 and above)
	Moderate impact	(15-20)
	Low impact	(<15)
Clinical Environment	High impact	(33 and above)
	Moderate impact	(24-32)
	Low impact	(<24)
Psychological factors	High impact	(29 or above)
	Moderate impact	(21-28)
	Low impact	(<21)
Measures to improve the Clinical Performance	High impact	(61 or above)
	Moderate impact	(45-60)
	Low impact	(<45)

V. RESULTS:**A. SOCIO DEMOGRAPHIC VARIABLES OF THE NURSING STUDENTS**

With regard to age 46.0% from category 17-19 years of age, 50.7% from category 20-22 years of age and 3.3% from category 23-25 years of age, With regard to gender of the Nursing students 100% female. With regard to year of study 25.3% BSc. Nursing 1st year, 25.3% BSc. Nursing 2nd year, 24.7% BSc. Nursing 3rd year and 24.7% BSc. Nursing 4th year. With regard to located districts of the Nursing students 62.7% from Sirmour, 8.7% from Shimla, 12.7% from Solan, 2.0% from Kangra, 9.3% from Mandi, 2.0% from Bilaspur, 1.3% from Chamba, 0.7% from Hamirpur and 0.7% from Una district, HP. With regard to area of residence Rural 69.3% and Urban 30.7% With regard to type of family 70.7% lives in Nuclear family, 28.0% lives in Joint family and 1.3% lives in Extended family, With regard to Father occupation 38.0% are Government employee, 27.3% are Private employee, 27.3% are Self employee and 7.3% Works on daily wages. With regard to Mother occupation 12% are government employee, 3.3% are private employee, 6.0% are self employed, 0.7% works on daily wages and 78.0% are homemaker, With regard to income of the family 10.7% have economic status <10,000, 24.7% range between 10,000-20,000, 22% range between 20,000-30,000 and 42.7% have economic status 30,000 or more, With regard to exposure to clinical practice 100% of the nursing students had exposure of clinical practice.

B. FACTORS INFLUENCING CLINICAL PERFORMANCE OF NURSING STUDENTS

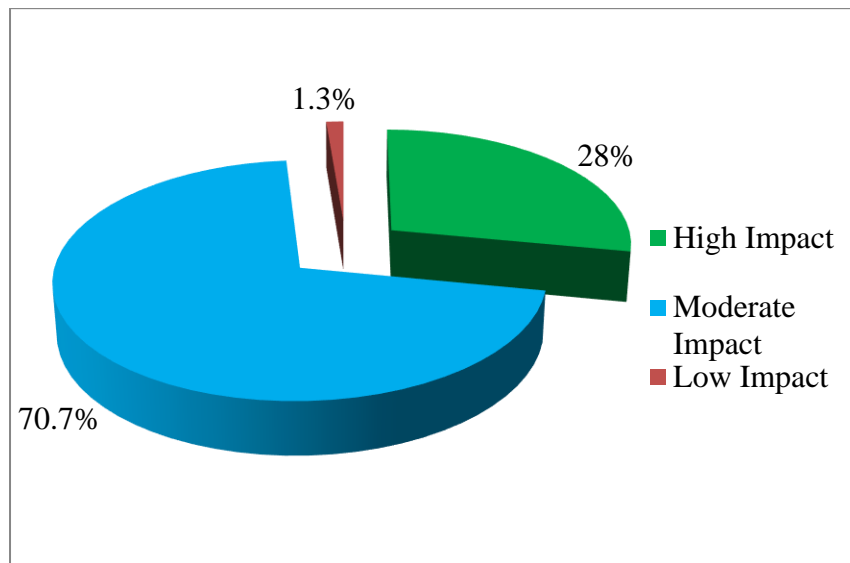


Fig. 1 Impact of improvement in clinical practice towards clinical performance of Nursing Students

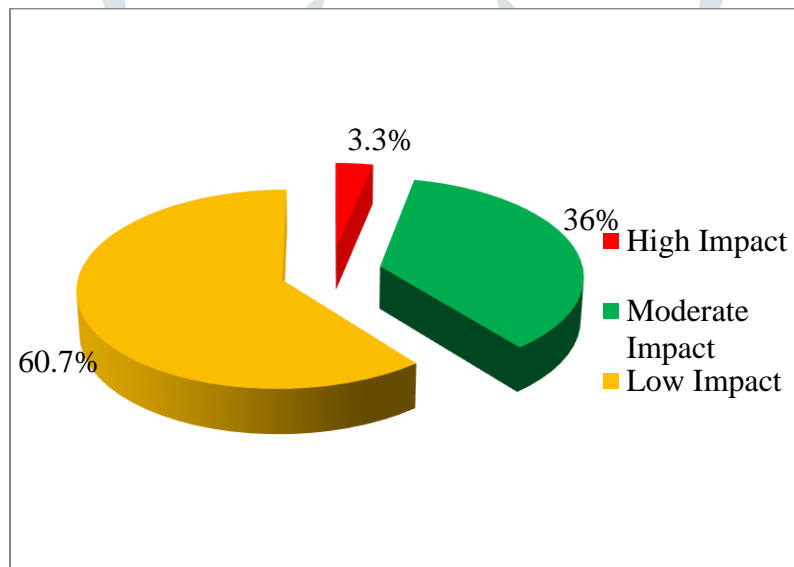


Fig. 2 Impact of poor clinical practice towards clinical performance of Nursing Students

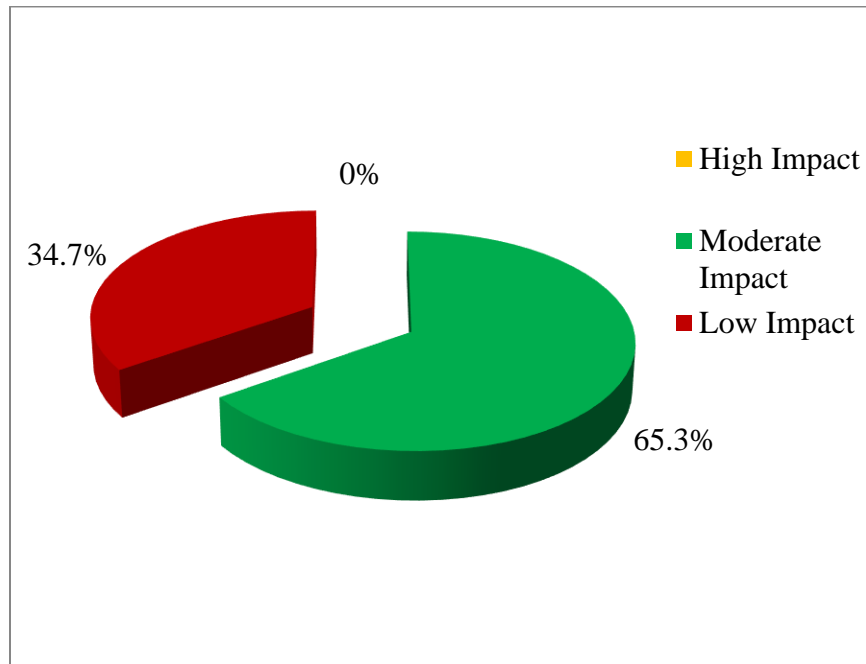


Fig. 3 Impact of students behavior toward clinical practice of Nursing Students

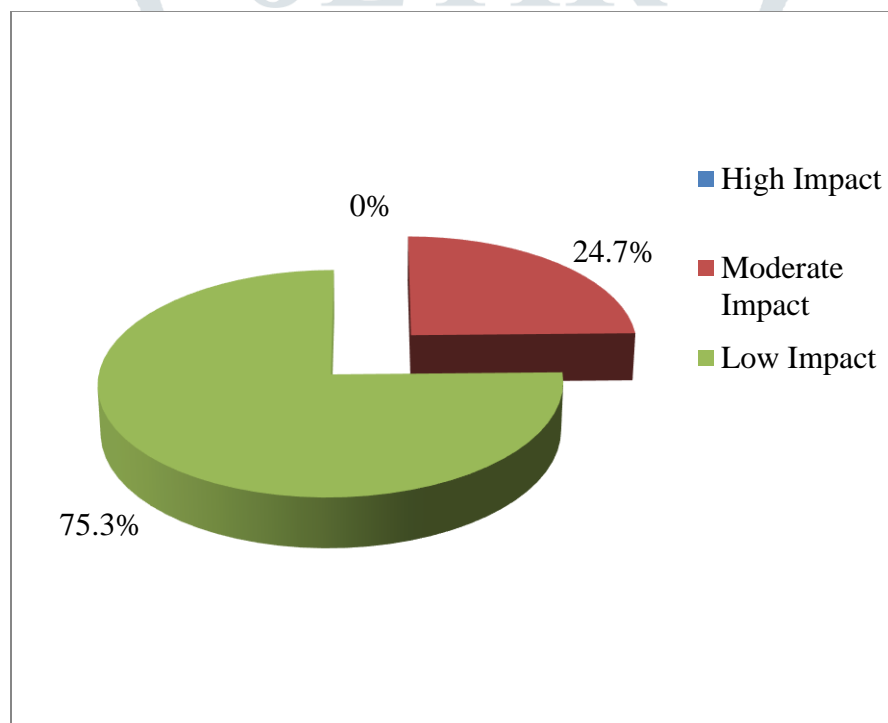


Fig. 4 Impact of clinical environment towards clinical performance of Nursing Students

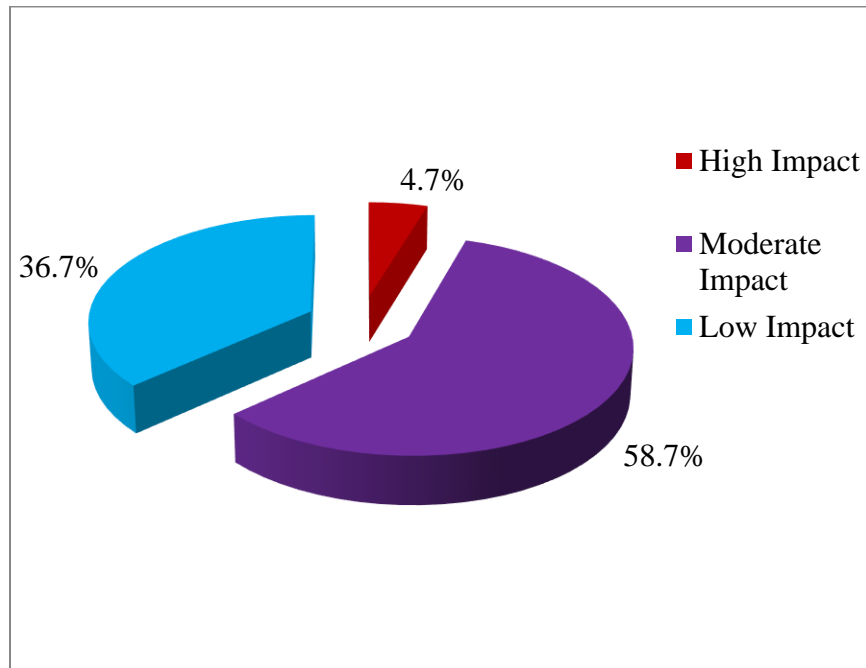


Fig. 5 Impact of students on psychological factors towards clinical performance of Nursing Students

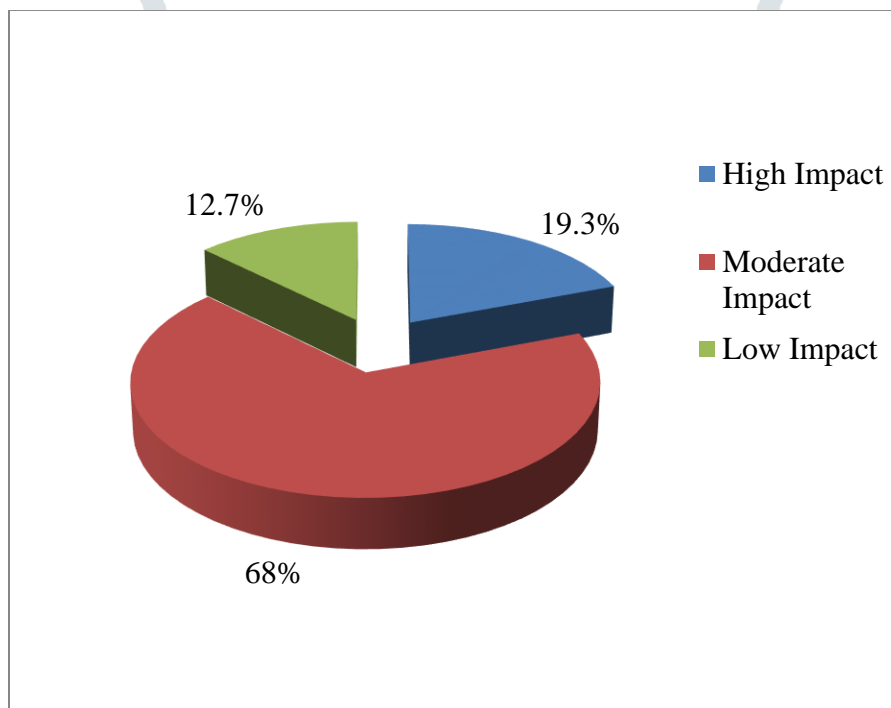


Fig. 6 Impact of measures to improve clinical factor towards clinical performance of Nursing Students

C. Correlation between Improvement in clinical practice, Poor clinical practice, Student behavior towards clinical practice, Clinical environment, Psychological factors and Measures to improve clinical practice

		Poor Clinical Practice	Students Behavior	Clinical Environment	Psychological factors	Measures to improve clinical practice
Improvement in Clinical Practice	Pearson Correlation	-.056	.060	-.198*	-.088	.283**
	p value	.497	.467	.015*	.285	.000**
Poor Clinical Practice	Pearson Correlation	1	.279**	.612**	.386**	-.083
	p value		.001	.000**	.000**	.314
Students Behaviour	Pearson Correlation		1	.219*	.278**	-.103
	p value			.007	.001**	.210
Clinical Environment	Pearson Correlation			1	.467**	-.083
	p value				.000**	.311
Psychological factors	Pearson Correlation				1	.119
	p value					.146

*significant at $p < 0.05$, ** Highly Significant at $p < 0.001$

Finding related to the correlation between factors influencing clinical practice

Karl Pearson's correlations coefficient used to find out the co-relation, After calculating the co relation the result is :

- Strong positive co relation between poor clinical practice and psychological factors ($r=0.386$)
- Strong positive correlation between clinical environment and psychological factors ($r=0.467$)

D. ASSOCIATION BETWEEN FACTORS INFLUENCING CLINICAL PERFORMANCE OF NURSING STUDENTS

The finding suggest that there is a Significant association was found between

- Improvement in clinical practice and district the is p value=0.019 (value=117.740).
- Poor performance and age the p value is 0.000 (value =74.841).
- Clinical environment and education the p value is 0.022 (value is 69.762).
- Clinical education and district p value is 0.029 (160.149).
- Psychological factor and education the p value is 0.004 (value =88.991).
- Psychological factors and district p value is 0.000 (Value =224.202)

VI. DISCUSSION:

Present study found that improvement in clinical practice having high impact on clinical practice (28%) and clinical practice having low impact on clinical practice (75.3 %) Significant association was found between improvement in clinical practice and district the is p value=0.019, poor performance and the p value is 0.000 (value =74.841), clinical environment and education the p value is 0.022, clinical education and district p value is 0.029 , psychological factor and education the p value is 0.004, and psychological factors and district p value is 0.000 (Value =224.202) .

A similar study was done by Helena Marco Gemuhay , Albino Kalolo ,Robert Mirisho, Beatrice Chipwaza, and Elijah Nyangena. This study was done on factors affecting performance in clinical practice among preservice diploma nursing students in northern Tanzania. Results of this study is majority of students (84.4) agreed that clinical placement offers students adequate opportunity for clinical practical learning and 32.3% of participants reported factors that improve clinical practice include effective supervision and assessment, 70.1% reported existence of barrier includes lack of self confidence and absenteeism etc. Majority (60%)of nursing students mentioned that shortage of nursing tutor is the main reason for inadequate clinical learning followed by learning resources 26.7% and inadequate supervision 13.3%. And found significant association between type of barrier and gender (chi-square 0.786, $p=0.020$).

To determine the correlation between the factors influencing the performance in clinical practice .

Present study found that improvement in clinical practice having high impact on clinical practice (28 %) and clinical practice having low impact on clinical practice (75.3 %) . Significant association was found between improvement in clinical practice and district the is p value=0.019 , poor performance and age the p value is 0.000 (value =74.841), clinical environment and education the p value is 0.022 , clinical education and district p value is 0.029 , psychological factor and education the p value is 0.004, and psychological factors and district p value is 0.000 (Value =224.202)

A Similar Study was done by Benius kallyangile, cantherine M Ngoma. The study was done on factor influencing student nurses clinical learning during their clinical practice at Rusangu university, Monze campus, Zambzi .Results of this study was Students overall rating for clinical learning was average at 54%, availability of clinical teachers and Ward Managers was rated at 70%. Communication among students and staff was rated as being good at 58%; 66% of the respondents said staff had a positive attitude towards them. A significant association between level of training and support received during first week of placement ($p= 0.000$) and time allocated to the unit or ward ($p= 0.045$) was found Staff shortage, lack of equipment and medical surgical supplies, short practice time in some specialised units, inaccessible ward managers for consultations and clinical supervisors affected students learning.

A study was done by Ahmad E. Aboshaiqah on Challenges in the Clinical Environment: The Saudi Student Nurses' Experience The results of the study was The existing “gap between theory and practice” ($M = 2.27$), “distrust to clinical nurses” ($M = 2.22$), “poor trust to faculty” ($M = 2.05$), “missed learning opportunities” ($M = 2.03$), and “fear of performing procedures” ($M = 2.01$) were the most commonly perceived implications of the clinical challenges towards learning outcomes. The Spearman correlation coefficient showed significant relationship between age and ambiguous

evaluation ($p=0.04$), academic level and insufficient development of competence ($p=0.02$), and GPA and implications of challenges to learning outcomes ($p=0.02$). Mann–Whitney U test showed that there was a significant difference in terms of civil status and their perception towards insufficient development of competencies (value <0.05). Hence, single student nurses have experienced more challenging experiences towards competency development in clinical areas. Moreover, the stream of study was also significantly different with clinical competency development ($p =0.04$) and the implications of challenges to learning outcomes ($p =0.04$).

CONCLUSION

Study shows that high impact of improvement in clinical practice and low impact of clinical environment. The association between district and improvement in clinical practice are significant, age and poor clinical practice are highly significant. Educational status and clinical environment are significant, district and clinical environment are significant, educational status and psychological factors are significant, district and psychological factors are highly significant. Improvement in clinical practice and clinical environment are significant, improvement in clinical practice and measures to improve clinical practice are highly significant, poor clinical practice and student behavior are highly significant, poor clinical practice and clinical environment are highly significant, poor clinical practice and psychological factors are highly significant, student behavior and clinical environment are significant, student behavior and psychological factors are highly significant, clinical environment and psychological factors are highly significant. There is strong positive correlation between poor clinical practice and psychological factors and between clinical environment and psychological factors.

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