

Comparison of the Attitude of Nursing Students towards their Clinical Learning Environment in Selected Private and Government Colleges of Nursing

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Abstract

A comparative study was conducted to assess the attitude of B.Sc. nursing 4th year students towards their Clinical Learning Environment in selected Private and Government Colleges of Nursing. 160 Samples were selected from Private and Government Colleges of Nursing. The structured questionnaire was used to assess the demographic variables among nursing students while Clinical Learning Environment Scale was used to assess the Attitude of Nursing Students towards their Clinical Learning Environment. The data were analyzed by using descriptive statistics (mean, frequency, percentage and standard deviation) and inferential statistics (unpaired 't' test, ANOVA).

The study indicated that students of Private Colleges were having higher Attitude than the Students of Government Colleges of Nursing which was compared by using unpaired 't' test which project 't' value of 1.975 which was statistically significant at $p < 0.005$. The calculated 't' value was greater than the table value. The study also shows the comparison of mean, SD, mean % and mean difference of Attitude score of nursing Students towards their CLE in selected Private and Government Colleges of Nursing in terms of certain areas i.e. pedagogical environment, work culture, clinical assignment, method of evaluation. This was compared by using unpaired 't' test which showed 't' value 1.98 of which was statistically significant at $p < 0.005$. The calculated 't' value was greater than the table value. The study concluded that the students of B.Sc. Nursing 4th year studying in Private colleges are having more positive attitude then the students studying in Government colleges of Nursing.

Keywords: Attitude, Nursing students, Clinical learning environment.

Introduction

The clinical learning environment is important in facilitating students to achieve their learning outcomes. Learning transferring in the clinical context needs an encouraging clinical learning environment It has been suggested that student learning outcomes from clinical practice can be improved by adjusting the clinical environment to assemble their expressed needs. It is

important to understand students' satisfaction with their clinical learning environment in order to maximize their learning experience¹.

The clinical learning environment can have a great influence in the development of the attitude, knowledge, skills, and problem solving ability of students who engage into this situation. Clinical learning environment plays a crucial role, especially during the clinical training of student nurses, as they face the reality of their function. It is important that, clinical learning environments to meet the student's satisfaction and expectations especially with the presence of critical shortage of fieldwork placement experiences. As the time allocation for the clinical component of nurse education is limited so the clinical time needs to be used efficiently. The outcomes of clinical field placement may be improved through

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matching the student's satisfactions and their clinical learning environment².

The clinical learning environment is understood as conditions in clinical wards that influence students' learning experiences. Most studies investigating nursing students' clinical learning environments have focused on hospital settings. A good climate for learning experiences in clinical placements depends on supervision and innovative teaching and learning activities from ward nurses and clinical teachers. Planned and organized learning activities, including specific patient allocation, contribute to students' learning outcomes. Attention towards students' possible problems, student-involvement at the wards, and opportunities for students to interact personally with teachers and nurses are all aspects that may strengthen a climate for learning. To improve nursing students' learning outcomes, routines and instructions for ward assignments should be planned, clear, and well-organized³.

Clinical placement provides the opportunity for student to observe role models, practice, develop the skills and the problem solving abilities, and reflect on what they see, hear and do. The quality of clinical learning environment is a valid indicator to show the quality of nursing education therefore, assessment of CLE is the duty of nursing education administration. Anecdotal evidences suggest that students do not get adequate clinical supervision when they are in the clinical area. They are sometimes left to work on their own, which could affect the health of the patient, their learning process and also the Nursing profession. Hospital provides suitable Clinical atmosphere, the learning and caring premises to the students and also provides suitable supervisory relationship for the production of clinically competent among nurses. This study will help to raise the awareness on the part of the nursing staff and nurse educator to understand the expectation of students when they are allocated to the wards for clinical experiences. The result may inform nurse educator to search better ways to supervise students⁴.

Objectives of the Study: To compare the attitude of nursing students towards their clinical learning environment in selected private and government colleges of nursing in Delhi NCR.

Materials and Method

A quantitative research approach and non-experimental, comparative descriptive design was used

for the study to assess the attitude of Nursing students towards their clinical learning environment. In this study the independent variables was Attitude of B.Sc. Nursing 4th year Students while the dependent variable was Clinical Learning Environment. The sample were 80 B.Sc. 4th year Nursing students of Private Colleges (Amity College of Nursing and RR College of Nursing) and 80 B.Sc. 4th year Nursing students of Government Colleges of Nursing (RAK College of Nursing and Ahilya Bai College of Nursing) at Delhi NCR. The sample was selected by adopting **convenient sampling technique**.

Structured Clinical Learning Environment Scale was used to assess the attitude of nursing students towards their clinical learning environment. It consists of 6 areas related to Clinical Learning Environment i.e. Pedagogical environment, Work culture, Supervision, Teaching learning process, Clinical assignments, method of clinical Evaluation.

To ensure the content validity of the structured questionnaire was validated by a panel of 7 expertise from nursing field. The experts were requested to review and verify these items for adequacy, relevance, clarity, suitability. The necessary modification was done accordingly and final draft of the tool was prepared. The reliability of Structured rating scale on Clinical learning environment was tested with split half technique using **Karl Pearson's coefficient** of co-relation and the result was **0.82**. It signifies a good internal consistency.

Results

Table 1: Frequency and Percentage distribution of B.Sc. nursing 4th year Students according their Attitude towards their Clinical Learning Environment in selected Private Colleges of Nursing N= 80

Attitude	Range of score	Frequency	Percentage
		(f)	(%)
Positive attitude	46-90	79	98.8%
Negative attitude	30-45	1	1.3%

Maximum score: 90, Minimum score: 30

The data in table 1 shows that maximum (98.8%) students were having Positive Attitude while very few (1.3%) students were having Negative Attitude towards their Clinical Learning Environment in selected Private College of Nursing.

Table 2: Frequency and Percentage distribution of B.Sc. nursing 4th year Students according their Attitude towards their Clinical Learning Environment in selected Government colleges of Nursing. N= 80

Attitude	Range of score	Frequency	Percentage
		(f)	(%)
Positive attitude	46–90	80	100%
Negative attitude	30–45	0	0%

Maximum score : 90, Minimum score : 30

The data in table 2 shows that all students were having Positive Attitude (100%) towards their Clinical Learning Environment in selected Government College of Nursing.

Table 3: Mean, median, SD of Attitude score and Mean % of B.Sc. nursing 4th year Students according their Attitude towards their Clinical Learning Environment in selected Private and Government Colleges of Nursing N= 160

	Range	Mean	Median	SD	Mean %
Private (n=80)	41-90	73.49	74	9.223	81.65
Government (n=80)	48-86	64.55	63.5	8.401	71.72

The data in table 3 shows that the mean of the Private Colleges of Nursing was 73.49 where as mean of the Government Colleges of Nursing was 64.55 with range of score 41- 90 and 48- 86 respectively. Median of scores of Private colleges of nursing was 74 whereas the median of Government Colleges of Nursing was

63.5. Standard deviation of Private Colleges of Nursing was 9.223 whereas Standard deviation of Government Colleges of Nursing was 8.401. The table shows that the Attitude score was higher in the students of Private colleges of Nursing than the Government Colleges of Nursing.

Table 4: Mean score, Standard Error of Mean percentage 'p' and 't' Value of B.Sc. Nursing 4th year students according their attitude towards their Clinical Learning Environment in selected Private and Government colleges of Nursing. N=160

Unpaired T Test		Mean Score	S.D.	N	Mean %	Mean Diff.	Unpaired Test	P Value	Table Value at 0.05
Attitude Score	Private	73.49	9.223	80	81.65	8.94	6.408	0.000*	1.975
	Government T	64.55	8.401	80	71.72				

df = 158, p < 0.05

Data in table 4 shows that the Attitude of Nursing students of Private and Government colleges of Nursing towards their Clinical Learning Environment were compared by using unpaired T test. Mean of Private colleges was 73.49 while in Government Colleges mean was 64.55 with mean difference of 8.94. The

mean difference was found to be statistically significant as evident from 't' value of 1.975 at 0.05 level of significance. This shows that there was a significant difference between the Attitude score of nursing students of Private and Government Colleges of Nursing.

Table 5: Comparison of Mean, SD, Mean%, Mean difference and ‘t’ and ‘P’ value of attitude score areas wise of Nursing students towards their CLE in selected Private and Government Colleges of Nursing N=160

Unpaired T Test		Mean Score	S.D.	Mean %	Mean Difference	Unpaired t Test	P value	Table Value at 0.05
Pedagogical Environment	Private	12.35	1.897	82.33	0.838	3.001	0.0031*	1.98
	Government Ent	11.51	1.623	76.75				
Work Culture	Private	12.01	1.818	66.74	1.225	4.159	0.0001	1.98
	Government Ent	10.79	1.907	59.93				
Supervision	Private	12.06	2.125	57.44	1.488	4.475	<0.001*	1.98
	Government Ent	10.58	2.079	50.36				
Teaching Learning Process	Private	12.14	2.067	50.57	0.575	1.940	0.0542	1.98
	Government Ent	11.56	1.660	48.18				
Clinical Assignments	Private	12.56	2.299	46.53	3.450	8.675	<0.001*	1.98
	Government Ent	9.11	2.714	33.75				
Evaluation	Private	12.36	2.088	41.21	1.363	4.081	0.0001*	1.98
	Government Ent	11.00	2.135	36.67				
Overall	Private	73.49	9.223	81.65	8.938	6.408	<0.001*	1.98
	Government Ent	64.55	8.401	71.72				

df (158) $P < 0.05$

Data in table 5 shows the comparison of mean, SD, mean % and mean difference of Attitude score of nursing Students towards their CLE in selected Private and Government Colleges of Nursing.

In the **pedagogical environment** domain the mean of Private colleges was 12.35 while in government colleges it was 11.51 with mean difference of 0.838. The obtained mean difference was found to be statistically significant as evident from ‘t’ value of 1.98 at 0.05 level of significance. This shows that there was a significant difference in the pedagogical domain of Private and government colleges of Nursing. The attitude of students of Private colleges had comparatively higher attitude than the Government colleges of Nursing.

In **work culture** domain the mean of Private colleges was 12.01 while in Government colleges it was 10.79 with mean difference of 1.225. The obtained mean difference was found to be statistically significant as evident ‘t’ value of 1.98 at 0.05 level of significance. This shows that there was a significant difference in the work culture of Private and Government colleges of Nursing. The attitude of students of Private colleges was higher than the Government colleges of nursing.

In **supervision domain** the mean of Private colleges was 12.06 while in Government colleges it was 10.58 with mean difference of 1.488. The obtained mean difference was found to be statistically significant as evident from ‘t’ value of 1.98 at 0.05 level of significance. This shows that there was a significant difference in the supervision of Private and Government colleges of Nursing. The attitude of students of Private colleges was higher than the Government colleges of Nursing.

In **teaching learning process** domain, the mean of Private colleges was 12.14 whereas in Government colleges it was 11.56 with mean difference of 0.575. The obtained mean difference was not found to be statistically as evident from ‘t’ value 1.98 at 0.05 level of significance. This shows that there was no significant difference in the teaching learning process of Private and Government colleges of Nursing.

In **clinical assignment** the mean of private colleges was 12.56 while in Government colleges it was 9.11 with mean difference of 3.450. The obtained mean difference was found to be statistically significant as evident from ‘t’ value of 1.98 at 0.05 level of significance. This shows that there was significant difference in the clinical area of Private and Government colleges of Nursing.

In **evaluation** domain the mean of Private colleges was 12.36 while in Government colleges it was 11.00 with mean difference of 1.363. The obtained mean difference was found to be statistically significant as evident from 't' value of 1.98 at 0.05 level of significance. This shows that there was significant difference in the evaluation of Private and Government colleges of Nursing. The attitude of students of Private colleges is higher in the evaluation domain than the students of Government Colleges of Nursing.

Discussion

The findings of the present supported by similar study done by Papastavrou E. et al i.e. present study showed that the mean of the Private Colleges of Nursing was 73.49 where as mean of the Government Colleges of Nursing was 64.55 with range of score 41- 90 and 48- 86 respectively. Median of scores of Private colleges of nursing was 74 whereas the median of Government Colleges of Nursing was 63.5. Standard deviation of Private Colleges of Nursing was 9.223 whereas Standard deviation of Government Colleges of Nursing was 8.401. The table shows that the Attitude score was higher in the students of Private colleges of Nursing than the Government Colleges⁵.

Recommendations: From the findings of the study, the following recommendations are offered for further research:

- Similar kind of study can be conducted on large sample size.
- The same study can be conducted to compare the Attitude and skill of Nursing students of various Nursing programme.
- The descriptive study can be conducted on knowledge of various courses of Nursing students towards Clinical Learning Environment.

Conclusion

From the findings of present study, it is concluded that the students of B.Sc. Nursing 4th year studying

in Private colleges are having more Positive attitude then the students studying in Government colleges of Nursing in relation to their pedagogical environment, work culture, clinical assignment, method of evaluation.

Conflict of Interest: There is no conflict of interest.

Source of Funding: Self

Ethical Consideration: Ethical approval was obtained from the institutional ethical committee and prior to data collection the formal permission was taken from the principal/nursing director of all the selected nursing colleges. Written informed consent form was taken from the study subjects regarding their willingness to participate in the research project.

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