

# Nursing Student's Perception and Challenges Faced in The Clinical Learning Environment

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**Abstract:** *Clinical learning is an integrated part of nursing, is extensively valuable through nursing education. The study was to identify challenges faced by nursing students in clinical. A quantitative approach was undertaken to assess the nursing students' perception & challenges faced in the CLE in selected Nursing Colleges of Bhubaneswar. 685 samples were selected by purposive sampling technique & data was collected by Modified CLEI & MPCII. RESULT: As per the perception of nursing students 1.3% having less satisfactory perception & 73% of students having more satisfactory perception in clinical settings. The challenges are; they were unaware about the objectives (43.65%), Clinical Instructor doesn't have time to assess students (53.13%), Students don't stay enough time inward (57.21%), Lack of interest on the part of clinical instructor (50.21%), Lack of interest in students (53.72%), Attitude of nurses towards students is not good (49.92), Attitude of patients towards students is not good (78.67%), Unavailability of enough cases to be studied to meet objectives (64.81%), The mentors level of motivation is not good (71.23%) and Inadequate availability of clinical instructors (48.02%). Pearson's Co-relation shows a moderately negative correlation between the nursing students perception and challenges as the r-value is  $-0.0188(0 < r < 0)$  & P-value is 0.793897 at  $\leq 0.05$  level of significance and there is an extremely significant association between professional educational status & distance of clinical areas with nursing students perception, where the type of residence is very statistically significant with nursing students perception where only age is extremely significant with the challenges in CLE.*

**Keywords:** *Clinical learning environment, Perception, Challenges, Nursing students.*

## INTRODUCTION

The CLE introduces the students about the real situation in the practical setup and allows the nursing students to apply cognitive, psychomotor & affective skills to enhance the knowledge & skill, which are important in the profession.<sup>1</sup> The practical environment includes the important aspects of social climate, training events, peer-communication, inter-personal relationship & feedback.<sup>2</sup> Nursing students cover half of their session for the practice in the clinical area. It is very much essential to consider the challenges in the clinical experience of student nurses.<sup>3</sup> It has been found that there is a lack of a clear statement of what is expected from the student nurses in a clinical setting as it is one of the biggest issues they face in a practice session in clinical.<sup>4</sup> The negative clinical learning environments had a greater role in reducing the confidence of nursing students and a massive change in their attitude than the positive environment.<sup>5</sup> About 90% of staff nurses don't have adequate knowledge to implement the nursing process appropriately which will prevent them to provide quality based nursing cares to their respective clients.<sup>6</sup>

Clinical instructors, clinical education chances, practical appraisal, and nursing student emotions were found to be significant ingredients of clinical education. Interpersonal relationship and communication with clinical instructors were found to be important for inspiration of student <sup>7</sup>

A successful learning environment is created through “good organization of nursing care” (Saarikoski & Leino-Kilpi; Papastavrou et al.), “student orientation” (Mattila et al.), “The length and continuity of clinical placement” (Warne et al.), and the eminent impact of secure relationships between the students and other members in hospital setting.<sup>8</sup>

## METHODS

A Non-Experimental Survey Design was conducted in three different institutions i.e Faculty Of Nursing, Siksha ‘O’ Anusandhan (Deemed To Be University), Kalinga Institute Of Nursing Science & Lord Jagannath Mission College Of Nursing in Bhubaneswar, Odisha The samples were selected by using Purposive Sampling technique. The sample size is calculated by  $n = \frac{N \times [(N-1)E^2 + x]}{Z^2 \times (c/100)^2 \times r \times (100-r) + E^2}$ . Where  $x = Z \times (c/100) \times r \times (100-r)$  &  $E = \text{Sqrt} [(n-n) \times x / n \times (N-1)]$ . Here N is the population size, r is the fraction of responses that you are interested in and Z (c/100) is the critical value for the confidence level c.

As the population size (N) was 1603 the sample size to be taken is 691, but for convenience, uniformity, and availability the researcher had taken a total of 685 no of samples. Those were newly admitted students & those who completed the nursing courses were excluded from the study.

There were three tools constructed for the assessment of perception and challenges in the clinical learning environment among nursing students. There are socio-demographic questionnaires, Modified clinical learning environment inventory (CLEI) & Modified Perceived Challenge Inventory (PCI). The prepared tool administered to 70 samples to check and calculate the reliability of the tool.

**Ethical Consideration:** The permission was obtained from the IEC Committee of Siksha “O” Anusandhan Deemed to be University, Bhubaneswar.

### Data Collection

The study was cross-sectional descriptive type research, data was collected with a questionnaire which was completed by the student during their clinical training at the hospital.

The investigator had taken permission from the subjects before the data collection. Samples were identified and were assured that their responses would be kept confidential & used only for research purposes. Instruction related to the tool was given to facilitate co-operation. Each item was repeated to help them to understand. Written consent from the participants was obtained. Responses were recommended by the investigator at the time of obtaining data the data were collected from the samples.

### Statistical Analysis

Then the data were processed and analyzed in the SPSS 20 version. The collected data were analyzed by using descriptive statistics in the form of frequencies, percentage, Chi-square test, and Karl Pearson’s correlation coefficient.

**Table 1.** Item Wise Analysis of Challenges Faced By Nursing Students In Clinical Learning Environment.

N= 685

Sl No	Items	Strongly Agree	Percentage	Agree	Percentage	Neutral	Percentage	Disagree	Percentage	Strongly Disagree	Percentage
1	Students were unaware of the objectives.	70	10.22	229	33.43	109	15.91	226	32.99	51	7.45
2	Clinical instructors don't have time to assess the students.	91	13.28	273	39.85	62	9.05	186	27.15	73	10.66
3	Students don't stay enough time in the wards.	140	20.43	252	36.78	47	6.86	180	26.27	66	9.63
4	Lack of interest in the part of the clinical instructor.	92	13.43	252	36.78	86	12.55	198	28.90	57	8.3
5	Hospital policies don't permit students to carry out some procedures.	63	9.19	189	27.59	77	11.24	264	38.54	92	13.43
6	Lack of interest in the students.	112	16.35	256	37.37	83	12.11	183	26.71	51	7.44
7	Lack of adequate equipment to provide care to the patients.	68	9.92	177	25.83	45	6.56	261	38.10	134	19.56
8	The attitude of nurses towards students is good.	104	15.18	191	27.88	48	7.00	245	35.76	97	14.16
9	The attitude of patients towards students is good.	20	2.91	82	11.97	44	6.42	387	56.49	152	22.18
10	The language barrier is one of the most important problems.	38	5.54	113	16.49	47	6.86	267	38.97	220	32.11
11	Availability of enough cases to be studied to meet objectives.	24	3.50	96	14.01	121	17.66	328	47.88	116	16.93
12	The absence of available tools for patient assessment.	43	6.27	181	26.42	88	12.84	288	42.04	85	12.40
13	The mentor's level of motivation is good.	38	5.54	76	11.09	83	12.11	347	50.65	141	20.58
14	Not informing hospitals on time of students' placement.	84	12.26	204	29.78	154	22.48	156	22.77	87	12.70
15	Easily get discouraged.	48	7.00	189	27.59	134	19.56	235	34.30	79	11.53
16	Lack of support of nursing practitioner to the students.	42	6.13	212	30.94	80	11.67	253	36.93	98	14.30
17	Inadequate availability	106	15.47	223	32.55	76	11.09	196	28.61	84	12.26

of clinical instructors.										
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**Table 2.** Correlation between perception and challenges faced by nursing students in the clinical learning environment

N=685

VARIABLES	r-values	p-value
Perception	0.01088	0.793897
Challenges	0.01088	

**p≤0.05**

Pearson’s correlation coefficient (r) explores the relationship between perception & challenges. It revealed that there is a moderately negative correlation but there is no relationship between participants, as the r-value is -0.01088 ( $0 < r < 1$ ) & p-value is 0.793897.

**Table 3.** Chi-square analysis showing the association between student’s perception and selected demographic variables.

N=685

Sl No	Demographic Variables	Chi-Square Values	Degree Of Freedom	P Value
1	Age	0.053408	2	0.9737
2	Sex	0.059362	1	0.8076
3	Religion	7.014127	3	0.0715
4	Professional Educational Status	476.4173	6	0.0001*
5	Distance Of Clinical Area	80.37145	2	0.0001*
6	Type Of Residence	13.51528	2	0.0012*

**\*p≤0.05**

**Table 4.** Chi-square analysis showing the association between challenges and selected demographic variables

N=685

Sl No	Demographic Variables	Chi-Square Values	Degree Of Freedom	P Value
1	AGE	39.9424	2	0.0001*
2	SEX	1.848736	1	0.1739
3	RELIGION	6.60867	3	0.0855
4	PROFESSIONAL EDUCATIONAL	5.748561	6	0.4519

	STATUS			
5	DISTANCE OF CLINICAL AREA	2.350074	2	0.3088
6	TYPE OF RESIDENCE	2.46404	2	0.2917

\* $p \leq 0.05$

## RESULTS

The students were unaware about the objectives (43.65%), Clinical Instructor doesn't have time to assess students (53.13%), Students don't stay enough time inward (57.21%), Lack of interest on the part of clinical instructor (50.21%), Lack of interest in students (53.72%), Attitude of nurses towards students is not good (49.92), Attitude of patients towards students is not good (78.67%), Unavailability of enough cases to be studied to meet objectives (64.81%), The mentors level of motivation is not good (71.23%) and Inadequate availability of clinical instructors (48.02%).

Pearson's correlation coefficient (r) explores the relationship between perception & challenges. It revealed that there is a moderately negative correlation but there is no relationship between participants, as the r-value is -0.01088 ( $0 < r < 1$ ) & p-value is 0.793897.

There is an extremely statistically significant association between professional educational status and distance of clinical area with nursing students perception as the calculated chi-square value was 0.0001 of p-value where the type of residence is very statistically significant with nursing students' perception as the calculated chi-square value is 0.0012 of p-value while other socio-demographic variables are not statistically significant with the nursing students perception at  $\leq 0.05$  level of significance.

There is an extremely significant association between the age and the challenges faced by them as the calculated chi-square value was 0.0001 of p-value while other socio-demographic variables are not statistically significant with the challenges faced by students at  $\leq 0.05$  level of significance.

## DISCUSSION

This study conducted with 685 students with a purposive sampling technique. Raw scores of the CLEI scale ranged from  $< 40$  was for less satisfactory perception, 40-60 was for moderate satisfactory perception &  $> 60$  was for more satisfactory perception. 1.3% of students had a less satisfactory perception, 25.5% of students had a moderate satisfactory perception, and the rest of 73.1% of students had a more satisfactory perception in the clinical learning environment. The raw score of the MPCS scale ranged from  $< 40$  was for fewer challenges, 40-60 for moderate challenges,  $> 40$  for more challenges. 7.01% of students faced fewer challenges, while 69.20% of students faced a moderate level of challenges, and the rest of the 23.80% of students faced more challenges in the clinical learning environment. For the different obstacles encountered by nursing students in their practice settings. reveals that, students were unaware about the objectives (43.65%), Clinical Instructor doesn't have time to assess students (53.13%), Students don't stay enough time inward (57.21%), Lack of interest on the part of clinical instructor (50.21%), Lack of interest in students (53.72%), Attitude of nurses towards students is not good (49.92), Attitude of patients towards students is not good (78.67%), Unavailability of enough cases to be studied to meet objectives (64.81%), The mentors level of motivation is not good (71.23%) and Inadequate availability of clinical instructors (48.02%) there is a moderately negative correlation but there is no relationship between participants. Chi-square test shows the association between nursing student's perception and selected demographic variables and between the challenges & socio-demographic variables. The result findings are, there is an extremely statistically significant association between professional educational status & distance of clinical area with nursing students perception as the calculated chi-square value was 0.0001 of p-value where the type of residence is very statistically

significant with nursing students' perception as the calculated chi-square value is 0.0012 of p-value while other socio-demographic variables are not statistically significant with the nursing students perception while there is an extremely significant association between the age and the challenges faced by students as the calculated chi-square value was 0.0001 of p-value while other socio-demographic variables are not statistically significant with the challenges faced by students at  $\leq 0.05$  level of significance.

Similar to the present study a study was conducted by Ahmad E. Aboshaiqah on nursing students of Saudi, entitled; "Challenges in the clinical environment: The Saudi student nurses' experience". The study findings exposed that the trainees sometimes experienced obstacles in clinical setup while the single student nurses had experienced more challenges in the clinical areas and the higher mean scores suggest that the obstacles in clinical areas were faced by students either consecutively or always (Mean score 3.20 to 4.00).<sup>9</sup>

Another study was done by Serena & Anna. B on "Italian student's perception of their clinical learning environment" as measured with the CLEI tool. The result of the study reveals that nursing students' overall perceptions in the clinical setting were good. The result found that 3<sup>rd</sup> year nursing students were extremely satisfied (94%) where 2<sup>nd</sup> year students are less satisfied (88%). All 99% of students were agreed that practical work experience was useful.<sup>10</sup>

The present study strengthens the need of the nursing students in clinical settings to reduce the obstacles encountered by them and to solve the problem effectively. The challenges faced by the students increase awareness among clinical instructors and the other staff to accent the students' self-ability by manifesting their problems to meet their needs. The nursing instructors are responsible for aware the students about upgraded knowledge and skills as user access to the nursing program to enhance the competence of nursing students in the clinical learning environment.

Clinical teachers can give ancillary mediation from the beginning of the clinical settings. And mentors should encourage the students to discuss their problems faced during the clinical duties with them to get the solution to those particular problems. As the technologies are advancing more and more & the challenges are also growing for nursing students during their practice session, the nursing administrators have the responsibility to give qualitative education to improve their skills and enthusiasm among them and that will help the students to reduce some of the challenges faced by them. Some limitations of the present study were short time available for data collection and in the methodology part, the representativeness of the sample could have been more valid if the samples were selected randomly and only the quantitative aspect was accessed.

## CONCLUSION

The present study was conducted for supervising the perception and challenges encountered by nursing students in clinical setup and analyzing perception and challenges encountered by nursing students. The study shows that student nurses perceived practical evaluation as the most common challenge when come in contact with the practical area. Still, it is only occasionally that they faced the problems simultaneously without help. Future research is performed to improve the skills of the students, which will help them to manage the challenges effectively in the clinical learning environment.

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**Ethical statement:** This study was approved by the institutional ethical committee and the prior consent from the parents was taken before data collection.

**Conflict of interest:** The authors declare that there is no conflict of interest.

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