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A descriptive study to assess the level of challenges in clinical learning environment faced by nursing students of Rayat Bahra College of Nursing, Mohali

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Abstract
Background: Clinical education requires creating a supportive atmosphere for learners and nursing students, who need support to be prepared for their future profession. Nursing students are facing a series of challenges progressively in the clinical practice as well as in the education system. Most of the challenges of the supporting students included problems that are related to students, instructor, staff, patient, hospital facilities. The influence of these challenges is on their learning and practice skills. The findings of this study shows that nursing students face many challenges in the clinical learning environment. The focus of all study was on the student. The participants of the studies were 200 undergraduate nursing students Therefore, the managers of educational and health care centers should give a high priority to their students to support them.
Aim of the study: The aim of the study was to assess the level of challenges in clinical learning environment faced by nursing students.
Materials and Methods: A Quantitative approach and a descriptive Research Design were used in the study. 200 samples of nursing students were selected by using convenient sampling technique from students of Rayat Bahra College of Nursing Mohali. Self - structured Likert scale was used for data collection and analysis was done by using descriptive and inferential statistics.
Results: The study shows that levels of challenges were categorized into three degrees: higher degree of challenges (112-150), medium degree of challenges (71-111), and low degree of challenges (30-70). Most students fall into the category of medium degree of challenges (52.5% or 105 individuals), while a significant number of students faced higher degree of challenges (45.5% or 91 individuals), and only a few encounter low degree of challenges (2% or 4 individuals). The maximum score was 150 and the minimum was 30, indicating the range of possible scores in the study. As a result it was clear that this data suggests that the majority of individuals experience a moderate level of challenges in clinical learning environment.
Conclusion: The study concludes that nursing students experiences a moderate level of challenges in instructor related area in clinical learning environment. There are considerable challenges that nursing students face in clinical learning environment that can affect their practice and learning. It is essential to plan and improve student's clinical supervision and support at clinical learning environment by their instructors to create skillful nursing students and minimize their challenges. Therefore there should be adequate orientation and ongoing follow-up for students before internship by instructors.

Keywords: Challenges, nursing students, quantitative research, clinical learning environment

Introduction

"As a nursing student, you have the opportunity to make the difference in the lives of others every day. Embrace it and never underestimate your impact." Nursing is a practical profession that requires theoretical knowledge and practical skills, these two complete each other. Understanding the challenges student nurses in clinical; the learning environment is crucial to improve the educational system [1]. The purpose of this study is to identify the nursing students' perspectives about the challenges they encounter in the clinical learning environment.

Maintaining effective clinical teaching environment is a challenge that many nursing schools Face [2]. Nursing education involves provision of practical training with the purpose to prepare the students for future duties as a nursing professional [3].

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Identifying problems commonly faced by the students can result in better experience and first hand training and increased satisfaction with the nursing profession. It is the first site for nursing students to get real life experience which help them in their upcoming profession. The clinical learning experience introduces the students to real life situation in practical setup and allows the students to enhance knowledge and skill, which are important for the profession [1]. The conditions of the learning environment is directly proportional to the professional development if the nursing students.

Therefore; this study is intended to explore the level of challenges in clinical learning environment faced by nursing students. The complexity of learning in the clinical environments has led the researchers to investigate -about the existing factors in this environment, such as the psychosocial atmosphere in clinical departments, perceived experience from the learning environment (pos0itive or negative), interpersonal relationships, and so on. Studies have shown that most of the learning environments, despite having many benefits for nursing students, do not provide a positive learning situation for nursing students [4]. Clinical experience is an important aspect of nursing education as it is the transformation of theoretical knowledge into practice and the corner-stone of nursing as a health profession [3].

Need of study
Nursing is a practice-based discipline. Clinical education is one of the most important part of nursing education; nurses play an important role in the learning of nursing students. This will be carried out to unveil the challenges of nursing students' learning through working with nurses.

There are various challenges that occur in nursing education in clinical learning environment perhaps exploring those challenges encountered by nursing students in terms of clinical learning environment difficulties helps to identify the significant problems hindering the professional development and competence, advance training and boost the quality of internship. Therefore, the current study was carried out with the goal of identifying influential practical learning challenges and perception of nursing students on clinical learning environment.

Identification of the factors that facilitate and hinder the clinical learning will provide a greater insight to develop an effective clinical teaching strategy is nursing education. This study is needed to have a deeper understanding of the factors affecting the clinical learning of the students help to involve various personnel involved in nursing education, practice and administration for the factors which facilitate or hinder the quality of learning experience among the nursing students.

Problem statement
A descriptive study to assess the level of challenges in clinical learning environment faced by nursing students of Rayat Bahra College of nursing, Mohali.

AIM
To assess the level of challenges in clinical learning environment. Faced by nursing students.

Objectives
1. To develop a tool to assess the level of challenges in clinical learning environment faced by nursing students of Rayat Bahra College of Nursing.
2. To assess the level of challenges in clinical learning environment faced by nursing students of Rayat Bahra College of Nursing.
3. To find out the association of the level of challenges in clinical learning environment faced by nursing students with selected socio demographic variables.
4. To disseminate the findings.

Operational definition
1. **Assess:** To evaluate the nature or the type of challenges faced by the nursing students in clinical learning environment.
2. **Challenges:** Tough or competitive situation faced by the nursing students in clinical learning environment.
3. **Nursing students:** It refers to students who are pursuing their training to be a nursing officer/ clinical instructor/ nursing tutor at a nursing school, college or hospital.
4. **Clinical learning environment:** It is a location where the primary purpose is the delivery of health care to clients, patients and consumers.

Assumptions
1. The nursing students face many challenges in their clinical learning environment.
2. Nursing students will not be able to learn practical skills because of inadequate practical training.
3. Nursing students feel like giving up nursing as a profession because they don't have enough clinical exposure during the training.

Delimitation
1. The study was delimited to nursing students of Rayat Bahra college of Nursing, Mohali.
2. This study confined itself to assessing the challenges faced by the nursing students in clinical learning environment.
3. This study was bound to only one research setting with delimited nursing students

Methodology
Research Approach
It indicates the broad based procedure for data collection in particular situation. A quantitative approach was used to accomplish the objectives of the study.

Research Design
A descriptive research design was employed to conduct research study to assess the level of challenges in clinical learning environment faced by nursing students of Rayat Bahra College of Nursing, Mohali, Punjab.

Research Setting
The study was conducted at Rayat Bahra College of Nursing, Mohali.

Target Population
In the present study the population consists nursing students of Rayat Bahra College of Nursing, Mohali

Sample Size
200 Nursing students who were presently studying in Rayat Bahra College of Nursing, Mohali were selected for the research study.

Sampling Technique
Convenient sampling technique was used.

Sampling Criteria
Inclusion criteria
Nursing students of Rayat Bahra College of Nursing were included.
- Both male and female students were included.
- Students who participated in the study.

Exclusion criteria
- Students who failed to provide complete or accurate data required for the study
- Students who were absent at the time for data collection

Research Variables
Challenges

Selection and development of tool
The tool was formulated according to the need of study.

Section A: Socio - Demographic Profile
The data sheet deals with demographic variables such as age, gender, course, Factors that increase the learning, experiencing challenges during clinical practice, thinking that challenges/problems can resolve, are you able to transfer what you learn in the classroom to the clinical practice.

Section B: Self structured Likert Scale
This would consist of strongly agree, agree, undecided, disagree and strongly disagree to each statement of the five areas Student related, instructor related, staff related, patient related and hospital facilities related this scale was used to represent the level of challenges in clinical learning environment faced by nursing students.

Validity of tool
Content validity of the tool was determined by expert' opinion. Tool was given to nursing experts of every area or specialty and language experts in English. As per guidance and suggestions from the experts, the amendments were done.

Reliability
The Internal consistency of tool was calculated by Split half and Karl-Pearson method. The reliability of this tool was 0.8

Pilot study
It was conducted on 10% of total sample size (n = 20) on nursing students of Rayat Bahra College of Nursing Mohali.

Procedure of Data collection
The data collection for the study was done at Rayat Bahra College of Nursing, Mohali after getting written permission from the concerned authority of the college. The purpose of the study will be explained to the subjects and informed consent was obtained. The respondents were assured of confidentiality. The data was collected by administering the Demographic variables and Self- structured Likert scale to assess the level of challenges in clinical learning environment faced by nursing students.

Ethical consideration
- A written consent was taken from the Director Principal of Rayat Bahra College of Nursing, Mohali.
- A written consent was taken from the ethical committee of Rayat Bahra College of Nursing, Mohali
- A written consent was taken from each study subject.
- Confidentiality and anonymity of the subjects was maintained throughout the study.

Plan for data analysis
The plan was done using descriptive and inferential statistical. Descriptive statistics used was frequency, Percentage, Mean, Standard deviation. Inferential statistics and chi square were used

Table 1: Frequency and percentage distribution of demographic profile of the subjects

Variables	Options	Frequency (f)	Percentage (%)
Age	18-20 years	53	26.5%
	21-23 years	114	57.0%
	> 24 years	33	16.5%
Gender	Female	132	66.0%
	Male	68	34.0%
Course	B.Sc. (N) Nursing	135	67.5%
	B.Sc. (N) Post Basic	38	19.0%
	GNM General Nursing and Midwifery	27	13.5%
Factors that increase the learning	Use of A.V. aids while teaching	60	30.0%
	Practical demonstrations in class	66	33.0%
	Clearing doubts and recapitalization	60	30.0%
	Role play / psycho drama	10	5.0%
	Group activity / projects	4	2.0%
Experiencing challenges during clinical practice	Always	116	58.0%
	Sometimes	67	33.5%
	Never	17	8.5%
Thinking that challenges/problems can resolve	Yes	138	69.0%
	Partially	56	28.0%
	No	6	3.0%
Are you able to transfer what you learn in the classroom to the clinical practice	Yes	117	58.5%
	Partially	81	40.5%
	No	2	1.0%

Table 2: frequency and percentage distribution of level of challenges

Level of scores n= 200	Frequency	Percentage
Higher degree of challenges.(112-150)	91	45.5%
Medium degree of challenges.(71-111)	105	52.5%
Low degree of challenges.(30-71)	4	2.0%
Maximum =150 Minimum=30		

Table no 2 categorizes a sample of 200 scores into three levels based on the degree of challenges: high (112-150),

medium (71-111), and low (30-70). Most individuals fall into the medium challenge category (52.5% or 105 individuals), while a significant number face high challenges (45.5% or 91 individuals), and only a few encounter low challenges (2% or 4 individuals). The maximum score is 150 and the minimum is 30, indicating the range of possible scores in the study. This data suggests that while extreme challenges are somewhat common, the majority of individuals experience a moderate level of challenge.

Table 3: Association of level of challenges faced by nursing students in clinical learning environment with selected socio-demographic variables.

Demographic data		Levels of challenges (n=200)			Association with challenges score		
Variables	**Options**	**Higher degree of challenges**	**Medium degree of challenges**	**Low degree of challenges**	**Chi square**	**P Value**	**Df**
Age	18-20 years	23	27	3	5.935	0.204^{NS}	4
	21-23 years	55	58	1			
	> 24 years	13	20	0			
Gender	Female	57	73	2	1.496	0.473^{NS}	2
	Male	34	32	2			
Course	BSc.(N) Nursing	64	67	4	5.597	0.231^{NS}	4
	BSc.(N) Post Basic	19	19	0			
	GNM General Nursing and Midwifery	8	19	0			
Factors that increase the learning	Use of A.V. aids while teaching	30	29	1	17.007	0.030*	8
	Practical demonstrations in class	30	35	1			
	Clearing doubts and recapitalization	22	37	1			
	Role play / psycho drama	6	4	0			
	Group activity / projects	3	0	1			
Experiencing challenges during clinical practice	Always	55	59	2	1.169	0.883^{NS}	4
	Sometimes	28	37	2			
	Never	8	9	0			
Thinking that challenges/problems can resolve	Yes	59	77	2	2.714	0.607^{NS}	4
	Partially	29	25	2			
	No	3	3	0			
Are you able to transfer what you learn in the classroom to the clinical practice	Yes	51	65	1	4.826	0.306^{NS}	4
	Partially	38	40	3			
	No	2	0	0			

*Significant at <0.05 level, NS: Non-Significant at p>0.05 level

Age, There is no significant association between age groups and the degree of challenges faced (Chi-square = 5.935, p = 0.204).Gender, There is no significant association between gender and the degree of challenges faced (Chi-square = 1.496, p = 0.473).Course Enrollment, There is no significant association between the course enrolled and the degree of challenges faced (Chi-square = 5.597, p = 0.231.Factors Increasing Learning, There is a significant association between the use Practical demonstrations in class and the degree of challenges faced (Chi-square = 17.007, p = 0.030). This suggests that this factor may influence the level of challenges experienced by individuals. Experiencing Challenges during Clinical Practice, There is no significant association between experiencing challenges during clinical practice and the degree of challenges faced (Chi-square = 1.169, p = 0.883).Belief in Resolving Challenges, There is no significant association between the belief in resolving challenges/problems and the degree of challenges faced (Chi-square = 2.714, p = 0.607).Ability to Transfer, There is no significant association between the ability to transfer and the degree of challenges faced (Chi-square = 4.826, p = 0.306).

Discussion
The purpose of this study was to assess the level of challenges in clinical learning environment faced by nursing students. The finding shows that nursing students faced moderate level of challenges. Before collecting the data the investigator gave a brief introduction of self, purpose and background of the study to gain confidence. The findings of this study showed that there is a significant Association between the use of tools and material support during explanation and the degree of challenges faced. These findings support other studies conducted by Vijayshri M. Waghmare and Kanwaljeet Kaur (2022) conducted similar study A Study to Assess the Adjustment Problems Faced by the 1st year Basic B. Sc. Nursing Students of Selected Colleges of Nursing in City. The results of this study showed that the majority of99 (47.82%) having moderate level of adjustment problem followed by63 (30.43%) has low level of adjustment problem and 45 (21.73%) has high level of adjustment problem. There is a positive correlation between the Academic adjustment V/s psychological adjustment (0.70), Academic adjustment v/s Economic Adjustment (0.61), Academic adjustment v/s Social

adjustment (0.77), Psychological adjustment v/s Economic adjustment (0.47), psychological adjustment v/s social adjustment (0.64) and Economic adjustment v/s social adjustment (0.59). there was significant association between age, Religion, Type of family, Mothers education, Fathers education, Fathers occupation and place of residence and there was no significant association between, Gender, number of siblings, mother's occupation, monthly family income, is there anyone in nursing profession from your family and leisure time activity with the level of adjustment problems [5]. MiladJafari *et al.* (2020) conducted similar study on Challenges Faced by Nursing Students to Work with Nursing Personnel The mean and standard deviation of the age of the participants in the study was 22.45± 1.52. 10 participants were male and 10 were female. The results of this study revealed the challenges of students' learning by working with nurses in three themes including "inappropriate social norms", "inadequate organizational atmosphere" and "inadequate sources" [6] Musrat Fatima *et al*. (2021) conducted a similar study on Obstacles faced by nursing students while their clinical. It indicates that Barriers for learning were mainly in the area of clinical field in particular lack of equipment (46.2%), over work (30.25%), excess number of health professionals especially trainees (31.68%), overcrowded clinical activities (8.26%), uncooperative patient and relatives (5.8%), inadequate clinical time (5.5%). [7] Farkhondeh Sharif and Sara Masoumi (2015) conducted a similar study on A qualitative study of nursing student experiences of clinical practice. The result showed that Most of the students were females (94%) and single (86%) with age between 18–25. The qualitative analysis led to the emergence of the four themes from the focus group data. From the students' point of view," initial clinical anxiety", "theory-practice gap", clinical supervision"," professional role", was considered as Important factors in clinical experience [8].

Conclusion
On the basis of result data analysis, following conclusion was made:

- The study concludes that nursing students experiences a moderate level of challenges in clinical setting.
- In majority most individuals fall into the medium degree of challenges category 52.5%
- There is a significant association between the use of A.V. aids while teaching and the degree of challenges faced.

Recommendations
- Similar study can be replicated on large sample to generalize the findings.
- The study can be conducted in different settings
- Variant group of professionals can be included
- A similar study can be carried out on different sample.
- Instead of descriptive study, an exploratory study and a experimental study can be conducted.

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Conflict of Interest

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