

Nurses' Perception Regarding Student's Contribution in Patient Care at Teaching Hospital

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Abstract: Nursing is a practice discipline and requires skill development; students are placed in clinical settings to collaborate with professional nurses to provide patient care. Students contribute to the personal and professional satisfaction of the staff by offering opportunities for mentoring and reciprocal learning and allowing nurses to participate in students' professional development. Students also contribute to patient care. The purpose of the study was to assess the nurses' perception regarding student contribution in patient care. **Methodology:** Cross sectional descriptive survey design was used. The study comprised of 136 samples and convenient sampling technique was used for data collection. 5 point rating scale with 25 items was utilized to collect data from nurses. Data was analyzed using descriptive and inferential statistics by using licensed copy of statistical package SPSS 20 version. **Results:** Majority of the samples 96 (70.6%) were in the age group of 20 to 30 years, the mean score for age was 31.02 and standard deviation of 11.62. With regard to years of experience, majority of the samples 85 (62.5 %) had more than 11 years experience. The mean score for experience was 1.62 and standard deviation of 0.48. Majority of the samples 114 (83.8 %) were female and 77 (56.6%) had education up to Diploma in General Nursing and Midwifery, while Majority of samples 87 (64%) were on contract basis majority 45 (33.1%) were from medical surgical department. There was significant association between variable qualification degree and Student participation challenges staff to remain proficient, Student participation becomes a source for recruitment. Similarly there was significant correlation between variable employment status and problematic students can be frustrating. There was significant correlation between variable position and Students are able to assist with patient care, Student participation becomes a source for recruitment. Similarly there was significant correlation between variable clinical area and Student participation enhances the clinical setting as a learning environment, Problematic students can be frustrating, Students provide comprehensive care, Working with students stimulates staff intellectually, Student participation challenges staff to remain proficient, Working with students aids in the development and refinement of staff's skills, Student participation becomes a source for recruitment, Students do not appreciate support of staff nurses, Students are not received well by patients, Working with students threatens professional role development, Assistive personnel are threatened by students, Student participation makes staff insecure about their knowledge and skills. There was significant correlation between variable years of experience and Students are able to assist with patient care, Students interact with patients and families, working with students stimulate staff intellectually. **Conclusion:** Overall, nurses had positive perceptions of nursing students in clinical contribution towards patient care the increased demands on time and increased workload, nurse leaders in clinical and academic institutions can enhance the nurse's experience. Clinical practice supervisors, who emphasize this perception of enhanced professional development and support Nurses volunteering to work with students could reinforce and spread the positive perceptions among staff members.

Keywords: Nurses' perception, student's contribution, patient care, teaching hospital

1. Introduction

Nursing is a practice discipline and requires skill development; students are placed in clinical settings to collaborate with professional nurses to provide patient care. [1] Students are placed in various clinical areas in rotations as per the statutory requirement. The number of students posted in an area per shift varies as per the clinical rotation. Students are expected to acquire the clinical skills required as per their requirement of course, learn different disease conditions and provide needed comprehensive nursing care to patients. Clinical instructors/tutors demonstrate the skill as per educational requirement in clinical area. In the absence of clinical instructor/ tutors, staff nurse is expected to perform the role of guiding students. Nursing personnel actively participate in instruction, supervision, guidance and evaluation of students in clinical practice area. The major implication for students is that they are often judged on their assertiveness skills and should offer assistance so they appear eager to learn. Faculty must ascertain that students understand their objectives for the clinical rotation and share those objectives with the staff nurses to enhance their learning experience. [1] Students contribute to the personal and professional satisfaction of the staff by offering

opportunities for mentoring and reciprocal learning and allowing nurses to participate in students' professional development. Students also contribute to patient care. [2] Registered nurses had positive perceptions of students' contributions in clinical rotations and student preceptor ships, specifically; enhancement of the nurses' professional development was a satisfier for participants. Nurses who were student preceptors and nurses with less than ten years of experience had the most positive perceptions. Nurses in the peri-natal setting had the least positive perceptions of students' contributions. [4] Majority of nurses were highly satisfied in their job with respect to all jobs reinforcing factor except independence and compensation where they have reported only average satisfaction. Conclusion - Nurses in selected tertiary care hospital are highly satisfied in their job with respect to almost all job reinforcing factor namely Ability utilization, Achievement, Activity, Advancement, Authority, Hospital policy, Co-workers, Creativity, Security, Social service, Social status, Moral value, Recognition, Responsibility, Supervision, Variety, Working condition.[5] Nurses knowledge and practice may be enhanced through progressive broadening of the scope of the patient care role, fostering the nurse quality controller and educator role, and addressing barriers to role enhancement, such as

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organizational inexperience with inter-professional work and lack of a career structure.[6] Nurses have to face frequent occurrence of stress which could have negative impact on organizational climate in the future. Out of all considered causes of stress, workload and supervisors are two major factors responsible for frequent occurrence of stress among majority of nurses. [7]

1.1 Problem Statement

“A study to assess the nurses’ perception regarding student’s contribution in patient care at teaching hospital”

1.2 Objectives

- 1) To assess the perception of nurses regarding student contribution in patient care.
- 2) To find association between perception of nurses and demographic variable

1.3 Research Methodology

Research methodology is the activity of research, how to proceed, how to measure progress. And what constitutes success. Methodology decision paves crucial implication for validity and credibility of the study findings. Methodology of research indicates the general pattern for organizing the procedure for the empirical study together with the method of obtaining valid and reliable data for an investigation [8]

Descriptive evaluative approach with survey design was used and the study was conducted in tertiary care hospital. Total of 136 study subjects were selected through convenient sampling technique. All the registered nurses working in medical surgical department, critical care units, maternity department, pediatric department and outpatient department were given a 5 point rating scale with 25 items.

1.4 Instrument Used for the Study

5 point rating scale with 25 items was developed in which each item needed to be rated on 5 points as per study subjects perception. The 5 categories were as strongly disagree, disagree, neutral, agree and strongly agree. Demographic Variables included collection of information about sample characteristics like age, highest nursing degree, years of experience, employment status, nursing position and practice settings.

1.5 Plan for Data Analysis

It was planned to analyze the data using descriptive and inferential statistics by using licensed copy of statistical package SPSS 20 version

2. Finding of the Study

Table 1: Demographic Variables

Characteristic	Freq.	%	Mean	S.D
Age				
20 to 30 years	96	70.6	31.0221	11.62
31 to 40 years	9	6.6		
41 to 50 years	14	10.3		

51 to 60 years	17	12.5	1.6250	.48
Experience				
0 to 10 years	51	37.5		
>11 years	85	62.5		

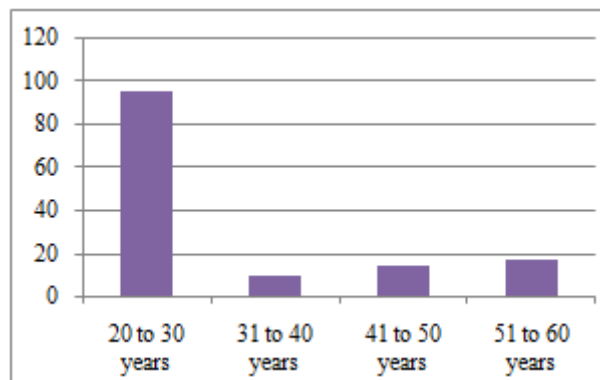


Figure 1: Age of participant

Majority of the samples 96 (70.6%) were in the age group of 20 to 30 years, 17 (12.5%) between 51 to 60 years, 14 (10.3%) between 41 to 50 years and only 9 (6.6%) between 31 to 40 years age group. The mean score for age was 31.02 and standard deviation of 11.62.

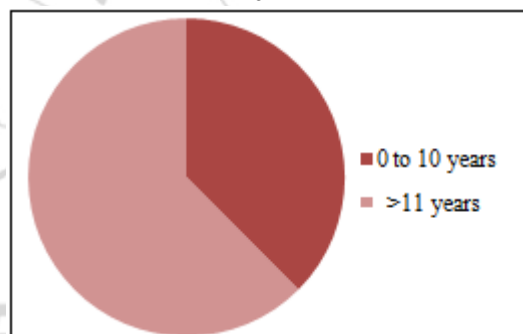


Figure 2: Experience in years

With regard to years of experience, majority of the samples 85 (62.5 %) had more than 11 years experience whereas 51 (37.5%) samples had experience of 0 to 10 years in clinical area. The mean score for experience was 1.62 and standard deviation of 0.48.

Table 2: Demographic Variables

Characteristic	Freq.	%
Gender		
Female	114	83.8
Male	22	16.2
Degree		
ANM	6	4.4
BSC	39	28.7
GNM	77	56.6
M SC	1	.7
PBBSC	13	9.6
Employment Status		
Contract	87	64.0
Permanent	35	25.7
Probation	14	10.3
Nursing Position		
Administrator	1	.7
Staff Nurse	126	92.6
Supervisor	8	5.9
Ward Incharge	1	.7
Clinical Area		

Critical Area	36	26.5
Emergency	4	2.9
Maternity	18	13.2
Medical Surgical	45	33.1
Out-Patient	13	9.6
Paediatrics	20	14.7

Majority of the samples 114 (83.8 %) were female and 22 (16.2 %) were male of which 77 (56.6%) had education up to Diploma in General Nursing and Midwifery, while 39 (28.7%) had completed Baccalaureate of science in nursing and only 1 (0.7%) had completed Masters of Science in Nursing. Majority of samples 87 (64%) were on contract basis whereas 35 (25.7%) were permanent staffs of which majority 126 (92.6%) were working as staff nurse and 8 (5.9%) as supervisor. With regard to clinical area, majority 45 (33.1%) were from medical surgical department, 36 (26.5%) from critical care unit, 20 (14.7%) from paediatric department, 18 (13.2%) from maternity and only 13 (9.6%) from outpatient department.

Table 3: Highest rated items

Particular	Mean	SD
Working with students frees staff for other responsibilities and tasks	3.830	.7940
Student participation enhances the clinical setting as a learning environment	3.816	.7717
Student participation increases the nurses' sense of professionalism	3.691	.9623
Students are able to assist with patient care	3.669	.7206
Student participation allows for decreasing overtime	3.632	.8415
Student participation allows nurses to participate in the student's professional development	3.602	.8800
Working with students allows for reciprocal learning	3.595	.8724
Problematic students can be frustrating	3.544	.9953
Students interact with patients and families	3.522	.9346
Students provide comprehensive care	3.507	.9269
Working with students stimulates staff intellectually	3.481	.84511
Student participation enhances staff morale	3.463	.8936
Student participation challenges staff to remain proficient	3.397	.92119
Working with Students allows opportunities for mentoring	3.338	.9979
Working with students exposes staff to different perspectives	3.316	.8751
Working with students aids in the development and refinement of staff's skills	3.213	1.0213
Staff are invited to attend student presentations	3.154	2.809
Students may pick up on status findings that staff overlooked	3.154	.9879

Table 4: Lowest rated items

Particular	Mean	SD
Student participation becomes a source for recruitment	3.007	1.0146
Students do not appreciate support of staff nurses	2.889	1.0159
Students are not received well by patients	2.661	.9904
Student participation impedes the sharing of ideas	2.595	.9689
Working with students threatens professional role development	2.536	1.046
Assistive personnel are threatened by students	2.448	1.059
Student participation makes staff insecure about their knowledge and skills	2.389	.9441

There was significant correlation between variable age with particulars Students are able to assist with patient care, Students provide comprehensive care, Working with students exposes staff to different perspectives, Working with students threatens professional role development. Similarly there was significant correlation between variable gender and Students are able to assist with patient care, Student participation allows nurses to participate in the student's professional development, Students interact with patients and families, working with students stimulate staff intellectually, Working with students exposes staff to different perspectives.

There was significant association between variable qualification degree and Student participation challenges staff to remain proficient, Student participation becomes a source for recruitment. Similarly there was significant correlation between variable employment status and problematic students can be frustrating.

There was significant correlation between variable position and Students are able to assist with patient care, Student participation becomes a source for recruitment. Similarly there was significant correlation between variable clinical area and Student participation enhances the clinical setting as a learning environment, Problematic students can be frustrating, Students provide comprehensive care, Working with students stimulates staff intellectually, Student participation challenges staff to remain proficient, Working with students aids in the development and refinement of staff's skills, Student participation becomes a source for recruitment, Students do not appreciate support of staff nurses, Students are not received well by patients, Working with students threatens professional role development, Assistive personnel are threatened by students, Student participation makes staff insecure about their knowledge and skills.

There was significant correlation between variable years of experience and Students are able to assist with patient care, Students interact with patients and families, working with students stimulate staff intellectually.

A study was done by Grindel , et al on students contribution in which the results indicated that students contribute to the personal and professional satisfaction of the staff by offering opportunities for mentoring and reciprocal learning and allowing nurses to participate in students' professional development. Students also contribute to patient care.²

Similarly in this study results indicated that Students are able to assist with patient care, Students provide comprehensive care, working with students exposes staff to different perspectives and working with students stimulate staff intellectually.

A study was done by Matsumura, et al , in which the results of the study was nurses perception were "allows opportunities for mentoring" and "threatens professional role development," indicating the ambivalence.³

Similarly in this study Working with students threatens professional role development was nurses perception.

This study illuminated perception of nurses and student at clinical contribution towards patient care, working in tertiary care hospital healthcare. The positive perceptions of nurses in this study are consistent with findings of overall positive attitudes similar to earlier studies [2]. Similar to the study that reported comparisons between peri-natal nurses and other nurses [3], the maternity nurses in the current study, while slightly positive about their perceptions of students were less positive than other settings. Four of the ten items with which maternity ward nurses were less likely to agree reflect less belief that students contribute to the professional growth and development of staff nurses. Maternity ward nurses disagreed with the concept of students enhancing the nurses' skills and that students may notice changes in patient status, provide comprehensive care to patients, offer a secondary source of assessment data, and interact with patients and families. Nurses from the other clinical venues endorsed these areas of confidence in students' skills.

The findings indicate that the nurses with more than ten years of experience had a moderately positive mean rating, though their perceptions were less positive than newer nurses' perceptions. We concur with the speculation of Grindel et al. (2003) that newer RNs may have more empathy for students owing to their more recent memories of personal student experiences. In contrast to the findings from earlier studies, the current study found no statistically significant difference between RNs with different levels of educational preparation (Matsumura et al., 2004). Overall, nurses had positive ratings of contributions of nursing students, though the student preceptors demonstrated significantly more positive perceptions than clinical rotation role-model nurses. Preceptors in earlier studies reported feeling appreciated for working with students and believed the role offered professional fulfillment. The large effect that was revealed when examining volunteering for the preceptor role vs. supervisors assigning RNs to the role without input, preceptors being asked by students or faculty, or being asked by supervisors, supports the need for further examination.

3. Study Limitations

Convenience sampling inherently may be biased in a positive or negative direction owing to nurses' desire to share their perceptions

4. Implications for Future Research

Replicating this easy to administer survey on an annual basis could be useful in managing the increased numbers of students. Results can assist nursing leaders in academic institutions and in clinical practice settings to develop new strategies and strengthen partnerships. Focusing on what factors contribute to student preceptor's receptiveness to volunteering could offer strategies to accentuate positive perception.

5. Conclusion

Overall, nurses had positive perceptions of nursing students in clinical contribution towards patient care. The increased demands on time and increased workload, nurse leaders in

clinical setting and academic institutions can enhance the nurses' experience. Clinical practice supervisors, who emphasize this perception of enhanced professional development and support nurses volunteering to work with students could reinforce and spread the positive perceptions among staff members.

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