The Challenges of Nursing Students in the Clinical Learning Environment

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ABSTRACT

The educational system and practical settings present a growing number of problems for nursing students. Disparity between theoretical knowledge and its application in training affects nursing students' sense of empowerment. Students are likely to achieve the intended learning outcomes only in a clinical learning environment. Evaluating the difficulties in the clinical learning setting aids in making the required adjustments to instruction and learning to produce better results. As a result, the researchers were compelled to assess the difficulties nursing students encounter in practical settings. Finding a correlation between the difficulties nursing students have in the clinical learning setting and certain demographic factors is the aim of this study.

Keywords: Nursing students, CLE, Issues, Problems

Background of the Study

Nursing education includes clinical learning as a major component. One of the key elements influencing the teaching-learning process in clinical settings is the way students are exposed to the clinical learning environment. Finding the problems that nursing students have in the clinical learning setting could help to improve training, as well as the quality of the planning and student promotion. In the Riyadh region, the current study aims to investigate the difficulties faced by nursing students in the clinical learning setting.

INTRODUCTION

The knowledge and skills that nurses are taught form the basis of their competency. In order for nursing students to develop the information, abilities, and attitudes necessary to provide nursing care, nursing education consists of both theoretical and practical learning experiences. Practical training and theoretical training are the two complementing components that make up nursing education. A significant portion of nursing education takes place in clinical settings. Over half of nursing education in Riyadh and many other places is clinical in nature. Consequently, clinical education is regarded as a crucial and fundamental component of the nursing curriculum. The nursing profession is performance-based, thus clinical learning environments are crucial for developing professional skills and preparing nursing students to become registered nurses. Furthermore, when nursing students are choosing to pursue nursing as a career, the clinical component of nursing education plays a significant role. In contrast to traditional classroom instruction, clinical training for nurses takes place in a

complicated clinical learning setting that is impacted by numerous factors. In this setting, nursing students can experiment and develop a range of mental, psychological, and psychomotor abilities in addition to theoretical knowledge significant for patient care.

A significant aspect influencing the quality of clinical education is the exposure and readiness of students for the clinical situation. A bad learning environment can negatively affect students' professional growth since a good clinical learning environment can help students grow professionally. For nursing students, the clinical training environment's unpredictability can provide some challenges. In the clinical situation, nursing students' behaviors and performances alter, according to the researchers' experience in nursing clinical education. Their learning, advancement in patient care, and professional performance may all suffer as a result of this shift.

Determining the issues and difficulties that these students encounter in the clinical learning setting can assist stakeholders in resolving these issues and promoting their professional development and survival. Students cannot effectively learn and flourish if the difficulties and issues they encounter in the clinical learning environment are not recognized. As a result, their skill development and growth will be impacted. Studies reveal that dropout rates have gone up as a result of students' ineffective exposure to the clinical learning environment. The difficulties they encounter in the clinical setting have caused some nursing students to quit the field. The clinical setting has been the subject of numerous investigations. Additionally, some pertinent studies have been conducted in our nation; The majority of them, though, have concentrated on clinical assessment or stressors during clinical training. Nursing students' happiness with clinical training is negatively impacted by their vulnerability in the clinical setting, according to one study. Anxiety can also result from nursing students' ignorance and inexperience in the clinical setting. Several earlier researches discovered that after starting the clinic, nursing students experienced inferiority problem.

A survey of the literature indicates that not much research has been done on the difficulties in the clinical learning environment that nursing students encounter in the Riyadh region; these difficulties are still unknown. Finding the problems that nursing students encounter in the clinical learning setting in all its aspects could help to improve training, the planning process, and the students' advancement. Explaining the difficulties faced by nursing students in the clinical learning setting was our goal.

REVIEW OF LITERATURE

Helen et al (2022) As novices, they have never had the chance to encounter the clinical setting. Three fundamental problems these students encounter are a lack of information, abilities, and self-confidence. The largest obstacle that nursing students face when they practice in a CLE is this. One of the things that defines success in every field is confidence. When performing a procedure to care for a patient alone, 45% of nursing students reported feeling uneasy and apprehensive, according to the study.

Jennifer et al (2021) Insufficient trust in their abilities or expertise prevented students from carrying out processes accurately. Students were often only able to watch clinical nurses provide care because they lacked the confidence necessary to care for their patients on their own in most CLEs. As a result, students' confidence and passivity declined, significantly reducing their access to clinical circumstances. A cross-sectional quantitative study was conducted to survey 200 nursing students in their first through third years at a nursing school in Malaysia. Other studies have revealed that a nurse's "lack of confidence" was one of the most significant factors influencing a CLE. Ninety percent of nursing students reported feeling unconfident when it came to giving patient care, which is a concerning finding.Even while they could execute invasive treatments like intravenous injections, students occasionally experienced excessive stress while doing so. They frequently depended on a clinical teacher's guidance to carry out the procedure confidently. This implied self-assurance was crucial to the tasks that students engaged in in clinical settings.

Ghadeer et al (2021) Knowledge gaps can result from both theoretical classroom instruction and the CLE's fundamental nursing procedure skills. Some students who took part in the study said they were unable to give patients medicine because they did not know what the drug was or why they were taking it, while others said they were extremely perplexed when taking blood pressure readings because they could not hear the pulse. The fact that these incidents frequently involved nursing students who had not yet been prepared for their profession and were subjected to a CLE for the first time may help to explain this.

Semaryaet al (2021) It out that the nursing students' lack of confidence was one of the factors that made the relationship and communication inappropriate. Communication between nursing students and patients or departmental medical personnel was also impacted by confidence. Patients may become less trusting of a student nurse if they see the student feeling embarrassed, bashful, or anxious in front of them. Students may have experienced additional bad feelings due to several factors. Another source of stress for nursing students may be patients with serious medical issues in a ward where they practiced. One of the toughest things a student may go through is seeing a patient die. Students may frequently be grieving or surprised by the patient's passing.

Asma et al (2019) The hospital setting seemed complicated and challenging for the students to navigate. In clinical settings with high levels of stress, like the intensive care unit or emergency room, this was especially true. Nursing students frequently perceived the intensive care unit (ICU) as a complicated setting, which made

them nervous to approach it when studying a CLE in the ICU. The sight of unconscious patients and the presence of contemporary equipment around them was one of the many stressful things that students had to deal with in an intensive care unit. Additionally, students experienced stress occasionally due to unfavorable aspects of the clinical setting. If nursing students are unable to strike a balance between these factors, they are prone to panic attacks and mental instability.

McNeill (2019) Nursing students are experiencing distress and weariness as a result of the challenges presented by the clinical learning setting. In the CLE, everyday stressful experiences can have detrimental impacts that nursing students may not fully understand at first. These effects can be gradual and sequential, and they can potentially jeopardize a student's psychological and clinical learning outcomes. Stresses in their environment may not be immediately recognized by students because they may occur during a practice session.

Molesworth (2017) Students may decline to assist with patient care out of fear, which would limit their prospects for professional growth as they eventually want to leave their responsibilities and seek out alternative roles that need less interaction with patients.

Vatansever et al (2016) However, if kids see anxiety and stress as opportunities, they may even be beneficial. Because the CLE offered opportunity for rich practice in every clinical setting, the participants in this study concluded that its value could not be disputed. Because it could encourage pupils to exercise and advance their knowledge and abilities, its role was crucial. Positive outcomes were frequently attained by students who were able to turn the difficulties they encountered into opportunities. Therefore, it is simpler for students to learn clinical skills when their impression of the clinical setting is changed to one that is more favorable.Students would be better equipped to handle real-life circumstances if they were aware of the difficulties they would probably encounter and prepared accordingly. Some students recognized that in order to develop their skills, they needed to become more involved in the clinical practice.

Objective of Study
The main objective of the study is to assess the issues and challenges that the nursing students use to face in CLE (Clinical Learning Environment) in order to achieve this objective nursing students from the region of Riyadh are selected and the information collected from them is assessed accordingly.

Hypothesis
H_0: There is a positive relation between the effective learning of nursing students their understanding about CLE.

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RESEARCH METHODOLOGY
Data Collection
The nature of this study is descriptive and based on primary data, as the study is based on the assessment issues and challenges that the nursing students use to face in CLE (Clinical Learning Environment) hence the researcher has selected nursing schools from Riyadh region, specifically the students of fourth year.

Total sample of the study appeared to be 200 students, this data was extracted from the records of student enrollment with the permission of respective Deans and Principals. Researcher has prepared a detailed questionnaire to contact the respondents and the mode of contact was face to face. In order to save the time and get precise responses, most of the questions were based on 5-point likert scale.

Along with the primary data some of the secondary data was also referred to get the concept of nursing colleges and state of students thereof. The different sources of the same were newspaper articles, journals, internet sources, etc.

Sample Size
Data of 200 respondents was considered for the study.

Statistical Measure
- Chi Square test.

Data Analysis and Interpretation
Test Results

	Chi Square test (H1)							
	On the basis ofDemography				On the Basis ofInterest Area			
	Confidence	Communication	Practice (CLE)	Motivation	Confidence	Communication	Practice (CLE)	Motivation
Calculate	.544	.057	.01	.113	.253	.113	.997	.019

d Value								
Table Value	.107	.157	.099	.081	.205	.305	0.059	0.697
	On the basis of Demography				On the Basis of Interest Area			
	Stress	Negative Feedback	Limitation of Observation	Poor organization	Stress	Negative Feedback	Limitation of Observation	Poor organization
Calculated Value	.631	.775	.997	.531	.819	.149	.980	.950
Table Value	0.061	0.199	0.089	0.259	0.875	.519	.499	.701
	On the basis of Demography				On the Basis of Interest Area			
	Interest	Professional Knowledge	Limitation of Practical Application	Learning	Interest	Professional Knowledge	Limitation of Practical Application	Learning
Calculated Value	.010	.713	.991	.197	.991	.198	.185	.119
Table Value	.815	.513	.497	.537	.499	.255	.397	.069

Interpretation

In the above given analysis following characteristics of selected agencies are being considered:
- **Demography of Respondents**
- **Interest Area of the respondents**

As can be seen from the above given analysis of Chi-square test, in almost all the cases table value is just above the calculated value, this shows that the variation in the test values is minimum (all the components are being tested within the limits of 5% level of significance), but then again, the respondents are not fully satisfied with the points in question, there is some variation lies in between.

This can be stated on behalf of following observations:
a. The majority of nursing students are unconfident in their clinical abilities. The degree of confidence that students have in the clinical setting may alter as a result of modifications to the nursing curriculum that support more of their study habits.
b. Very few students stated that a lack of communication causes them difficulties. The majority of students concurred that there was effective communication between patients, staff nurses, and teachers.
c. The students, teachers, and staff nurses have all agreed that nursing students do not have enough opportunities to practice in clinical settings.
d. The majority of instructors and students believe they are appropriately motivated to work in the clinical learning environment.
e. Absenteeism, job discontent, and a high turnover rate can result from perceived too many unfavorable stressors.
f. According to the majority of participants, the clinical learning setting presents challenges due to people's negative remarks.
g. b. In the clinical learning setting, the majority of students indicated that gathering data was difficult.

RESULT

So this is clear from the above given analysis of data, that the effectiveness of learning process, demographic components and interest of the students play vital role in their understanding of CLE. Hence in the light of same null hypothesis 'There is a positive relation between the effective learning of nursing students their understanding about CLE.' can be accepted and the alternate hypothesis can be rejected.

CONCLUSION

The physical and psychological well-being of nursing students was significantly impacted by their challenges. For the kids, the difficulties might lead to tension, insecurity, and a lack of understanding. Stress, knowledge, support, and confidence are the main themes that surfaced. The samples described strategies for dealing the difficulties encountered. Knowing when, how, and how to do anything is what it means to be professional. Professional ignorance has a detrimental effect on students' lives. A small percentage of pupils has sufficient understanding about the field. Due to their ignorance, the majority of them have difficulties in the therapeutic learning setting.

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