Original Research Article   **DOI: 10.26479/2019.0501.23**

A STUDY TO ASSESS THE LEARNING PROBLEMS AMONG FIRST YEAR NURSING STUDENTS

S.D. Jishi*, J. Liji, J.Rini, S. Soumya, J. Sruthi, J. Stegina

Department of Medical Surgical Nursing, Little Flower College of Nursing,

Palayam, Trivandrum, Kerala, India.

ABSTRACT: Adolescent is the most important period in one's life. It is a period of stress and strain of day dreams, of intense affection and excitement. Learning is a process of bringing relatively permanent change in behavior of the learner through experience or practice. Learning problems are the common thing found among all the age groups, professions, etc. The aim of this research is to assess the learning problems among first year B.Sc. Nursing students. Moreover, to identify the association between learning problems and related demographic variables of the data set. For this study a descriptive quantitative method was used to meet the objectives. Chi square value computed between learning problems and medium of instruction in higher secondary school at degree of freedom 2 was significant at 0.05 levels. We have observed that there is an association between learning problems, medium of instruction and average number of hours spend per day for the study. Similarly, the learning problems and average number of hours spend per day for the study at degree of freedom 2, was significant at 0.05 levels.

Corresponding Author: S. D. Jishi

Assistant Professor, Department of Medical surgical Nursing, Little Flower College of Nursing,

Palayam, Trivandrum, Kerala, India.Email Address: jishisdas@gmail.com

1.INTRODUCTION

One of the most important characteristics of human beings is their capacity to learn. An individual starts learning immediately after his birth or in a strict sense even earlier in the womb of the mother. Our personality, our habits, skills, knowledge, attitude, interest and character is largely the result of learning. It is one of the key processes in human behavior. McMaster University first introduced Problem Based Learning (PBL) in the mid 1960s[1]. The lack of application of critical thinking and

problem solving skills from the students' perspective prompted Harold Barrows to formally developed PBL as a pedagogical approach [2].All over adaptive as well as maladaptive, our cognitive as well as affective behaviour are formed by learning processes.Early studies underlined the need for support from the school for the students with a strong and representative partnership team including parents, teachers, and community members as well as adequate time to plan and conduct productive partnership activities[3]. These are of vital importance in helping the individual to adapt to his changing environment. Learning is the act of acquiring, new (or) modifying and reinforcing, existing, knowledge, behaviors', skills, values, or preferences which may lead to potential change in synthesizing information, depth of the knowledge, attitude or behavior relative to the type and range of experience.A good curriculum may motivate the students, help them cultivate a positive attitude, being optimist and grow with a positive approach to the life [4]. Learning problems are the common thing found among all the age groups, professions, etc. Small for gestational age(SGA) status seems to have only modest independent effects on learning, cognition, and attention in adolescence[5]. Severity but not symmetry of growth restriction predicted learning difficulties.Problems and challenges of nursing profession were studied and identified by the earlier health committees; constituted by the Union Government; that is Bhore Committee (1973) [6]; Bajaj Committee (1986) [7] and High Power Committee on Nursing and Nursing Profession (1989) [8]. All these committees' put forward excellent recommendation in term of nursing education and nursing services, which stand as challenges to the nursing profession.A descriptive study was conducted based on the problems faced by first year Basic B Sc Nursing students. This study was based on exploratory approach. The population was first year B.Sc. Nursing students in selected college of nursing in Pune city [9]. The sample size of the study was 150 students in selected nursing instituted majority of the findings of the study were 147 (98%) were between the age group of 17-19 years. A study was conducted on investigation of classroom situational dimensions of emotional and behavioral adjustment [10].This study uses a developmental ecological approach to investigate the relationship across the   school year between early problem in pre-school classroom situations and comprehensive set of readiness competencies for urban low income children study identified three reliable and unique underlying classroom situational dimensions and situations, and more problematic across all situations. Study to investigated the relationship between yearly problems in the situations. A recent study revealed that the most important clinical evaluation problem among students was lack of a comprehensive and appropriate evaluation tool for assessing the students [11]. Identification of the students' clinical learning challenges and actions to remove or modify them will create more learning opportunities for the students, improve the achievement of educational goals, provide training to nursing students with the needed competencies to meet the complex demands of caring and for application of theories in practice, and improve the quality of healthcare services [12]. A descriptive study was conducted in the National Institute of Nursing

Education PGIMER, Chandigarh [13] to assess the causes of stress and the ways of coping with stress. Total 43 Basic BSc Nursing 1st year students were selected purposely for collection of data. The questionnaire consisted of two parts of checklist, 1st part is for causes of stress and 2nd part is the coping strategies. Result revealed that 21 (48.83%)students were having the mild stress and 5 (11.62%) were having moderate stress. Academic stress ranked highest among the stresses perceived by the nursing students. Factors of little concern were financial area which was perceived as least stressful. The main objective was to compare the students having different family relationship with respect to adjustment, anxiety, self-concept and academic achievement [14]. The sample comprised of 300 boys and 300 girls of class eleven of Agra city. The tools used were parental acceptance-rejection questionnaire of Jai Prakash and Bhargava. Adjustment inventory for school students of Sinha and Sing, Indian adaptation of Samson's general anxiety scale of A Kumar, Achievement motivation test.Adjustment problems are more seen in students especially during 1st year and most of the students suffering with various adjustment problems, it affect all the areas of students life. Such as it affected in the field of emotional, physical social economical wellbeing [15].A comparative study of adolescent's level of adjustment was conducted in relation to the academic success and failure [16]. It was found that successful adolescents were significantly superior in their social adolescents were significantly superior in their social emotions and educational adjustment in comparison to unsuccessful adjustment adolescent. The present study helps to assess the learning problems of first year B.Sc. Nursing students in the initial stage itself. Thereby we can take certain remedial measures to reduce the effect of learning problems. Thus we can promote quality education and effective care.A study in 2007 by 8 hourly exercise [17] on "stressors to student nurses begins tertiary education" reveals that stress placed upon student nurses entering tertiary educations during a period of rapid change is examined. Overall findings were consistent with research elsewhere, regarding student experiencing of anxiety created in particular through assessment requirements. A quasi-experimental design was used to evaluate differences in the Chinese undergraduate nursing students' perceived competency in promoting adolescent health and revealed a stand-alone adolescent health summer programme can prepare nursing students to respond to the health issues of adolescents by enhancing their competence in health need assessment and service delivery [18].A cross-sectional survey design to study psychological distress, personality and adjustment among nursing students in College of Nursing, Vellore, India[19]. Adolescent nursing students are particularly vulnerable to negative effects of stress due to their immature coping abilities and lack of experience in dealing with conflict issues. Many are unprepared to deal with the emotional and physical demands of a healthcare profession [20]. A cross-sectional study was conducted from September to October 2013 in Japan. Faculties of pediatric and psychiatric nursing both reported on the educational contents and methods of children and adolescents' mental health nursing by self administered questionnaires [21]. A descriptive study was conducted in a private nursing institute

of Punjab affiliated with Baba Farid University of Health sciences, Faridkot to assess stress level and coping strategies among nursing students. Results revealed that 34% students were having moderate stress and 33% each were having mild and severe stress [22]. It is important to integrate adolescent health domains into pre-service nursing education in order to enhance undergraduate nursing students' competencies in promoting adolescent health and development [23]. So we have conducted a study to assess the learning problems among first year B.Sc. Nursing students and evaluate the process using various tools.

2. MATERIALS AND METHODS

2.1 Settings of the study

It is the physical location in which data collection take place in a study. Research setting for this study was Little Flower College of Nursing, Palayam.

2.2 Population

The term population refers to the entire set of individuals or objects having some common characteristics selected for a research study. The population of the study was first year B.Sc nursing students of Little Flower College of Nursing, Palayam.

2.3 Sample

Sample is the subset of population selected to participate in a research study which generalize population characteristics. Sample for the present study comprised of first year B.Sc nursing Students Little Flower College of Nursing, Palayam and the sample size was 36.

2.4 Sampling Technique

Sampling is a process of selecting a portion of the population. Convenience sampling was used in the present study.

2.5 Inclusion Criteria

The study was conducted in students who were,

- Available at the time of data collection
- Willing to participate in the study

2.6 Exclusion Criteria

The students who were absent during data collection.

2.7 Development or Selection of the tool

Data collection tools are the procedures or instruments used by the researcher to observe or measure key variables in the research problems. Structured knowledge questionnaire was used to assess learning problems faced by first year B.Sc nursing students.

The following steps were adopted in the development of tool,

- Review of literature
- Personal experience and discussion with experts
- Development of blue print

- Construction of demographic Performa and structured questionnaire
- Content validity
- Reliability

2.8 Description of the tool

Research tool consist of two sections,

Section A: Demographic Performa consisting of seeking information's like age, religion, type of family, parent income, occupation, number of siblings, medium of instructions in higher secondary school and average number of school hours spend per day.

Section B: Structured knowledge rating scale for assessing learning problems.

2.9 Content validity

The validity refers to the degree which an instrument measures what it is intended to measure the content validity of tool was done by experts who were from the field of nursing departments. Minor modifications were made on the basis of recommendation and suggestion of experts.
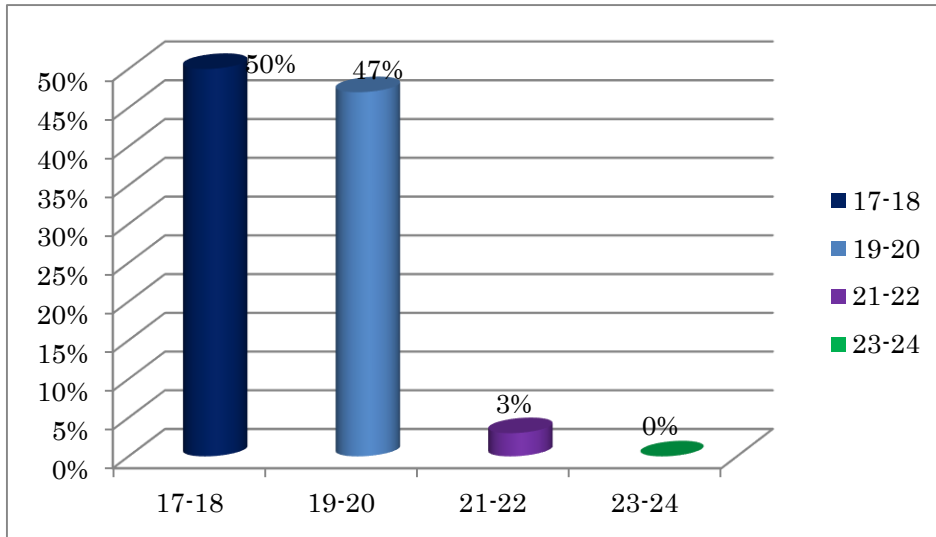
2.10 Data collection process

A formal written permission was obtained from the principal of Little Flower College of Nursing, Palayam, Trivandrum to conduct the study in the college setting. The data was collected with help of numerical rating scale. The plan of the data analysis is as follows,
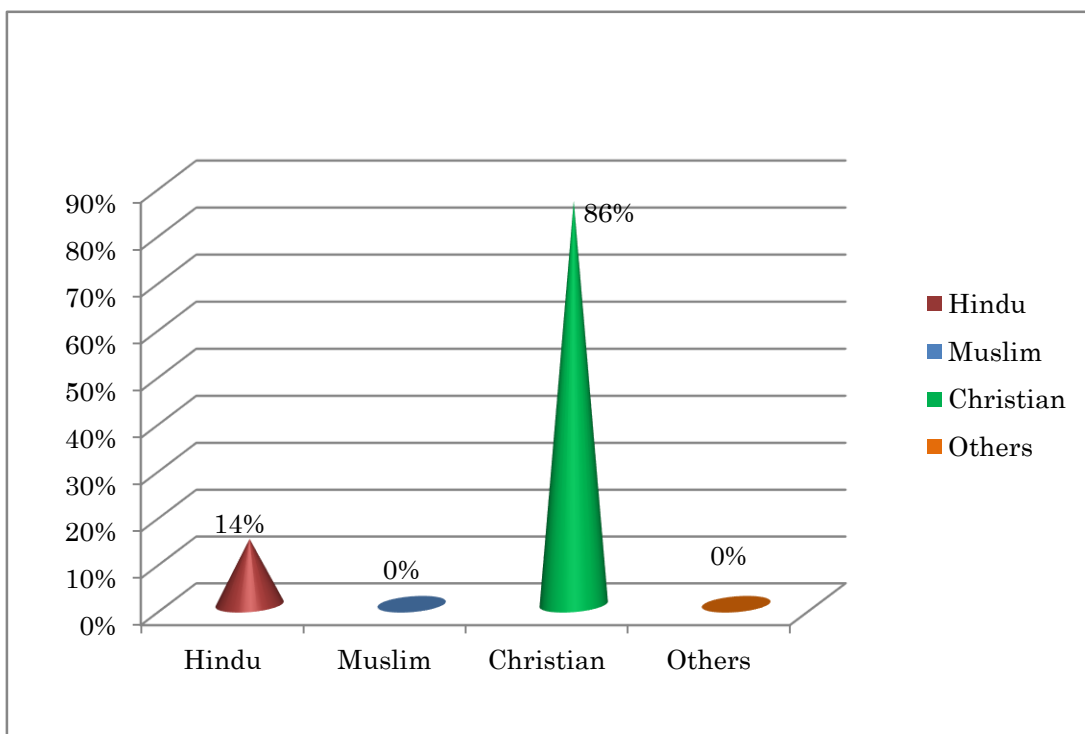
- Organized data in master sheet.
- Frequency and percentage calculated to describe the baseline data of sample.
- Frequency and percentage calculated to assess the learning problems and age.
- Frequency and percentage calculated to assess the learning problems and medium of instruction.
- Frequency and percentage calculated to assess the learning problems and time spend for study.
- Chi-square value computed to find out the association between learning problems and age.
- Chi-square value computed to find out the association between learning problems and medium of instructions.
- Chi-square value computed to find out the association between learning problems and time spend for study.
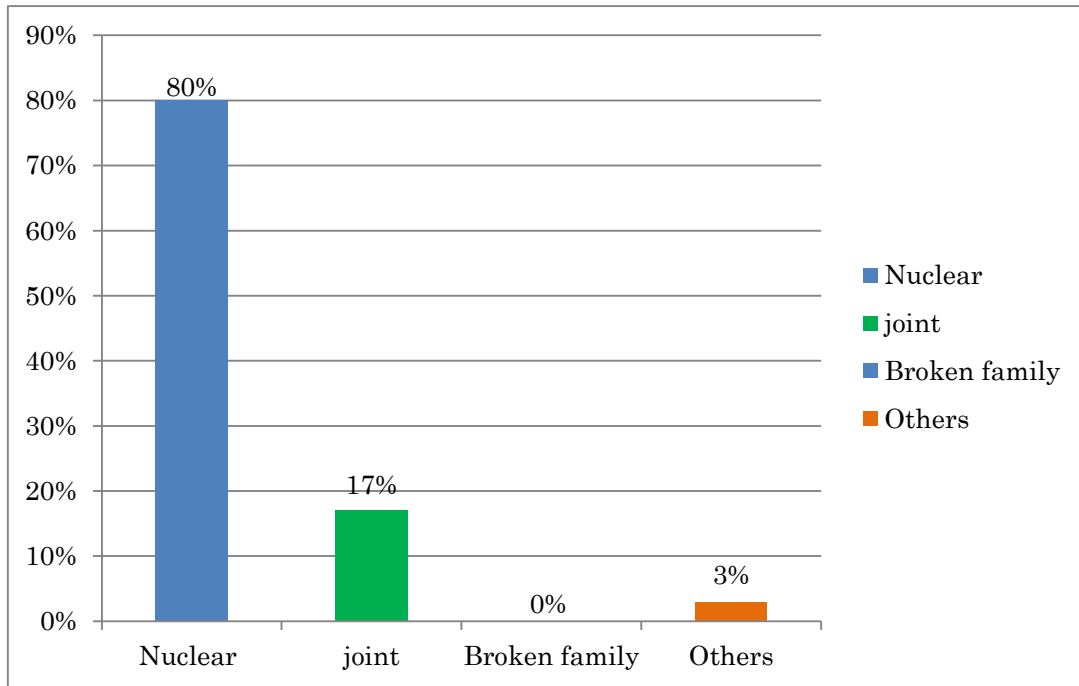
3. RESULTS AND DISCUSSION

The data were collected and analyzed in the following manner to assess the learning problems among the first year BSc nursing students and to find out the association between learning problems and related demographic variables. The findings were categorized as based on various demographic variables.
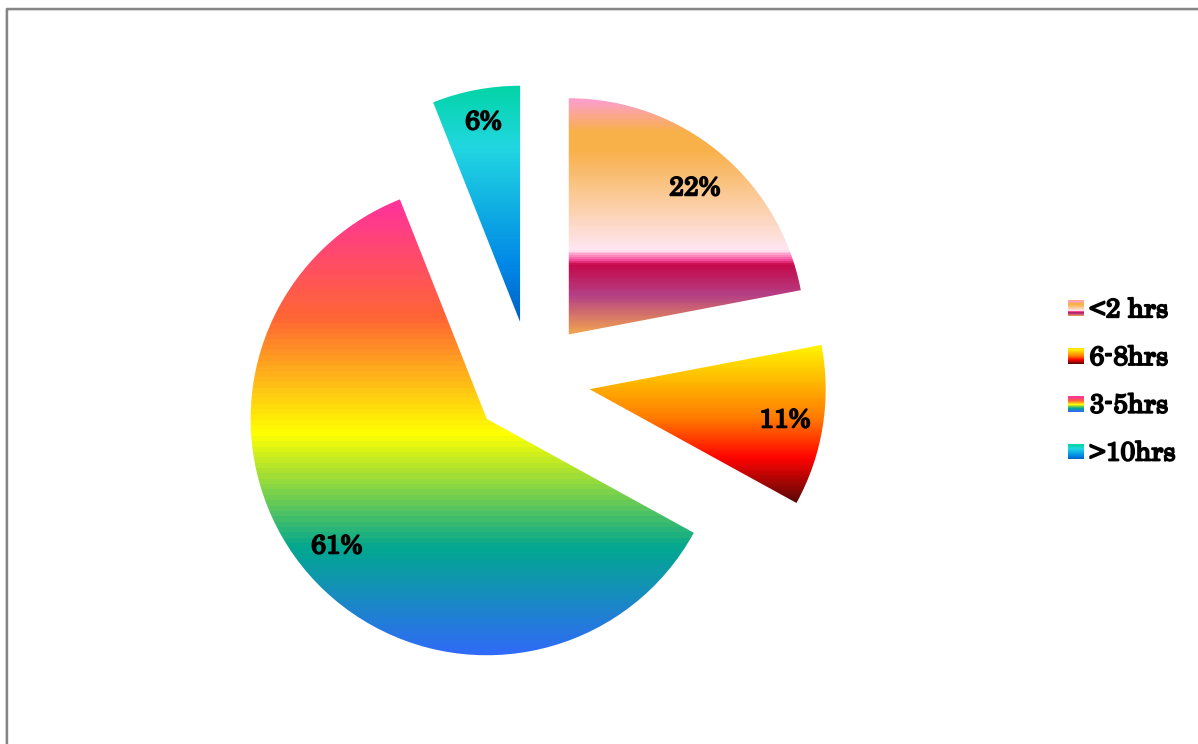

Figure 1 shows distribution of subject based on age, that 50 % are in the age group between 17-18 years, 47% are in the age group between 19-20 years, 3% belongs to the age group between 21-22years

Figure 2 shows distribution of subject based on religion ie., 86% are Christians and 14% are Hindus.

Figure 3 shows the distribution of subjects based on broken family which indicates 80% belongs

to nuclear family 17% belongs to joint family, only 3% belongs to others.

Figure 4 shows the distribution of subjects based on average number of hours spend for studies

which indicates 22% of samples spend less than 2 hours for their studies,11% spend 6-8 hours for

their studies,61% spend 3-5 hours for their studies.

The study revealed thatout of 36 students 50% are in the age group (Figure 1) between 17-18 years

and 47% are in the age group between 19-20 years and 3% in the age group between 21-22 years.

Out of 36 students 86% are Christians and 14 % are Hindus (Figure 2). Based on the type of family,

80% belongs to nuclear family, 17 % belongs to joint family and 3% belongs to others (Figure 3). However, based on parents income 53% have the income between Rs. 5,000-10,000 and 22% have the income less than 5000 and 17% have greater than 15,000 and 8% have income between Rs. 10,000-15,000. Based on father's occupation, 42% have private job and 42% have other job category, 11% have unemployed and 5% belongs to government sectors. When analyzing mother's occupation, 72% are unemployed, 11% have private job and 14 % have other job. According to the number of siblings, 61% have one siblings, 25% of subjects have 2 siblings, 11% have 3 and 3% have more than 3 siblings. Based on the medium of instructions in higher secondary school, 75% studied in English medium, 22% in Malayalam medium and 3% studied in others. Based on the average number of hours spend per day for study 22% spend less than 2 hours, 11% spend 6-8 hours, 61% spend 3-5 hours and 6% spend greater than 10 hours (Figure 4). The study shows that majority of the samples (78%) are having mild learning problems and others (22%) are having moderate learning problems (Table 1).

Table 1: Frequency and percentage distribution of subjects based on the learning problems.

Levels of learning problems	Frequency	Percentage
Mild (25-50)	8	22%
Moderate (50-75)	28	70%

Table 2: Association between learning problems and related demographic variables. Table value of Chi-square at 2 degree of freedom =5.99, S=Significant, NS=Not significant

Demographic variables	Chi-square	P-value	Inference
Age	3.6458	<0.05	NS
Type of family	1.073	<0.05	NS
Medium of instruction in higher secondary school	7.27	>0.05	S
Average number of hours spend per day	7.932	>0.05	S

3.1 Association of learning problems with socio demographic variables

The study revealed that, there is no significant association between age and learning problems at p less than 0.05, the table value is 5.99, thus the table value is greater than the accepted value, hence, null hypothesis is accepted (Table 2). So it reveals that there is no significant association between ages, religion, type of family, parent's financial status, father's and mother's occupation and number

of siblings. However, The study also revealed that, there is significant association between medium of instruction and the hours spent per day for study and learning problems at p less than 0.05, the table value is 5.99, thus the table value is lesser than the accepted value, so null hypothesis is rejected, so it is evident that there is significant association between medium of instructions and learning problems among first year B.Sc. nursing students.

4. CONCLUSION

In this study, a total of 36 subjects were selected to assess the learning problems among first year B.Sc. Nursing students with a view to develop a self instructional module. The association between the level of knowledge of selected socio-demographic variables of learning problems of first year B Sc Nursing was also studied. Out of 36 samples from students, 8 were having mild learning problems and 28 having moderate learning problems. There are various strategies can be implemented as a future perspective for improving the learning problems. Gaming is an innovative teaching strategy that research has shown to be effective for improving nursing student learning outcomes. Specifically, gaming enhances retention of knowledge, promotes problem-based learning, and motivates nursing students to become more engaged in their learning [24]. Moreover, incorporating synergy into nursing education can promote teamwork and collaboration and facilitate learners to collaborate inter-professionally [25]. Interestingly, an Arts-based learning [ABL] is a creative strategy with the potential to engage learners, foster understanding of multiple perspectives, and simultaneously connect cognitive and affective domains of learning [26]. These methods can be implemented to the early nursing students to improve their learning ability and reducing their stress levels.

ACKNOWLEDGEMENT

CONFLICT OF INTEREST

The authors declare that there are no conflicts of interest to disclose

REFERENCES

1. Zhang W. Problem Based Learning in Nursing Education. Advances in Nursing. 2014; 2014,1-5

2. Ku TK, Ha M. The Application of Problem Based Learning in Undergraduate Nursing Education: A Strategy for Curriculum Reform. Journal of Biosciences and Medicine. 2016; 4: 52-59

3. Sanders MG. Schools' programs and progress in the national network of partnership schools. The Journal of Educational Research. 1999; 92(4): 220-229.

4. Panahi S. Role of parents, Teachers, and Community in Adolescents` issues, Unique Journal of Pharmaceutical and Biological Sciences, 2015; 3(2):4-11

5. O'Keeffe MJ, O'Callaghan MO, Williams GM, Najman JM, Bor W. Learning, Cognitive, and Attentional Problems in Adolescents Born Small for Gestational Age. Pediatrics. 2003; 112(2):301-307

6. Bhore J. Health survey and Development committee, Manager of Publications, Delhi, 1946; 1-20

7. Bajaj J S. Expert Committee for Health Manpower Planning, Production and Management, National Health Portal. 1986; 1-25

8. Sarojini V. High Power Committee on Nursing and Nursing Profession: conclusions and summary of recommendations. Sinhgad e-Journal of Nursing. 1989; 81:141-4, 161-3.

9. Priyanka YK. A descriptive study: Problems faced by First year BSc. Nursing students. 2011; 1:18-20.

10. Fantuzzo J, Bulotsky R, McDermott P, Mosca S, Lutz M.A multivariate analysis of emotional and behavioral adjustment and preschool educational outcomes. School Psychology Review. 2003; 32:185.

11. Rafiee G, Moattari M, Nikbakht AN, Kojuri J, MousavinasabM. Problems and challenges of nursing students' clinical evaluation: A qualitative study. Iranian Journal of Nursing and Midwifery Research. 2014;19(1): 41–49.

12. Baraz S, Memarian R, Vanaki Z. Learning challenges of nursing students in clinical environments: A qualitative study in Iran. Journal of Education and Health Promotion. 2015; 4:52

13. Roselin D, Indarjit W, Karobi D. A descriptive study to assess the causes of stress and coping strategies used by the newly admitted basic B.Sc. Nursing students, Nursing and Midwifery Research Journal. 2009; 5:31-37.

14. Saxena S, Vandana. A Study of the Impact of Family Relationship on Adjustment, Anxiety, Achievement Motivation, Self-concept and Academic Achievement of High School Students. Fifth Survey of Education Research, N.C.E.R.T, New Delhi, 1988;I

15. Devi AN, Alias BK, Thomas MM. A study to determine prevalence of adjustment problems among 1st year B.Sc (N) students in Narayana Nursing institution at Nellore district. International Journal of Applied Research. 2016; 2(7): 823-828

16. Kusum A. A comparative study of adolescents level of Adjustment in relation to the academic success and failure. Indian Journal of psychometric and education. 2003;34:172-176.

17. Thyer SE, Bazeley P. Stressors to student nurses beginning tertiary education: an Australian study. Nurse Educ Today. 1993;13:336-342.

18. Lee RL, Hayter M. The effect of a structured adolescent health summer programme: a quasi-experimental intervention. International Nursing Review. 2014;61: 64–72

19. Warbah L, Sathiyaseelan M, Vijayakumar C, Vasantharaj B, Russell S, Jacob KS. Psychological distress, personality, and adjustment among nursing students. Nurse Educ Today. 2007; 27:597-601.

20. Stephens TM. Increasing Resilience in Adolescent Nursing Students, Trace: Tennessee Research and Creative Exchange, 2012-5: 1-2

21. Funakoshi A, Tsunoda A, Hada Y. Training of children and adolescents' mental health nursing for nursing students in Japan. Journal of Nursing Education and Practice. 2017; 7(9):34-41

22. Kumar R, Nancy. Stress and Coping Strategies among Nursing Students. Nursing and Midwifery Research Journal. 2011; 7(4): 141-151.

23. Kelly PJ, Lesser J, Smoots A. Tailoring STI and HIV prevention programs for teens. MCN. The American Journal of Maternal ChildNursing. 2005; 30: 237–242.

24. Royse MA, Newton SE. How gaming is used as an innovative strategy for nursing education. Nursing Education Perspectives. 2007; 28(5):263-7.

25. Farra S, Keister KJ, Stalter AM. A Concept Analysis of Synergy for Nursing Education. Research and Theory for Nursing Practice. 2018; 32(4):370-381

26. Rieger KL, Chernomas WM. Arts-based learning: analysis of the concept for nursing education, International Journal of Nursing Education Scholarship. 2013; 10(1)