

FACTORS INFLUENCING THE PERFORMANCE OF STUDENT NURSES IN AMPARA NURSE TRAINING SCHOOL

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Abstract

Nurses are those who are closely related with the lives of the people. It is vital to provide proper education and training for the nursing students. Provision of nursing services is a moral practice as it requires someone to be trained and to develop an inner spirit of care with compassion. Thus, the quality of care depends on individual level of education development and practices. So it is much necessary to consider the factors that affect the performance of student nurses. Therefore, it was intended to study the factors that affect the performance of student nurses.

Nursing profession faces many challenges in its education system in most countries, so the research model was developed and tested in order to study the influence of factors on performance of student nurses. The study discusses the effect of orientation, proper guidance and learning and other facilities on the performance of student nurses.

Sample size 151 student nurses from Ampara nurse training school considered 59 student nurses from 2015A batch and 92 from 2014B batch. Primary data were collected through questionnaire among the respondents in the sample. According to the results orientation, proper guidance and learning and other facilities are the factors that significantly impact on the performance of student nurses. Proper guidance is the most effective factor that can influence on the performance of student nurses in Ampara nurse training school.

Keywords; Orientation, Proper guidance, Learning and other facilities, Performance of student nurses.

1. Introduction

School, colleges and universities and other educational institutions are worthless without student. Students are the most important asset for any educational institution. The social and economic growth of the country is directly linked with the academic performance of the students. The students' academic performance plays a vital role in producing the best quality graduates who will become super leader and human resource for the nation so that they become responsible for the country's economic and social development.

Academic performance measurement of the students has received highest attention, it is challenging aspects of academic literature, and student performances are affected due to several factors. These factors strongly impact on the student performance, but these factors differ from person to person and country to country. During this

century, education is considered as a first step for all human activity. It plays an important role in the development of human capital and is connected with an individual's well-being and opportunities for better living standard.

It ensures the acquiring of knowledge, skills and abilities that enable individuals to increase their productivity and enhance their living standards. This improves the productivity and towards new modes of earning which improves the economic growth of a country. The quality of students' academic performance remains at highest priority for educators. It paves way for making a difference locally, regionally, nationally and globally. Educators, trainers, and researchers are highly involved in identifying variables influencing effectively for quality of performance of learners locally, regionally, nationally and globally.

The current increase in employment is improving forecasts for the future supply of registered nurses; anyhow notable shortages are still projected. In order to alleviate the shortage, nursing programs will need to increase the supply of qualified nurses. In additions, nurse practitioners are needed to help alleviate the family physician shortage.

The presumption is that measures such as graduation rates will help to guide nursing programs in monitoring how successful their curriculum is and to provide feedback on improving or maintaining strategies that facilitate student success. Nurse instructors need to analyse the ways to promote student success by enhancing the current methodologies and practices. In order to do so, the factors that influence nursing academic success needs to be better understood.

2. Literature Review

Several researches have been conducted to examine the factors that influence the performance of student nurses. The study of Audrey, Beauvais, Julie, Stewarta, Susan De Nisco, John Beauvais (2014) on factors related to academic success among nursing students pointed out that emotional intelligence, psychological empowerment, resilience, spiritual well-being had greater impact on student performance. The attempt of Juliana Lawal, Steve Weaver, Venise Bryan, Jascinth Lindo (2015) to study the factors that influence the clinical learning experience of nursing student had identified the most important factors as preceptorship, support from the clinical staff, ratio of preceptor to students, the quality of pre-clinical conferences, interpersonal relationships they had with the clinical staff and preceptors.

And also Farhan Alshammari (2017) has classified the factors affecting the academic performance of student nurses as student-related factor, home-related factor, schoolrelated factor, teacher-related factor. Likewise, Sunshine, Alos, Lawrence, Caranto, Juan Jose, David (2015) has pointed out the factors affecting the academic performance of the student nurses as teacher-related, study habits, school-related aspects, personal condition, home-related aspect.

Apart from this Eman & Khadega (2016) found out that age, marital status, number of family members, family income had significant impact on female nursing students. The attempt of Runtang Meng, Yi Luo, Bing Liu, Ying Hu, Chuanhuayu (2015) had further identified health concerns, friendly relationships, self-worth, altruism, vitality, positive emotions, personality development, life satisfaction and negative emotions as the nurses' well-being index and factors influencing this index among nurse.

Overall satisfaction with the teaching and learning process of the nursing program, overall quality, adequacy of the training facilities, trainers' ability, acquisition of relevant knowledge and competencies, extra-curricular activities are the determinants of satisfaction with the training process of nurses (Kabanya, Mirie, and Karan, 2017).

The study of Poorgholami, Ramezanli, Jahromi and Jahromi (2017) on nursing students' clinical performance and professional self-concept was concluded that nurse self-esteem, nursing care, nursing knowledge, staff relations, communication, leadership were considerable factors that had impact on performance of students. Lusia Pinehas, Ester Mulenga, Julia Amadhila (2017) had divided the factors that hinder the academic performance of the nursing students as internal and external factors. External factors included teaching and learning related factors, insufficient resources, lack of university accommodation, Curriculum related factor and socio-economic factors. Internal factors include students' attitude towards lecturers and own study, lack of self-discipline.

Davis (2013) had concluded that orientation programming impact on student success outcomes when there was participation in the academic orientation program, socioeconomic status and college readiness. Factors affecting students' quality of academic performance were socio-economic status, parental education and occupation (Farooq, Chaudhry, Shafiq and Berhanu, 2011). Factors that influences students' academic performance as per the research of Geremew Muleta Akessa, Abdissa Gurmesa Dhufera (2015) were department, sex, father's education, mother's education, family jobs status, economic status of family.

Environmental factors (inadequate computers, not well equipped laboratories), administrative factors (inadequate extracurricular activities, workshops and seminars), academic factors (excessive amount of information in major courses, inadequate time plans for courses, facing difficulties in studying major courses in English, inadequate english language training courses) are found to be the barriers among dental and nursing undergraduates (Omar Kujan, Rawan Abu Hasan, Maricel Nasog, Talal Badawi, Salah Hanounch, Mohammad Zakaria Nassani, 2015).

Janet Brooke Cuddy (2015) has pointed out that orientation programmes had high impact on the academic performance of student nurses. The study of Usen, Onodiong Mfreke (2016) on teachers' utilization of school facilities and academic achievement of student nurses identified that high teachers' utilization of school facilities had greater academic achievement of student nurses. School quality (teachers' quality, finance quality, physical and material resources, quality and resources management and organizational quality) had significant impact on the performance of Student nurses (Mary Idowu Edward, 2013). Orientation programs generally facilitate students'/ employees' adjustment to college and increase commitment to the institution. Carstens (2000) found that students who completed an orientation course earned more credit hours per semester and expended greater effort toward academic tasks 3 years after enrollment than their peers in a matched sample who had not taken the course. Students sought many information from orientation explanations of expectations, explanations of the different teaching and learning methods used, clear course aims and objectives and an understanding of where units and courses will lead to, ongoing academic support throughout first year, support of lecturers, tutors and other students (Pitkethly, Prosser, 2001).

Further he elaborates that educators need to give learning in a way to satisfy multiple needs of learners, provide, understand and discuss learning programs, outline the requirements for a specific area of learning, demonstrate an ability to build up a supportive space for the learner and respond to the educational and many other needs of the learners and co-educators and be aware of the knowledge, skills, abilities, attitudes, values, principles, methods, and

procedures related with the discipline, subject, learning, stages of study or professional practices, understand the various approaches to teaching and learning, and how these may be used in ways which are appropriate for learners and context, have a well-developed understanding of the knowledge appropriate to their specializations. It has been established that inexperienced teachers perform less effectively than the experienced ones.

Student nurses view that welfare facilities are one of the important factors affecting on clinical education. They include conference halls, rest rooms, prayer rooms, changing rooms and drawers. The unavailability of the books, less equipped library in the school has a negative influence on nursing students' academic performance (Hossein Karimi Moonaghi et.al, 2015).

The study on educational barriers and factors affecting nursing education through experiences of nursing students showed that nursing students described such factors as motivation, a supportive environment for learning, teaching methods, curriculum design, and previous academic success and learning abilities as facilitators of learning. Learning barriers were also similar like unsupportive environment for learning, teaching methods, curriculum design and pace of program, learning abilities and stress. (Bartram & Casimir, 2007).

3. Methodology

Primary data were collected for the research purpose. The questionnaire was developed by using the literature survey. The Questionnaire consisted of five sections. Section One includes the personal information of the respondents. Section two has 26 statements related to Orientation, section three has 17 questions related to proper guidance, section Four has 23 questions related to learning and other facilities and section five has information related to the grades of the academic performance of student nurses. These questions are based on a 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The respondents are required to rate their level of agreement with each item.

The questionnaires were scattered among 151 student nurses in two batches namely 2014B and 2015A. Among that 92 participants are from 2014B batch and 59 participants are from 2015A. Questionnaires were transferred to work sheets and then checked for accurately and fed them to the computer for performing statistical analysis using SPSS.

Primarily by analysing validity and reliability of the research instrument, data analysis was carried out frequency distribution analysis with mean and standard deviation and regression analysis were used to accomplish the objectives of the study.

4. Discussion and Conclusions

The empirical findings of the SPSS analysis are discussed. According to the table 1 correlation of orientation is 0.685 where the p value is 0.000, the correlation of proper guidance is 0.786 where the p value is 0.000 and the correlation of learning and other facilities is 0.754 where the p value is 0.000.

Dimension	Pearson correlation	P – value
Orientation	0.685	0.000
Proper guidance	0.786	0.000
Learning and other facilities	0.754	0.000

Table 1 Correlation between Orientation, proper guidance & learning and other facilities with performance
(Source: Survey data 2018)

Table 2 indicates how much variability can occur on the performance of student nurses by Orientation, Proper Guidance and Learning and other facilities. It showed 77.4% of variability in the dependent variable (performance of student nurses) is accounted by all of the independent variables.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.880	0. 774	0.770	0. 22361

Table 2 Multiple regression model summary
(Source: Survey data 2018)

According to the table 3 p-value is lower than 0.05, therefore this multiple regression model is significant.

Model	Sum of Squares	Degrees of Freedom	Mean Square	F	Significant
Regression	25.230	3	8.410	168.194	0.000
Residual	7.350	147	0.50		
Total	32.580	150			

Table 3 Anova
(Source: Survey data 2018)

Predictor	B Coefficients	Standard Error	T-value	P-value
Constant	0.312	0.155	2.016	0.046

Orientation	0.284	0.043	6.517	0.000
Proper Guidance	0.332	0.050	6.628	0.000
Learning and other facilities	0.285	0.042	6.792	0.000

Table 4 Coefficients
(Source: Survey data 2018)

Table 4 illustrates the beta coefficients, one to go with each predictor. Based on above tables, the equation for the regression line is

$$PSN = 0.321 + 0.284 (\text{Orientation}) + 0.332 (\text{Proper guidance}) + 0.285 (\text{Learning and other facilities})$$

Using this equation, given values for orientation, proper guidance & learning and other facilities change can come up with a prediction for the performance of student nurses change.

If we increase the orientation by one unit there is possibility of performance of student nurses to increase by 0.284 units. If we increase proper guidance by one unit there is possibility of performance of student nurses to increase by 0.332 units. If we increase the learning and other facilities by one unit there is possibility of performance of student nurses to increase by 0.285 units.

5. Conclusions

The study revealed that there is significant relationship between orientation, proper guidance, learning and other facilities with the performance of student nurses in Ampara nurse training school. Correlation and regression analysis were conducted to test the hypothesis. It was concluded that there is significant relationship between orientation and performance of student nurses with 95% of significance level and Pearson correlation value for orientation is 0.685 which implies that there is moderate positive relationship between orientation and performance of student nurses, there is significant relationship between proper guidance and performance of student nurses with 95% of significance level and Pearson correlation value for orientation is 0.786 which implies that there is high positive relationship between orientation and performance of student nurses and there is significant relationship between learning and other facilities and performance of student nurses with 95% of significance level and Pearson correlation value for learning and other facilities is 0.754 which implies that there is high positive relationship between orientation and performance of student nurses.

In summary the research has proved that orientation, proper guidance, learning and other facilities have significant impact on the performance of student nurses in Ampara nurse training school. And finally several recommendations are provided for the upliftment of the performance of student nurses in Ampara Nurse training school.

6. Recommendations and Implications

Recommendations

Based on the analysis and conclusions of this research the following suggestions are made. The orientation programmes can be formulated, scheduled and implemented well. The orientation programmes can be scheduled for all the days during the period and be in written. It can be discussed with the student nurses and hard copies can be handed over so that the student nurses can evaluate the degree of completeness and success of the orientation programmes. Necessary steps can be taken to prepare and issue the student handbook specifically during orientation. So the students can be more proactive. The student guide book can include introduction to university, introduction to study programmes, examination procedures, evaluation criteria, awarding, examinations and procedures, registration, research, use of library and laboratory, student support services and welfares.

Latest journals, books, articles, magazines and other facilities can be included and established. Opportunities can be provided for the students to learn lots of new information related to nursing. This can add, induce and increase the level of thinking and creativity among nursing students. Seminars, workshops and lectures can be conducted to inform students the other prosperous career opportunities that would be available. There are lots of opportunities available for students who completes their nursing studies like becoming tutors, opportunities for higher education and degree programmes, further training opportunities in local and foreign that can increase productivity and efficiency.

Several techniques and aids can be introduced to enhance the quality of teaching. Teachers can undergo seminars and workshops on teaching strategies to improve classroom instruction to increase the degree of understanding of students. Other than presentation method of lecturing with the usage of multimedia it is better to introduce other teaching techniques so that it can increase the understanding and decrease the level of boredom of students due to long hours of lectures. Opportunities can be provided for the instructors to have up to date knowledge. Not only focusing on the performance and quality of student nurses is important but also it is must to focus on the knowledge and skills of tutors so that it can add value to the performance of student nurses. Luxury bus service and other means of transportation can be provided in order to facilitate the comfort of the student nurses. Student nurses travel for several purposes like community services, trips, research purpose, compulsory mental health and psychiatric training.

The student performance should be improved if the administration of the nursing school provides proper leaning facilities to the students and also improve the environment of the college. The student performance should be improved if the students have effective communication skills and have good competence in English. For this the administration should take steps to arrange the class for the English language not only in the first year but also in other years too. Examinations can be conducted for the entry of nursing as a career in order to examine the real interests of students. Other than considering the G.C.E Advance Level results alone additionally an examination to select the students can be conducted. Only one intake of students, at the beginning of the academic year, is recommended. Multiple intakes result in a large number of students into nursing programmes, which may affect the quality of students being enrolled. Ultimately, the risk of failure may increase, due to students not being prepared for the academic course. The students can be given opportunities to come up with the complaints, feedbacks and dissatisfactions through the introduction of complaint box / suggestion box.

7. Implications and Future research

This study deals with the factors affecting on the performance of nursing students. This study is limited to Ampara nurse training school. The limitations provide a lack of clarity and an inability to conclude with pronounced confidence that the orientation, proper guidance and Learning and other facilities have a direct and positive impact on student performance. For example, Pascarella, Terrenzini, and Wolfe (1986) found that student background and other non-academic characteristics are difficult to control for statistically. And only a small sample of population is taken in the study. Therefore, the results of the analysis may not accurately reflect the situation as it pertains on the ground. Another limitation is focusing only in Ampara Nurse training school, due to time and budget constraints. Indirect influences of factors influencing on the performance of student nurses are not included. There are also many other factors that influence on student performance directly and indirectly which are not considered in this study. Respondents were hesitated to disclose the relevant accurate information. Additionally, closed ended questions didn't allow their views. Further all the student nurses were not surveyed. The number of male respondents was very few compared with female respondents.

The future researchers could investigate more details on several other factors influencing performance of student nurses in in a wide research area. A collection of nursing schools can be taken for the study. Further other research could explore how factors influence on student performance varies from a nursing school to another, from a country to another and from a culture to another.

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