

Empowering Nursing Students in Clinical Practice a Cross-Sectional Survey Study

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ABSTRACT

Nurses in intensive care units (ICUs) and emergency departments, in particular, need to implement these skills properly as they are exposed to long lasting job stressors and the challenges of dealing with critically ill patients, heavy workloads, complications, unforeseen events, and shortage of time. Overcoming these challenges requires time management skills, conflict styles assessment and team work in clinical practice.

A cross-sectional survey design was adopted in this study. Purposive sampling was used in this study. A total of 223 nursing students participated in the study. Quantitative analysis was utilized for the data analyses. Majority 115 (52%) students belonged to the group of 18 years, and 108 (48%) students belonged to the age group of 19 years.. 66 (30 %) males and 157 (70 %) females 66 (30%) students were males 157 (70%) students were females. Most of the students, 135(61%) had acceptable skills in time management , minority of 46 (21%) students had poor in conflict style management and 55 (25%) students need improvement in team work management skills. The cross sectional study helped the nurse educators to identify the root causes of conflicts in time management and team work is the first step to resolve them. Team work and time management of nursing students as an effective way to overcome the obstacles in clinical education.

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INTRODUCTION

In order to educate nursing students for their future careers, clinical education must foster a supportive environment for them. These days, the significance of effective time management is becoming increasingly clear due to the expanding enterprises and information, which in turn is leading to a rise in obligations and stress.

A collection of actions for the best possible division and Organisation of time is referred to as time management. This combination of actions improves productivity, makes better use of time, and raises the possibility of reaching preset objectives. These behaviors include learning how to create goals, prioritize tasks, plan ahead, and identify ways to cut down on time wastage. Applying these abilities is especially crucial for jobs like nursing that require a lot of responsibility and a heavy workload. A vital component of the healthcare system, nurses deal with a lot of work every day.

When objectives, anticipations, and interests of individuals or organizations diverge and present challenges for one or more of the participants concerned, conflict arises. In every institution, this appears to be inevitable. Nonetheless, workplaces in the healthcare industry, where jobs are inherently stressful, interdependent, and demanding, are ideal settings for disputes to occur. It's clear from working with healthcare workers that conflict is very common among nursing personnel. Despite the fact that disagreements can spur creativity and innovation, they have a detrimental impact on nurses' personal and professional life

Multidisciplinary healthcare teams provide treatment, and in order to guarantee safe patient care, they depend on efficient cooperation and communication. enhanced patient happiness and enhanced healthcare are the results of effective cooperation, which also strengthens staff cohesiveness and lowers medical and nursing mistakes. In addition to increasing productivity and patient safety, effective cooperation creates a happier and healthier work environment, which lowers burnout among medical personnel.

Nursing students should dedicate themselves to improving their patients' quality of life after finishing their nursing programs. Nursing students may significantly help patients with their difficulties by using their talents in physical, psychological, spiritual, and social health promotion. They also frequently deal with patients' life-or-death situations. Additionally, nursing students must to possess the particular

professional competencies needed to care for a variety of patient kinds. Thus, in order to monitor stress and enhance clinical teaching, nursing educators must learn about nursing students' empowerment in time management, conflict resolution, and teamwork.

PURPOSE

This study looked at how nursing students may empower themselves in clinical settings.

METHODS

Design: A cross-sectional study with a quantitative approach was adopted.

Framework: The goal of this study's framework was to look at the demographics of nursing students with regard to their names, email addresses, and time management, conflict resolution, and teamwork practices.

Participants: In this study, purposeful sampling was employed. All 223 third- and fourth-year nursing students enrolled in the four-year nursing programme at PPG College of Nursing were chosen by the researcher.

Ethical considerations: The institution's management gave it its approval.

Instruments: The study tools included the Ursinus College Time Management Assessment Questionnaire, Reginald (Reg) Adkins' Conflict Management Styles Assessment, and Becky Simon's Teamwork. With a 3, 4, and 5-point Likert-type scale, the questionnaire included time management (1–25 items), conflict management styles evaluation (1–9), and team work (1–12 items).

DATA COLLECTION

223 nursing students were given survey questionnaires by the researcher, who clarified that the purpose of the questionnaires was to investigate how nursing students may empower themselves in clinical practice. Each nursing student has the option to either fully or partially complete the Google Form survey questions. Regarding the concept of time management, teamwork, and conflict resolution techniques, the nursing students answered all of the questions about themselves.

RESULTS

Table 4.1.1: Frequency and percentage distribution of age of students

n=223

S.No	Age in years	Number of students	
		Frequency	Percentage (%)
1	18 years	115	52
2	19 years	108	48

Table 4.1.1 depicts the age of students, majority 115 (52%) students belonged to the group of 18 years, and 108 (48%) students belonged to the age group of 19 years.

Table 4.1.2: Gender of students

n=223

S.No	Gender	Number of students	
		Frequency	Percentage (%)
1	Male	66	30
2	Female	157	70

Table 4.1.2 depicts the gender of students, the 223 nursing students consisted of 66 (30 %) males and 157 (70 %) females 66 (30%) students were males 157(70%) students were females.

Table 4.4.3: Time management skills

n=223

S.No	Time management skills	Number of students	
		Frequency	Percentage (%)
1	Excellent (45-50 points)	40	18
2	Fair (30-44 points)	95	43
3	Need improvement (0-29 points)	88	39

Table 4.4.3 shows the time management skills of students, 40 (18 %) students had an excellent skills between 45-50 points , 95 (43%) students had fair skills in time management between 30-44 points and 88 (39 %) students had to improve skills in time management between 0-29 points.

Table 4.4.4: Conflict management styles of student **n=223**

S.No	Conflict management styles	Number of students	
		Frequency	Percentage (%)
1	Excellent (31-36 points)	52	23
2	Good (26-30 points)	75	34
3	Fair (21-25 points)	50	22
4	Poor (<20 points)	46	21

Table 4.4.4 shows the conflict management styles of students, 52 (23%) students had an excellent conflict style management between 31-36 points , 75 (34%) students had good in conflict style management between 26-30 points 50 (22%) students had fair in conflict management between 21-25 points and 46 (21%) students had poor in conflict style management between <20 points

Table 4.4.5: Team work skills of students

S.No	Team work skills	Number of students	
		Frequency	Percentage (%)
1	Outstanding	66	30
2	Exceeds requirements	42	19
3	Meets requirements	30	13
4	Needs improvement	55	25
5	Poor	30	13

Table 4.4.5 shows the team work skills of students, 66 (30%) students had an outstanding team work management, 42 (19 %) students were exceeds requirements in team work , 30 (13 %) students met

requirement in team work, 55 (25%) students need improvement in team work management skills and 30(13 %) students had poor in team work management skills.

DISCUSSION:

Major findings of the study:

- Majority 115 (52%) students belonged to the group of 18 years, and 108 (48%) students belonged to the age group of 19 years.
- Among 223 nursing students consisted of 66 (30 %) males and 157 (70 %) females 66 (30%) students were males 157(70%) students were females.
- The student's ability to manage their time, Between 45 and 50 points, 40 (18%) students had great time management abilities, 95 (43%) students demonstrated fair skills, and 88 (39%) students needed to improve their time management skills.
- Regarding the students' conflict management approaches, 52 (23%) had outstanding conflict management between 31 and 36 points, while 75 (34%) had effective conflict management between 26 and 30 points. Between 21 and 25 points, 50 (22%) students demonstrated fair conflict management, whereas 46 (21%) students demonstrated bad conflict style management between <20 points.
- The student's abilities to operate as a team, A total of 66 students (30%) demonstrated exceptional teamwork management, 42 students (19%) exceeded teamwork requirements, 30 students (13%) met requirements, 55 students (25%) needed to improve their teamwork management skills, and 30 students (13%) had poor teamwork management.

CONCLUSION

Developing your time management strategies and abilities will relieve the burden of the to-do list. It enables the student nurses to lower their anxiousness and concentrate on more important duties. Additionally, it aids in time management and goal achievement for optimal results. Lowering medical mistake rates, enhancing patient care, and creating a more productive workflow. The combination of these skills results in effective patient outcomes for student nurses.

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