

**PERCEPTIONS ON CLINICAL LEARNING
ENVIRONMENT AMONG DIPLOMA NURSING
STUDENTS IN KUBANG KERIAN NURSING
COLLEGE, KELANTAN AND
SCHOOL OF HEALTH SCIENCES,
UNIVERSITI SAINS MALAYSIA**

by

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**Dissertation submitted in partial fulfilment of the
requirements for the degree of
Bachelor of Health Sciences (Nursing)**

June 2013

DECLARATION

I certify that this dissertation does not incorporate without acknowledgement any material previously submitted for a degree or diploma in any university; and that to the best of my knowledge and belief it does not contain any material previously published or written by another person except where due reference is made in the text.



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CERTIFICATE

This is to certify that the dissertation entitled "Perceptions on Clinical Learning Environment among Diploma Nursing Students in Kubang Kerian Nursing College and School of Health Sciences, Universiti Sains Malaysia" is the bonafide record of research work done by Lim Siew Mui, Matric Number: 105127 during the period of September 2012 to June 2013 under my supervision. This dissertation submitted in partial fulfillment for the degree of Bachelor of Health Sciences (Nursing). Research work and collection of data belong to Universiti Sains Malaysia.

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LIST OF ABBREVIATIONS

CLE	-	Clinical Learning Environment
CLES	-	Clinical Learning Environment and Supervision
CLES+T	-	Clinical Learning Environment, Supervision and Nurse Teacher
MOH	-	Ministry of Health
MOE	-	Ministry of Education
NT	-	Nurse Teacher
USM	-	Universiti Sains Malaysia
KKNC	-	Kubang Kerian Nursing College

ABSTRACT

PERCEPTIONS ON CLINICAL LEARNING ENVIRONMENT AMONG DIPLOMA NURSING STUDENTS IN KUBANG KERIAN NURSING COLLEGE AND SCHOOL OF HEALTH SCIENCES, UNIVERSITI SAINS MALAYSIA

The clinical learning environment (CLE) is a complex social entity that influences students' learning in the clinical setting during clinical placement. Failure to provide relevant clinical experiences has ramifications not only on students but also for the nursing program and the profession. For nursing students, a poor clinical experience can lead to disillusionment about nursing and failure to integrate and learn during clinical placement. A cross-sectional study was conducted to investigate how diploma nursing students' perceptions of their clinical learning environments after obtaining ethical approval from the USM ethics committees, the Dean of School of Health Sciences, USM and Director of Kubang Kerian Nursing College (KKNC), Kelantan. The participants were 2nd and 3rd year diploma nursing students enrolled in the Nursing Programme in Kubang Kerian Nursing College (KKNC), Kelantan and School of Health Sciences, Universiti Sains Malaysia (USM). Simple random sampling was used to select the sample. Participants were invited to complete the questionnaire: Clinical Learning Environment, Supervision and Nurse Teacher (CLES+T). Data were analyzed using the SPSS version 20. Of the 420 participants from both KKNC and USM, a total of 200 diploma nursing students (2nd and 3rd Year) participated in this study (n=200). Hundred diploma nursing students were from the KKNC (n=100) and hundred from USM (n=100). The study revealed that the participants were generally satisfied with their clinical placements. There was a good correlation between the three sub-dimensions of CLES+T: correlation between the learning environment and the

supervisory relationship ($p < 0.001$, $r = 0.548$) and the correlation between the supervisory relationship and the role of nurse teacher ($p < 0.001$, $r = 0.578$) that affect diploma nursing students' perceptions regarding their clinical learning environment. For the occurrence of supervision, the study indicated that overall there were nearly half (45.0%) of the students experienced group supervision relationship. The majority of the students (30.5%) had once or twice separate private unscheduled supervision during a week. This study found that there was a significant mean score difference between ethnicity and the diploma nursing students (KKNC and USM) perceptions regarding their clinical learning environment ($p = 0.025$). Malay nursing students were having better perceptions regarding CLE. The study highlights a need to provide a supportive and healthy clinical learning environment. A thorough understanding of nursing students' perceptions of their CLE by nursing authorities is important in improving the quality of CLE.

ABSTRAK

PERSEPSI PELAJAR MENGENAI PEMBELAJARAN DI PERSEKITARAN KLINIKAL DALAM KALANGAN PELAJAR DIPLOMA KEJURURAWATAN DI KOLEJ KEJURURAWATAN KUBANG KERIAN DAN PUSAT PENGAJIAN SAINS KESIHATAN, UNIVERSITI SAINS MALAYSIA

Persekitaran pembelajaran klinikal merupakan entiti sosial kompleks yang akan mempengaruhi pembelajaran pelajar semasa penempatan klinikal. Kegagalan dalam penyediaan pengalaman klinikla yang relevan akan membawa kesan bukan sahaja kepada pelajar sendiri tetapi juga kepada program kejururawatan dan profesion. Pengalaman di klinikal akan mempengaruhi pembelajaran pelajar semasa penempatan klinikal. Oleh itu, kajian ini telah dijalankan untuk menyiasat persepsi pelajar diploma kejururawatan mengenai persekitaran pembelajaran klinikal selepas mendapat kelulusan etika daripada jawatankuasa etika USM, Dekan Pusat Pengajian Sains Kesihatan, USM dan Pengarah Kubang Kerian Kolej Kejururawatan, Kelantan. Peserta yang menyertai kajian ini adalah pelajar diploma kejururawatan tahun 2 dan 3 yang mendaftar dalam Program Kejururawatan di Kubang Kerian Nursing College (KKNC) dan Pusat Pengajian Sains Kesihatan, Universit Sains Malaysia (USM). Persampelan rawak mudah telah digunakan dalam kajian ini. Peserta telah diminta melengkapkan soal selidik mengenai persekitaran pembelajaran klinikal, penyeliaan dan pengajar kejururawatan. Data dalam kajian ini telah dianalisis dengan menggunakan SPSS versi software 20. Daripada 420 peserta dari KKNC dan USM, terdapat seramai 200 pelajar diploma kejururawatan (Tahun 2 dan 3) telah mengambil bahagian dalam kajian ini (n=200). Daripada 200 peserta, 100 adalah dari KKNC dan 100 dari USM. Kajian ini telah melaporkan bahawa peserta berpuas hati dengan penempatan klinikal mereka.

Terdapat korelasi yang baik antara ketiga-tiga sub-dimensi CLES+T: korelasi antara persekitaran pembelajaran dan hubungan penyeliaan ($p < 0.001$, $r = .548$) dan korelasi antara hubungan penyeliaan dan peranan guru jururawat ($p < 0.001$, $r = .578$) yang akan mempengaruhi persepsi pelajar kejururawatan diploma 'mengenai persekitaran pembelajaran klinikal mereka. Keputusan juga menunjukkan bahawa terdapat hampir separuh (45.0%) pelajar mengalami penyeliaan secara berkumpulan. Majoriti pelajar (30.5%) mempunyai sekali atau dua kali seminggu penyeliaan berasingan yang tidak berjadual dengan penyelia. Kajian ini mendapati bahawa terdapat perbezaan skor min yang signifikan antara etnik dan persepsi pelajar diploma kejururawatan (KKNC dan USM) terhadap persekitaran pembelajaran klinikal mereka ($p = 0.025$). Pelajar kejururawatan Melayu mempunyai persepsi yang lebih baik terhadap persekitaran pembelajaran klinikal. Kajian ini menekankan keperluan untuk menyediakan pembelajaran di persekitaran yang menyokong dan sihat. Kefahaman yang mendalam terhadap persepsi pelajar kejururawatan mengenai pembelajaran mereka di persekitaran klinikal oleh pihak berkuasa kejururawatan amat penting untuk meningkatkan kualiti pembelajaran pelajar di klinikal.