The Challenges of Registered Nurses in the Clinical Supervision of the Bachelor of Nursing Sciences Students at Usmanu Danfodiyo University Teaching Hospital, Sokoto, Nigeria

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ABSTRACT: The clinical work in nursing education is an essential component of the nursing curriculum aimed at vigorously equipping the student nurses with the necessary skills needed for the nursing profession. Attainment of clinical experience is one of the fundamental requirements of the Bachelor of Nursing Sciences program. This study aimed to determine the challenges faced by registered nurses in the clinical supervision of Bachelor of nursing sciences students at Usmanu Danfodiyo University Teaching Hospital (UDUTH), Sokoto. The study utilized a descriptive cross-sectional survey design comprising sixty-six (66) assistant directors of nursing services (ADNS) and chief nursing officers (CNO'S) across the wards of the preceding hospital. A self-administered adapted questionnaire on 4 points Likert scale was used for data collection. Data analysis was performed through the Statistical Package for Social Science (SPSS) software version 20. The results of this study indicated that respondents have moderate knowledge about clinical supervision and moderately competent as clinical supervisors, respectively, represented by an aggregate mean of 1.71 and 1.76. Also, this study shows that poor clinical skills to perform nursing procedures and lack of financial resources to support clinical supervision were the significant challenges to clinical supervision of bachelor of nursing science students in UDUTH. Based on the previous results, the study determined that there are some enormous challenges faced by the registered nurses who supervised the undergraduate students in UDUTH. Therefore, these investigators recommended that nurses should be sent for training through a continuing education program, provision of adequate equipment, and other material resources that would aid proper clinical supervision of the undergraduate nursing sciences students.

KEYWORDS: Challenges, registered nurses, clinical supervision, bachelor of nursing students, Nigeria.

I. INTRODUCTION

Clinical work in nursing education is an essential component of the nursing curriculum designed to equip student nurses with the needed skills for the nursing profession.Nursing education is the body of knowledge that is delivered in a classroom setting. Nursing education comprises the theoretical foundation of nursing knowledge, a systematized and supervised clinical training experience, which takes place in the clinical site where the nurse-patient relationship is practiced directly or indirectly (Elliot, 2002 & Adams, 2002).

Also,clinical nursing supervision is the utmost critical step in changing nursing education because such management is the heart of getting the nurses prepared for the clinical setting; and for providing safe outstanding patient care. Clinical supervision eases students` learning and growth in the provision of care to patients in clinical training (Elliot, 2002).

Also,clinical nursing training offers a practical approach for teaching prospective nursing students to attain practical skills for practice as healthcare providers (Adams, 2002). The heart and soul of nursing education is the clinical practice where nursing knowledge is molded into professional practice (Diekelmann, 2015).

Therefore, the necessary knowledge and skills, as well as the ability to apply knowledge into the definite practice of nursing, are established and indoctrinated into the minds of student nurses during clinical teaching (Diekelmann, 2015). In the same line of thought, Barnes, Sutphen, Leonard, and Day (2016) indicated that clinical nursing education is a central part of nursing education and constitutes more than a shared part of the nursing curriculum.

Furthermore, clinical supervision is termed as a formal course of professional support and learning that allows students to advance knowledge and proficiency and to assume obligation for their practice (Neshuku, 2015). For this study, the concept of clinical supervision is occasionally used as a synonym for clinical teaching. A crucial element in students' clinical training is the supervision system. Students` supervision in clinical nursing studies is through the peer study model and or the one-to-one style of supervision (Bos, Silen, Paire, 2015). The peer study model is the traditional theory that employs one to one style of supervision seems challenging to realize as continuous changes in healthcare services become broader in the clinical areas. Fewer numbers of nurse mentors make students` supervision problematic to meet (Bos et al. 2015).

Additionally, as part of the academic groundwork for the nursing profession, students are mandated to participate in clinical rotation, work in numerous local healthcare settings under the supervision of staff at the services and the provision of a reassuring environment for students, which helps their education in the clinical setting (Tanda and Denham, 2009).Consequently, clinical work offers the needed practical skills that the students need (Afizal, Akram, &Ijaz, 2010).

Moreover, during the clinical assignment, students are sent and rotated to diverse clinical learning environs such as the outpatient department, clinical wards, emergency units, other specialist parts in the hospital, other healthcare institutions, health centers and communities under the close supervision of experienced staffs in nursing profession (Kabimba, 2014). It is important to note that the quality of the atmosphere for clinical learning is essential in determining the success of the clinical experience among nursing students (Yasuko, 2006). Also, it is well documented that a clinical location can be a source of trauma and anxiety hence discouraging proficiency (Yasuko, 2006).

Also, the participants in clinical education or supervision are registered nurses at training hospitals, patients, student nurses, lecturers from nursing schools, and clinical instructors. Also,

Chapman and Orb (2002) suggested that nursing tutoring is the responsibility of three keys stakeholders, namely the nursing school, clinician, and the student. In clinical teaching, it is the responsibility of all registered nurses to motivate students to learn and reproduce on practice. Conversely, the training institutions are in charge of providing explicit, evidence-based teaching that mirrors the current clinical environment, which is a collaborating network of forces promoting student learning outcomes in the clinical site (Gray& Smith, 2000). The above scenario motivates clinical staff to recognize nursing students who perform out of the ordinary, and approve them given others, which builds confidence and inspires them to carry on doing well (Elliot, 2002). Thus, the registered nurse, as a clinician, must support student development (Adams, 2002 & Marketa & Zuzana, 2014). It is based on the importance of clinical supervision that the student nurses of the department of nursing sciences, Usmanu Danfodiyo University, Sokoto, are regularly posted to clinical areas to acquire skills, to enable them to render quality nursing care.

Several studies have examined the challenges of registered nurses in the clinical supervision of student nurses (Anthony &Yastik 2011 &Nahas& Yam, 2001). So, for instance, Anthony et al. (2011) established that poorly trained nurses result in ineffective nursing care provided to the patients. Also, Nahas et al. (2001) observed that the failure of registered nurses to perform their clinical teaching functions effectively hurts the clinical capability of student nurses. Furthermore, a report from the Ministry of Health (MOH, 2012) Rwanda highlighted some challenges faced by the staff nurses in clinical supervision in the region. The challenges include but are not limited to incomplete material resources for clinical teaching, lack of structure in a clinical setting, and shortage of workforce that lead to a nursing student feeling isolated, frustrated, and unable to integrate theory into practice.

The previous studies have some shortcomings because they were conducted in social contexts that are different from the context of the existing study; therefore, there was the need to examine the concepts in a different setting such as the one in UDUTH, Sokoto. Another significant gap from the previous studies is in their methodological flaws through utilizing longitudinal survey research design, which may result in loss of the initial study sample due to rotation during the clinical posting. In order to tackle the flaws in the methodology, the current study adopted a cross-sectional study design. Thus, this study investigated the challenges that staff nurses in UDUTH faced in the supervision of

the clinical activities of the student nurses from the department of nursing sciences Usmanu Danfodiyo University, Sokoto. The current study is both significant and well-timed since no similar study was carried out in UDUTH, Sokoto.

II. MATERIALS AND METHOD

This study utilized a cross-sectional descriptive survey design to investigate the challenges faced by the staff nurses in UDUTH in the supervision of the clinical activities of the student nurses from the department of nursing sciences Usmanu Danfodiyo University, Sokoto.The population included all the ADNS and the chief nursing officers (CNOS) at UDUTH that supervise BNSC students on clinical posting. Out of the 121 of the mentioned staff, only 80 supervised nursing students on clinical posting as obtained from the hospital management. This study used a convenient sampling method, a non-probability sampling procedure to select 66 ADNS and CNOs. Therefore, the total number of 66 questionnaires was used. This study adopted a questionnaire from Kabimba

(2014). The questionnaire schedule contains the demographic data and questions related to the topic. The data obtained from the instrument were collated, tallied, and analyzed using Statistical Package for Social Science (SPSS) version 20. A decision mean of 2.5 was used to ascertain the agreement or non –agreement of the respondents. A scale of measurement was used to determine the level of knowledge and competence of nurses toward clinical supervision base on 0.0-1.0 (weak), 1.1-2.0 (moderate), and 2.1-3.0 (right).

III. RESULT:

Table 1 shows that the majority of the respondent were females 50 (75.8%), and 16 (24.2%) were males. Also, a total of 36 (54.5%) respondents are within the age group of 51 and above, while the least respondents 3 (4.5%) are within the age group of (35-40). Concerning the ethnic affiliation of the respondents, the majority are Hausa 30 (45.5%), followed by Yoruba 22 (33.3%), Igbo 7(10.6%), others 4 (6.1%) and Fulani 3 (4.5%) respectively.

Table 1: Socio-demographic data of the respondents

Variables	Frequency	Percentage (%)
Age		
1.35-40	3	4.6
2.41-45	6	9.1
3.46-50	21	31.8
4.51 and above	36	54.5
Sex		
1.Male	16	24.2
2.Female	50	75.8
Education		
1.RN	6	9.1
2.BNSc	23	34.9
3.MSc	3	4.5
4.RN with other qualification	34	51.5
Professional Rank		
1.ADNS	8	12.1
2.CNO	58	87.9
Marital Status		
1.Single	5	7.6
2.Married	57	86.4
3.Divorced	1	1.5
4.Widow	3	4.5
Tribe		
1.Hausa	30	45.5
2.Fulani	3	4.5
3.Yoruba	22	33.3
4.Igbo	7	10.6

5.Others	4	6.1
Religion		
1.Islam	49	74.2
2.Christianity	17	25.8
Total	66	100

Also, concerning the marital status of the respondents, the majority of the respondents are married 57 (86.4%), and the least of the respondents were divorced 1 (1.5%). In terms of qualification among the respondents, 34 (51.1%) have RN with other qualifications which represent the majority, 23 (34.8%) possessed BNSC, 6 (9.1%) acquired RN, and only 3 (4.5%) acquired MSC which represent the minority. Among the respondents, CNOs are the majority of 58 (87.9%), and 8 (12.1%) are ADNS. Again, concerning the religion of the respondents, 49 (74.2%) practice Islam, while 17 (25.8%) Practice Christianity.

Table 2: Responses of knowledge of registered nurses on clinical supervision

S/N	Items	M	SD
1.	Clinical teaching is student cantered	1.45	0.502
2.	Having a good rapport with students	1.70	0.525
3.	The student is encouraged to ask question	1.73	0.542
4.	The student is supervised while carrying out a procedure	1.76	0.498
5.	Instructions and concepts are communicated to student clearly	1.68	0.660
6.	Procedure and logbooks are accurate and useful during supervision and teaching	1.70	0.723
7.	Patients are involved during teaching when necessary	1.79	0.645
8.	There is good coverage of clinical instruction curriculum	1.82	0.742
9.	Opportunities are given to students for demonstration of clinical skills learned like carrying out basic nursing tasks	1.76	0.658
10.	Excellent support for students who encounter difficulties	1.68	0.612
11.	Being accessible to students always	1.71	0.576
	Aggregate	1.71	0.608

Table 2 Show that an aggregate means of 1.71 and a standard deviation of (0.608), which is less than the decision mean of 2.5. Therefore on the scale of measurement, the respondents have moderate knowledge of clinical supervision.

Table 3: Competence of trained nurses as clinical supervisors

S/N	Items	Mean	SD
1.	It is part of clinical practice to teach and supervise student nurses	1.45	0.661
2.	Part of the nurse role is to coordinate nursing students' conference	1.71	0.602
3.	Assisting the students to develop an excellent interpersonal relationship with other health professional and patients	1.79	0.481
4.	Give information and educate the nursing students posted to your ward	1.77	0.422
5.	Assessment of the needs of students to broaden their clinical knowledge	1.85	0.438

6.	Identification of students feeling and detection of their needs in the clinical setting	1.97	0.701
	Aggregate	1.76	0.551

Table 3 indicated an aggregate mean of 1.76 and a standard deviation of (0.551), which is less than the decision means of 2.5. However, based on the scale of measurement, the respondents are moderately competent as clinical supervisors.

Table 4: Challenges of clinical supervision and needs of the clinician

S/N	Items	Mean	SD
1	Failure to define priorities of the hospital as a teaching ground for professionals	1.83	0.622
2	Diversion of resources from planned allocation to support students education to other purposes of the hospital	1.88	0.713
3	Lack of continuing education to build knowledge, competence, and skills of nurses	1.83	0.796
4	Lack of clinical skills to perform nursing procedures	2.32	0.914
5	Lack of financial resources to support clinical supervision	2.02	0.644
	Aggregate	1.98	0.738

Table 4 showed an aggregate mean of 1.98 and a standard deviation of 0.738, which is less than but more close to the decision mean of 2.5. Therefore, the result shows that the challenges of registered nurses during clinical supervision of BNSC students include lack of clinical skills to perform nursing procedures, and lack of financial resources to support clinical supervision; which are the significant challenges. Also, diversion of resources from planned allocation to support student's education to other purposes of the hospital, lack of continuing education to build knowledge competence and skills of nurses, and failure to define priorities of the hospital as teaching ground for professionals; are the moderate challenges.

IV. DISCUSSION

The goal of this study, as earlier indicated, was to investigate the challenges that staff nurses in UDUTH faced in the supervision of the clinical activities of the student nurses from the department of nursing sciences Usmanu Danfodiyo University, Sokoto. In terms of the knowledge of the registered nurses in the clinical supervision, this study established thatthe registered nurses have moderate knowledge of clinical supervision as indicated by the aggregate mean of (1.71), which is below the acceptance mean of (2.5). The preliminary result shows the need for registered nurses to acquire more knowledge on the concept of clinical supervision. The above finding is in line with a non-experimental qualitative descriptive study by Anthony et al. (2011), who observed that having both clinical and teaching knowledge were the essential teaching skills for effective clinical teaching. Furthermore, regarding the competence of trained nurses as a clinical supervisor, the findings from the study indicated that registered nurses are moderately competent as clinical supervisors. The above result is similar to the findings of a study by Kirsten, Anne & Elisabeth (2015), who also found that registered nurses in their sample were reasonably efficient clinical supervisors. Also, with regards to the challenges of clinical supervision and the needs of clinicians, the results of this study indicated that lack of clinical skills to perform nursing procedures, and lack of the financial resources to support clinical supervision were the significant challenges of clinical supervision. The preliminary result is relatively accurate because it is only with adequate clinical skills that practitioners can supervise studentsefficiently. Other challenges of clinical supervision include the diversion of resources from planned allocation to support students' education to other purposes of the hospital, lack of continuing education to build knowledge and skills of nurses, and failure to define priorities of the hospital as

teaching ground for professionals. All the other challenges can hinder the procurement of the right equipment and resources for the teaching of students. The finding of this study on challenges of clinical supervision is in line with the study of Chan (2002), which indicated thatnurse mentors` lack of time seems to affect nursing students` clinical supervision and assessment as well as difficulties in translating learning situations into practice.

V. CONCLUSION AND RECOMMENDAT -ION

This study provided several implications. The result of this research provides opportunities to students for demonstration of clinical skills learned, such as performing basic nursing tasks and encouraging students to ask questions are items nurses need to know on with regards to clinical supervision. Also, findings from this study demonstrated that poor clinical skills to perform nursing procedures and lack of financial resources to support clinical supervision are the key challenges that need to be overcome to facilitate clinical supervision of students by registered nurses.

Despite the contributions made by this study, the research has some limitations. This study was limited to the challenges that registered nurses experience during clinical supervision of student nurses at UDUTH, Sokoto. Also, the sample size was small, thus making the study susceptible to biases. Other limitations of the study include a financial constraint on the part of the researcher. Consequently, this study identified the challenges to the clinical supervision of nursing students at Usmanu Danfodiyo University Teaching Hospital (UDUTH), Sokoto. The knowledge and competence of nurses on clinical supervision can affect the challenges associated with the supervision. Thus, this study recommends that schools of nursing, faculties, clinical setting, and the policymakers be highly committed to it and work together towards giving the students the required qualitative` clinical nursing training. Specifically, Nurses should be accessible to students during clinical supervision, and adequate resources should be allocated to support student education. Also, adequate and functional teaching and learning materials at the clinical setting should be provided. Equally, proper feedback on the students' development should be given to them independently as groups after clinical assessment to enable them to work harder in areas they have glitches. Therefore, this study suggests for further study to focus on the challenges of registered nurses in the clinical supervision of students in secondary healthcare institutions.

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