



ATTITUDE OF NURSING STUDENTS TOWARDS NURSING PROCESS IN PROVIDING QUALITY CARE AT A SELECTED INSTITUTION OF NURSING: A DESCRIPTIVE STUDY

Thara. A. C

Msc (N) Nursing officer grade 2 FHC Kunnathukal.

ABSTRACT

The nursing process is the core and the standard of practice in nursing profession. Since nurse's attitudes towards clinical nursing process are considered as an indicator of the success rate of providing quality care, and nurse's attitudes about the nursing process can affect their execution of the process. So the purpose of this study was to evaluate nursing students' attitudes towards the nursing process. Cluster design is used for the present study to assess the attitude of nursing students towards nursing process in providing quality nursing care. The population for the present study where 40 nursing students of 2nd GNM, 3rd GNM, fourth year BSc, 3rd BSc nursing students studying in SEA institution of nursing, Bangalore. The method of sample selected for the study was cluster sampling. A structured likert scale was used to measure attitude which consist of 15 questions. Data was collected after getting ethical clearance of the institution and after availing written informed consent from study participants. Nursing students had a positive attitude towards nursing process in providing quality nursing care in each setting and scenarios. There is statistically significant association between selected socio demographic variable and attitude towards nursing process among nursing students.

KEYWORDS : Attitude; Nursing process; Nursing student.

INTRODUCTION

The nursing process is a systematic and dynamic method of patient care. The nursing process is at the core and standard practice in the nursing profession. The use of the nursing process has contributed to the delivery and planning of desirable, clear and effective nursing care, and is ultimately effective in improving the quality of patient care. The term nursing process and the framework it implies are relatively new. In 1955, hall originated the term nursing process and Johnson (1959) Orlando (1961) and Wiedenback (1963) were among the first to use it to refer to a dories of pares describing the practice of nursing. Since then, various nurses have described the process of nursing and organized the phases in different ways.

Nursing process has been incorporated into the basic nursing education curriculum in most or some subjects (Kuroda et al., 2001), with most institutions teaching nursing process in some form as part of the nursing process. However, instructional content differs between educational institutions, suggesting that each institution is engaged in its own process of trial and error in educating students about the nursing process and nursing process (Takamura & Hirota, 2013). Consistent efforts and understanding from teaching staff are required to develop an integrated curriculum that continuously incorporates opportunities to study the nursing process and nursing process throughout the four years of basic nursing education (Kodaira, 2015). The trial to analyze the planning for the teaching of the methodological foundations of the nursing processes is also reported (Leadebal, et al., 2010).

Before nursing process has developed, nursing trend to provide care that was based on medical orders written by the physician and focused on specific disease condition rather than on the person being cared for nursing practice that was provided independently by the physician who was often guided by intuition and experience rather than a scientific method.

The American nurses association in 1973 suggested that there were five components, assessment, diagnosing, planning, intervention, and evaluation mere five components were described in the ANA standards of nursing practice and they gained wide recognition and use. An assessment entails collecting data and identifying needs. Planning involves determine specific nursing care goals and intervention.

Attitudes towards nursing process can be changed through

training and educational programs aimed at familiarizing even registered nurses with the topic (Romero-Sánchez et al., 2013). A study on education and attitude shows that carrying out continuing nursing education for nurses can improve their attitudes toward and accuracy of nursing process (Collins, 2013). However, no study has conducted detailed examination of the curriculum content and the attitude and awareness of nursing students toward nursing process.

With such a diversity of opinion existing among professional nurses and even nursing students / it is highly imperative to conduct a study to assess the attitude of nursing students towards nursing process as a tool of providing qualitative care to the client. With this aim the student sought to undertake take the study. It is hoped that the result of the study will contribute to the increasing body of knowledge in nursing. This study was conducted to find out the Attitude of nursing students towards nursing process in providing qualitative care at sea institution of nursing, Bangalore.

MATERIALS AND METHODS

Cluster design is used for the present study to assess the attitude of nursing students towards nursing process in providing quality nursing care. The population for the present study where the nursing students of 2nd GNM, 3rd GNM, fourth year BSc, 3rd BSc nursing students studying in sea institution of nursing, Bangalore. In the study simple random sampling technique was used and selected sample based on inclusion and exclusive criteria. The method of sample selected for the study was cluster sampling. Sample size for the present study is 40 nursing students from BSc and GNM second year and third year of SEA institution of nursing, Bangalore. Personal data was collected using a proforma which consist of items which includes age, name, sex and class of study. A structured likert scale was used to measure attitude which consist of 15 questions. Data was collected after getting ethical clearance of the institution and after availing written informed consent from study participants.

RESULTS

Socio demographic data of study subjects

Majority of the samples (75%) were of age 18 to 21 years and only 25% of samples were more than 21 years.

Most of the sample 32 (80%) were females and only 8(20%) were males.

Among 40 samples each 10 (25%) here from 2nd BSc, 3rd BSc, 2nd GNM, 3rd GNM respectively.

Attitude towards nursing process**Table 1: Mean, SD, Median score of attitude towards nursing process**

Variable	Mean score	SD	Median
Attitude	44.38	4.838	73.99

Table 1 reveals that nursing students do have a positive attitude towards nursing process in providing quality nursing care in each setting and scenarios.

Association between the attitude scores and demographic variables

The data analysis reveals that there is significant association between the attitude scores and demographic variables like age of the student ($r^2=20.45$), sex of the students (Chi square=20.068), class of study (Chi square=20.2). Hence the hypothesis was accepted at 0.05 level of significant, that there is statistically significant association.

DISCUSSION

The purpose of this study was to determine the attitudes of nursing students towards the nursing process. The mean score of students' attitudes toward the nursing process was 44.38 (4.838). Based on the data, students' attitude scores were considered desirable. In this study, the majority of students scored good or very good the majority of items evaluating the nursing process for providing quality care. Most students had a moderate attitude in 5 or less items evaluating the nursing process.

Similar to this study, the attitude of health care providers in other studies conducted in the field of nursing process (including all stages of the nursing process) was positive, which indicates the efficiency and effectiveness of such care aspect both in the field of learning and care. According to the study by Hariyati et al., nurses had a positive attitude about using Nursing process System at the Public Health Service in Indonesia, and the nurse's satisfaction rating in the area of simplicity and completeness of nursing process.

Evidence shows that education programs are significantly effective in increasing the accuracy of the nursing process and its use. However, it has been concluded that students have difficulties in performing different stages or all stages of the nursing process during clinical practice. In nursing education, students believing that the use of the nursing process is a necessity and providing nursing care in accordance to the process would facilitate using the nursing process in clinical practice after graduation.

In the light of the study results, use of the nursing process in care should be taught to students beginning from first grade in order to promote their beliefs in the necessity of the nursing process. For increasing the efficacy and competency of the nursing process, prior to clinical application, it is recommended to perform the nursing process via case studies pertaining to the nursing process and nursing diagnoses. In the areas of sexuality and reproduction and values and beliefs, where students were incompetent in data collection and determining nursing diagnoses, data collection techniques can be supported and students' level of competency can be evaluated in consecutive years of education.

REFERENCES

1. Memarian R. Application of nursing concepts and theories (Persian) Tehran: Tarbiat Modares University Press; 2011. [Google Scholar]
2. Ghafounifard M, Haririan H, Aghajanloo A, Akbari M, Shirvani Y. Obstacles of nursing process application from perspective of the nursing instructor and nursing students in Zanjan Faculty of Nursing and Midwifery. *J Med Educ Dev.* 2012;5:69-77. [Google Scholar]
3. Atashzadeh Shoorideh F, Ashktorab T. Factors influencing implementation of nursing process by nurses: a qualitative study. *Knowl Health.* 2011;6(3):16-23. [Google Scholar]

4. Wagoro MCA, Rakuom CP. Mainstreaming Kenya-nursing process in clinical settings: the case of Kenya. *Int J Afr Nurs Sci.* 2015;3:31-39. [Google Scholar]
5. Semachew A. Implementation of nursing process in clinical settings: the case of three governmental hospitals in Ethiopia, 2017. *BMC Res Notes.* 2018;11(1):173. [PMC free article] [PubMed] [Google Scholar]
6. Mamsari RA. The nursing process as a means of improving patient care. Pretoria: University of South Africa; 2012. [Google Scholar]
7. Ojewole F. Evaluation of the nursing process utilization in a teaching hospital, Ogun State, Nigeria. *J Nurs Midwifery Sci.* 2018;4:97-103. [Google Scholar]
8. Baraki Z, Girmay F, Kidanu K, Gerensea H, Gezehegne D, Teklay H. A cross sectional study on nursing process implementation and associated factors among nurses working in selected hospitals of Central and Northwest zones, Tigray Region, Ethiopia. *BMC Nurs.* 2017;16:54. [PMC free article] [PubMed] [Google Scholar]
9. Akbari M, Shamsi A. A survey on nursing process barriers from the nurses' view of intensive care units. *Iran J Crit Care Nurs (IJCCN)* 2011;3(4):181-186. [Google Scholar]
10. Sayadi N, Rokhafroz D. Nursing students' perspectives about a mobile software on nursing process for bedside use. *Iran J Med Educ.* 2013;12(12):975-981. [Google Scholar]
11. Seaback WW. *Nursing process: concepts and applications.* Cengage Learning; 2012.
12. Adeyemo FA, Olaogun A. Factors affecting the use of nursing process in health institutions in Ogbomoso town, Oyo state. *Int J Med Pharm Sci (IJMPS)* 2013;3(1):91-98. [Google Scholar].