



## A CROSS SECTIONAL STUDY TO ASSESS THE NURSING STUDENTS' EXPECTATIONS AND EXPERIENCES OF MENTORSHIP.

### Nursing

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### ABSTRACT

Mentorship in nursing is integral to undergraduate nursing education and affects every nursing student. It is a requirement under the nursing governing body, that all students are supported and assessed by mentors when in clinical placement<sup>1</sup>. However, mentoring is not a simple activity and involves the development of “complex, bounded and purposeful relationships supported by knowledge, experience and opportunities for reflection”<sup>2</sup>

**Aim:** The aim of the study is to determine the nursing students' expectations and experiences regarding mentor ship.

#### Objectives:

1. To assess the nursing students' expectations regarding mentorship
2. To assess the nursing students' experiences with mentorship
3. To identify the kind of support provided by the mentor that is most valued by the students.
4. To identify the methods to enhance mentorship for the nursing students

**Study population:** Nursing students enrolled in selected Colleges of Nursing from different states of India (Multi centric Study)

**Sampling & Size :** Stratified random sampling method is used to select 300 subjects

**Research approach-** Descriptive Cross sectional design

**Tool :-** Likert scale to assess experience and expectations of students

**Analysis & Results :** Most important mentorship activities identified by this study are Life - long learning : Commitment to maintain professional competency throughout the professional nursing career, social justice : Fair non discriminatory and equal access to all nursing students and patients & integrity : Adherence to the nursing code of ethics and recognized standards of professional practice. A new tool was developed, validated and administered with an aim to enhance understanding of what students expect and experience, and aims to provide insight into how this transpires in reality.

### KEYWORDS

#### INTRODUCTION

The education of nursing students takes place at multiple learning environments. In India, 50% of the time is spent at class room teaching and the remaining 50% is spent in practice, here referred to as clinical placement. While students are on clinical placement they receive support from the clinical placement and from the class room teaching, for example through support from practice personnel, mentors, practice educators, lecturer-practitioners, clinical tutors. Although clear guidelines have been introduced related to the accountability and responsibilities of a mentor<sup>1</sup> it has been widely agreed that mentorship includes more than supervision and also involves building professional relationships between the mentor and the mentee, consisting of nurturing, and includes educative and protective elements.

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**Study population:** Nursing students enrolled in selected Colleges of Nursing from different states of India (Multi centric Study)

**Sample:** Selected using Stratified random sampling method from selected nursing colleges after getting permission from head of the institution.

**Design:** Cross sectional design

#### SAMPLE SIZE AND SAMPLING METHOD

Sample size was calculated from previous studies with 95 % confidence for interval estimation and 5% error of margin and with these specifications sample size works out to be 300.

#### Inclusion criteria

Nursing students who are

- admitted in selected nursing colleges
- aged above 18yrs
- willing to participate in the study.

#### Exclusion criteria

- First year nursing students are excluded from the study

#### Analysis & Results of study

**Table 1: Socio demographic & Baseline Data**

Parameters		Frequency	Percentage
Age	≥20	82	27.3
	21-25	201	67.0
	26-30	17	5.7
Educational Qualification	10+2	265	88.3
	Graduation	35	11.7
Year of Study in Nsg	II	100	33.3
	III	100	33.3
	IV	100	33.3
Marks obtained in last academic year	≤60%	12	4.0
	>80%	37	12.3
	61%-70%	115	38.3
	71%-80%	136	45.3
Type of Family	Joint	51	17.0
	Nuclear	249	83.0
No of Siblings	0	14	4.7
	1	135	45.0
	2	109	36.3
	3	32	10.7
	4	9	3.0
	5	1	.3
Birth order	1	165	55.0
	2	98	32.7
	3	34	11.3
	4	2	.7
	5	1	.3

#### DESCRIPTION OF TOOL

Tool consist of 3 sections

**Section A:** It consist of demographic variables like age, sex, year of

study ,educational qualification, Academic performance

students

**Section B:** It consists of likert scale to assess the experiences of students

**Section D:** Identify the most valued mentor ship activity in your experience

**Section C :** It consists of likert scale to assess the expectations of

• **Section E:** It consists of structured closed and open ended questionnaire

**Table : 2 Likert scale to assess experiences of students : over view**

No	Criteria	Agree		Disagree		S Agree		S Disagree		Uncertain	
		n	%	n	%	n	%	n	%	n	%
1	All my mentors are professionally competent and good clinical nurses	138	46.0	7	2.3	115	38.3	24	8.0	16	5.3
2	I received sufficient support from my mentor at the start of my clinical placement.	149	49.7	5	1.7	98	32.7	19	6.3	29	9.7
3	My needs from mentoring are very different now than when I first started the course and mentoring also changed according to my requirement.	127	42.3	17	5.7	105	35.0	15	5.0	36	12.0
4	Regular appointments with mentor for reflection and feedback improved the mutual understanding and my confidence	115	38.3	20	6.7	107	35.7	16	5.3	42	14.0
5	Difficult situations with my mentors resulted in a negative perception and affected my performance of the clinical studies as a whole	80	26.7	65	21.7	77	25.7	40	13.3	38	12.7
6	Mentors always incorporated technology and evidence based practice into curriculum and clinical practice	113	37.7	16	5.3	101	33.7	32	10.7	38	12.7
7	I often get stressed and bit anxious to get my assignment corrected	94	31.3	43	14.3	106	35.3	34	11.3	22	7.3
8	All my mentors readily accepts responsibility for own behaviour and maintain good interpersonal relationship	90	30.0	31	10.3	91	30.3	38	12.7	50	16.7
9	Staff shortages have affected the mentoring I have received.	82	27.3	71	23.7	90	30.0	23	7.7	34	11.3
10	Many judgements about student competence are made on a fairly subjective (biased )basis.	131	43.7	30	10.0	65	21.7	26	8.7	48	16.0

**Table : 3 Likert scale to assess the expectations of students : over view**

No	Criteria	Agree		Disagree		S Agree		S Disagree		Uncertain	
		n	%	n	%	n	%	n	%	n	%
1	A mentor is easily available on social media : whats app / facebook /mail	92	30.7	77	25.7	77	25.7	23	7.7	31	10.3
2	A mentor should always keep a distance with students and act in a professional manner only.	75	25.0	64	21.3	66	22.0	79	26.3	16	5.3
3	A mentor should not involves students while planning and evaluating learning experience	26	8.7	189	63.0	24	8.0	45	15.0	16	5.3
4	Students should be continuously controlled and criticised in their clinical studies to make the students more competent .	70	23.3	91	30.3	65	21.7	55	18.3	19	6.3
5	Mentors should report all the problems of students to higher authority and no need to maintain confidentiality.	17	5.7	185	61.7	22	7.3	68	22.7	8	2.7
6	An essential aspect for students to learn is not only the student's motivation to learn but the relationships they develop with their mentor	204	68.0	8	2.7	63	21.0	10	3.3	15	5.0
7	Placement of Mentors in clinical field to be changed or rotated frequently so that students will get variety of guidance and can reduce subjective evaluation	205	68.3	25	8.3	46	15.3	14	4.7	10	3.3
8	Students to be made independent and take responsibilities for their own learning and 100% attendance in class room or clinical field should not be compulsory	94	31.3	68	22.7	69	23.0	54	18.0	15	5.0
9	Mentors' absence, leaving the students being without supervision, and feedback makes the students more independent and secured.	49	16.3	95	31.7	59	19.7	67	22.3	30	10.0
10	Mentor's lack of appropriate qualifications may affect the students' possibility to improve in their clinical competences	118	39.3	47	15.7	75	25.0	45	15.0	15	5.0

**Table 4: Identification of the most valued mentor ship activity in student's experience based on mean and median value**

No	Mentorship activity	Minimum Rank	Maximum Rank	Range	Mean	Median	Ranking
1	Caring : Empathy, compassion and sensitivity towards students and patients	1	7	6	2.39	2.00	
2	Altruism : concern for the welfare and cultural beliefs of others	1	7	6	3.91	3.00	
3	Autonomy : Professional decision making quality	1	7	6	3.76	3.00	
4	Human dignity : Respect for and sensitivity toward the worth and uniqueness of individuals	1	7	6	3.34	4.00	
5	Integrity : Adherence to the nursing code of ethics and recognized standards of professional practice	1	7	6	4.42	5.00	II
6	Social justice : Fair non discriminatory and equal access to all nursing students and patients	1	7	6	4.10	4.00	III
7	Life - long learning : Commitment to maintain professional competency throughout the professional nursing career.	1	7	6	4.70	5.00	I

**Table 4: Identification of the most valued mentor ship activity in student's experience based on mean and median value**

Criteria	Age			Edn qlfn			Marks of previous academic year			Year of study			Type of family			No of siblings			Birth order		
	$\lambda^2$	df	p	$\lambda^2$	df	p	$\lambda^2$	df	p	$\lambda^2$	df	p	$\lambda^2$	df	p	$\lambda^2$	df	p	$\lambda^2$	df	p
Difficult situations with my mentors resulted in a negative perception and affected my performance of the clinical studies as a whole	2.666 <sup>a</sup>	2	.264	.478 <sup>a</sup>	1	.489	3.224 <sup>a</sup>	3	.358	1.218 <sup>a</sup>	2	.544	2.172 <sup>a</sup>	1	.141	4.844 <sup>a</sup>	5	.435	1.315 <sup>a</sup>	4	.859
I often get stressed and bit anxious to get my assignment corrected	4.689 <sup>a</sup>	2	.096	.255 <sup>a</sup>	1	.614	.491 <sup>a</sup>	3	.921	.380 <sup>a</sup>	2	.827	.018 <sup>a</sup>	1	.892	3.815 <sup>a</sup>	5	.576	3.213 <sup>a</sup>	4	.523
Many judgements about the student competence are made on a fairly subjective basis	.715 <sup>a</sup>	2	.699	.809 <sup>a</sup>	1	.369	3.380 <sup>a</sup>	3	.337	.667 <sup>a</sup>	2	.717	1.158 <sup>a</sup>	1	.282	2.784 <sup>a</sup>	5	.733	1.174 <sup>a</sup>	4	.882

As all the p values are more than 0.05, there is no statistically significant association between the expectations and selected demographic variables.

### Implications & Recommendations

A new tool was developed, validated and administered with an aim to enhance understanding of what students expect and experience, and aims to provide insight into how this transpires in reality. The data could be used to guide the nursing institutions to improve preparation and support for students and mentors alike.

Study can be replicated in different settings to obtain a generalisable findings and impart in Nursing Education.

### CONCLUSION

This study focused on understanding of students' expectations as well as their own experiences of mentorship and how these align with current policies and procedures regulated by professional bodies. This data contributes to a greater understanding, thus providing focus on how best institution can prepare and support both the students and mentors for learning in clinical placement. Some of the findings from this study supported existing studies of mentorship; however, new insights were gained into students' expectations and experiences of mentorship.

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