Factors Affecting Class Room and Clinical Learning Among Nursing Students in Jinnah Hospital, Lahore, Pakistan

Ambrin Shahzadi, Student Post Rn,Bsn
Lahore School of Nursing, The University of Lahore, Pakistan

Kousar Parveen, Assistant Professor
Lahore School of Nursing, The University of Lahore, Pakistan

Mohammad Hussain, Assistant Professor
Lahore School of Nursing, The University of Lahore, Pakistan

Mohammad Afzal, Associate Professor
Lahore School of Nursing, The University of Lahore, Pakistan

Prof: Dr Syed Amir Gillani,Dean
Faculty of Allied Health Sciences, The University of Lahore, Pakistan

Abstract
Introduction: Nursing education is designed to educate students to be become competent and qualified professional nurses. In order to provide skilled nursing care, Nurses must be knowledgeable, well trained and skillful about the science of nursing. Clinical Learning is most important aspect and the heart beat of nursing profession. The learning experience of nursing students is influenced by the many factors.**Material and Method:** A quantitative, descriptive cross sectional study design was used to determine the factors affecting Class room and Clinical learning among nursing Students. Convenience sample Technique was used to collect data. Data collected from 1st year to 4th year nursing students. Background information was collected using demographic and the factors affecting learning were identified using likert scale. Factors were analyzed by using SPSS version 21 software. Descriptive statistics (Mean, M and Standard Deviation SD) will used to summarize the demographic characteristics. Correlation Pearson test will use to determine the factors that influence on Classroom and Clinical learning among nursing student.**Result:** Majority of the students were females. The mean of age group teacher's factors was 29.3649+ 3.50345. Correlation between age and factors teachers factors p value was (.000) and Pearson correlation was (.323). There was significant correlation between age group and teacher factors. Correlation between year of education and teacher factor p value was .000 and Pearson correlation was (.316). Correlation between time spends per day and teacher factor p value (.391) and Pearson correlation was (-.071). There was significant correlation between year of education and teacher factors.**Conclusion:** The finding of this study will help the faculty members to bring the changes for the students for the best learning outcomes. The results of this study will be helpful for the faculty to improve the academic and clinical learning.
Keywords: Factors, Clinical learning, Class room learning, Nursing Students.

INTRODUCTION

Nursing is a skill and science that in practice since human evolution. In earliest, nursing education was not well organized and formalized. However with development, nursing education become a well-established branch of the nursing profession (Pinehas, Mulenga, & Amadhila, 2017).

Nurses are considered as the backbone of healthcare team (Missildine, Fountain, Summers, & Gosselin, 2013). Nurse's competence is based on the knowledge and skills. Moreover, nursing training is a combination of theoretical and practical learning experiences. A good training enable the nursing students to acquire the knowledge and skills for providing nursing care (Nabolsi, Zumot, Wardam, & Abu-Moghli, 2012). Nursing students must be well trained and skillful to give nursing care to patients. Clinical Learning is most important aspect and the heart beat of nursing profession (Pinehas et al., 2017).

According to Mohammadzadeh and Mosaeifar (2011) Some factors are Teacher's characteristics, educational behavior of instructor that are influence on the class room learning among nursing students(Ramazanibadr, Amini, Mohammadzadeh, & Mosaeifar, 2011). In another study many factors that affects clinical learning are , unavailability of clinical facilities, and lack of teaching learning material are the factors that influence the performance of nursing students in clinical placement (V. D. Bryan, Lindo, Anderson-Johnson, & Weaver, 2015). Moreover, there are a lot of factors that affects class room and clinical learning abilities and experience among nursing students (George, Lakra, & Kamath, 2017).

These factors which includes   teacher's characteristics, curriculum, motivation, English language,

Communication Clinical facilities and Clinical environment (Krimshtein et al., 2011). The classroom is the setting where students come to understand key concepts related to clinical Practice. Class room learning is affected by Teacher's characteristics, Writing assignments, Class room environment, curriculum, English language and motivation, while the factors that influence Clinical learning are such as, Clinical environment, clinical facilities, long duty hours, Communication. Class room and Clinical learning are important for nursing students to enhance their knowledge and skills that helps students to care the patients in a clinical setting (Lawal, Weaver, Bryan, & Lindo, 2015; Setati & Nkosi, 2017). In this modern world, Students learning at Class room level is very important need. Class room learning prepares the nursing students for different cultures and beliefs that makes them to be competent in all phases of health and illness (George et al., 2017).

The teacher is an essential part of the quality learning for the nursing students. Teachers should be aware of student's exiting knowledge and learning skills. Teachers must provide help   to students in their learning. They should motivate the students to be involved in the writing assignments in Class that helps them to improve their abilities. However, teachers must use different teaching strategies for students in class (Steckler, 2012).In addition, nursing instructor must encourage the students to link theory with practice and practice with theory. Moreover, Class room environment must be conducive for learning. A good class environment encourages and motivates the students and plays fundamental role in learning (Steckler, 2012) . The curriculum is overall design, courses, and teaching-learning strategies. It should be organized to increase the motivation among students .The curriculum at nursing institutions is a challenge for the students to acquire knowledge that will help them to offer quality health care to the patients (George et al., 2017).

English language is an integral part of nursing curriculum. However, nursing students should improve the English language in order to enhance the learning in class room and clinical area (Krimshtein et al., 2011).The factors that influence student's learning on Clinical site such as, Clinical environment, clinical facilities, long duty hours and Communication. Clinical environment is a key factor that influences the learning in clinical site among nursing students (George et al., 2017). However, good clinical environment increases the efficacy of learning and strengthens the relationship between clinical staff, supervisors and mentors (Mushtaq & Khan, 2012).

Students learn in a different way and at their own pace. Clinical setting is a good source of learning experience but deficient facilities in Clinical sit discourage the learners in seeking experience. It results in the loss of learning and growth opportunities (Lawal et al., 2015; Setati & Nkosi, 2017). Students play a key role in nursing field through their clinical experience. Long duty hours in Clinical area is a factor that influences students learning. Long working hours affect the health of students and they are not keep attention on their study in Class (Lawal et al., 2015; Setati & Nkosi, 2017) Communication is considered to be an essential and integral part of nursing in clinical area (Lawal et al., 2015; Setati & Nkosi, 2017). A good communication enables nurses to build therapeutic relationship with their patients that improves patient's safety and can reduce other medical errors (Krimshtein et al., 2011).

Problem Statement: Nursing education is designed to educate students to become competent and qualified professional nurses. In order to provide skilled nursing care, Nurses must be knowledgeable, well trained and skillful about the science of nursing. Mushtaq and Khan in 2012, identified most of Nursing institutes in Pakistan have lack of Clinical facilities for learning, due to lack of learning facilities for the Nursing Students affects their clinical experience and knowledge (Mushtaq & Khan, 2012). In this Study**,** Greater than 70% of the Students felt there was a need to improve opportunities for learning in Clinical area. According to Magerman in 2011, most of nursing colleges have lack of learning facilities that have greater affect on their academic learning. The lack of learning facilities has negative impact on academic and Clinical learning among nursing students (Mushtaq & Khan, 2012). In Pakistan nursing education is the most important aspect of nursing profession, therefore the study regarding factors affecting Class room and Clinical learning is very important considerations to investigate the factors that influencing students learning.

Purpose of Study: The purpose of this study to determine the factors affecting Class room and Clinical learning among Nursing Students in School of Nursing, Jinnah Hospital Lahore.

Significance of the Study: The quality of education is revealed by good performance of nurse students during the training period. This study will be a source of information for improving my awareness regarding factors influencing nursing profession as well as their practical at Clinical site. This study will motivate and enhance the learning attitude of nursing students within Class room and Clinical placement. The results of this Study may benefit the Students by allowing them to understand the factors that affect their learning in better way. They will improve their academic and Clinical learning with the findings that will be established by this study. The findings of this study will help to eradicate the factors that cause delay in learning at academic and Clinical site and will also help the college administration to design and implement the policies to improve the students' learning and the quality of education. Appropriate management of factors producing quality nurse and their performance at Clinical site will be enhancing in the form of high quality of patient care. Therefore the high quality of patient care make the patient satisfied and hospital practice will be enhanced.

Research objectives: To find the relationship between demographic and the factors that affects Class room and Clinical learning among Nursing Students in School of Nursing, Jinnah Hospital Lahore

Research Question: What are the factors that affect Class room and Clinical learning among Nursing Students in School of Nursing, Jinnah Hospital Lahore?

Research Variables: The Factors are independent variable, Class room and clinical learning is dependent variables.

Theoretical Frame Work:

Theory of Learning SOLO Taxonomy

SOLO taxonomy provides the learning theory which could be used to improve the quality of learning (Biggs, 1996). Solo taxonomy investigates the factors that influence learning at the college and to investigate the quality of learning. Solo investigates the many factors that affect learning among students. Factors affect learning such as, English language, curriculum, motivation and learning facilities in solo taxonomy theory. This theory is helpful for investigate the factors that affect on learning. A theory recognizes the factors that affect learning among n In current study many factors that affect learning. Through this theory discussed the factors that affect in class room and clinical learning such factors are, learning facilities, curriculum, motivation, English language.

Conceptual Definition:

1. Motivation: The state in which motivates someone to act or accomplish something (Merriam Webster, 2010).

2. Communication: Communication is the process by which information is transferred from one person to another or between groups of people (Merriam Webster, 2012).

3. Curriculum: The curriculum is a course and overall design that offered by an educational institution (Merriam, 2011).

4. Teacher Characteristics: A person who have professional qualities and teaching capability (Hildebrand & Wilson, 1970).

Operation Definition:

1. Motivation is the inner force that drives individuals to accomplish personal and organizational goals.

2. Communication: Transmission of thoughts and ideas between groups of individuals.

3. Curriculum: The set of courses that designed for students in educational institutions e.g English language

4. Teacher Characteristic: Qualified and expert person who teach well and adopt different strategies to teach class.

LITERATURE REVIEW

Education is a reciprocal process, in which learners acquire knowledge, ability, and self awareness (Weinhold & Landis, 2001). Class room learning is also important as like Clinical Learning. Class room learning is most important need in nursing profession all over the world. It is important because it allows the nursing students to understand practice and provide the quality care of patient (Magerman, 2011). Moreover, To achieve the best quality patient outcomes clinical learning is the important aspect for all institution around the world (Magerman, 2011). Study conducted in india (2011) most of nursing students of 2nd year were not satisfied   learning style of teacher in class room. However 25% nursing students were satisfied. However, Effective learning style of teachers enhance the motivation in class room learning among nursing students (Wijnia, Loyens, & Derous, 2011). According to Alemdar (2015) students were facing difficulties in understanding English language during class room learning. About 45% students known English language during class room learning, but 65% students are not clearly understood. However, English language is the key factors that hinders the learning ability of students in learning process(Karabulut, Aktaş, & Alemdar, 2015). In another study identified, in most of institutions the extracurricular activities were inadequate. Most of institutes were not provide extracurricular activities of their Students. Insufficient extracurricular activities are one of the factors that were influence students learning and experience during their educational process (Kujan et al., 2015)

According to Leufe (2013) Majority of the students felt that support from the clinical staff in the clinical area and faculty have an impact on their learning (V. Bryan, Weaver, Anderson-Johnson, & Lindo, 2013). Majority of the students felt that the clinical area was good and supportive for learning. The relationship between clinical staff and the nursing students is most important for students leaning in the clinical area. Support from staff in the clinical area can be a source of motivation to nursing student during learning (Killam & Heerschap, 2013).Mushtaq and Khan (2012) identified most of nursing institutes in Pakistan have lack of clinical facilities for learning, due to lack of learning facilities for the nursing students affects their clinical experience and knowledge(Mushtaq & Khan, 2012). In this Study**,** majority 70% of the students felt there was a need to improve the opportunities for learning in the clinical area. The lack of learning opportunities has negative impact on learning in clinical area (Mushtaq & Khan, 2012).

Study conducted (2011) identified most of students are satisfied with learning environment in the Clinical site. A good clinical environment increases the efficacy of learning and strengthens the relationship between

clinical staff, supervisors and mentors(Mushtaq & Khan, 2012). Good clinical environment have a positive effects on the students' professional development and poor environment have negative effects on their development. Most of the students think that the clinical learning is not sufficient, They think academic learning is also necessary (Elçigil & Sarı, 2011). In another study, Steckler (2012) identifies the communication skills among nursing students. 65% student's have good communication skills in clinical placement. Good communication increased recovery rates, enhanced the quality of care, and improved the levels of patient satisfaction (Steckler, 2012).

  In addition, study conducted in Peshawar Pakistan, there was a big communication gap between nursing students and other medical staff in clinical area that's why patients are suffered (Krimshtein et al., 2011). However, Poor communication delay treatment of ill patients and decrease the level of patient satisfaction and quality of care (Trifkovič, Lorber, Denny, Denieffe, & Gönc, 2017). According to Magerman (2011) there is positive relationship between learning environment and student's motivation within clinical placement. Students think that a good learning environment enhances the motivation level among students. However, Higher motivation level in nursing students on their profession will makes the professional success (Magerman, 2011).

METHODOLOGY
Study Design: A quantitative, descriptive cross sectional study design was used to determine the factors affecting Class room and Clinical learning among nursing Students.
Setting: The Study Setting was School of Nursing, Jinnah Hospital Lahore.
Study Population: Study population was General Nursing (1st year, 2nd year, and 3rd year) and Midwifery Students (4th year) of School of Nursing, Jinnah Hospital Lahore.
Sample and Size calculation: The Sample size was finding out by using the Solvenes, 1960 formula"
   n=N/1+N (0.05)2 (Solvenes, 1960)
   n=N/1+N (0.05)
   n=236/1+236(0.0025)
   n=236/1+0.59
   n=236/1.59
   n=148
The sample size was 148 of nursing students.
Sampling Techniques: Convenience sample Technique was used to collect data.
Inclusion Criteria: Following Students from School of Nursing was included in data collection
Study population was General Nursing (1st year, 2nd year, and 3rd year) and Midwifery students (4th year) of School of Nursing, Jinnah Hospital Lahore. All Female Nursing Students who was willing and available at data collection time.
Exclusion Criteria: Nursing Students who was not willing to participate in the study period was excluded. Nursing Students who was not available in the study period were excluded. 4 year Generic BSN Nursing Students were excluded.
Data Collection/Tool Instrument: An adopted questionnaire about factors affecting Class room and Clinical learning among Nursing Students was used. The questionnaire was formulated by (George et al., 2017). Four – point Liker scale was used (1=strongly disagree, 2= Disagree, 3= Agree, 4= strongly agree). The questionnaire consists of thirty three questions.
Data Analysis Method: Data was analyzed using SPSS version 21 software. Descriptive statistics (Mean, M and Standard Deviation SD) was used to summarize the demographic characteristics. Correlation Pearson test was used to determine the factors that influence on Class room and Clinical learning among nursing students in Jinnah Hospital Lahore.
Study Duration: Study was conducted in four month From Jan, 2018 to May, 2018.
Ethical Consideration: Permission was taken from Ethical Review Committee, The Lahore School of Nursing, and the University of Lahore. Approval was taken from Principal, The Lahore School of Nursing, and the University of Lahore. Permission was taken from Principal of School of Nursing Jinnah Hospital, Lahore. A Consent form was attached with each questionnaire. The information of respondent was kept confidential. They were give full permission to withdraw at any time if they want.

RESULTS

PROFILE OF THE RESPONDENTS

Table #1 Demographic Characteristic:

Participants	n = 148 (F)%
Gender of respondents	Female = (148) 100% Male (0)
Age Group of respondents	17-19 years = (86) 58.1% 20-22 years = (62) 41.9%
Year of Education	1=1st year(42)28.4% 2=2nd year(50) 33.8% 3=3rd year (36) 24.3% 4=3rd year (20)13.5)
Monthly income of family in rupees	1=>20,000(80)54.1 2= 21,000-30,000(38)25.7 3= >30,000(30)20.3
Time spend per day on independent studies	2 hour (44)29.7% 2 – 4 hour(69) 46.62% 3=More than 4 hour(23.65)

Table No: 1 100% of participants were femals (n=148). There were 58.1% (n=86) between 17-19 years, 41.9% (n=62) were between 20-22years, 0% (n=0) between 23-25years (1.42±.495).

Table No 4.2 Teachers Related Factors

Teacher factors	Strongly Disagree Row N %	Disagree Row N %	Agree Row N %	Strongly Agree Row N %
My teacher teach me well	16.2%	31.1%	45.3%	7.4%
My teacher adopt different teaching strategies to teach me in class	27.0%	33.8%	35.1%	4.1%
My teachers can be approached when I am in need	18.9%	24.3%	54.1%	2.7%
I do not like to learn the topic which is taught by a teacher whom i do not like	21.6%	43.9%	30.4%	4.1%
I am interested in learning the topic taught by a teacher who enquires about my personal well-being	3.4%	9.5%	71.6%	15.5%
I am helped at all times by my teachers in my learning	24.3%	27.0%	45.3%	3.4%
I m not interested in learning the topic taught by a teacher who i feel is in different towards me or to others	12.2%	31.8%	52.7%	3.4%
I learn the subject better when the teachers is liberal in giving marks	4.7%	7.4%	60.1%	27.7%
If my teachers do not speak my native language i find it difficult to approach them	14.9%	31.8%	45.3%	8.1%
I will learn better if i have continuous supervision by a teacher in the ward	1.4%	8.1%	45.3%	45.3%

   Table No 4.2 shows that 45.3% students teach the well. 35.1% students agreed with teachers adopt different teaching strategies for teaching. 71.6% students satisfied with personal well being and 9.5% students were disagreeing. 45.3% students were satisfied with their teacher's help them in all time in their learning.45.3% students were agreed with teachers native language.45.3 % students agreed with if supervision by teachers in the ward they can learn the better.38.5% students were agreed if teachers demonstrate the procedure in the ward students can learn the better.

Table No 4.3 Clinical Factors

Clinical Factors	Strongly Disagree Row N %	Disagree Row N %	Agree Row N %	Strongly Agree Row N %
The college provide me with adequate articles in the clinical area to give patient care	26.4%	35.8%	33.8%	4.1%
I feel the office staffs are available at most times for my academic need	17.6%	37.2%	42.6%	2.7%
Classes in English language are difficult for me to understand	33.8%	54.1%	9.5%	2.7%
I feel i am able to apply the theory taught in the classroom in my clinical area well	6.1%	6.8%	68.9%	18.2%
I lose interest in learning due to long clinical duty hours	1.4%	6.1%	33.1%	59.5%
I feel clinical teaching in the ward helps me to improve my learning	5.4%	8.8%	47.3%	38.5%
I feel the other staff are approachable and assist me when required	20.3%	23.0%	43.9%	12.8%

Table No 4.3 shows that 35.8% students were disagree the college does not provide articles in the clinical area for patient care.42.6% students agreed with staff are available at most times for academic need.54.1% students disagree classes in English language are not difficult.59.9% students strongly disagree with long clinical duty hours lose the interest in learning among students.

Table No 4.4 Personal Factors

Personal Factors	Strongly Disagree Row N %	Disagree Row N %	Agree Row N %	Strongly Agree Row N %
Writing assignment do not help me to learning	17.6%	41.2%	31.1%	10.1%
I form an opinion about my teachers based what feedback is given by senior/friends	10.1%	31.1%	55.4%	3.4%
I do not feel comfortable with a teacher who previously has scolded/ warned me	10.8%	29.1%	43.9%	16.2%
I study just to get pass marks	43.9%	37.8%	8.1%	10.1%
I feel participating in extracurricular activities is a waste of time	35.8%	35.1%	20.3%	8.8%
I study because i want to be helpful to others	.7%	4.1%	39.9%	55.4%
I study only if i like the subject	10.8%	43.9%	31.1%	14.2%
I feel there are too many extracurricular activities for students which hinder my learning	27.0%	44.6%	20.3%	8.1%
My friends motivate me the most for my studies	18.9%	14.9%	40.5%	25.7%

Table No 4.4 shows that 41.2% nursing students were disagree with writing assignment do not help the students in their learning.43.9% students strongly disagree they study just to getting the passing marks. 35.8% nursing students strongly disagree with extracurricular activities wastes of time. 55.4% students strongly agree they study only to help the others.40.5% nursing students agreed with their friends they motivate them for study most of time.

Table No 4.5 Infrastructure Factors

Infrastructure Factors.	Strongly Disagree Row N %	Disagree Row N %	Agree Row N %	Strongly Agree Row N %
My class room are comfortable for learning	14.9%	19.6%	59.5%	6.1%
I feel the labs in college are well equipped for my learning	41.9%	39.9%	14.2%	4.1%
I find the library very useful for my learning	42.6%	18.9%	32.4%	6.1%
I feel i am utilizing the library resources to the fullest	46.6%	34.5%	16.2%	2.7%

Table No 4.5 shows that many nursing students 59.5% were agreed with class room environment for learning. 41.9% students strongly disagree with college lab were not well equipped for their learning.42.6% nursing students were strongly disagree with library facilities. 46.6% students were strongly disagreeing with library resources.

		Statistics		
		Teacher Factors	Clinical Factors	Personal Factors	Infrastructure Factors
N	Valid	148	148	148	148
	Missing	0	0	0	0
Mean		29.3649	18.4527	26.2432	8.1419
Std. Deviation		3.50345	2.27478	3.24849	2.12215
Minimum		17.00	10.00	16.00	4.00
Maximum		36.00	23.00	35.00	14.00

This table shows that total students were 148. The mean of teacher's factors was 29.3649+ 3.50345 and minimum score was 17 and maximum score was 36. A clinical factor the mean was 18.4527+ 2.27478 and minimum score was 10 and maximum score was 23. A personal factor the mean was 26.2432+ 3.24849 and minimum score was 16 and maximum score was 35. Infrastructure factors mean was 8.1419+ 2.12215 and minimum score was 4 and maximum score was 14.

Correlation between age and Factors

		Teacher Factors	Clinical Factors	Personal Factors	Infrastructure Factors
Age group	Pearson Correlation	.323[*]	.000	.038	.137
	Sig. (2-tailed)	.000	.996	.649	.096
	N	148	148	148	148
**. Correlation is significant at the 0.01 level (2-tailed).					
*. Correlation is significant at the 0.05 level (2-tailed).					

Correlation between age and factors teachers factors p value was (.000) and Pearson correlation was (.323). Correlation between age group and clinical factors the p value was (.996) and Pearson correlation was (.000). Correlation between age and personal factor the p value was (.649) and Pearson correlation was (.038). Correlation between age group and infrastructure the p value was .096 and Pearson correlation was (.137). For age of participants and teacher factors and infrastructure factors showed a correlation coefficient had a statistically significant relationship.

Correlation between years of education and Factors

		Teacher Factors	Clinical Factors	Personal Factors	Infrastructure Factors
Year of Education	Pearson Correlation	.316[**]	.114	.188[*]	.204[*]
	Sig. (2-tailed)	.000	.167	.022	.013
	N	148	148	148	148
**. Correlation is significant at the 0.01 level (2-tailed).					
*. Correlation is significant at the 0.05 level (2-tailed).					

Correlation between year of education and teacher factor p value was .000 and Pearson correlation was (.316). Correlation between year of education and clinical factor p value was (.167) and Pearson correlation was (.114). Correlation between year of education and personal factor p value was (.022) and Pearson correlation was

(.188). Correlation between year of education and infrastructure p value was (.013) and Pearson correlation (.204). For year of education with teacher factor, personal factor and infrastructure factor showed correlation coefficient had a statistically significant.

Correlation between Time spent per day and Factors

		Teacher Factors	Clinical Factors	Personal Factors	Infrastructure Factors
Time spend per day on independent studies	Pearson Correlation	-.071	-.024	.081	-.095
	Sig. (2-tailed)	.391	.770	.329	.249
	N	148	148	148	148
**. Correlation is significant at the 0.01 level (2-tailed).					
*. Correlation is significant at the 0.05 level (2-tailed).					

Correlation between time spends per day and teacher factor p value (.391) and Pearson correlation was (-.071). Correlation between time spend per day and clinical factor p value was (.770) and Pearson correlation was (-.24). Correlation between time spends per day with personal factor p value (.329) and Pearson correlation (-.81). Correlation between time spends per day with infrastructure factor p value .249 and Pearson correlation (-.095). For time spend per day with teacher factors and clinical factors showed correlation coefficient had a statistically not significant.

CHAPTER V

DISCUSSION

This study was conducted to explore the factors that affect the student's academic and clinical learning. Research was conducted on government hospital Lahore. By using the appropriate statistical package it is found that teacher's characteristics, curriculum, motivation, English language, Communication Clinical facilities and Clinical environment are the factors that affect on the students learning.

In this study results show that most of students were agree with teachers characteristics (45.3%) students 35.1% were agreed with teaching strategies. Most of students 45.3% were agreed with language problem. Language problem affect the learning among students. Similarly, another study shows that many students 34% was agreed with language problem affected their learning. Many students 45% not satisfied with teaching strategies and language problem (Serrano-Gallardo et al., 2016).

In our study most of nursing students 35.8% were disagree with clinical facilities and 4.1% students was agreed. Many students 68.9% agree with theory apply in clinical setting. In another study results shows that most of nursing students 42.5% were disagreed with clinical facilities. (Serrano-Gallardo et al., 2016).

In this study students personal factors correlate with age group, year of education, time spend per day on independent study. Many students 41.2% disagree with writing assignments does not help the students in their learning. 43.9% students strongly disagree with the study only to get the passing marks. Many students 35.8% strongly disagree if they participate in extracurricular activities are a waste of time. Many students 55.4% strongly agree with motivation from their friends. Similarly, Study conducted in Pakistan, the students was strongly disagreeing with learning. There was also concluded that teachers' expertise (39%),disagree, courses offered   not agree (21%), with learning environment agreed (25%) and classroom facilities 14% strongly disagree (Butt & ur Rehman, 2010).

In our study the other factor is infrastructure. Many students 59.5% were agreed with class room environment. Most of nursing students 39.9% were disagree with college lab well equipped for learning.(42.6%) nursing students were strongly disagree with library facilities.

In another study results shows that most of nursing students 63.2% were not satisfied with class room environment and many students 42% were agreed with library resources (Serrano-Gallardo et al., 2016). Similarly, another study shows clinical learning environment and academic motivation among the nursing students. Many students was agreed with language problem, affected their learning (34%) and 24% students was disagreed (Serrano-Gallardo et al., 2016).

CONCLUSION

It is concluded that the clinical and academic learning of the students is influenced by the many factors such as extracurricular activities, Clinical facilities, Writing assignment, Long duty hours, Clinical learning facilities and library resources. The finding of this study will help the faculty members to bring the changes for the students for the best learning outcomes. The results of this study will be helpful for the faculty to improve the academic and clinical learning.

LIMITATIONS

- During conducting study there was some limitation as the data was collected from only one setting.
- Time duration was too short.
- Data collection was faced lot of issues.
- The study was limited to determine the factors affecting class room and clinical learning among nursing students.

RECOMMENDATION

For future study it is suggested that data should be collected from all other nursing school and Generic BS Nursing students. Because in health care system students play a very important role, So, that they can improve their Class room and Clinical learning to give standardized patient care. It is also suggested that future study should be conducted in more than one nursing school.

Sample size should be more than 148 nursing students.

Referances:

Bryan, V. D., Lindo, J., Anderson-Johnson, P., & Weaver, S. (2015). Using Carl Rogers' Person- Centered Model to Explain Interpersonal Relationships at a School of Nursing. *Journal of Professional Nursing, 31*(2), 141-148.

Biggs, J. (1996). Enhancing teaching through constructive alignment. *Higher education, 32*(3), 347-364.

Bryan, V., Weaver, S., Anderson-Johnson, P., & Lindo, J. (2013). The effect of interpersonal relationships between nursing students and lecturers on learning outcomes at a Jamaican nursing school. *Caribbean Journal of Nursing, 1*(1), 41-48.

Butt, B. Z., & ur Rehman, K. (2010). A study examining the students satisfaction in higher education. *Procedia-Social and Behavioral Sciences, 2*(2), 5446-5450.

Elçigil, A., & Sarı, H. Y. (2011). Facilitating factors in clinical education in nursing.

George, L. S., Lakra, A. J., & Kamath, A. (2017). Factors Affecting Learning Among Undergraduate Nursing Students: Cross-Sectional Survey. *JOURNAL OF CLINICAL AND DIAGNOSTIC RESEARCH, 11*(11), JC1-JC4.

Hildebrand, M., & Wilson, R. C. (1970). Effective University Teaching and its Evaluation.

Krimshtein, N. S., Luhrs, C. A., Puntillo, K. A., Cortez, T. B., Livote, E. E., Penrod, J. D., & Nelson, J. E. (2011). Training nurses for interdisciplinary communication with families in the intensive care unit: an intervention. *Journal of palliative medicine, 14*(12), 1325- 1332.

Killam, L. A., & Heerschap, C. (2013). Challenges to student learning in the clinical setting: A qualitative descriptive study. *Nurse education today, 33*(6), 684-691.

Kujan, O., Hasan, R. A., Nasog, M., Badawi, T., Hanouneh, S., & Nassani, M. Z. (2015). Assessing learning barriers among dental and nursing undergraduates: a qualitative study, students' perspective. *Dentistry, 227*, 54.53.

Mushtaq, I., & Khan, S. N. (2012). Factors Affecting Students' Academic Performance. *Global Journal of Management and Business Research, 12*(9).

Missildine, K., Fountain, R., Summers, L., & Gosselin, K. (2013). Flipping the classroom to improve student performance and satisfaction. *Journal of Nursing Education, 52*(10), 597-599.

Magerman, Y. N. (2011). *Academic factors affecting learning at a nursing college in the Western Cape.* Stellenbosch: University of Stellenbosch.

Merriam, W. (2011). Merriam Webster dictionary. *Retrieved September, 5*, 2011.

Nabolsi, M., Zumot, A., Wardam, L., & Abu-Moghli, F. (2012). The experience of Jordanian nursing students in their clinical practice. *Procedia-Social and Behavioral Sciences, 46*, 5849-5857.

Serrano-Gallardo, P., Martínez-Marcos, M., Espejo-Matorrales, F., Arakawa, T., Magnabosco, G. T., & Pinto, I. C. (2016). Factors associated to clinical learning in nursing students in primary health care: an analytical cross-sectional study. *Revista latino-americana de enfermagem, 24*.

Pinehas, L. N., Mulenga, E., & Amadhila, J. (2017). Factors that hinder the academic performance of the nursing students who registered as first years in 2010 at the University of Namibia (UNAM), Oshakati Campus in Oshana, Namibia. *Journal of Nursing Education and Practice, 7*(8), 63.

Ramazanibadr, F., Amini, K., Mohammadzadeh, A., & Mosaeifar, M. (2011). The factors affecting the clinical learning of the nursing students: A qualitative research. *Journal of Medical Education Development, 4*(6), 20-30.

Steckler, R. (2012). Improving communication skills among nursing students: Assessing the comfort curriculum as an intervention.

Setati, C. M., & Nkosi, Z. Z. (2017). The perceptions of professional nurses on student mentorship in clinical areas: A study in Polokwane municipality hospitals, Limpopo province. *health sa gesondheid, 22*, 130-137.

Trifkovič, K. Č., Lorber, M., Denny, M., Denieffe, S., & Gönc, V. (2017). Attitudes of Nursing Students Towards Learning Communication Skills *Teaching and Learning in Nursing*: InTech.

Wijnia, L., Loyens, S. M., & Derous, E. (2011). Investigating effects of problem-based versus lecture-based learning environments on student motivation. *Contemporary Educational Psychology, 36*(2), 101-113.

Weinhold, F., & Landis, C. R. (2001). Natural bond orbitals and extensions of localized bonding concepts. *Chemistry Education Research and Practice, 2*(2), 91-104.

APPENDIX
THE UNIVERSITY OF LAHORE
LAHORE SCHOOL OF NURSING

Factors affecting Class room and Clinical learning among Nursing Students School of Nursing, Jinnah Hospital Lahore.

I am student Ambrin Shahzadi PBSN 02163043 Student of 2 years BS Nursing (Post RN) in Lahore School of Nursing, The University of Lahore. I am going to conduct a study on Factors Affecting Class room and Clinical learning among nursing students in School of Nursing, Jinnah Hospital Lahore. The purpose of this study is to seek on factors that affect Class room and Clinical learning among School of Nursing, Jinnah Hospital Lahore. This survey will take approximately 10 minutes to complete. Thanks for your time and cooperation. Kindly circle the number that best reflects the extent to which you agree.

Signature: ………………..

Section No 1:   **Demographic Data**

  1.   **Gender:**   1= Female   2= Male
  2. **Age Group:**   1= 17-19 yrs   2= 20-22 yrs   3= 23-25
  3. Year of Education:
  1=1st-year   2= 2nd-year   3=3rd-year   4= 4th-year
  3. Monthly income of family in rupees:
   1=>20000   2=21, 000-30,000   3=>30,000
  4. Time spend per day on independent studies
   1= One hour   2= Two hour   3= More then2 hour   4= I don't   know study everyday

Section No: 2
Questionnaire on Factors affecting Class room learning among Nursing Students
(Strongly disagree=1, Disagree=2, Agree=3, strongly Agree=4)

S.No	Variables	Strongly Disagree	Disagree	Agree	Strongly Agree
1	My teachers teach me well.	1	2	3	4
2	My teachers adopt different teaching strategies to teach me in class.	1	2	3	4
3	My teachers can be approached when I am in need.	1	2	3	4
4	The college provides me with adequate articles in the clinical area to give patient care.	1	2	3	4
5	I feel the office staffs are available at most times for my academic need.	1	2	3	4
6	Writing assignment do not help me to learning.	1	2	3	4
7	I am helped at all times by my teachers in my learning.	1	2	3	4
8	My classrooms are comfortable for learning.	1	2	3	4
9	I feel the labs in college are well equipped for my learning.	1	2	3	4
10	I form an opinion about my teachers based on what feedback is given by seniors/friends.	1	2	3	4
11	I do not feel comfortable with a teacher who previously has scolded/ warned me.	1	2	3	4
12	I do not like to learn the topic, which is taught by a teacher whom I do not like.	1	2	3	4
13	I am interested in learning the topic taught by a teacher who enquires about my personal well-being.	1	2	3	4
14	I am not interested in learning the topic taught by a teacher who I feel is in different towards me or to others.	1	2	3	4
15	I find the library very useful for my learning.	1	2	3	4
16	I study just to get pass marks.	1	2	3	4
17	I feel I am utilizing the library resources to the fullest.	1	2	3	4
18	I feel participating in extracurricular activities is a waste of time.	1	2	3	4
19	I study because I want to be helpful to others.	1	2	3	4
20	I learn the subject better when the teacher is liberal in giving marks.	1	2	3	4
2	I study only if I like the subject.	1	2	3	4
22	I feel there are too many extracurricular activities for students, which hinder my learning.	1	2	3	4
23	My friends motivate me the most for my studies	1	2	3	4
24	If my teachers do not speak my native language I find it difficult to approach them.	1	2	3	4
25	Classes in English language are difficult for me to understand.	1	2	3	4
26	I cannot ask doubts in class because I find speaking English difficult.	1	2	3	4
27	Language problem affects my learning	1	2	3	4
28	I feel I am able to apply the theory taught in the classroom in my clinical area well.	1	2	3	4

Section No: 3   Questionnaire on Factors affecting Clinical learning among Nursing Students

(Strongly disagree=1,
Disagree=2, Agree=3, strongly Agree=4)

S.no	Variables	Strongly Disagree	Disagree	Agree	Strongly Agree
29	I lose interest in learning due to long clinical duty hours.	1	2	3	4
30	I will learn better if I have continuous supervision by a teacher in the ward.	1	2	3	4
31	I feel clinical teaching in the ward helps me to improve my learning.	1	2	3	4
32	I feel I am better if my teacher demonstrates the procedure in the ward.	1	2	3	4
33	I feel the office staff are approachable and assist me when required.	1	2	3	4