

Factors Affecting the B.Sc. Nursing Education among Nurses at Teaching Hospital, Jaffna, Srilanka

Karan B¹, Mayuran J², Niththiyananthasivam V³, Prasath F⁴, Laavanya M⁵,
Deivy T⁶, Priyanthi WN⁷

^{1,2,3,4}Teaching Hospital, Jaffna

⁶Unit of Allied Health Science, Faculty of Medicine, University of Jaffna

^{5,7}Department of Nursing, Faculty of Health Sciences, the Open University of Sri Lanka

Corresponding Author: Laavanya M

ABSTRACT

Bachelor of Science in Nursing (BSc.N) education is increasingly necessary for nurses to keep abreast of rapid changes in patient care due to advancement in knowledge and technology. But many factors affect the Nurses' Higher Education. Therefore, it was decided to conduct a study on factors affecting the B Sc. Nursing education among nurses to identify the personal, managerial and socio-cultural factors affecting the B.Sc. Nursing education. Quantitative descriptive Cross- sectional study was conducted among 353 grade-3 nursing officers who were with the Diploma in nursing at Teaching Hospital, Jaffna, SriLanka. Study consisted of 353 participants. Convenience sampling method was used. Data were collected by principle investigators with self-administered questionnaire. The pilot study was conducted among 10 nurses with Diploma in nursing and undergraduates at Base Hospital Tellipalai, Jaffna, SriLanka. Permission was obtained from relevant authorities. Data were analysed with SPSS statistical software in descriptive analysis method to identify the factors affecting the B.Sc. Nursing education. Lack of time, poor knowledge of using computers and money loss due to decrease working hours were the personal factors; Family situation, poor co workers support, and medium of education were the major socio-cultural factors and work load, lack of support from the superior, inadequate facilities for education, equal recognition for both diploma and degree holders were the main institutional factors affecting BSc. Nursing education among nurses in Teaching Hospital, Jaffna. By alleviating the barriers nurses can continue their education and it will enhance their knowledge and to provide maximum quality of care in nursing service.

Key words: Barriers, Education, Factors, Institution, Nurses, Nursing

INTRODUCTION

The new trend reinforces the concept that advanced nursing degrees result in better patient care for improved patient outcomes. ^[1] Bachelor of Science in Nursing education is increasingly necessary for

nurses to keep abreast of rapid changes in patient care due to advancement in knowledge and technology. Bachelor of Science in Nursing (BSc.N) degree prepares a nurse with a broader base that support critical thinking, leadership, health

promotion and management of patient care across the continuum. [2] Many practicing nurses turn to acquire higher education in nursing. The National Health Policy of Ministry of Health, Sri Lanka proposed that nursing education should be upgraded to the degree level. According to this policy that the Sri- Lankan government also promoting B Sc. Nursing education in Open Universities as well as in Conventional Universities. In Sri Lanka, universities began to provide B.Sc. Nursing education in late 1994. [3] Nurses who possessed B Sc. Nursing education have reported higher job satisfaction and lower job stress. [4] Currently in Teaching Hospital, Jaffna (THJ) many special units are functioning with modernized treatment methods. In order to work in those special units, nurses should gain advanced knowledge and competency through higher education. [1] However most of the nurses reluctant to follow B.Sc. Nursing education because of many reasons including workload, language of instruction (English), teaching-learning method and their own personal and professional commitments. [5] In Jaffna, socio culture is concerned that male nurses have dominant in job and follow higher education. In Tamil culture, female nurses do not like to follow distance mode of study which produce many difficulties to them. At Teaching Hospital, Jaffna most of the nurses are diploma holders and few completed the B.Sc. Nursing degree while some are following B.Sc. Nursing education. Many factors affect the nurses' higher education. Therefore, it was decided to conduct a study on factors affecting the B. Sc. Nursing education among nurses to identify the personal, managerial and socio-cultural factors affecting the B.Sc. Nursing education among nurses in Teaching Hospital Jaffna. Significance of this study will help to encourage the nurses towards B.Sc. Nursing education which will increase the competency of nurse leads to quality of nursing care.

METHODOLOGY

Quantitative descriptive cross sectional study was conducted among 353 Grade-3 Nursing Officers who were with the Diploma in Nursing. Those who were available during the study period and willing to participate in the study were included as respondents. Grade- 2 Nursing Officers, Grade- 1, B. Sc in nursing degree holders were excluded from the study, who completed the B Sc. Nursing education already. Convenience sampling method was used. Data were collected by principle investigators with self-administered questionnaire during non-working times and when nursing care will not be compromised. Questionnaire was developed in English and then translated to Tamil and Sinhala languages with guidance of research supervisor. The survey tool was divided in to four sections such as the demographic information of the participants, personal barriers for B.Sc.N education, managerial barriers for B.Sc.N education and socio cultural barriers for B.Sc.N education. Questionnaire was corrected and validated by research experts. The pilot study was conducted among 10 nurses with Diploma in Nursing and undergraduates at Base hospital Tellipalai, Jaffna. Ethical Clearance was obtained from ERC, University of Jaffna. Permission for pilot study was obtained from Chief Nursing Officer, Base hospital Tellipalai. Permission for main study was obtained from Director and Chief Nursing Officer (CNO) of Teaching Hospital, Jaffna. Before the data collection, purpose of the research was explained to participants including risk and benefits. Informed written consents were obtained from respondents. All participants were kindly requested to spend approximately 20 minutes to complete self-administered questionnaire during their non-working time. Participants were not provided any financial or material reward for participation. Data were analysed with SPSS statistical software in descriptive analysis method to identify the factors affecting the B.Sc. Nursing education. Anonymity of

participants was maintained throughout the study.

RESULTS

Study consisted of 353 participants, among them 74.88 % were female, 85% were Tamil, 77.9% were Hindus, 56.7% were married, 65.7% had 1-5 years working experience 58.4% were Grade-3 Nursing officers.

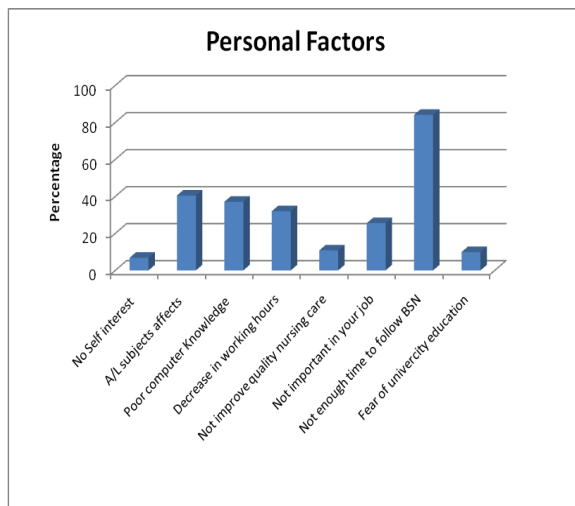


Figure 1. Personal Factors influencing in B Sc. N education

Out of the 353 Nurses, 93.2% had interest to study B Sc. N, among them 84.1% reported that they have not enough time to follow this study. 40.5% reported that B Sc. Nursing degree programme may contain difficult subjects and 37.1% reported that poor knowledge of using computers affected to follow BSc.N education. In the current study, lack of time, poor knowledge of using computers and money loss due to decrease working hours were the personal factors affecting B.Sc. Nursing education among nurses in Teaching Hospital, Jaffna.

While considering the managerial or institutional factors this study found that 93.2% of nurses reported work load as a major affecting factor to BSc.N education at Teaching Hospital, Jaffna. According to the findings of current study 94.33% reported that working hours more than 36 hours, 81.3% reported that difficult to get leave, 73.1% reported equal pay for both diploma and degree holders, 69.7% said that heavy

work schedule, 47.6% of nurses said lack of support from the superior and 32.9% said inadequate study facilities as common affecting factors for following BSc.N education.

It was identified that the family situation were major socio-cultural factor affecting the BSc.N education among nurses. Among the respondents 28.6% and 24.9% of nurses said English medium and poor co workers support was barriers to follow B.Sc Nursing education respectively. (Figure2). Main barrier as communication in English was identified in student performance.

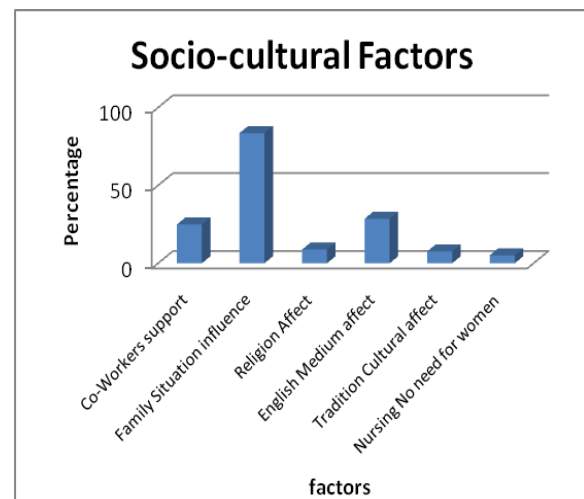


Figure 2. Socio-cultural Factors influencing in B Sc. N education

DISCUSSION

Out of the 353 Nurses, 93.2% had interest to study BSc.N, among them 84.1% reported that they have not enough time to follow this study. 40.5% reported that BSc. Nursing degree programme may contain difficult subjects and 37.1% reported that poor knowledge of using computers affected to follow BSc.N education. This result is similar to the study on BSc.N completion, barriers, challenges, incentives and strategies were conducted in the mid – Atlantic region of the united states. In that study 9.9% reported that fear of university education was a barrier to BSc.N education. [6] Similarly the study on “perceived barriers and facilitators of associate degree staff nurses returning to school to obtain BSc.N”

was conducted in USA. [7] In the current study, lack of time, poor knowledge of using computers and money loss due to decrease working hours were the personal factors affecting B.Sc. Nursing education among nurses in Teaching Hospital, Jaffna.

While considering the managerial factors this study found that 93.2% of nurses reported work load as a major affecting factor to BSc.N education at Teaching Hospital, Jaffna. This factor was founded earlier also in a study of 'Distance education and the nurse learner' which was done in Sri Lanka. [5] According to the findings of current study 94.33% reported that working hours more than 36 hours, 81.3% reported that difficult to get leave, 73.1% reported equal pay for both diploma and degree holders, 69.7% said that heavy work schedule, 47.6% of nurses said lack of support from the superior and 32.9% said inadequate study facilities as common affecting factors for following BSc.N education.

It was noticed that the family situation were major socio-cultural factor affecting the BSc.N education among nurses. Similar results were found in a study on "the perceived barriers and facilitators of associate degree staff nurses to obtain a clinical nursing education". [7] Among the respondents 28.6% and 24.9% of nurses said English medium and poor co-workers support was barriers to follow b.sc nursing education respectively. (Figure 2). This is similar to a study on 'factors affecting students' academic performance' was conducted in Pakistan. [8] Main barrier as communication in English was identified in student performance. This is also found in the study distance education and nurse learner in SriLanka. [5]

CONCLUSIONS/ RECOMMENDATIONS

The study findings provided that in Teaching Hospital, Jaffna most of the nurses interested to follow the BSN education, but some factors were affecting to follow or continue this education. This study has

found lack of time, work load and their family situation were the most common factors, affected their education. The baccalaureate program in nursing is a turning point in Sri Lankan nursing education. Therefore to overcome the barriers follow a time management schedules by themselves may be effective. In future computer knowledge and language (English) can be improved by self- interest and self- study or classes can be arranged by managerial sector or nursing welfare society. Fear regarding university education can be elicited through contact and discuss with nursing peers who are completed their undergraduate in a university and awareness can be given by BSc.N qualified nurses. Factors related to managerial barriers have to be solved by superiors and managers of the institution to facilitate higher education. Poor family support can be changed by nurses. By alleviating the barriers nurses can continue their education and it will lead to enhance their knowledge and to provide maximum quality of care in nursing service.

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