



“A study to assess the knowledge on Objective Structure Clinical Examination among Nursing Students at Puducherry”.

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ABSTRACT

The objective structured clinical Examination (OSCE) is a universal format used by healthcare professionals to measure students' clinical competence. In nursing programmes, clinical education forms the core of a nurse's professional practice. The OSCE has been used in assessing clinical competence in health professions education globally. This study conducted to assess the knowledge on Objective Structure Clinical Examination among Nursing Students at Puducherry”. A Total of 100 nursing students were selected by using convenient sampling techniques and the study was carried out in Sri Manakula Vinayagar Nursing College. The data was used in multiple choice questionnaire consist twenty seven question on objective structure clinical examination among nursing students. The study result shows that In first year B.Sc., Nursing students reveals that out of 25 students both male and female Nursing students 17(68%) had inadequate knowledge and 8(32%) of them had moderate knowledge, none of the comes under the adequate level of knowledge. The finding reveals that mean and standed deviation (7.44+2.567) respectively. In second year B.Sc., Nursing students findings reveals that out of 25 samples 14(56%) of them had inadequate knowledge, 11(44%) of them had moderate knowledge and none of them comes under the adequate knowledge on objective structure clinical examination among nursing students. The finding reveals that mean and standed deviation (9.92+2.900) respectively. In third year B.Sc., Nursing students findings reveals that out of 25 samples 15(60%) of them had inadequate knowledge, 10(40%) of them had moderate knowledge and none of them comes under the adequate knowledge on objective structure clinical examination among nursing students. The finding reveals that mean and standed deviation (10.52+4.084) respectively. In fourth year B.Sc., Nursing students findings reveals that out of 25 samples 17(68%) of them had inadequate knowledge, 8(32%) of them had moderate knowledge and none of them comes under the adequate knowledge on objective structure clinical examination among nursing students. The finding reveals that mean and standed deviation (10.80+3.266) respectively. The assess the knowledge on Objective Structure Clinical Examination among Nursing Students improving their knowledge and practice while practicing in college students.

I. INTRODUCTION

Practice does not make perfect, Only perfect practice makes perfect.

-Vince Lombardi

The objective structured clinical Examination (OSCE) is a universal format used by healthcare professionals to measure students' clinical competence. In nursing programmes, clinical education forms the core of a nurse's professional practice. The OSCE has been used in assessing clinical competence in health professions education globally. The experiential aspect of training necessitates placing more emphasis on effective evaluation of students' performance in practice settings bearing in mind the complexities of competencies tested at various OSCE stations may differ significantly.

An integral part of a Nursing curriculum is an appropriate assessment of the student's clinical/practical competencies. Development of clinical competence in students at all levels is the main aim of Nursing education. The assessment of the students is done through different type of examinations like multiple choice examinations, short and long answer examination. While theory examinations are typically used to assess the knowledge, cognitive

domain of students, the purpose of practical examination is to assess the cognitive, psychomotor and affective domain as well. Majority of times the students are assessed only for knowledge. Assessment of attitude and skills is often ignored. It is a well-known fact that the students learn and study the subject for what they will be assessed for i.e. “learning is assessment driven”. A single assessment method is not comprehensive in assessing a student. Viva Voce is traditionally used as an assessment tool for practical examinations. It is well known that conventional practical examination has several problems.

In order to U.S health care, the National Advisory Council on Nurse Education and Practice advised that at least 66% of the nursing students a baccalaureate degree in nursing by 2020 experience of objective structure clinical examination 50% of U.S nursing students meet that request and number of diploma prepared 55% nursing student practices to 13.9% in 2019, the associate degree in nursing still remains a popular and affordable way to enter into nursing practice today. Data shows a steady increase in nurses initially prepared with an Associate Degree in Nursing

II. REVIEW OF LITERATURE

Shaikha Alamri, et., al (2022) conducted study on Nursing student’s perception and attitude towards objective structure clinical examination in Oman. The cross-sectional descriptive study was conducted at the College of Nursing at Sultan Qaboos University, Muscat, Oman. Two self-administered questionnaires. Data collected using open-ended questions about strengths, weaknesses and recommendations for improvement. Survey responses were based on a five-point ordinal scale, ranging from strongly disagree to strongly agree. A total of 160 students completed the study questionnaires. Most did not find the atmosphere of OSCE to be pleasant (66.3%) and preferred more modes of practical examination (40.6%). (64.4%) believed time limitation to be inadequate. The data depict (33.1%) of the examinees deemed the OSCE more stressful than the full practical examination. A few students confirmed improved their communication skills and confidence in nursing skills overall process and validity of OSCE as an assessment method. OSCE in order to improve students’ acceptance and appreciation of OSCE as an important form of clinical learning and assessment.

STATEMENT OF THE PROBLEM

“A study to assess the knowledge on Objective Structure Clinical Examination among Nursing Students at Puducherry”.

OBJECTIVES

- To assess the knowledge on Objective Structure Clinical Examination among Nursing students.
- To evaluate the knowledge on objective structure clinical examination among nursing students.
- To associate the knowledge on Objective Structure Clinical Examination among Nursing Students with their selected demographic variables

ASSUMPTION:

INVESTIGATOR ASSUMED THAT:

- The Nursing students may have adequate knowledge on objective structure clinical examination.

III. MATERIALS AND METHODS

This chapter describes the research methodology followed to assess the knowledge on objective structure clinical examination among nursing students at Puducherry. It deals with research approach, research design, setting of the study, population, sample, sample size, sampling technique, criteria for sample selection, plan for data collection and tool and instruments.

Section – A: This section consists of demographic data such as age, Gender, college in Year, previous Experience of Objective structure clinical examination.

Section – B: This section consists of 27 knowledge on Objective Structure Clinical examination among nursing students. Each question consists of 1 mark and scoring interpretation as,

SCORING INTERPRETATION:

SCORE INTERPRETATION	SCORE
Inadequate Knowledge	0 - 9
Moderate Knowledge	10 - 18
Adequate Knowledge	19 - 27

RESEARCH APPROACH

A Quantitative research approach was adapted for this present study.

SETTING OF THE STUDY

The study was conducted at Sri Manakula Vinayagar Nursing College at Puducherry.

SAMPLE

The study sample consist of B.Sc., Nursing College students at Sri Manakula Vinayagar Nursing College.

SAMPLING TECHNIQUE:

Convenient sampling techniques was used for the present study.

SAMPLE SIZE:

Sample size is the number of subjects involved in the study. Sample size consists of 100 B.Sc., Nursing students each year 25 students who meet the inclusion criteria.

CRITERIA FOR SAMPLE SELECTION:

INCLUSION CRITERIA

- Only B.Sc., Nursing Students
- Who are willing to participated in the study.
- Both Male and Female first year Nursing students.

EXCLUSION CRITERIA

- Nursing students does not have time to participate in the study.
- Student not willing to participate.
- Student having the good level of objective structure clinical examination.

IV. RESULTS:

The findings reveals that out of 100 samples show that frequency and percentage wise distribution of knowledge on Objective structure clinical examination among nursing students. In first year B.Sc., Nursing students reveals that out of 25 students both male and female Nursing students 17(68%) had inadequate knowledge and 8(32%) of them had moderate knowledge, none of the comes under the adequate level of knowledge. The finding reveals that mean and standed deviation (7.44+2.567) respectively.

In this study frequency and percentage wise distribution of demographic variables among nursing students. In second year B.Sc., Nursing students findings reveals that out of 25 samples 14(56%) of them had inadequate knowledge, 11(44%) of them had moderate knowledge and none of them comes under the adequate knowledge on objective structure clinical examination among nursing students. The finding reveals that mean and standed deviation (9.92+2.900) respectively.

In this study frequency and percentage wise distribution of demographic variables among nursing students. In third year B.Sc., Nursing students findings reveals that out of 25 samples 15(60%) of them had inadequate knowledge, 10(40%) of them had moderate knowledge and none of them comes under the adequate knowledge on objective structure clinical examination among nursing students. The finding reveals that mean and standed deviation (10.52+4.084) respectively.

In this study frequency and percentage wise distribution of demographic variables among nursing students. In fourth year B.Sc., Nursing students findings reveals that out of 25 samples 17(68%) of them had inadequate knowledge, 8(32%) of them had moderate knowledge and none of them comes under the adequate knowledge on objective structure clinical examination among nursing students. The finding reveals that mean and standed deviation (10.80+3.266) respectively.

In this study reveals that is to association between the knowledge on objective structure clinical examination among nursing students with their selected demographic variables. There was no significant association between Age, Gender, College year, Previous experience of objective structure clinical examination.

Table 1:- Frequency and percentage wise distribution of demographic variables among Nursing students. (N=100)

SL.NO	DEMOGRAPHIC VARIABLES	FIRST YEAR		SECOND YEAR		THIRD YEAR		FOURTH YEAR	
		N	%	N	%	N	%	N	%
1Age in years									
	17 years	0	0	7	28	0	0	0	0
	18 years	4	16	17	68	5	20	3	12
	19 years	21	84	1	4	20	80	22	88

2 Gender									
Male	12	48	12	48	13	52	13	52	
Female	13	52	13	52	12	48	12	48	
3 Previous experience of OSCE									
Yes	10	40	8	32	22	88	25	100	
No	15	60	17	68	3	12	0	0	

Table 2:- Frequency and percentage wise distribution of level of knowledge on Objective Structure Clinical Examination among Nursing students. (N = 100)

LEVEL OF KNOWLEDGE	FIRST YEAR		SECOND YEAR		THIRD YEAR		FOURTH YEAR	
	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)
INADEQUATE KNOWLEDGE	17	68	14	56	10	40	8	32
MODERATE KNOWLEDGE	8	32	11	44	15	60	17	68
ADEQUATE KNOWLEDGE	0	0	0	0	0	0	0	0
Total	25	100	25	100	25	100	25	100
Mean+Standard deviation	7.44+2.567		9.92+2.900		10.52+4.084		10.80+3.266	

Figure:1 Represents Percentage wise distribution of level of knowledge on Objective Structure Clinical Examination among Nursing students

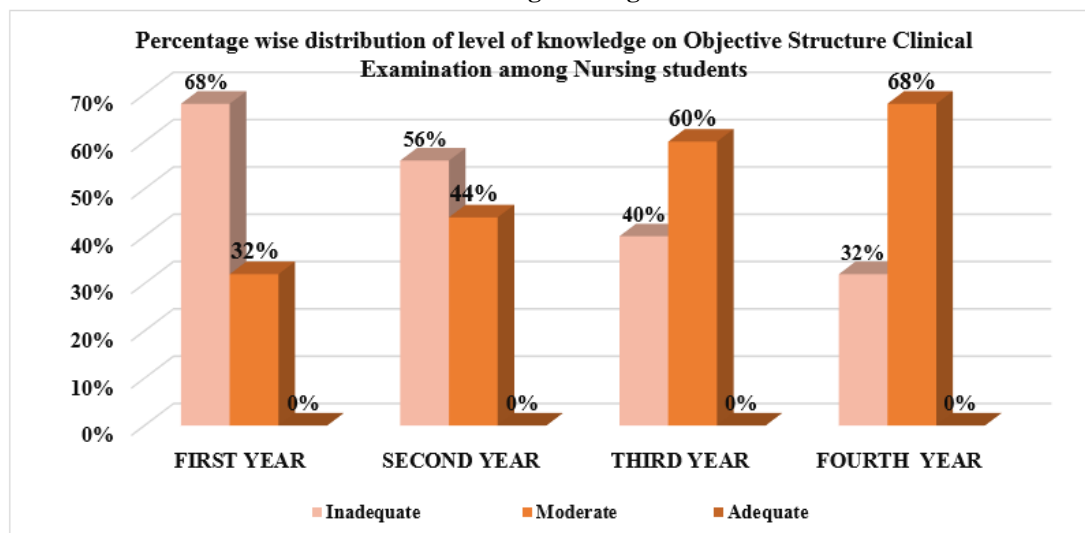


Table –3: Association between the first year level of knowledge on Objective Structure Clinical Examination among Nursing Students with their selected demographic variables. (N=25)

SL.NO	DEMOGRAPHIC VARIABLES	FIRST YEAR				Chi-square X^2 and P-Value
		LEVEL OF KNOWLEDGE				
		INADEQUATE		MODERATE		
		N	%	N	%	
1	Age in years					$X^2=0.107$ Df=1 p =0.743 NS
	17 years	0	0	0	0	
	18 years	3	17.6	1	12.5	
	19 years	14	82.4	7	87.5	
2	Gender					$X^2=0.991$ Df=1 p =0.319 NS
	Male	7	41.2	5	62.5	
	Female	10	58.8	3	37.5	
3	Previous experience of OSCE					$X^2=0.031$ Df=1
	Yes	7	41.2	3	37.5	

No	10	58.8	5	62.5	p =0.861 NS
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***-p < 0.05 significant, *-p < 0.001highly significant, NS-Non significant**

The table 3 depicts that the demographic variable had not shown statistically significant association between the first year level of knowledge on Objective Structure Clinical Examination among Nursing Students with their selected demographic variables respectively.

Table –4: Association between the second year level of knowledge Objective Structure Clinical Examination among Nursing Students with their selected demographic variables.

(N=25)

SL.NO	DEMOGRAPHIC VARIABLES	SECOND YEAR				Chi-square X ² and P-Value
		LEVEL OF KNOWLEDGE				
		INADEQUATE		MODERATE		
		N	%	N	%	
1	Age in years					X ² =1.33 Df=2 p =0.514 NS
	17 years	3	21.4	4	36.4	
	18 years	10	71.4	7	63.6	
	19 years	1	7.2	0	0	
2	Gender					X ² =0.051 Df=1 p =0.821 NS
	Male	7	50	5	45.5	
	Female	7	50	6	54.5	
3	Previous experience of OSCE					X ² =1.634 Df=1 p =0.201 NS
	Yes	3	21.4	5	45.5	
	No	11	78.6	6	54.5	

**-p < 0.05 significant, *-p < 0.001highly significant, NS-Non significant*

The table 4 depicts that demographic variable had not shown statistically significant association between the second year level of knowledge on Objective Structure Clinical Examination among Nursing Students with their selected demographic variables respectively.

Table –5: Association between the Third year level of knowledge on Objective Structure Clinical Examination among Nursing Students with their selected demographic variables.

(N=25)

SL.NO	DEMOGRAPHIC VARIABLES	THIRD YEAR				Chi-square X ² and P-Value
		LEVEL OF KNOWLEDGE				
		INADEQUATE		MODERATE		
		N	%	N	%	
1	Age in years					X ² =1.04 Df=1 p =0.307 NS
	17 years	0	0	0	0	
	18 years	1	10	4	26.7	
	19 years	9	90	11	73.3	
2	Gender					X ² =0.816 Df=2 p =0.665 NS
	Male	5	50	8	53.3	
	Female	5	50	7	46.7	
3	Previous experience of OSCE					X ² =2.27 Df=1 p =0.132 NS
	Yes	10	100	12	80	
	No	0	0	3	20	

**-p < 0.05 significant, *-p < 0.001highly significant, NS-Non significant*

The table 5 depicts that the demographic variable had not shown statistically significant association between the third year level of knowledge on Objective Structure Clinical Examination among Nursing Students with their selected demographic variables respectively.

Table –6: Association between the fourth year level of knowledge on Objective Structure Clinical Examination among Nursing Students with their selected demographic variables.
(N=25)

SL.NO	DEMOGRAPHIC VARIABLES	FOURTH YEAR LEVEL OF KNOWLEDGE				Chi-square X ² and P-Value
		INADEQUATE		MODERATE		
		N	%	N	%	
1	Age in years					X ² =0.003Df=1 p=0.958NS
	17 years	0	0	0	0	
	18 years	1	12.5	2	11.8	
	19 years	7	87.5	15	88.2	
2	Gender					X ² =0.019Df=1 p=0.891 NS
	Male	4	50	9	52.9	
	Female	4	50	8	47.1	
3	Previous experience of OSCE					CONSTANT
	Yes	8	100	17	100	
	No	0	0	0	0	

**-p < 0.05 significant, *-p < 0.001 highly significant, NS-Non significant*

The table 6 depicts that the demographic variable had not shown statistically significant association between the fourth year level of knowledge on Objective Structure Clinical Examination among Nursing Students with their selected demographic variables respectively.

V. CONCLUSION AND RECOMMENDATION

The present study was conducted to assess the knowledge on objective structure clinical examination among nursing students at Sri Manakula Vinayagar Nursing College. In order to achieve the study, a descriptive research design was adapted. Purposive sampling techniques were used to select the sample. The data was collected from 100 samples of nursing students using multiple choice questionnaires. The questionnaires consist of two parts. (i. e) demographic data and multiple choice questionnaires.

IMPLICATION OF THE STUDY

The study had implications for nursing practice, nursing education, Nursing administration and nursing approach.

NURSING PRACTICE:

- The nurses working in the hospital, clinical setting and in community should practice assessment of personal health issues.
- This may help to analyze the patient character and health status. Though this effective outcome can also be improved quality of patient care.
- It gives very little understanding of the impact that a relationship with respected adults has on an adolescent's behavior.
- Early identification and nursing intervention prevent the betterment of common issues.
- It may be useful to understand that contagious that contagious illness.

NURSING EDUCATION:

- Nursing education and adolescence development curriculum need to be strengthened to enable the nursing students to know about health problems of the students.
- Personal issues are more common in nursing institutions; leads to academic cheating/falsehood; it helps to know before nursing education.
- The nursing students need to organize workshops, in services education programs to nursing students and also for the paramedical students.
- It helps to identify the students' health status early detection of basic illness.
- Degree of personal issues will be the same for hospital nursing services, administration, nursing students.

NURSING ADMINISTRATION:

- The nursing administration should take on active role in organizing and preventing health issues among nursing students.
- Good health help to maintain power, authority, self – focused work, conducting institutions.
- Healthy employer recruited achieve the goal easily, development of nursing institutions.
 - Manipulative behavior of other students so its organization work reducing professional burn out, develop work attitude.
 - Healthy leadership can exhibit higher level of charisma, and their leadership can be beneficial in some areas.
 - Stress free perform will in work environment complete the work solely.

NURSING RESEARCH:

- The findings of the study help the nurses and students to develop the inquiry by providing baseline. The general aspect of the study result can be made by further replication of the study.
- The effectiveness of the research study is verified by its utility by the nurses in practice field.
- The findings of the study also help the professional nurses and students to develop enquiry by proved by provides a base.
- This study help the nurse researchers to develop the students knowledge.
- Along with personal health investigate the communicable disease can prevent many diseases.
- Encourage the non – pharmacological intervention. Nurses research can promote many studies on this topic.

VI. RECOMMENDATIONS:

Based on findings of the present study, the following recommendations have been made.

- Similar study can be conducted in order parts of the country.
- The study can be conducted with large number of samples.
- The study can be implemented at the various status of India.
- The study conducted in different setting.

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