

Research Article

Current Nursing Education in Preparing Students for Future Health Care Challenges

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A B S T R A C T

The purpose of this study was to explore nursing students' perceptions about their educational preparation for the complex health care environment. B.Sc. Nursing students were surveyed using a 25-item structured Likert-scale questionnaire. By nursing students and addresses specific domains such as inter-professional collaboration, leadership roles, digital proficiency, concept-based learning, diversity and inclusion, and simulation-based learning. Results showed that 73% of students were satisfied with using data and electronic systems; 73% were satisfied with online education, but 27% were dissatisfied. Students reported technical problems in online learning and content variation in the curriculum regarding the new role of nurses. In general, the results indicate favourable responses of students towards contemporary methods of instruction as opposed to traditional nursing education.

Keywords: Perception, Health Care Challenges, Collaboration, Diversity, Simulation, Critical Thinking, And Preparedness

Introduction

The healthcare landscape has been continuously changing with technology, multiple needs of patients, and emerging public health concerns. Meeting these challenges requires nursing education to transition from passive, lecture-based teaching to innovative, learner-centric educational strategies (Mus, 2010; NASEM, 2021).¹⁻³

Need for the study

The review discusses how present nursing education is preparing students to meet future health care challenges and become competent professionals for the future.

Statement of the problem

This study aimed to describe the existing nursing education in the current scenario in college students' preparation for fu-

ture health care challenges in selected colleges, Coimbatore.

Objectives

- To evaluate how nursing students perceive today's nursing education.
- To make suggestions to improve nursing education.

Operational definition**Nursing Education**

Nursing education, as part of this study, involves an organised teaching and learning process (academic and clinical training) for students pursuing a B.Sc. Nursing encompasses theory, simulation, laboratory work, and clinical experiences in hospitals and the community.

Health Care Challenges

This expression refers to future health needs in the following areas: technology, chronic condition management,

emergencies, care transfer, multi-professional teams, and shared leadership.

College students

College students refer to the first-year undergraduate B.Sc. Students. Nursing students studying at PPG College of Nursing, Coimbatore.

Hypothesis

H1: The students' perception of present nursing education is significantly different.

Delimitation

The study is delimited to the first year of B.Sc. Nursing Students studying nursing in the PPG College of Nursing

Projected outcome

It is worth recognising the gap between theoretical teaching and real-world clinical preparedness to realise and recommend what is needed for a more challenging outcome.

Review of Literature

A Review of literature is an organised analysis and summary of published information to inform knowledge about a research topic, as discussed.

Literature related to technology integration in nursing

QSEN Institute (2020)² highlighted the importance of incorporating the six core competencies into nursing curricula to enhance readiness, safety, and critical thinking among students to correspond to clinical needs in the real world 82% of students have a high level of competency in patient safety and quality care. But just 47% were prepared to handle complicated health care situations on their own.

Literature related to active learning strategies and critical thinking

Narrative pedagogy develops critical thinking, ethical reasoning, and engagement from the classroom to clinical. Three-quarters of students agreed that they felt confident in theory, but less than half agreed that they were ready for decision-making with real patients.⁴

Literature related to interprofessional education

Vyas et al. (2022)⁵ reported an increase in decision-making, teamwork, and confidence among participants in a high-fidelity simulation nursing program. While 85% said the program had sharpened their ability to make crucial clinical decisions, but just 54% said they felt fully prepared for intense real-world situations.

Methodology

Research Approach

The nature of the study is quantitative.

Research Design

A descriptive cross-sectional survey was chosen to measure the perception of nursing students at one point in time.

Setting

It was carried out in the PPG College of Nursing, Coimbatore. We used a Google survey questionnaire to collect the data from the students.

Population

The study subjects of the present study were first-year B.Sc. Nursing students of the secondary colleges.

Sampling and Sample Size

A total of 100 B.Sc. Nursing students were recruited to study by non-probability purposive sampling.

Criteria for Sample Selection

Inclusion Criteria

Nursing Students who were:

First year B.Sc Nursing. Agree to take part in this study. Available at the time of data collection

Instrument and Tool Used for Data Collection

The instrument was comprised of Section A and Section B. Section A: Socio-demographic profile Name, E-mail, Age, Sex, Date of birth, Year of completion of age in years, Place of residence, HSC Marks Percentage, Education of your mother, Education of your father, Medium of instruction, State presently residing in.

Section B: Perception Assessment

Five-point Likert scale (100 points, 25 items) to evaluate student perspectives on how nursing education would prepare them for the future with respect to technology utilisation, disease management, healthcare emergencies, competent care, multidisciplinary teamwork, and collaborative care (table 1).

Table 1. Score interpretation

Percentage	Scoring range	Interpretation
76-100%	76-100	Highly prepared
51-75%	51-75	Moderately prepared
<50%	<50	Poorly prepared

Content Validity

The tool was rated by nursing experts in the area of content for appropriateness of the tool.

Ethical Consideration

Ethical clearance was obtained from the Institutional Ethical Committee, PPG Group of Institutions, Coimbatore.

Pilot Study

One preliminary study, involving 30 first-year optometry students, indicated that 80% increased their understanding of nurses’ interprofessional responsibilities, 75% increased their comfort with data and electronic systems, 78% favoured active learning, and 85% had better knowledge retention using online education.

Procedure for Data Collection

The information was gathered after permission from the Principal, PPG College of Nursing. First- year B.Sc nursing students were verbally informed, and consent was obtained. Participants. The students who participated and answered the questions were from a Google form. Data were analysed and interpreted.

Technique of Data Analysis and Interpretation

Frequency and percentage distribution were used to analyse the distribution of attitudes of the respondents concerning the perception of current nursing.

Data Analysis and Interpretation

It analyses the data and presents the findings from nursing students on the extent to which nursing education today prepares the person for the future health care challenges.

Organization of the Findings

Data from the nursing students were categorised, analysed, and reported within the following themes (table 2-6) and (figure 1-6):

Section I: Socio-demographic and academic profile of B.Sc. Nursing students.

Section II: Students’ perceptions about nursing education nowadays. n=10

Table 2. Gender of students

S.No	Gender	Frequency	Percentage
1.	Male	27	27%
2.	Female	73	73%
3.	Others	0	0%

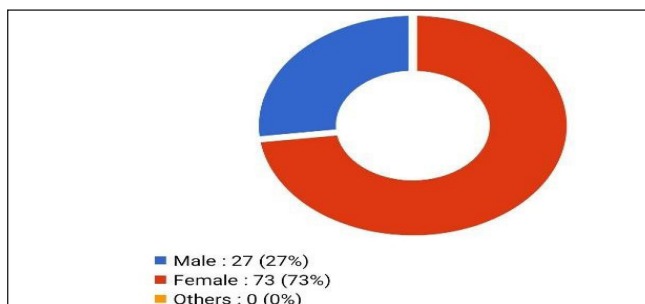


Figure 1. Depicts the gender of the B.Sc Nursing first-year students. The result shown that majority was female 73(73%) and male 27(27%)

S.No	Residence of their hometown	Frequency	Percentage
1.	Urban	49	49%
2.	Rural	50	50%
3.	Others	1	1%

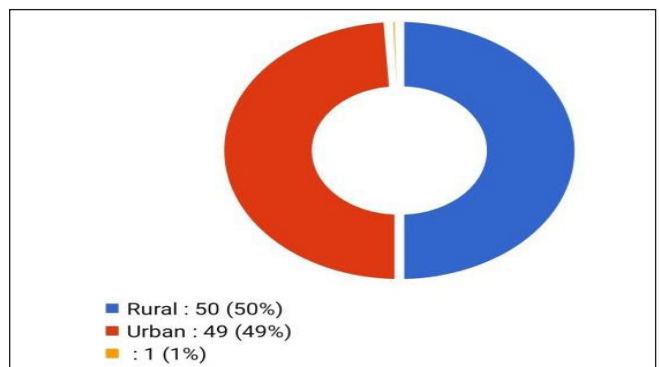


Figure 2. Depicts the residence of their home town of the students. The result shown that the majority was Rural 50(50%) , Urban 49(49%), others were 1(1%)

S.No	Mark percentage	Frequency	Percentage
1.	<60%	7	7%
2.	61-65%	7	7%
3.	66-70%	16	16%
4.	>70%	70	70%

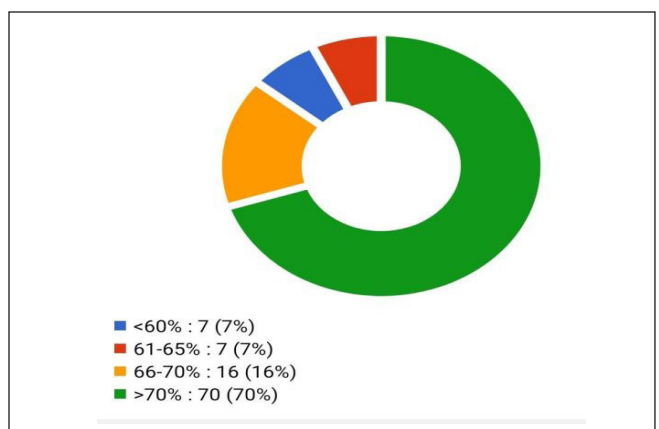
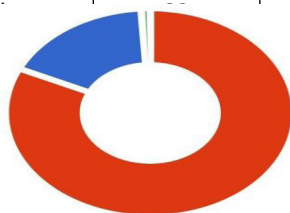


Figure 3. Higher secondary mark percentages of the students are stated. The outcome revealed that

70(70%) were scored the marks >70%, 16(16%) scored the marks 61-70%, 7(7%) scored the marks 61-65%, 7(7%) scored the marks <60% n=100

, Dayscholar 5(5%), Staying with relatives 0(0%)
Assessment of current nursing education among students' perceptions (table 7). n =100

S No	Medium of instruction	Frequency	Percentage
1.	Tamil	17	17%
2.	English	82	82%
3.	Others	1	1%

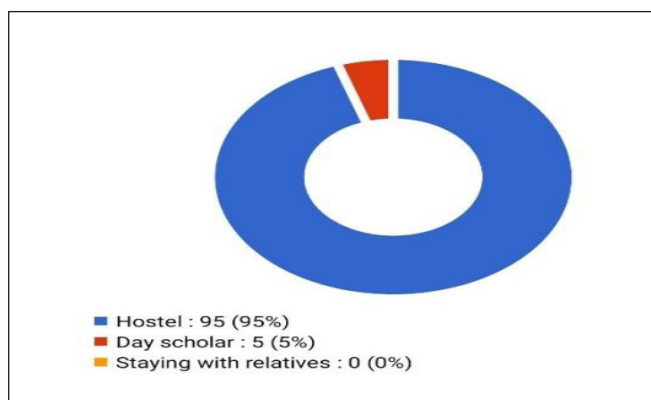


■ Tamil : 17 (17%)
 ■ English : 82 (82%)
 ■ Others : 0 (0%)
 ■ : 1 (1%)

Figure 4. Depicts the medium of instructions of students. The result shown that the majority was English 82(82%), Tamil 17(17%), Others 1(1%)

n=100

S.No	Present residence	Frequency	Percentage
1.	Hostel	95	95%
2.	Day scholar	5	5%
3.	Staying with relatives	0	0%



■ Hostel : 95 (95%)
 ■ Day scholar : 5 (5%)
 ■ Staying with relatives : 0 (0%)

Figure 5. depicts the Present residence of students. The result shown that the majority is Hostel 95(95%)

Table 7. Students' perception of current nursing education

S. NO	Content	Strongly disagree	Dis-agree	Neut-ral	Agree	Stron gly agree
1.	Inter professional teams	3	8	39	45	5
2.	New roles for nurses	1	0	13	69	17
3.	Online nursing education	12	27	28	27	6
4.	Using data and electronic systems	1	1	8	72	18
5.	Concept-based learning	2	6	23	55	14
6.	Expanded learning opportunities	3	3	13	60	21

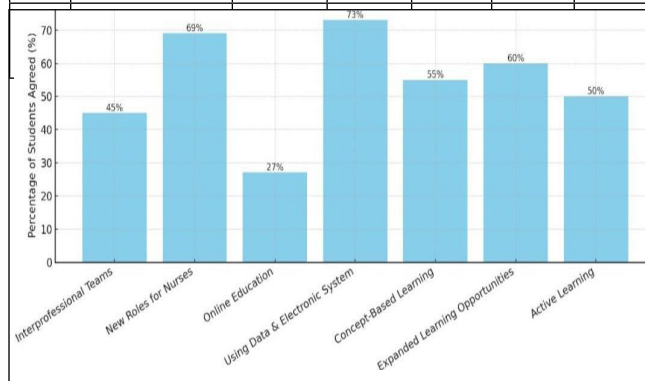


Figure 6. shows the overview of the students in the prevailing nursing education. Pupils were more inclined to modern than traditional methods of nursing teaching. 46% rated courage 39% value interprofessional teams 69% aware of changing nursing roles. Extended learning (60%), concept-based learning (55%), and active learning (50%) were strongly

supported; online education, though, received less (27%), indicating some hesitation

Results and Discussion

Major findings of the study

In the present study, the gender of students. The result showed that the majority were female, 73(73%), and male, 27(27%).

The residence of their hometown of students. The result showed that the majority was Rural 50(50%), Urban 49(49%).

The Higher secondary mark percentage of students. The result shown that the majority was 70(70%) scored the marks as >70%, 16(16%) scored the marks as 66-70% , 7(7%) scored the marks as 61-65%, 7(7%) scored the marks as <60%.

The medium of instruction of nursing students. The result shown that the majority was English 82(82%) , Tamil 17(17%) , Others 1(1%).

The Present residence of the students. The result shown that the majority was Hostel 95(95%) , Day scholar 5(5%) , Staying with relatives 0(0%)

Students preferred modern nursing education strategies over traditional methods. While 45% valued interprofessional teams, 69% recognized evolving nursing roles. Expanded learning (60%), concept-based learning (55%), and active learning (50%) were well-supported, though only 27% favored online education, showing some reluctance.

Summary and Conclusion Summary

Interpretation of findings and discussion of the results are presented in this chapter. The objective of this study was to assess nursing education about its adaptation of students to future healthcare.

The first year B.Sc. Student nurses at PPG College of Nursing, Coimbatore. We used a descriptive research design, and a convenient sample of 100 students was taken. Skills such as clinical skills, critical thinking, technological ability, and adaptability to health-care innovations were assessed using a structured questionnaire. The data was interpreted and discussed concerning the aims of the study.

Conclusion

Present nursing education will yield students who can respond effectively to the healthcare challenges of the future. Practical application of Interprofessional education, Concept based learning technology, and increased learning experiences may increase students' knowledge and confidence. These newer methods encourage critical thought, flexibility, and involvement in the care of patients. Participants reported enhanced preparedness for new roles and confidence about the integrity of the knowledge gained for use in the clinical and community practice settings.

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