

# The Impact of COVID-19 on the Field Training of Nursing Institute Students

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**Abstract:** Because of the consequences that may affect the quality of nursing care provided to patients in hospitals and health centers, training nursing students in the field is considered one of the more important roles played by educational and health institutions to ensure that student nurses receive the necessary professional skills. This research paper evaluates the impact of COVID-19 on the field training of Kuwait Nursing Institute students.

**Method:** The analytical descriptive approach was followed using an electronic questionnaire that was distributed via the Google Forms application to trainers at Kuwait Nursing Institute. The Statistical Packages for the Social Sciences (SPSS) program was employed to analyze the results.

**Results:** Alternative tools and methods for distance learning have been used to train nursing students, but the institution faced challenges in continuing to train nursing students during the COVID-19 pandemic. The vast majority of the students did not continue field training during the pandemic, the commonest duration of training during COVID-19 was three to four days per week, and the students' period of practical training in the nursing program changed to online training due to the spread of COVID-19.

**Conclusion:** This paper recommends intensifying field training for students of nursing institutions, reconsidering the technological methods used in remote training for the practical professional performance of students in the nursing specialty.

**Keywords:** nursing, Kuwait, field training, COVID-19.

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## 1. INTRODUCTION

Training is a planned activity that aims to develop individuals' technical and behavioral capabilities and skills to enable them to perform effectively and productively, leading to achieving their personal goals with the highest possible efficiency, developing various skills and knowledge, and aiding their professional growth in the field (Cowen, Hubbard, & Hancock, 2018). Through field training, students acquire sufficient ability for practical application; what distinguishes field training is that it is conducted in more than one place and requires a scientifically and professionally qualified person to supervise the training process (Al-Balas, Al-Balas, & Jaber, 2020).

Field training is important in that it offers an opportunity for students to apply on the ground what they have learned while enhancing their skills, extending their understanding of the educational process, and providing opportunities for cooperation and interaction. Field training helps nursing students understand the needs and characteristics of the environment in which they will work in the future (Andreas, 2020). The COVID-19 pandemic has affected the educational sector in the conduct of the teaching-learning process and in evaluating students' performance in distance learning (Mian & Khan, 2020).

Despite the digital transformation, higher education, technical, and other institutions have faced challenges in evaluating students' performance in some specializations, especially those that require completing practical training before graduation (Immanuel, 2020).

Field training for nursing students depends on practical demonstrations on the ground, which are difficult to translate into a digital environment. In-class training time, students' skills are refined, and they are better prepared for the labor market. (Cowen, Hubbard, & Hancock, 2018).

The nursing sector is the backbone and main supporter of the care provided in health institutions, and it affects the provision of health services to members of society (Akyildiz D, 2021). Because of the consequences that may either negatively or positively affect the quality of nursing care provided to patients in hospitals and health centers, evaluating students' performance in the field is one of the more important roles played by educational institutions to provide nursing students with the necessary professional competencies (Akyildiz D, 2021).

### Objective

To evaluate the impact of Covid-19 on the field training for Nursing Institute students.

### Question

-What is the impact of Covid-19 on the field training for Nursing institute students?.

## 2. METHODOLOGY

### Study type:

Descriptive cross-sectional study.

### Study population

All nursing trainers in Kuwait nursing institute.

### Study sample

The sample size consists of 30 nursing trainers.

### Statistical Analysis

The obtained data will be coded and entered into a computer for analysis. The Statistical Package for the Social Sciences (SPSS version 24) was used to analyze the data in this study p-value of 0 .05 was considered statistically significant. The figures preparation was conducted using Microsoft Excel 2010 . Frequency, percentage, to identify the personal data of patients, Man and Std. t- test was conducted to examine the differences in mean.

## 3. RESULT

The study results are represented in tables and figures showed the evaluation of impact of Covid-19 on the field training for Nursing Institute students.

### First: Personal data

**Table.1 Personal data of the respondents (n= 30 )**

Variables	Frequency	Percent (%)
<b>Gender</b>		
Male	9	30.0
Female	21	70.0*
<b>What type of organization do you work for?</b>		
Health institution	12	40.0*
Hospital	9	30.0
Private institution	9	30.0
<b>Field training location</b>		
Outside the educational institution	12	40.0
Inside the educational institution	18	60.0*

\*indicates the highest percent

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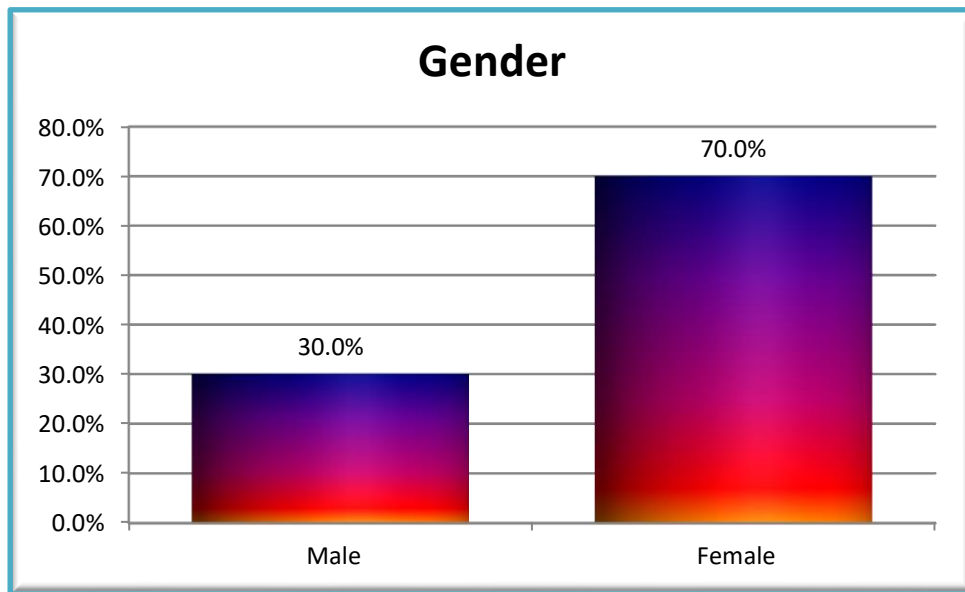
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Table.1 shows that most of respondents were female 70.0%, while male represented 30.0%, however majority of the respondents work for Health institution 40.0%, whilst who work for Hospital, and Private institution recorded 30.0% equally. 60.0% their **Field training location** was Inside the educational institution and 40.0% of them their location was Outside the educational institution.

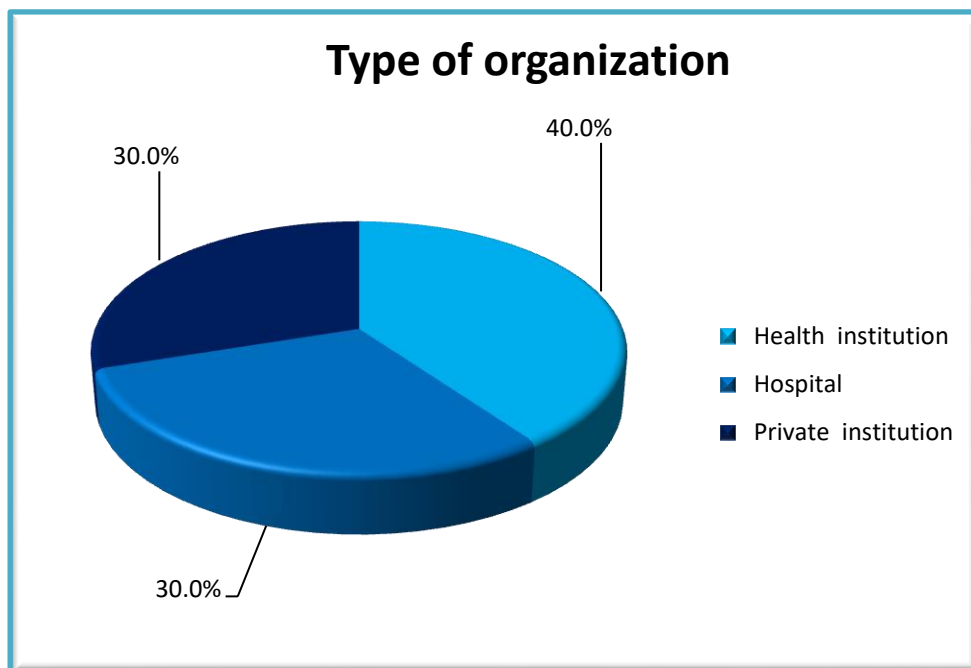
**Table.2 Descriptive Statistics of students' Age**

Variable	Mean	Std. Deviation	Minimum	Maximum
Age/years	36.57	11.02	20	64

Table.2 illustrates that the age mean 36.57 years with standard deviation 11.02, the minimum age was 20 years old, while the maximum was 64 years old .



**Fig.1 Gender**



**Fig.2 Type of organization**

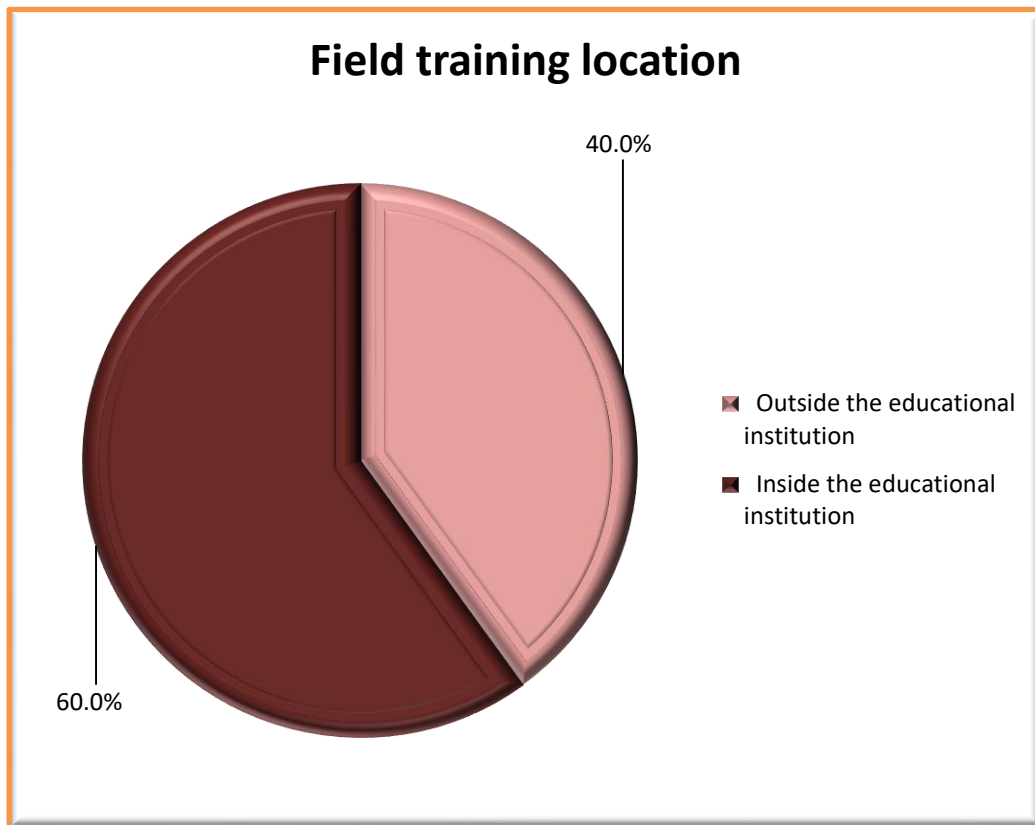


Fig.3 Field training location

Table.3 The impact of Covid-19 on the field training for Nursing Institute students (n= 30 ) (main questions)

Variables	Yes(%)	No (%)
Has the period of field training in the nursing student program changed due to the spread of Covid-19	20(66.7%)	10(33.3%)
Have you taken measures to ensure the continuity of training for nursing students during the spread of Covid-1?	26(86.7%)	4(13.3%)
Are there alternatives, tools or method for distance learning that have been used to train nursing students:	29(96.7%)	1(3.3%)
Are there challenges for your institution in continuing to train nursing students during Covid-19	29(96.7%)	1(3.3%)

Table.3 shows that the majority of respondents stated that " the period of practical training in the nursing student program changed due to the spread of Covid-19" 66.7%, whilst who stated that " they had taken measures to ensure the continuity of training for nursing students during the spread of Covid-1?" accounted 86.7%), however who said " there were alternatives, tools or method for distance learning that have been used to train nursing students", and " there were challenges for the institution in continuing to train nursing students during Covid-19" recorded 96.7% equally.

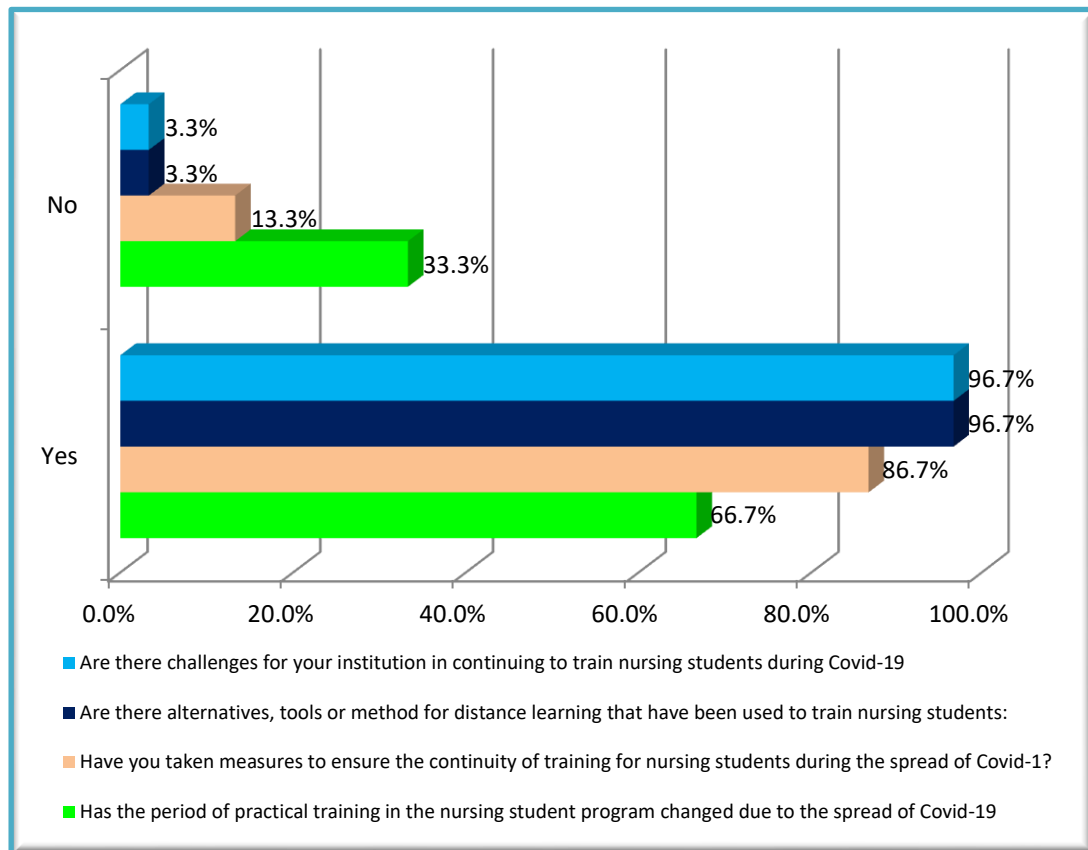


Fig.4 e Main questions Responses

Table.4 Table.3 The impact of Covid-19 on the field training for Nursing Institute students (n= 30 ) (detailed questions)

Variables	Frequency	Percent (%)
<b>The duration of the training provided by the Institute before the COVID-19:</b>		
1- 2 days / week	10	33.3
3-4 days / week	12	40.0*
5 days/ week	1	3.3
all week days	7	23.3
<b>Did Nursing student training stopped due to the spread of COVID-19?</b>		
Partially stopped	18	60.0*
Completely stopped	8	26.7
Did not stop	4	13.3
<b>Continuity of field training during-Covid-19 Pandemic</b>		
Continuous	10	33.3
Not continuous	20	66.7*
<b>Duration of training during COVID-19</b>		
One to two days a week	9	30.0

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Three to four days a week	12	40.0*
All week days	7	23.3
Other (No training, Intermittent)	2	6.7

**How has the period of field training in the nursing student program changed due to the spread of Covid-19?**

Online training	18	60.0*
Inside the educational institution	9	30.0
Significant reduction in training hours	2	6.7
Completely stopped	1	3.3

**what measures have been taken?**

Reducing the number of training hours	7	23.3
Reduce attendance	17	56.7*
Other (Study online, Divide the students into groups, videos).	6	20.0

**What are the alternatives, tools or methods for distance learning that have been used to train nursing students?**

Distance education programs	22	73.3*
Video conferencing	2	6.7
Multimedia	4	13.3
Other (Nursing laboratory training, no)	2	6.7

**What are the challenges your institution faces in continuing to train nursing students during Covid-19**

Students' knowledge of technology is limited	12	40.0*
The cost is high	2	6.7
Lack of appropriate training programs	9	30.0
Unavailability of equipment and internet	7	23.3

*\*indicates the highest percent*

Table.4 shows that the majority of respondents their duration of the training provided by the Institute before the COVID-19 was (3-4 days / week)40.0%, whilst (1- 2 days / week), all week days, and (5 days/ week) recorded 33.3%, 23.3%, and 3.3% consecutive, however most of them Partially stopped nursing training due to the spread of COVID-19 60.0%, while who Completely stopped, and Did not stop accounted 26.7%, and 13.3% respectively.

The vast majority of the students didn't continue on field training during-Covid-19 pandemic 66.7%, the commonest duration of training during COVID-19 was (Three to four days per week) 40.0%, however 60% their period of practical training in the nursing student program changed to ( Online training) due to the spread of Covid-19, 73.3% of the students used Distance education programs.

Most of the respondents stated that the challenges faced their institution in continuing to train nursing during Covid-19 was (Students' knowledge of technology is limited) 40.0%, whilst Lack of appropriate training programs, Unavailability of equipment and internet, and The cost is high scored 30.0%, 23.3%,and 6.7% respectively

**Table.5 Variation between Male and Female in main questions (n=30)**

Questions	Gender	Mean	Std.	t.	p.value
Has the period of practical training in the nursing student program changed due to the spread of Covid-19.	Male	1.78	0.44	0.826	0.065
	Female	1.62	0.49		
Have you taken measures to ensure the continuity of training for nursing students during the spread of Covid-1?	Male	2.00	0.00	1.406	0.001*
	Female	1.81	0.40		
Are there alternatives, tools or method for distance learning that have been used to train nursing students	Male	2.00	0.00	0.648	0.183
	Female	1.95	0.22		
Are there challenges for your institution in continuing to train nursing students during Covid-19	Male	2.00	0.00	0.648	0.183
	Female	1.95	0.22		

\* significant at level 0.01

Table.5 showed that the mean of male was (  $1.78 \pm 0.44$  ), whilst female recorded (  $1.62 \pm 0.49$  ), this indicates that male responses recorded highest degree in " Has the period of practical training in the nursing student program changed due to the spread of Covid-19" .

The mean of male was (  $2.00 \pm 0.00$  ), whilst female recorded (  $1.81 \pm 0.40$  ), this indicates that male responses recorded highest degree in " Have you taken measures to ensure the continuity of training for nursing students during the spread of Covid-1?" .

The mean of male was (  $2.00 \pm 0.00$  ), whilst female recorded (  $1.95 \pm 0.22$  ), this indicates that male responses recorded highest degree in " Are there alternatives, tools or method for distance learning that have been used to train nursing students" .

The mean of male was (  $2.00 \pm 0.00$  ), whilst female recorded (  $1.95 \pm 0.22$  ), this indicates that male responses recorded highest degree in " Are there challenges for your institution in continuing to train nursing students during Covid-19" .

Table .5 also proved that there was statistically significant differences in " Have you taken measures to ensure the continuity of training for nursing students during the spread of Covid-1?" according to gender in favour male (  $t=1.406$  ,  $p.value= 0.001$  ).

#### 4. DISCUSSION

The research dealt with the impact of COVID-19 on the field training of Nursing Institute students. The participants were trainers' staff of the Kuwait Nursing Institute; the percentage of female participants was greater than that of males, the participants' average age was 37 years. The results indicate that there was a change in the field training period in the nursing program due to the spread of COVID-19 and the challenges faced by the Nursing Institute in continuing to train nursing students in the field during COVID-19. This shows that there was a significant negative impact of COVID-19 on field training among the participants, so the compensation mechanisms proposed by the bodies involved in field training must be applied with great emphasis on negating the long-term negative impact of the pandemic, thus ensuring the effectiveness of field training.

The results of this study are consistent with those of Carreño-Moreno's (2021) study: as a result of the COVID-19 pandemic, most nursing schools in the United States switched to distance learning until the end of the school year, and, in addition to the obstacles posed by extensive safety measures in hospitals, nursing homes, and other health care environments, these measures resulted in the reduction or even cancellation of clinical training courses for nursing students. Dunn and Piatkowski (2021) state that the majority of participants reported high negative effects of COVID-19 on their learning and training during the lockdown period.

Kim, Kim, and Lee's (2021) study found that the main impacts of COVID-19 on the education and training of nurses were unequal access to online distance learning, disruption of academic calendars, cancellation of clinical subjects, a teaching and learning gap, and a lack of online learning facilities. Internet access, disruption to professional development, and inability to conduct appropriate clinical assessments also matched the findings of the current study.

The current results parallel those of Agu et al.'s (2021) study, which found that face-to-face teaching and learning were replaced by virtual distance learning and clinical training was discontinued to protect students from the pandemic. Lack of accessibility, affordability, and reliability in certain areas seemed to negatively impact the delivery of nursing education during the COVID-19 lockdown.

## 5. CONCLUSION AND RECOMMENDATIONS

It is imperative that those concerned with field training, such as colleges, educational institutions, and educational systems, rethink the process of training and evaluation. The coronavirus pandemic has cast a strong light on educational systems, and it has become necessary to find solutions to the challenges facing those in charge of the educational process and to invest in the educational process, both academic and professional, to equip students with the necessary qualifications. This necessitates diversification in the sources and forms of knowledge and the use of the latest technology in this field. Because learning in virtual classes is impractical in vocational and technical educational disciplines that require practical field work, direct training and evaluation, and essential tools, materials, and equipment, it is necessary to adopt real field training while adhering to preventive measures. This may be accomplished despite the refusal of the majority of health institutions to accommodate educational institutions (on the one hand) and (on the other hand) parents' fears of enrolling their children as nursing students in health care institutions in the future by convincing both sides of nursing students' need for direct contact to realize their professional identity and acquire all the necessary skills.

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