DECLARATION

I, Annie Yanjanani Kachiwala declare that this research report is my own work. It is being submitted for the degree of Master of Science in Nursing at the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination at this or any other University.

......................................................

SIGNATURE OF CANDIDATE

10th ......DAY OF ......MAY ..............2006
DEDICATION

I dedicate this work to my husband

Edwin.

Thank you for your love and encouragement throughout

the course of study
ABSTRACT

The learning environment and supervision in clinical placement play an important role in nursing education. The purpose of this study was to describe the opinions of student nurses with regard to the clinical learning environment and supervision at Malamulo Hospital, Malawi. A quantitative descriptive design was used. Data were collected from nursing students at Malamulo College of Health Science using the Clinical Learning Environment Scale (CLES) comprising structured questions. The questionnaire was administered to the total population of students (N=84) and the response rate was 87% (n=73). Descriptive statistics were used to analyze data. Relationships between variables were determined by using Fisher’s exact test and the t-test.

The findings revealed that the majority of the participants were satisfied with their clinical learning environment and supervision in their latest clinical placement. Particularly, they were satisfied with the relationship that prevailed between students and members of nursing staff, feedback they received from their supervisors, the nursing care given to patients and the quality of learning opportunities. However, it was determined that nurse teachers did not regularly supervise students and also that some students were not clear about the nursing philosophy of their wards. Ward familiarization processes were not well planned as indicated by about a third of the participants. More than one third also indicated that the learning situations were not sufficient and not meaningful. While 73.98% indicated that they received constructive feedback from their supervisors, about half of the participants indicated that the feedback was not given continuously. The majority (67.76%) of the participants experienced team supervision as opposed to individual supervision.

Therefore it is recommended that nurse teachers increase the number of visits to the wards when students are in clinical placement to improve quality of clinical learning. The nursing college may need to have specific clinical instructors who are trained in clinical supervision and who will be available for students in the clinical placements regularly. The ward managers and the nursing staff need to clarify and display their ward nursing philosophy so that both nurses and students can have a common
understanding and common goal in the provision of nursing care. It is also recommended that feedback be given to students continuously to enhance learning.
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- The Administrative Council of Malamulo Hospital for allowing me to conduct the study at the Hospital.
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- Colleagues and classmates for their support and assistance throughout the period of study
- My work mates at Malamulo College of Health Sciences for their continued support.
- The participants without whose cooperation the study would not have been successful
LIST OF ABBREVIATIONS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHAM</td>
<td>Christian Hospitals Association of Malawi</td>
</tr>
<tr>
<td>CLEI</td>
<td>Clinical Learning Environment Inventory</td>
</tr>
<tr>
<td>CLES</td>
<td>Clinical Learning Environment and Supervision</td>
</tr>
<tr>
<td>ENB</td>
<td>English National Board</td>
</tr>
<tr>
<td>MCHS</td>
<td>Malamulo College of Health Sciences</td>
</tr>
<tr>
<td>QAA</td>
<td>Quality Assurance Agency</td>
</tr>
</tbody>
</table>
TABLE OF CONTENTS

PAGE

Declaration .............................................................................................................i

Dedication ............................................................................................................ii

Abstract ..............................................................................................................iii

Acknowledgements .............................................................................................v

List of abbreviations ............................................................................................vi

Table of contents ..................................................................................................vii

List of tables .........................................................................................................xiii

List of figures .........................................................................................................xiv

CHAPTER ONE: INTRODUCTION AND BACKGROUND

1.1 Introduction ....................................................................................................1

1.2 Rationale for the study ....................................................................................4

1.3 Significance of the study ................................................................................4

1.4 Problem statement ..........................................................................................5

1.5 Purpose of the study .......................................................................................5

1.6 Objectives of the study ...................................................................................5

1.7 Research design .............................................................................................6

1.8 Operational definitions ..................................................................................6

1.9 Conclusion .....................................................................................................7
# CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

2.2 The clinical learning environment as a learning environment
   2.2.1 Description
   2.2.2 Differences between classroom learning and learning in the clinical environment
   2.2.3 Purposes of the clinical learning environment

2.3 Clinical supervision
   2.3.1 Purposes of clinical supervision
   2.3.2 Problems with clinical student supervision

2.4 Methods of supervision

2.5 Role of the clinical supervisor
   2.5.1 The ward nurses
   2.5.2 The nurse teacher

2.6 Quality of the clinical learning environment and supervision
   2.6.1 The ward atmosphere
   2.6.2 The leadership style of the ward manager
   2.6.3 Premises of nursing care on the ward
   2.6.4 Premises of learning on the ward
   2.6.5 Supervisory relationship

2.7 Conclusion
CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction ................................................................. 22

3.2 Research design ............................................................ 22

3.3 Research methodology ..................................................... 23

3.3.1 Study population ......................................................... 23

3.3.2 Research setting ......................................................... 23

3.3.3 Data collection procedure ............................................. 24

3.3.4 The data collection instrument ......................................... 24

3.3.4.1 Sections of the questionnaire ....................................... 24

3.3.4.2 Pilot testing of the instrument ...................................... 25

3.3.4.3 Validity of the instrument .......................................... 26

3.3.4.4 Reliability of the instrument ...................................... 27

3.4 Research ethics ............................................................. 28

3.5 Conclusion ................................................................. 30

CHAPTER FOUR: DATA ANALYSIS

4.1 Introduction ................................................................. 31

4.2 Approach to data analysis .................................................. 31

4.3 Results ........................................................................... 32

4.3.1 Biographical data ......................................................... 32

4.3.2 Data on latest clinical placement ...................................... 33

4.3.3 Quality of the clinical learning environment and supervision ....... 41

4.3.3.1 Ward atmosphere ...................................................... 41

4.3.3.2 Leadership style of the ward manager .............................. 43
4.3.3.3 Premises of nursing care on the ward…………………………44
4.3.3.4 Premises of learning on the ward…………………………45
4.3.3.5 The role of the supervisor and method of supervision………47
4.3.3.6 Private (separate) supervision sessions………………………48
4.3.3.7 Supervisory relationship………………………………………49
4.3.3.8 Results of t-test of main concepts……………………………51
4.4 Conclusions…………………………………………………………52

CHAPTER FIVE: DISCUSSION OF RESULTS

5.1 Introduction……………………………………………………………..53
5.2 Biographical information………………………………………………53
5.3 The latest clinical placement …………………………………………54
5.4 Quality of the clinical learning environment and supervision………59
  5.4.1 Ward atmosphere……………………………………………………59
  5.4.2 Leadership style of the ward manager……………………………60
  5.4.3 Premises of nursing care on the ward……………………………61
  5.4.4 Premises of learning on the ward…………………………………63
  5.4.5 Methods of supervision……………………………………………66
  5.4.6 Supervisory relationship……………………………………………68
5.5 Conclusion ………………………………………………………………69
CHAPTER SIX: SUMMARY, MAIN FINDINGS, LIMITATIONS, RECOMMENDATIONS AND CONCLUSION

6.1 Introduction.................................................................70
6.2 Summary .................................................................70
6.3 Main findings............................................................72
  6.3.1 Ward atmosphere....................................................72
  6.3.2 Leadership style of the ward manager.............................73
  6.3.3 Premises of nursing care on the ward............................74
  6.3.4 Premises of learning on the ward..................................75
  6.3.5 Nature of supervision at the hospital.............................75
  6.3.6 Supervisory relationship..........................................76
6.4 Limitations of the study..............................................77
6.5 Recommendations......................................................78
  6.5.1 Nursing education....................................................78
  6.5.2 Nursing research.....................................................79
  6.5.3 Nursing practice.....................................................79
6.6 Conclusion...............................................................80

REFERENCES...........................................................................82
## ANNEXURES

1. Self administered questionnaire .................................................................91  
2. Ethical clearance certificate .........................................................................95  
3. Post Graduate Assessors approval letter ....................................................96  
4. Letter of permission from Malamulo College of Health Sciences ............97  
5. Permission letter from Malamulo SDA Hospital .......................................98  
6. Information sheet for participants ...............................................................99  
7. Consent form for participants ..................................................................100  
8. Clinical Learning Environment and Supervision agreement form ..........101
LIST OF TABLES

Table 4.1 Comparison of students satisfaction with age, sex and year of study .....................................................39

Table 4.2 Comparison of students’ satisfaction with the role of the supervisor, method of supervision and private supervision sessions ...........................................40

Table 4.3 Ward atmosphere ..................................................................................................................42

Table 4.4 Leadership style of the ward manager ....................................................................................43

Table 4.5 Premises of nursing care on the ward .....................................................................................44

Table 4.6 Premises of learning on the ward .............................................................................................46

Table 4.7 Methods of supervision .........................................................................................................47

Table 4.8 Supervisory relationship .......................................................................................................50

Table 4.9 T-test results of main concepts ...............................................................................................51
LIST OF FIGURES

Figure 4.1 Age distribution and year of study of participants.........................33
Figure 4.2 Ward type and duration of placement.........................................34
Figure 4.3 period of patients’ stay in the ward.............................................35
Figure 4.4 Physical and mental stress on the nursing staff..........................36
Figure 4.5 Number of visits by the nurse teacher......................................37
Figure 4.6 Student satisfaction levels with the most latest placement..............38
Figure 4.7 Private (separate) supervision sessions with the nursing staff...........48