

# Determinants Of OSCE Performance Among Nursing Students In Department Of Nursing Science, University Of Calabar, Calabar, Cross River State

OPIAH, MARGARET MOMBEL (Ph.D., FWACN)

Department of Nursing Science, University of Calabar, Calabar  
[mombail@yahoo.co.uk](mailto:mombail@yahoo.co.uk), [mmopiah@gmail.com](mailto:mmopiah@gmail.com)

OYIRA, EMILIA JAMES (Ph.D., STTI, FWACN)

Department of Nursing Science, University of Calabar, Calabar  
[emioyira@yahoo.com](mailto:emioyira@yahoo.com)

OBUTE, PAULINE (Ph.D.)

Department of Nursing Science, Ministry of Health Calabar Cross River States  
[paulineobute@yahoo.com](mailto:paulineobute@yahoo.com)

EZE, MARGARET C.(MSC)

Nursing and Midwifery Council of Nigeria Abuja  
[megchieze@yahoo.com](mailto:megchieze@yahoo.com)

Corresponding author: Dr. OYIRA, EMILIA. JAMES: [emioyira@yahoo.com](mailto:emioyira@yahoo.com)

## Abstract

The study aims at assessing determinants of OSCE performance among nursing students in Department of Nursing Science, University of Calabar, Calabar, Cross River State. To successfully, carry out the study, three objectives in line with research questions was formulated to guide the study thus to examine psychological factors, social relationship of nursing students and student preparedness towards OSCE performance among nursing students in Department of Nursing Science, University of Calabar, Calabar. Literature was reviewed according to the variables understudy. The descriptive design was adopted to select a sample of 186 undergraduates' nurses, a convenient sampling technique was used. Data collected through the questionnaire were analyzed using descriptive statistics (simple percentages and frequency tables), while the hypothesis was tested using the Chi-Square test statistic at 0.05 level of significance. Results reveals that Data in table 5 reveals that majority of the respondents 128(68.8%) strongly agreed and 40(21.5%) disagreed that they feel so reluctant about studies not paying their tuition fees on time, 15(8.1%) agreed while 3(1.6%) strongly disagreed. As regards to I feel destabilized not buying textbooks for exams because of money, majority of the respondents 92(49.5%) strongly disagreed 65(34.9%) strongly agreed 21(11.3%) agreed and 8(4.3%) disagreed. It was concluded that psychological factors have a significant relationship with students' preparedness.

**Keywords:** Determinants, OSCE, Performance, nursing students

## BACKGROUND TO THE STUDY

Globally, and in our contemporary Nigerian society of health care delivery system clinical assessment of students, without learning institutes have no value? Therefore, space and an environment play an important part in students' programm progression. Learners are main source of any educational set up, this also help in personality building and performance that develop Living standard of human being (Feenberg, 2012). The performance of student is pivotal to quality education which produce quality graduates for

country developmental strides and good leadership (Grealish, 2012). Most of the students do not make themselves attentive in subject due to same reason like, school related issues, unconfident and unskilled teachers, insufficient services, and non-availability of instructional materials. Non-school issues involve poverty, low instructive fulfillment and lack of education of guardians and weakness and nutrition (Farooq et al., 2011). The assessment of knowledge and skills plays an important part in student nurses' progression because they need to demonstrate

competency and confidence in the performance of clinical skills (Nursing and Midwifery Council, 2011). The term 'clinical skills' involves history-taking, physical examination, clinical investigations, using diagnostic reasoning, procedural perfection, effective communication, team work and professionalism, it includes oral examination test, Demonstration Examination etc (Boulay & Medway, 2012).

However, the determinants of quality academic performance of the student includes, academic burden creates on parents, peer pressure, environmental setting, students' preparedness, social relationship and psychological factors which factors may be modify. Other factors such as stress and sleeping hours according to (Gupta & Singh, 2017) but these factors cannot be modified. Nevertheless, it is observed that test and academic competence were significantly associated with students' academic performance. Experiential year students' performed better in time management skill, test anxiety, test competence, and academics competence in their second year curriculum (Hijazi & Naqvi, 2016). Internal elements are mostly related to student like unqualified teacher, quizzes, assignment, absent from the class and not attend the lectures properly (Udoh, 2011). These internal elements are controlled while external components because of outside condition like, socioeconomic status, parents' education, and peer pressure of students they are uncontrolled.

### STATEMENT OF THE PROBLEM

Generally, there are many factors which may affect the educational performance of the Learners especially in the clinical setting where practical's are predominant. There are grouped into psychological and preparedness of the student. The psychological factors include fear, depression, and anxiousness especially when fees aren't paid on time, inability to buy required textbooks, inadvertent workload (scheme of work), the preparedness of students includes overconfidence due to clinical experiences thus leading to a poor performance of the OSCE examination. Teacher related factors are very high impact of educational performance of the nursing Learners. Nursing is a challenging profession that tends to attract self-motivated, lifelong learners. Students by their nature are motivated by multidimensional factors within and outside their studies.

Problem of OSCE implementation is worse in department of nursing science, University of Calabar due to its late inception and consequently lesser experience. Observations shows that factors

such as lack of skill laboratories, excess cost, shortage of trained clinical instructors, unfair selection of tasks across the competency, increased stress, inconsistent tools, lack of standardized patients, absence of assessor training, assessors' intimidation, time shortage on stations, and difficulty in standard setting have demoralize the superb performance of students, therefore, resulting in partial performance.

The missing gap in the study is one on one interaction with the students meeting with the instructors before and after exams for a valid cognitive and psychological evaluation in other to improve performance and also intensive demonstration of the apparatus with the students as many might not know the bare difference of instruments or simulation. Hence, it is very much crucial for researchers to checkmate the determinant of OSCE performance among nursing students in the Department of Nursing Science, University of Calabar, Calabar, Cross River State and to discover what factors are related to their motivation as well as what would increase their motivation if necessary

### METHODOLOGY

The research design adopted for this study was the descriptive design (descriptive survey) in nature, it is designed to collect data and describe in a systematic manner which enabled the researchers to checkmate determinant of OSCE performance among nursing students in Department of Nursing Science, University of Calabar, Calabar, Cross River State. The setting of this study is the department of Nursing Science. The department of nursing science is under faculty of Allied medical sciences, college of medicine, university of Calabar, it has been in existence for over 20years, the department comprises of both generic and direct entry students whom have met their admission requirements. The department of nursing science is situated close to the university library, adjacent the department is the department of radiography and opposite is the department of modern languages. The sampling technique used was convenient sampling to enable the researchers select the one hundred and eighty six (186) nurses that constituted the sample for this study. The sample was calculated with the aid of Yaro Yamane's formula as shown below;

$$n = \frac{N}{1+N(e^2)}$$

Where, N = population of undergraduate nurses (200 level) = 351

e = Significance coefficient = 0.05

$$n = \frac{351}{1+351(0.05^2)}$$

$$n = \frac{351}{1+(351 \times 0.0025)}$$

$$n = \frac{351}{1+0.8775}$$

$$n = \frac{351}{1.8775}$$

$$n = 186$$

The sample used for this study was one hundred and eighty six (186) undergraduate level 200 nurses

Face validity and content validity of the research instrument were established by the researchers.

The reliability was done using test-retest method. Data was analyzed using descriptive statistics (simple percentages and frequency tables), while the hypothesis was tested using the Chi-Square test statistic at 0.05 level of significance. The researchers introduced themselves by presenting a copy of letter of introduction they obtained from the Boards of ethical committee and presented to the Head of Department for approval to carry out the study in the department. The consent of the respondents was adequately gained by giving them adequate information to enable them to express their feelings.

## RESULTS

### 4.1 Socio-Demographic Data of the Respondents

Variable	Frequency	Percentage
<b>Age in Years</b>		
18 – 24	92	49.5
25 – 30	65	34.9
31 – 35	21	11.3
36 and above	8	4.3
<b>Total</b>	<b>186</b>	<b>100</b>
<b>Sex</b>		
Male	87	46.8
Female	99	53.2
<b>Total</b>	<b>186</b>	<b>100</b>
<b>Marital status</b>		
Single	71	38.2
Married	115	61.8
<b>Total</b>	<b>186</b>	<b>100</b>
<b>Mode of entry</b>		
Generic	148	79.6
Direct	38	20.4
<b>Total</b>	<b>186</b>	<b>100</b>

Among 186 respondents, majority 92(49.5%) were between the age range of 18 – 24, 65(34.9%) were between 25 – 30years, 21(11.3%) were between 31 – 35 and 8(4.3%) were between 36 and above. Majority of the respondents 99(53.2%) were female while 87(46.8%) were male. On

assessing marital status 71(38.2%) were single, 115(61.8%) were married. As regards to the mode of entry (admission) into the department, majority of the respondents 148(79.6%) passed through jamb (generic) while 38(20.4%) entered through direct mode (from school of nursing or other department).

## 4.2 RESEARCH QUESTIONS

4.2.1 *Research Question I:* What are the psychological factors towards OSCE

performance among nursing students in Department of Nursing Science, University of Calabar, Calabar?

**Table 3:** Psychological factors towards OSCE Performance

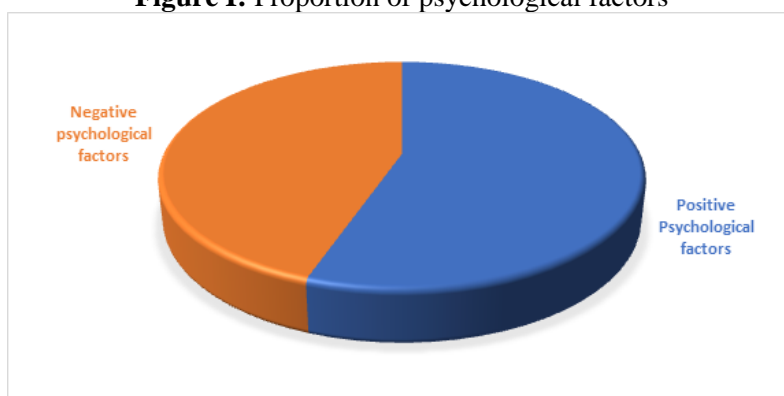
Variables	SA	A	SD	D
I feel excited because am confident facing all the stations without the interference of my lecturers	70 (37.6)	16 (8.6)	58 (31.2)	42 (22.6)
I feel threaten when hearing about OSCE because	88	12	49	37

it just me and the stations	(47.3)	(6.5)	(26.3)	(19.9)
I feel depressed and so much anxiety because of non-communication in the hall	68 (36.6)	36 (19.4)	52 (27.9)	30 (16.1)
I feel happy because am given the opportunity to practicalize what am been taught	86 (46.2)	44 (23.7)	36 (19.4)	20 (10.7)
I feel so stress going around all the stations	35 (18.8)	60 (32.3)	63 (33.9)	28 (15.0)

Data in table 3 reveals that among 186 respondents, majority 70(37.6%) strongly affirmed that they feel excited because they confident facing all the stations without the interference of their lecturers, 16(8.6%) agreed, 58(31.2%) strongly disagreed while 42(22.6%) disagreed. As regards to I feel threaten when hearing about OSCE because it just me and the stations, majority 88(47.3%) strongly agreed, 12(6.5%) agreed, 49(26.3%) strongly disagreed and 37(19.9%) disagreed. 68(36.6%) strongly agreed and 36(19.4%) agreed that they feel depressed and so much anxiety because of non-

communication in the hall while 52(27.9%) strongly disagreed and 30(16.1%) disagreed. Majority of the respondents 86(46.2%) strongly agreed and 44(23.7%) agreed that they feel happy because they are given the opportunity to practicalize what they are been taught, 36(19.4%) strongly disagreed and 20(10.7%) disagreed. As regards to I feel so stress going around all the stations majority of the respondents 60(32.3%) agreed, 35(18.8%) strongly agreed while 63(33.9%) strongly disagreed and 28(15.0%) disagreed.

**Figure I:** Proportion of psychological factors



Data transformation reveals that majority of the respondents 103(55.4%) displayed positive psychological factors while 83(44.6%) displayed negative psychological factors towards OSCE performance among nursing students in Department of Nursing Science, University of Calabar, Calabar.

#### 4.2.2 RESEARCH QUESTION II:

What is the social relationship of nursing students towards OSCE performance in the department of nursing science, university of Calabar, Calabar?

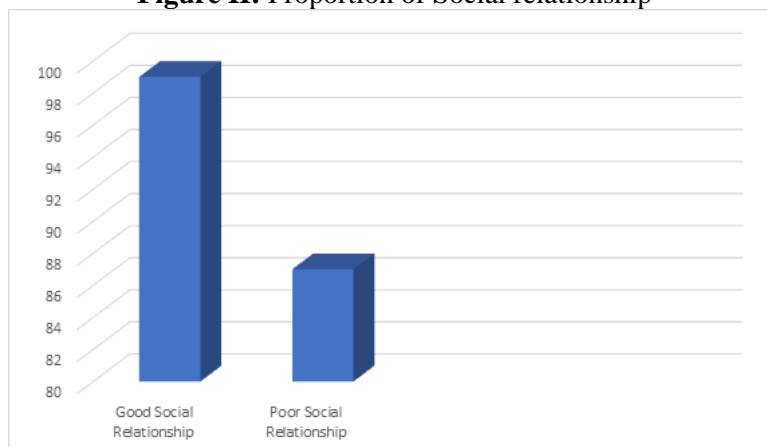
**Table 4:** Social Relationship of nursing students towards OSCE performance

Variables	SA	A	SD	D
I feel good been motivated by my tutor's even with poor performance	106 (56.9)	23 (12.4)	5 (2.7)	52 (28.0)
Group studies improve my performance	92 (49.5)	38 (20.4)	16 (8.6)	40 (21.5)
Extracurricular activities enhance my performance	112 (60.2)	14 (7.5)	44 (23.7)	16 (8.6)
Student-student relationship improve my performance	20 (10.8)	76 (40.8)	80 (43.0)	10 (5.4)
Teacher-teacher relationship increase the students evaluation for every clinical experience and classroom teaching	14 (7.5)	2 (1.1)	112 (60.2)	58 (31.2)

Data in table 4 reveals that majority of the respondents 106(56.9%) strongly agreed that they feel good been motivated by my tutor's even with poor performance, 23(12.4%) agreed, 5(2.7%) strongly disagreed and 52(28.0%) disagreed. 92(49.5%) strongly agreed and 38(20.4%) agreed that Group studies improve my performance while 16(8.6%) and 40(21.5%) strongly disagreed and disagreed respectively. When asked about

Student-student relationship improve my performance 20(10.8%) strongly agreed and 76 (40.8%) agreed while 80(43.0%) strongly disagreed and 10(5.4%) disagreed. As regards to Teacher-teacher relationship increase the students evaluation for every clinical experience and classroom teaching 14(7.5%) strongly agreed, 2(1.1) agreed while 112(60.2%) strongly disagreed while 58(31.2%) disagreed.

**Figure II: Proportion of Social relationship**



Data transformation reveals that majority of the respondents 99(53.2%) displayed good social relationship while 87(46.7%) displayed poor social relationship towards OSCE performance among nursing students in Department of Nursing Science, University of Calabar, Calabar.

#### 4.2.2 RESEARCH QUESTION III:

*Can student preparedness influence the OSCE performance among nursing students in Department of Nursing Science, University of Calabar, Calabar?*

**Table 5: Influence of students' preparedness**

Variables	SA	A	SD	D
I feel so reluctant about studies not paying my tuition fees on time	128 (68.8)	15 (8.1)	3 (1.6)	40 (21.5)
Students study habit influence one's performance	64 (34.4)	12 (6.5)	86 (46.2)	22 (11.8)
I read occasionally for my practical because of insufficient time backed up with workload	52 (27.9)	30 (16.1)	68 (36.6)	36 (19.4)
I feel destabilized not buying textbooks for exams because of money	65 (34.9)	21 (11.3)	92 (49.5)	8 (4.3)
I rely mainly on clinical experiences because it will expand my knowledge	76 (40.9)	18 (9.7)	24 (12.8)	68 (36.6)

Data in table 5 reveals that majority of the respondents 128(68.8%) strongly agreed and 40(21.5%) disagreed that they feel so reluctant about studies not paying their tuition fees on time, 15(8.1%) agreed while 3(1.6%) strongly disagreed. When asked if students study habit can influence one's performance 64(34.4%) strongly agreed 12(6.5%) agreed, 86(46.2%) strongly disagreed and 22(11.8% disagreed). As regards to I read occasionally for my practical because of insufficient time backed up with workload majority of the respondents 68(36.6%) strongly

disagreed, 52(27.9%) strongly agreed while 36(19.4%) disagreed and 30(16.1%) agreed.

As regards to I feel destabilized not buying textbooks for exams because of money, majority of the respondents 92(49.5%) strongly disagreed 65(34.9%) strongly agreed 21(11.3%) agreed and 8(4.3%) disagreed. As regards to I rely mainly on clinical experiences because it will expand my knowledge, majority of the respondents 76(40.9%) strongly agreed and 18(9.7%) agreed while 24(12.8% strongly disagreed and 68(36.6%) disagreed.

### 4.3 HYPOTHESIS TESTING

There is no significance influence between psychological factors and student preparedness towards OSCE performance among nursing students in Department of Nursing Science, University of Calabar.

Variable		Student preparedness		Total	df	X <sup>2</sup> Cal.	X <sup>2</sup> Cri.
		Agree	Disagree				
Psychological factors	Agree	52	21	73	1	19.435a	5.99
	Disagree	6	21	27			
Total		58	42	100			

The result from table 6 above showed a statistical relationship between psychological factors and student preparedness when the chi-square calculated of 19.435a was greater than the X<sup>2</sup> critical of 5.991 at 0.05 level of significance with 1 degree of freedom. With this result, the null hypothesis was rejected, while the alternate was upheld, this implies that there is a significant relationship between psychological factors and student preparedness towards OSCE performance among nursing students in Department of Nursing Science, University of Calabar.

### DISCUSSION OF FINDINGS

This is in line with Umar, Shaib, Aituisi, Yakubu and Bada (2010) posit that stress results from interactions between stressor and the individual's perception and reaction to them. They conclude that student life has many benefits, but it also imposes inevitable stresses and the amount of stress experienced may be influenced by the individual's ability to effectively cope with stressful events or situations. This is also in line with Jacobs (2014) agree that this generation of students is more under pressures that may not have been experienced by many people as an undergraduate or college student and that the competition for professional schools is fiercer than ever before.

The study is in line with Kavousipour, Noorafshan, Pourahmad and Nazhvani (2015) who highlight that personal, social and educational related factors affected motivation level more than economic and environmental factors. According to Yakubu and Bada (2010) academic rigors such as in-depth reading and complex problem-solving go far to strengthen the mind, but extracurricular activities train students to maintain patience and resilience in the face of intense difficulty. Adelman and Taylor (2011) postulates that extracurricular activities provide additional, complimentary roles for a student that benefits the student academically because the added role of athlete, increases self-esteem and overall participation and interest in school, which

**TABLE 6:** Chi-square ( $\chi^2$ ) analysis of the relationship between psychological factors and student preparedness towards OSCE performance among nursing students in Department of Nursing Science, University of Calabar.

can boost grades. Similarly this agrees with Goff (2010) that participating in activities out sides of class raises one's status and creates bond with teachers, enhance social interaction generally leading to a stable mental state and therefore enhances academic performance such as higher student grade point averages (GPA), higher attendance records, and fewer disciplinary actions.

This supports Peterson (2011) who suggests that it is not out of place to imagine that parental socioeconomic background can have possible effects on the academic achievement of students. Parent influence students through the environment and discourse parents have with their children. Academic socialization can be influenced by parents' socioeconomic status as highly educated parents tend to have more stimulating learning environments. Kumari and Chamundeswari (2013) suggests that home life, including parental financial status and the amount of support and stability offered at home, can have a big impact on how students perform in school. Hart (2015) confirms that although students of higher and lower socioeconomic statuses both attend school, the effect of lower socioeconomic status on their achievement is difficult to ignore. Peterson (2011) highlighted those students of low socioeconomic families have fewer educational opportunities than those from the middle- and upper-class families. The educational background of the students' families according to Nasrin, Soroor and Soodabeh (2012) plays an important role in their academic achievement. Higgins (2011) concludes that parental involvement reduces a student's potentiality to drop-out of school because they understand the amount of time their parents have invested in their success. It was concluded that the lapses found in psychological factors and as well social relationship should be ignited and things done to enhance apt preparedness in order to promote preparedness factors for a better OSCE academic performance.

**The following recommendations were made in line with the findings of the study:**

1. There should be students-teachers' relationship to ensure improved performance among nursing students.
2. Lapses found in psychological factors in this study, as well social relationship should be ignited and adequate steps taken to enhance apt preparedness in order to promote preparedness factors for a better OSCE academic performance.

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