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Assess Nursing Student Perception Regarding Teamwork in Private Nursing College Karachi

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ABSTRACT

Through strategies like team-based learning and interprofessional education, the importance of teamwork in nursing education is highlighted. **Objective:** To assess nursing student perception regarding teamwork in a private nursing college in Karachi. **Methods:** A validated questionnaire was used in this cross-sectional study at Horizon School of Nursing in Pakistan, among 175 Bachelor of Science in Nursing students. Data were gathered over the course of four months, and demographic correlations were examined using SPSS version 26.0. The study placed a high priority on ethical considerations. **Results:** The attitudes and perspectives of nursing students on teamwork in healthcare settings are examined in this study. Although 80% of participants acknowledge shared duties, a considerable number (76%) exhibit aversion towards working in teams. Issues including unequal workload distribution (52.6%) and perceived low importance on personal opinions (57.1%) are common among those surveyed. Furthermore, most of the respondents saw team meetings as time-consuming (76%), ineffective (57.1%), and leading to a decrease in workload (68%). Still, the majority (73.7%) acknowledge that teamwork improves talent as well. **Conclusion:** The study on nursing students' perspectives of cooperation reveals a complicated environment characterized by problems such as incomplete assignments, shared responsibility, and non-participation.

INTRODUCTION

A team, consisting of two or more individuals with a common purpose, collaborates through interdependence, assigned roles, tasks, and decision-making to achieve a shared goal [1]. Small groups of students are formed to study material, investigate a certain subject, finish cases, projects, and group assignments, respond to a few thought-provoking questions, participate in idea sharing, and share some findings with other group members [2]. In addition, teamwork occurs when individuals collaborate to achieve a common objective, that objective could be either professional or personal. Student-centered, highly organized, and supported by research, team-based learning (TBL) places students in permanent, teacher-led teams of six to seven students [3]. To ensure quality education and a secure learning environment, students must collaborate effectively. Recognizing this, academic programs have increased interprofessional education (IPE) to better prepare graduates for teamwork [4]. The Nuuyoma study revealed that group interaction enhances essential skills like communication and critical thinking [5]. Moreover, there is an importance of team work in clinical work place [6]. While clinical work place or clinical placement is practical training in a healthcare setting where students apply theoretical knowledge and develop

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clinical skills under supervision. Similarly, social interdependence theory shows that better academic performance and positive peer relationships are linked to cooperative, rather than competitive or individualistic, goal structures [7]. The division of learning activities into four phases, active and major authentic issues, the assessment of mastery of core knowledge, teacher-guided pre-class preparation learning, and peer evaluation [8]. Research on the impact of teamwork on productivity development revealed a significant 14% increase in workers' output on average when collaborative abilities were implemented. Teamwork proves more valuable than solitary production, as collective efforts in task completion, discussions, and debates contribute to the creation of a comprehensive and accurate foundation. This, in turn, leads to enhanced productivity and development outcomes [9]. Nursing students, trained to be healthcare professionals collaborating within hospital teams, must be exposed to team-based work during their training. Evaluations in group settings serve as a method for practicing teamwork skills. Given the evolving landscape of healthcare requiring creative and interdisciplinary approaches, the ability of nursing students to effectively work in teams is crucial for their future practice [10]. The Joint Commission, an American accrediting body, discovered that poor communication among interdisciplinary team members was responsible for 75% of unfavorable occurrences that resulted in fatalities [11]. Due to the global nursing crisis, unlicensed healthcare aides, enrolled nurses, and Licensed practical nurses are being used to fill nurse shortages. To maximize care, cooperative practices both within and between grades are needed. The possible influence of cooperation on nursing care emphasizes the necessity to investigate and improve teamwork-related concerns [12]. In nursing, teamwork is valued and emphasized. To achieve the objectives of better education outcomes and good grades needs, students must collaborate. In a nursing facility, collaboration makes providing care easier and more efficient [13]. Students have shown a desire to establish mentorship connections at all levels, with the assistance of neighborhood initiatives like health fairs. Graduate students are eager to mentor others, which promotes an appreciation of working across professional boundaries. It was noted that improving communication and treating patients with respect is essential to raising the standard of patient care [14]. Understanding students' attitudes towards teamwork is essential for shaping the curriculum to ensure it adequately prepares them for the demands of real-world education settings.

The study aimed to identify potential gaps in the current educational approach and inform targeted interventions to enhance teamwork skills during students' formative years. The findings are expected to contribute to the ongoing improvement of nursing education, fostering graduates who are well-equipped for collaborative practice.

METHODS

A cross-sectional descriptive design was used for this study. The duration of this study was January 2024 to March 2024. The study was conducted at the Horizon School of Nursing and Health Sciences, Karachi, Pakistan, using convenience sampling technique. The sample size was calculated using the OpenEpi version 3.0 software. With a total population of 320 nursing students, a 95% confidence interval and a 5% margin of error were used as the input parameters. This calculation generated a required sample size of 175 participants, which was achieved in the study. The participants for the study were all students of generic Bachelor of Science in nursing. Both male and female and 18 years and above. The Exclusion Criteria were all the students of diploma and certification courses and those students who are not willing to participate. The duration of the study was four months after the approval of the proposal. A pretested adapted questionnaire used in this study. It was available on open access and was reviewed by subject experts to ensure content validity and it consists of two components. The first Component was demographic data (age gender sex and academic year). The second Component was the nursing student perception teamwork tool. Ethical approval for the study was obtained from the Horizon School of Nursing and Health Sciences before data collection with reference number HSNHS/2023/512. The data were gathered after gaining consent and the authorized person's agreement to collect the data. The researcher explained the objective, technique, and significance of the study to the participants. The statistical analysis of the data was conducted using SPSS version 26.0. The analysis primarily focused on calculating frequencies and percentages to describe the distribution of responses for each item on the teamwork perception questionnaire. No inferential statistical tests (like chi-square, t-tests, or regression analysis) were applied since the aim was to provide a descriptive overview of students' perceptions. The study's needs, goals, methods, and values were explained to the participants. Subjects were allowed to ask questions about the study, and if any were raised, they were answered. The participants signed a permission form after receiving full disclosure before completing the inquiry. Every participant's privacy and anonymity were protected. The completed survey was secured in the locker.

RESULTS

Table 1 shows the results of demographic variables, including age, gender, year of education, and relationship

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status for the study participants. Out of the total participants, the majority of the participants 92.6% (n=162) fell within the 20-24 age range. In terms of gender distribution, 81.7% (n=143) were male while 18.3% (n=32) were female. Regarding the year of education, most of the study participants belonged to 2nd year GSN 38.3% (n=67). In terms of Relationship status, 88.6% (n=155) were single and 11.4%(n=20)were married.

Table 1: Demographic Characteristics of the Participants

Variables	Frequency (%)
Age	
20-24	162 (92.6)
25-29	11 (6.3)
30-Above	2 (1.1)
Gender	
Male	143 (81.7)
Female	32 (18.3)
Year of Education	
1st Year	53 (30.3)
2nd Year	67 (38.3)
3rd Year	33 (18.9)
4th Year	22 (12.6)
Relationship Status	
Single	155 (88.6)
Married	20 (11.4)

Table 2 shows the result of Nursing Students' Perception Regrading Teamwork. A significant proportion of students (76%) reported that some team members do not participate, while 56.6% noted that certain members fail to complete their assigned tasks. Additionally, 52.6% of students indicated that roles and work are not distributed equally, and the same percentage believed that some members achieve good grades without contributing. Moreover, 80% of students reported shared roles (leader, secretary, presenter), and 71.4% observed that members remain engaged and serious during discussions. Moreover, 69.7% preferred working in teams, while 62.3% agreed that teamwork improves academic performance. Most students (68%) felt that working in a team reduces workload, and 73.7% stated that teamwork enhances interpersonal skills. However, 54.9% believed that teamwork increases their workload, and 62.3% agreed that group assignments cause undue stress.

Table 2: Nursing Students' Perception of Teamwork

S. No.	Statement	Yes	No
		Frequency (%)	
	Some members do not participate.	133 (76)	42 (24)
	Members share roles such as leader, secretary, and presenter.	140 (80)	35 (20)
	Group assignment is done by one student.	70 (40)	105 (60)
	Some group members forget to do their share work.	99 (56.6)	76 (43.4)
	Some members get good grades without doing work.	92 (52.6)	83 (47.4)
	Members do not share work equally.	92 (52.6)	83 (47.4)
	Group members do not respect everyone's opinion.	75 (42.9)	100 (57.1)
	Team meetings don't produce fruitful results.	75 (42.9)	100 (57.1)
	Every member seems excited and serious during team discussions.	125 (71.4)	50 (28.6)
	Team meetings are a waste of time.	42 (24)	133 (76)
	Do you prefer doing projects in a team or individually?	106 (60.6)	69 (39.4)
	Student's personal preferences on working in a team.	122 (69.7)	53 (30.3)
	Would you prefer working in a team if it reduces your workload?	119 (68)	56 (32)
	For you does working in a team yield better grades than working individually?	109 (62.3)	66 (37.7)
	Does working in a team increase workload for you?	79 (45.1)	96 (54.9)
	Does working in a team enhance your people skills?	129 (73.7)	46 (26.3)
	Do group assignments make you unnecessarily busy?	66 (37.7)	109 (62.3)

DISCUSSION

Students pursuing healthcare professions need the necessary tools and methods to enhance their teamwork skills to ensure their competence as safe providers within the increasingly intricate healthcare system [15]. The current study included 175 participants, predominantly male (81.7%), aged 20 to 24, with a majority (38.3%) in their second year. In contrast, another study with 423 participants had an older age group (25 and above) and a majority of female [16]. In a study carried out in Norway in 2021, 59 students took part (n = 59, 26.7%), spanning ages from 21 to 52 years, and the majority of participants, accounting for 88.1%, were female students. The present study result showed that nursing students have a moderate level of perception about teamwork. In another study conducted in Australia in 2017, the results revealed that approximately 23% of respondents criticized university teamwork assessments for lacking authenticity compared to real-world work contexts [17]. In the current study, it was observed that a significant majority of participants (57%) did not express respect for every person's opinion. This finding stands in contrast to a separate research study, where individuals were found to experience environments characterized by a positive culture, as highlighted by students using the term "mutual respect"[18]. The present study revealed that a majority of students (80%) shared roles like leader, secretary, and presenter. This contrasts with another study, suggesting that assumptions about hierarchies and power dynamics as obstacles to achieving Interprofessional Education for Shared Decision-Making goals may not hold [19]. This study demonstrated that a substantial majority of participants (69.7%) expressed personal preferences for working in a team. Similarly,

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another study found that a majority of participants felt at ease working in a group [20].

CONCLUSIONS

The investigation into nursing students' perceptions of teamwork underscores a diverse and nuanced landscape. While a substantial proportion reports non-participation in team activities, there is a positive trend with the majority sharing responsibilities within teams. Noteworthy challenges include instances of incomplete assignments and academic success without significant effort. The study highlights the importance of addressing challenges and tailoring strategies to foster effective teamwork in the academic setting, recognizing the need for nuanced approaches to accommodate the diverse perspectives and preferences among nursing students.

Authors Contribution

Conceptualization: AB, AK
Methodology: AK, AB, BK, WK, MUH, HBK, AB
Formal Analysis: AK, AB, HS, RA
Writing Review and Editing: YK, BK, MUH, HBK, RA

All authors have read and agreed to the published version of the manuscript.

Conflicts of Interest

The authors declare no conflict of interest.

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