

A Study to Assess the Level of Language Barrier on Learning Skills among 1st Year B. Sc. Nursing Students at Selected Nursing College in Indore, Madhya Pradesh

Mrs. M. Mebal Mispa Jeba Sheela

Ph.D. Research Scholar, Malwanchal University, Indore, Madhya Pradesh, India

ABSTRACT

Language is an important component to translate meaning, and is therefore, a crucial aspect of delivering messages across various healthcare settings. Language barrier study is an active student based study regarding the barrier in language. This study helps in assessing the level of language barrier on learning skills. **Objective:** To assess the level of language barrier on learning skills among 1st year B. Sc. Nursing students at Selected Nursing College in Indore. To associate the level of language barrier on learning skills among 1st year B. Sc. Nursing students with their selected socio economic demographic variables. **Methodology:** A descriptive study method was used in this study. Language barrier is a dependent study in this study. The population was made of 50 1st year B. Sc. Nursing students. Non probability purposive sampling technique is used for the study.

The sample population was 50 students from selected College of nursing in Indore, Chi square was applied in testing the two Null hypothesis at 0.05 level of significance. Findings of the study states that 6% of the students have severe language barrier, 4% of the students have high language barrier whereas 34% and 28% have moderate and low language barrier respectively. 18% of the students have very low language barrier. The study recommends that lectures should be given in both native and English languages.

KEYWORDS: Language barrier, Nursing students, Descriptive study, Non probability Purposive sampling

INTRODUCTION

Healthcare systems in many countries are faced with increased immigration which leads to a growing ethnic, cultural and linguistic diversity⁽¹⁾. As a consequence of an increasing linguistic diversity, language barriers present an important challenge to many healthcare systems. Language barriers can impair access to health care service for patients who are not proficient in the language of the societies' majority⁽²⁾. Language barriers have a negative impact on the quality of care⁽³⁻⁵⁾ and patient safety and increase costs through more frequent unnecessary testing, avoidable hospitalizations and longer hospital stays⁽⁶⁻¹⁰⁾. Thus they contribute to health disparities in many societies⁽¹¹⁾. Health disparities such as unequal treatment related to language barriers are associated with unequal access to healthcare and unequal health outcomes⁽¹²⁾.

Recently, educators started to advocate for teaching modalities that not only transfer knowledge⁽¹³⁾, but also foster critical and higher-order thinking and student-centered learning^(14,15). Therefore, educators need to utilize proven teaching strategies to produce positive outcomes for learners⁽¹⁵⁾. Since teaching methods impact student learning significantly, educators need to continuously test the effectiveness of their teaching strategies to ensure desired learning outcomes for their students given today's dynamic learning environments⁽¹⁶⁾. So it is very important for those working in healthcare, students of healthcare and for the decision makers to conduct and support studies that reveal the impact of language barriers in nursing care and nursing education to look for solutions to overcome drawbacks of this problem on quality of healthcare and patient satisfaction.

How to cite this paper: Mrs. M. Mebal Mispa Jeba Sheela "A Study to Assess the Level of Language Barrier on Learning Skills among 1st Year B. Sc. Nursing Students at Selected Nursing College in Indore, Madhya Pradesh" Published in International Journal of Trend in Scientific Research and Development (ijtsrd), ISSN: 2456-6470, Volume-8 | Issue-2, April 2024, pp.244-247, www.ijtsrd.com/papers/ijtsrd64594.pdf



IJTSRD64594

URL:

Copyright © 2024 by author (s) and International Journal of Trend in Scientific Research and Development Journal. This is an Open Access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0) (<http://creativecommons.org/licenses/by/4.0>)



Thus this study was conducted to assess the level of language barrier on learning skills among 1st year B. Sc. Nursing students at Selected College of Nursing, Indore, Madhya Pradesh.

Need for the Study

The main inhibition in learning English was the role of English in the society as a foreign language and attrition mainly due to intervals between phases of learning English and lack of free time to spend on learning English. Students with unaddressed learning or speech difficulties often struggle to communicate in classroom settings⁽¹⁷⁾. Students learning a second language often struggle to express themselves if they don't have full command of that language. This can lead to emotional stress and affect their ability to learn.

Statement of the problem

“A Study to Assess the Level of Language Barrier on Learning Skills among 1st year B. Sc. Nursing Students at Selected Nursing College in Indore, Madhya Pradesh”.

Objectives of the study

1. “To assess the level of language barrier on learning skills among 1st year B. Sc. Nursing students at selected College of Nursing, Indore”.
2. “To associate the level of language barrier on learning skills among 1st year B. Sc. Nursing students with their selected socio economic demographic variables”.

Hypothesis

H₀: There will be significant association between the level of language barrier on learning skills among B. Sc. Nursing 1st year students with their selected demographic variables.

H₁: There will be no significant association between the level of language barrier on learning skills among B. Sc. Nursing 1st year students with their selected demographic variables.

Materials and Methods

Research approach: Quantitative approach

Research design: Cross sectional – descriptive research design

Setting of the study: The study was conducted at a selected college of Nursing, Indore, Madhya Pradesh

Population: Students who are studying B.Sc. Nursing degree course at a selected college of Nursing, Indore, Madhya Pradesh

Sample size: 50 Student Nurses.

Sampling technique: Non probability – purposive sampling technique.

Description of the tool: The tool consists of 2 sections.

The total maximum score would be 100 based on the obtained scores level of language barrier on learning skills of the students would be classified as below. Absolute category retting (ACR) scale was used. Severe barrier (1 point), High barrier (2 points), Moderate barrier (3points), Low barrier (4 points), Very low barrier (5 points).

Result and Discussion.

The data has been analysed and interpreted in the light of objectives and hypothesis of the study. This chapter deals with the objectives of the study and also compares the study with the present findings. For a meaningful answer to our research the data's collected must be processed analysed in some orderly coherent fashion so the relationship can be found out.

Analysis of sample characteristics regarding demographic variables

Table 1: Frequency and percentage distribution of 1st year B. Sc. Nursing students at Selected College of Nursing, Indore” according to their demographic variables

S. No	Demographic Variables	Frequency	Percentage
1	Age	18	72
		19	26
		20	2
2	Gender	Male	2
		Female	98
3	Residential Area	Rural	28
		Urban	72
4	Type of Schooling	Government	48
		Private	52
5	Medium of Instruction	English	78
		Hindi	22
6	Mother Tongue	English	0
		Hindi	84
		Others	16

7	Parents Education	Uneducated	0	0
		Below High School	7	14
		Higher Secondary	8	16
		Degree	35	70

The demographic variable age was divided into 3 categories 18, 19 and 20. Majority of the students are at the age group of 18 (72%) whereas 19 and 20 are 26% and 2% respectively. In gender 2% is male and remaining 98% are females. When coming to area of the residence 28% are from Rural and 72% are from Urban. The type of schooling for the variables are 48% from Government and 52% are from Private Schools. Among this 78% are from English medium and 22% are from Hindi medium. In the variable mother tongue none of them have English as mother tongue, whereas 84% of the variables mother tongue is Hindi and 16% of the variables mother tongue is other languages. The education of the parents is divided into 4 categories where 0% are uneducated, 14% are below high school, 16% are higher secondary and 70% of the parents have completed their Degree.

Table 2: Frequency and percentage distribution of level of language barrier on learning skills

S. No	Level of Language Barrier	Frequency	Percentage
1	Severe Language Barrier (81 -100)	3	6
2	High Language Barrier (61- 80)	7	14
3	Moderate Language Barrier (41-60)	17	34
4	Low Language Barrier (21 -40)	14	28
5	Very Low Language Barrier (21 -40)	9	18

In the category level of language barrier, it is divided into 5 categories namely severe language barrier (3), high language barrier (7), moderate language barrier (17). Low language barrier (14) and very low language barrier (9).

Most of the students come under the category Moderate language barrier (34%) followed by Low language barrier (28%).

Table 3: Association between level of language barrier on learning skills with socio demographic variables.

Demographic Variables		Severe	High	Moderate	Low	Very Low	Chi Square	df
Age of Students	18	1	3	13	12	7	11.54	8
	19	2	3	4	2	2		
	20	0	1	0	0	2		
Gender	Male	0	1	0	0	0	9.488	4
	Female	3	6	17	14	9		
Residential Area	Rural	2	7	5	1	0	18.91	4
	Urban	1	0	12	13	9		
Type of Schooling	Government	3	4	9	6	0	11.245	4
	Private	0	3	8	8	9		
Medium of Instruction	English	0	0	16	14	9	44.514	4
	Hindi	3	7	1	0	0		
Mother Tongue	English	0	0	0	0	0	43.385	8
	Hindi	3	7	17	14	1		
	Others	0	0	0	0	8		
Parents Education	Uneducated	0	0	0	0	0	43.371	12
	Below high school	3	4	0	0	0		
	Higher Secondary	0	2	5	1	0		
	Degree	0	1	12	13	9		

This study shows that regarding variables age and gender, the calculated value is lesser than table value. Hence the Null hypothesis can be accepted which states that there is no significance between variables. All the other remaining variables such as Residence, Schooling, Mother tongue and Parents education the Null hypothesis can be rejected.

Based on the result of the data analysis it can be seen that more than half of Nursing students are having moderate and low language barrier. As English holds the prestigious position as a universal language of communication, we need to make the student nurses understand the value and importance of English

language in their professional work and teaching learning process.

Reference:

- [1] Abubakar I, Aldridge RW, Devakumar D, Orcutt M, Burns R, Barreto ML. The UCL–Lancet Commission on migration and health: *the health of a world on the move*. *Lancet*. 2018; 392:2606–54.
- [2] Cohen AL, Christakis DA. Primary language of parent is associated with disparities in pediatric preventive care. *J Pediatr*. 2006; 148:254–8.
- [3] Karliner LS, Jacobs EA, Chen AH, Mutha S. Do professional interpreters improve clinical care for patients with limited English proficiency? *A systematic review of the literature*. *Health Serv Res*. 2007; 42:727–54.
- [4] Flores G, Laws MB, Mayo SJ, Zuckerman B, Abreu M, Medina L, et al. Errors in medical interpretation and their potential clinical consequences in pediatric encounters. *Pediatrics*. 2003; 111:6–14.
- [5] Cohen AL, Rivara F, Marcuse EK, McPhillips H, Davis R. Are language barriers associated with serious medical events in hospitalized pediatric patients? *Pediatrics*. 2005; 116:575–9.
- [6] Lindholm M, Hargraves JL, Ferguson WJ, Reed G. Professional language interpretation and inpatient length of stay and readmission rates. *J Gen Intern Med*. 2012; 27:1294–9.
- [7] Abbato S, Greer R, Ryan J, Vayne-Bossert P, Good P. The impact of provision of professional language interpretation on length of stay and readmission rates in an acute care hospital setting. *J Immigr Minor Health*. 2018..
- [8] Goldman RD, Amin P, Macpherson A. Language and length of stay in the pediatric emergency department. *Pediatr Emerg Care*. 2006; 22:640–3.
- [9] Hampers LC, Cha S, Gutglass DJ, Binns HJ, Krug SE. Language barriers and resource utilization in a pediatric emergency department. *Pediatrics*. 1999; 103:1253–6.
- [10] Hampers LC, McNulty JE. Professional interpreters and bilingual physicians in a pediatric emergency department. *Arch Pediatr Adolesc Med*. 2002; 156:1108.
- [11] Levin ME. Language as a barrier to care for Xhosa-speaking patients at a south African paediatric teaching hospital. *S Afr Med J*. 2006; 96:1076–9.
- [12] Hilfinger Messias DK, McDowell L, Estrada RD. Language interpreting as social justice work: perspectives of formal and informal healthcare interpreters. *ANS Adv Nurs Sci* 2009 Apr-Jun;32(2):128-143.
- [13] Shirani Bidabadi, N., Nasr Isfahani, A., Rouhollahi, A., & Khalili, R. (2016). Effective teaching methods in higher education: Requirements and barriers. *Journal of Advances in Medical Education & Professionalism*, 4(4), 170–178.
- [14] Wang, V., & Farmer, L. (2008). Adult teaching methods in China and bloom's taxonomy. *International Journal for the Scholarship of Teaching and Learning*, 2(2), 2.
- [15] Onweh, V. E., & Akpan, U. T. (2014). Instructional strategies and students' academic performance in electrical installation in technical colleges in Akwa Ibom State: Instructional skills for structuring appropriate learning experiences for students. *International Journal of Educational Administration and Policy Studies*, 6(5), 80–86.
- [16] Farashahi, M., & Tajeddin, M. (2018). Effectiveness of teaching methods in business education: A comparison study on the learning outcomes of lectures, case studies and simulations. *The International Journal of Management Education*, 16(1), 131–142.
- [17] Businesstopia, "Language Barriers to Communication," in Businesstopia, January 6, 2018, <https://www.businesstopia.net/communication/language-barriers>. [Accessed: July.28, 2023].