

Laboratory Class Engagement among Nursing Students: A Comparative Cross Sectional Study

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ABSTRACT This study aimed to assess the laboratory class engagement level among nursing students in a four dimensions (that is, engagement activities, cognitive skills, other educational practices, and class atmosphere) and its difference with the demographic profile of the students. This research employed a comparative-cross sectional study design. The research was conducted in the College of Nursing, University of Hail in the Kingdom of Saudi Arabia during the academic year 2018-2019. There were 136 nursing students that participated in this study because of the convenience sampling. This study was conducted from January to February 2019. The participants have a high level of engagement activities (2.65), cognitive skills (3.07), other educational practices (2.92), and classroom atmosphere (2.72). There is no significant relation between laboratory class engagements with age ($p>0.054$), academic year ($p>0.382$), previous education ($p>0.895$), gender ($p>0.297$), and reason for enrolment ($p>0.313$). Nursing students who enrolled in the fundamental of nursing practical course were highly engaged. The age, academic year, previous education, gender and reason for enrolment were not significant to the students' engagement. The nursing educator played a major role for the students to reach their highest achievement in the attainment of their goal to meet the expectation of every nursing school towards mission vision.