

**PERCEIVED IMPACT OF CLINICAL NURSING PRACTICE ON THE ACADEMIC  
PERFORMANCE OF UNDERGRADUATE NURSING STUDENTS IN THE  
UNIVERSITY OF BENIN**

**BY**

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**FACULTY OF NURSING SCIENCES  
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UNIVERSITY OF BENIN  
BENIN CITY**

**OCTOBER, 2025**

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**IN PARTIAL FULFILMENT OF THE AWARD OF BACHELOR OF NURSING SCIENCES  
[BNSC], COLLEGE OF MEDICAL SCIENCES  
UNIVERSITY OF BENIN, BENIN CITY.**

**OCTOBER, 2025**

## **DECLARATION**

This is to declare that this research project titled “**PERCEIVED IMPACT OF CLINICAL NURSING PRACTICE ON THE ACADEMIC PERFORMANCE OF UNDERGRADUATE NURSING STUDENTS IN THE UNIVERSITY OF BENIN**” was carried out by **AGUNLOYE SULIAT ADEJOKE**. It is solely the result of my work except where acknowledged as being derived from other person (s) or reources.

**MATRICULATION NUMBER:** \_\_\_\_\_

**IN THE FACULTY/COLLEGE: NURSING SCIENCES, COLLEGE OF MEDICAL SCIENCES, UNIVERSITY OF BENIN, BENIN CITY.**

**Signature:** .....

**Date:** .....

## **CERTIFICATION/APPROVAL**

This is to certify that this project titled “**PERCEIVED IMPACT OF CLINICAL NURSING PRACTICE ON THE ACADEMIC PERFORMANCE OF UNDERGRADUATE NURSING STUDENTS IN THE UNIVERSITY OF BENIN**” will be carried out by **AGUNLOYE SULIAT ADEJOKE** with Mat. No. **BMS1907223** in the Department of Nursing Sciences under the supervision of **MRS.R. LAWAL**.

**MRS. R. LAWAL**  
Supervisor

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Sign & date

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Head of Department (Medical Surgical Nursing)

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Sign & date

\_\_\_\_\_  
External Examiner

\_\_\_\_\_  
Sign & date

## **DEDICATION**

This project work is dedicated to the **ALMIGHTY ALLAH** who has been my constant source of help and strength in my academic journey.

## ACKNOWLEDGMENT

I would like to begin by giving all the glory to the Almighty Allah, the sovereign owner of my life. I am eternally grateful for His guidance, protection, and unfailing provision throughout my life and academic journey.

I am very grateful to Mrs. R. Lawal for being an amazing supervisor and also for her helpful feedback, careful corrections, and expert advice, which greatly improved this research. I would also like to extend my appreciation to the Dean of Faculty of Nursing Science Prof. F.U. Okafor, Prof (Mrs) J. A. Afemikhe, Prof. (Mrs) C.E Omoregbe, Prof (Mrs.) R.E Esewe, Dr (Mrs) C. Enuke, Dr T. A. Ehwarieme, Sr. J. N. Chukwurah, Mrs C. C. Edo-Osagie, Mrs. E. N. Oyana, Mrs. M. A. Inimor, Mrs Ikhuobase, Mrs F. Esebanme, Mrs Eguakun and Mr Aragua as well as all other lecturers and non- academic staff for their immense contribution, dedication and support.

To my parents, Mr and Mrs Agunloye, I offer my heartfelt gratitude for your unconditional love, guidance, and support throughout my journey. Your belief in me has been the foundation of my success. Without your love and belief in me, my journey would have been a lonely and uncertain one. You are the bedrock upon which my dreams are built, and I am honored to be your daughter.]

To my dearest Siblings Aminat, Halimat and Abdulrazak. Your presence has been a ray of sunshine in my journey, illuminating the path when it seemed dark and uncertain. Your love and encouragement have been a constant source of inspiration, and I am beyond blessed to have you all by my side.

I would like to express my deepest gratitude to Dr. Adaze for being an Amazing person. Your dedication to students, both inside and outside of the classroom, is an inspiration. I pray God uplift you in all areas of your life.

To my Friend Otiti Kelly. Your unwavering presence in the tough times has been a source of strength and inspiration. Your kind words and understanding have lifted me up when I felt like giving up. I am so grateful to have such a kind friend like you.

Lastly, I would love to say thank you to my Friends Pearl, Michelle, Vivian, Kamsy, Mercy, Tayo, Jane, Ukeme and Damian for making the whole school thing Memorable. Thank you all for the memories, the good, the bad and the Ugly. I'm glad we had each other to rely on throughout our academic Journey.

## ABSTRACT

This study assessed the perceived impact of clinical nursing practice on the academic performance of undergraduate nursing students in the University of Benin. A cross-sectional survey design was employed, gathering data from 282 students through structured questionnaires. Findings revealed that 44.9% believed their workload during clinical practice adversely affected their learning, while 76.4% found instructor feedback helpful in enhancing clinical skills. Limited access to resources was reported by 40.6% of participants, and 56.4% experienced stress that influenced their perception of clinical practice. Although clinical practice significantly enhanced professional development—49.1% strongly agreeing—it also presented challenges: 83.6% struggled to balance academic and clinical demands, and 61.8% cited inadequate resources. Additionally, 50.9% reported insufficient supervision and mentorship, while 54.5% experienced high stress levels. Recommendations to address these issues include enhancing resource availability, strengthening mentorship, managing workloads, and providing stress management training. These interventions could optimize the learning environment and better prepare students for professional practice, emphasizing the need for ongoing evaluation and improvement of clinical training programs to align with healthcare demands and student needs.

**KEYWORDS:** Clinical Nursing Practice, Undergraduate Nursing Students, Perception, Professional Development, Clinical Learning Environment, Academic Performance

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## **CHAPTER ONE**

### **INTRODUCTION**

Clinical nursing practice is a fundamental aspect of nursing education, serving as the bridge between classroom learning and real-world application. For undergraduate students, clinical exposure is essential in developing the skills, competencies, and confidence required to provide safe and effective care. These experiences also shape academic performance by influencing how well students apply theoretical knowledge in practice. Understanding students' perceptions of clinical practice is therefore crucial (Essfadi et al., 2024). While positive perceptions can enhance learning and professional growth, negative ones may lead to anxiety, reduced self-efficacy, and academic difficulties. The way students view the academic implications of clinical practice also affects their preparation for professional roles after graduation (Ferri et al., 2023).

This study examines the perceived impact of clinical nursing practice on the academic performance of undergraduate nursing students at the University of Benin, Benin City, Edo State. By identifying key influencing factors, it aims to provide insights that can improve clinical education strategies, enhance academic outcomes, and strengthen professional readiness.

#### **1.1 Background of the Study**

Clinical nursing practice is the cornerstone of nursing education, providing students with essential hands-on experience in real healthcare settings. It bridges the gap between theoretical learning and practice, thereby shaping academic performance and overall outcomes (Green et al., 2024). In a rapidly evolving healthcare system that demands competent and adaptable nurses, education must go beyond traditional methods. Innovative teaching strategies are increasingly needed to strengthen clinical reasoning and ensure that program objectives are met (Nair et al., 2024; Rejina et al., 2024).

The quality of both classroom and clinical learning environments directly affects students' knowledge, skills, motivation, and professional attitudes. This is crucial because nursing competence has a direct impact on patient safety and care quality (Mukhalatati et al., 2024). Given that clinical practice constitutes more than half of the nursing curriculum, students' perceptions of their clinical experiences significantly influence their ability to deliver effective care (Kumar, 2020; Tantillo et al., 2023).

A supportive clinical learning environment (CLE)—characterized by positive unit atmosphere, effective supervision, and adequate opportunities for practice—helps students apply theoretical knowledge, improve clinical competence, and develop critical thinking (Sharma et al., 2021; Jayaweera et al., 2023; Dursun et al., 2022). Conversely, unsupportive environments, limited practice opportunities, and poor supervision may create stress and hinder both learning and academic outcomes (Essfadi et al., 2024).

Structural challenges such as limited placements, overcrowding, inadequate supervision, and workload balancing further reduce the effectiveness of clinical practice (Berhe & Gebretensaye, 2021; Takaedza et al., 2023). Despite these barriers, clinical practice remains indispensable, equipping students with the competencies needed for safe and patient-centered care (Rodriguez-Garcia et al., 2021; Mustafa et al., 2023).

This study therefore examines the perceived impact of clinical nursing practice on the academic performance of undergraduate nursing students at the University of Benin, Benin City. By identifying the factors that shape these perceptions and their influence on learning outcomes, it aims to provide evidence-based recommendations that can strengthen curriculum design, enhance academic performance, and improve professional readiness among nursing graduates.

## **1.2 Statement of Problem**

Clinical nursing practice is a vital component of nursing education, providing students with the hands-on exposure needed to bridge theoretical learning with real-world application. With the rising demand for competent and adaptable nurses, undergraduate training must adequately prepare students for both academic success and professional readiness. Although traditional clinical teaching remains important, it often struggles to fully integrate theory with practice, which may influence academic outcomes (Nair et al., 2024). At the University of Benin, Benin City, Edo State, students' varied perceptions of clinical practice highlight its direct impact on knowledge integration, academic performance, and preparedness for future roles.

Several challenges have been shown to affect academic achievement during clinical practice, including inadequate mentorship, poor supervision, stressful environments, and limited support. These factors may reduce confidence, motivation, and self-efficacy, thereby hindering both practical competence and performance in academic assessments. Similar challenges have been reported in other African universities such as Cape Town (Mthimkhulu et al., 2022), Nairobi (Mwangi et al., 2023), and Lagos (Ogunleye & Adeyemi, 2021), underscoring the broader academic implications of clinical learning difficulties. Strengthening mentorship, improving clinical environments, and enhancing academic support are therefore essential for ensuring students excel both clinically and academically.

Despite its significance, little research has focused specifically on how nursing students at the University of Benin perceive the impact of clinical practice on their academic performance. This study seeks to fill that gap by exploring the factors influencing these perceptions and their effects on learning outcomes. The goal is to generate insights that can inform curriculum improvements and targeted support programs, ensuring that clinical practice enhances both academic achievement and professional competence.

### **1.3 Purpose of the Study**

The purpose of this study is to examine the perceived impact of clinical nursing practice on the academic performance of undergraduate nursing students in the Department of Nursing Science, University of Benin, Benin City, Edo State.

### **1.4 Objectives of the Study**

- 1) To assess the perceptions of undergraduate nursing students regarding their clinical nursing practice at the University of Benin.
- 2) To identify the factors influencing the perceptions of clinical nursing practice among undergraduate nursing students at the University of Benin.
- 3) To identify the impact of clinical nursing practice on the academic performance of undergraduate nursing students at the University of Benin.

### **1.5 Research Questions**

- 1) What are the perceptions of undergraduate nursing students regarding their clinical nursing practice at the University of Benin, Benin City, Edo State?
- 2) What are the factors influencing the perceptions of clinical nursing practice among undergraduate nursing students at the University of Benin, Benin City, Edo State?
- 3) What are the impact of clinical nursing practice on the academic performance of undergraduate nursing students at the University of Benin, Benin City, Edo State?

### **1.6 Research Hypotheses**

There is no significant correlation between the level of supervision in clinical practice and the perceptions of undergraduate nursing students regarding their clinical experiences at the University of Benin.

## **1.7 Significance of the Study**

### **To the Nursing Profession**

This study is significant to the nursing profession as it explores how clinical nursing practice shapes the academic performance and preparedness of undergraduate students at the University of Benin. By identifying influencing factors and challenges, it contributes to strengthening clinical education programs. Enhanced training will produce more confident, competent graduates, improve patient care, and support professional growth. The findings can also guide educational strategies, support systems, and policy changes that advance nursing practice.

### **To the Society**

The study benefits society by improving the quality of nursing education, which directly impacts healthcare delivery. Better-prepared nursing graduates ensure safer, more effective patient care, leading to improved health outcomes. In addition, well-trained nurses enhance the efficiency of healthcare systems, contributing to more sustainable and comprehensive responses to societal health needs.

### **To the Researcher**

For the researcher, this study provides an opportunity to expand knowledge in nursing education and clinical training. It builds expertise in research design, data collection, and analysis, while contributing to evidence-based educational strategies. The work also supports professional growth, future research endeavors, and academic recognition within the field of nursing education.

### **To the Body of Knowledge**

This research enriches nursing education literature by offering empirical evidence on how clinical practice impacts students' academic outcomes at the University of Benin. It identifies

key factors, challenges, and coping strategies, thereby filling gaps in knowledge and supporting curriculum development. The findings will inform future studies, strengthen pedagogical approaches, and advance discussions on improving both theory and practice in nursing education.

### **To the Government (Policy Makers)**

For policymakers, the study highlights critical challenges in clinical nursing education, providing evidence to guide reforms. It emphasizes the need for improved clinical infrastructure, adequate funding, and effective mentorship policies. By supporting standardised training, better supervision ratios, and enhanced student welfare, the government can foster a more competent nursing workforce capable of meeting growing healthcare demands..

### **1.8 Scope of the Study**

This study is delimited to the perception and impact of clinical nursing practice among undergraduate nursing students of the University of Benin.

### **1.9 Operational Definition of Terms**

- 1. Clinical Nursing Practice:** The hands-on, practical application of nursing skills and knowledge in real-world healthcare settings, involving direct patient care, under the supervision of clinical instructors and preceptors.
- 2. Undergraduate Nursing Students:** Individuals enrolled in the Bachelor of Nursing Science (B.N.Sc.) program at the University of Benin, undergoing academic and clinical training to become registered nurses.
- 3. Perception:** The way undergraduate nursing students understand, interpret, and feel about their experiences during clinical nursing practice, including their attitudes, beliefs, and feelings.

**4. Professional Development:** The growth and advancement of nursing students in terms of skills, knowledge, and professional identity as they progress through their clinical training and education.

**5. Mentorship:** A supportive relationship in which experienced nurses (mentors) provide guidance, advice, and encouragement to nursing students (mentees) during their clinical training.

**6. Clinical Learning Environment:** The setting in which clinical nursing practice takes place, including the physical, social, and organizational aspects that influence student learning and experiences.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

A literature review is a search and evaluation of the available literature in a given subject or chosen topic area. Literature in this study was reviewed under the following subheadings; conceptual review, theoretical framework, empirical review and summary of literature review. This chapter reviews literature as related to this study under the following sub-headings; conceptual review, theoretical review, empirical review.

#### **2.2 Conceptual Review**

##### **2.2.1 Clinical Nursing Practice In Education**

Clinical nursing practice is a core element of nursing education, offering students the hands-on experience needed to bridge theoretical knowledge with practical skills. It allows learners to apply classroom concepts in real healthcare settings, preparing them for the diverse responsibilities of professional nursing (Azmi et al., 2024). The success of nursing education programs is strongly tied to clinical practice, which provides a safe environment for students to integrate theory into patient care while developing essential skills and attitudes for the profession (Jadmikho et al., 2023).

The clinical learning environment (CLE) is central to nursing and midwifery education. It encompasses all settings—real or simulated—where students apply theory to practice, gain experiential knowledge, and strengthen decision-making abilities necessary for competence (Mathisen et al., 2023; Hassan et al., 2024). Clinical education, as a practice-based approach, exposes students to real-world healthcare, ensuring the transition of theoretical knowledge into clinical competence (Amin et al., 2024).

As a practice-based profession, nursing requires students to link scientific knowledge with evidence-based care to meet patient and community needs effectively (Thomas et al., 2023;

Stoffels et al., 2024; Sanaa Brobbey et al., 2024). Nurses play a vital role in patient well-being and quality care, making it essential for students to acquire both knowledge and practical skills. However, bridging the gap between education and clinical practice remains a persistent challenge (Thomas et al., 2023). The competencies gained through clinical learning directly influence the quality of nursing care, underscoring the importance of well-structured training programs (Chukwu et al., 2023).

## **Importance of Clinical Practice in Nursing Education**

### **1. Application of Theoretical Knowledge:**

- Clinical practice allows students to apply theories and concepts learned in the classroom to actual patient care scenarios. This application is crucial for understanding complex healthcare processes and developing critical thinking skills. (Kisiata et al., 2020).
- Students learn to integrate knowledge from various fields such as anatomy, physiology, pharmacology, and psychology to provide holistic care. (Mathisen et al., 2023).

### **2. Skill Development:**

- Hands-on experience in clinical settings helps students develop essential nursing skills, including patient assessment, clinical decision-making, and technical skills related to medical procedures. (Won et al., 2023).
- Practice in real-world environments enhances students' confidence and competence in performing nursing tasks. (Fujimoto et al., 2024).

### **3. Professional Socialization:**

- Clinical placements provide students with the opportunity to interact with healthcare professionals, patients, and their families, fostering communication and interpersonal skills. (Sanaa Brobbey et al., 2024).

- Students learn the importance of teamwork, collaboration, and professional behavior within a healthcare setting. (Park, 2023).

#### **4. Exposure to Real-World Healthcare Challenges:**

- Clinical practice exposes students to the complexities and challenges of healthcare delivery, including time management, ethical dilemmas, and resource limitations. (Nahm et al., 2023).
- Students gain insight into the dynamics of patient care, including cultural, social, and economic factors that influence health outcomes. (Hassan et al., 2024).

#### **5. Development of Critical Thinking and Problem-Solving Skills:**

- Engaging in clinical scenarios encourages students to think critically, analyze situations, and make informed decisions under pressure. (Moktan et al., 2024).
- Students learn to prioritize patient needs, develop care plans, and evaluate the effectiveness of interventions. (Kwon et al., 2024).

#### **6. Understanding of Healthcare Systems and Policies:**

- Through clinical practice, students gain an understanding of healthcare systems, policies, and regulations that impact patient care and nursing practice. (Amin et al., 2024).
- Exposure to various healthcare settings, such as hospitals, community clinics, and long-term care facilities, provides insight into different aspects of healthcare delivery. (Thomas et al., 2023).

### **Challenges in Clinical Practice**

In today's rapidly evolving healthcare landscape, nursing education faces multiple challenges that directly affect clinical practice. Clinical learning remains a vital component, as it equips students with essential skills and enables them to bridge theory with practice. Yet, it is often a difficult experience for undergraduates (Essfadi et al., 2024). With the rising demand for

competent nurses, programs must prepare students to meet diverse patient needs in dynamic clinical environments, underscoring the importance of strengthening the ward learning environment to boost motivation and skill acquisition (Maalouf et al., 2024).

Key challenges include adapting to technological advancements, addressing shortages of qualified clinical instructors, integrating evidence-based practice, and ensuring adequate clinical placements. The COVID-19 pandemic further exposed these gaps, emphasizing the need for innovative teaching strategies to maintain patient safety and care quality. Clinical practice, therefore, serves as the crucible where students not only apply theoretical knowledge but also confront real-life situations that shape their confidence and competence (Aryuwat et al., 2024).

Challenges in clinical practice within nursing education include, but are not limited to, the following:

**1. Variability in Clinical Experiences:**

- The quality and depth of clinical experiences can vary significantly depending on the placement, which may affect students' learning outcomes. (Kusumawaty et al., 2023).
- Some students may not have access to a wide range of clinical cases, limiting their exposure to diverse healthcare situations. (Sanaa Brobbey et al., 2024).

**2. Balancing Academic and Clinical Responsibilities:**

- Nursing students often face challenges in balancing their academic workload with the demands of clinical placements, leading to stress and burnout. (Nahm et al., 2023).
- Time management skills are essential for managing these responsibilities effectively. (Zamanzadeh et al., 2024).

**3. Limited Availability of Clinical Placements:**

- The increasing number of nursing students can lead to a shortage of clinical placements, resulting in competition for quality training sites. (Maalouf et al., 2024).

- Innovative approaches, such as simulation-based learning, are being employed to supplement traditional clinical practice. (Aryuwat et al., 2024).

#### **4. Supervision and Mentorship:**

- The quality of supervision and mentorship can significantly impact students' learning experiences. Effective preceptors are crucial for guiding students and providing constructive feedback. (Essfadi et al., 2024).
- There may be variability in the expertise and teaching abilities of clinical instructors. (Alazri et al., 2024).

### **Strategies for Enhancing Clinical Practice in Nursing Education**

In the face of numerous challenges within the healthcare industry, nursing education must continually adapt to ensure the effective preparation of future nurses. As clinical practice is a vital component of nursing education, it is essential to develop strategies that enhance the learning experience and skill development of nursing students. This involves integrating innovative teaching methods, utilizing technology to simulate real-world scenarios, fostering collaboration between educational institutions and healthcare facilities, and implementing evidence-based practices. The gap between nursing theory and practice is debated over the years which is mainly due to the lack of coordination between clinical settings and nursing educational institutes. Theory practice gap is the disparities exist between the theory classes which is provided to the nursing students in the classroom and those actually encountered in their practice in clinical area. (Thomas et al., 2023).

Additionally, addressing the shortage of clinical placements and qualified instructors is crucial for providing students with comprehensive and diverse clinical experiences. There is a growing demand for comprehensive evaluations of the clinical learning quality of nursing education. (Green et al., 2024). By focusing on these strategies, nursing education can better

equip students with the necessary competencies to excel in a complex and evolving healthcare environment.

They include:

**1. Integration of Simulation-Based Learning:**

- Simulation provides a safe and controlled environment for students to practice clinical skills and decision-making without the risk of harming patients. (Farooq et al., 2023).
- High-fidelity simulations can replicate complex clinical scenarios, enhancing students' preparedness for real-world practice. (Moreno-Camara et al., 2024).

**2. Strengthening Collaboration with Healthcare Facilities:**

- Establishing strong partnerships between educational institutions and healthcare facilities can improve the quality and availability of clinical placements. (Gautama et al., 2023).
- Collaborative efforts can ensure that clinical training aligns with current industry standards and best practices. (Wakibi et al., 2020).

**3. Incorporating Reflective Practice:**

- Encouraging students to engage in reflective practice can enhance their learning experiences by fostering self-awareness and critical thinking. (Bagheri et al., 2019).
- Reflective journals and debriefing sessions can help students process their experiences and identify areas for improvement. (Hughes et al., 2024).

**4. Providing Supportive Learning Environments:**

- Creating supportive and inclusive learning environments can enhance students' confidence and motivation during clinical placements. (Thomas et al., 2023).
- Providing access to resources, mentorship, and counseling services can help students manage stress and overcome challenges. (Nahm et al., 2023).

The Heart of Nursing education is the clinical teaching or education. (Amin et al., 2024). Clinical practice is an indispensable component of nursing education, providing students with

the essential skills and experiences needed to become competent and compassionate healthcare professionals. Nurses are the integral part of the health-care team who focus on the well-being of the patient and quality patient care. With wide range of roles and responsibility, nurses should have proper knowledge of the subject along with the necessary competent skills to perform their duties. The gap between education and the clinical practice has always been challenge for educational experts in the field. (Thomas et al., 2023).

By bridging the gap between theory and practice, clinical experiences prepare nursing students to meet the demands of an evolving healthcare landscape. Addressing challenges and implementing strategies to enhance clinical practice will ensure the continued development of highly skilled and knowledgeable nurses.

### **2.2.2 Role of Clinical Practice in Nursing Education**

Clinical practice is crucial for bridging the gap between theoretical knowledge and practical application. It allows students to:

- **Apply Theoretical Knowledge:** Students translate classroom learning into practice, reinforcing their understanding of nursing concepts and theories through direct patient care. (Doyon et al., 2024).
- **Develop Clinical Skills:** Clinical placements offer students opportunities to develop essential skills, such as patient assessment, communication, and clinical decision-making. (Kim et al., 2024).
- **Cultivate Professionalism:** Through interactions with patients, healthcare professionals, and peers, students learn about professional conduct, ethical considerations, and the responsibilities of a nurse. (Khowaja-Punjwani et al ., 2023).
- **Enhance Critical Thinking:** Engaging in clinical practice fosters critical thinking and problem-solving skills, as students encounter diverse clinical situations that require analysis and adaptation. (Azmi et al., 2024).

### 2.2.3 Integration of Clinical Practice into Nursing Curricula

The integration of clinical practice into nursing curricula is essential for preparing students to transition from theoretical knowledge to practical skills in real-world healthcare settings. This approach ensures that nursing graduates are competent and confident in delivering patient care. Integrating clinical practice into nursing education bridges the gap between theory and practice, ensuring that new nurses are well-prepared to meet the challenges of the healthcare environment. (Nashwan et al., 2024).

Integrating clinical practice into nursing curricula involves strategic planning to ensure that students gain relevant and meaningful experiences. Key considerations include:

- Structured Rotations:** Nursing programs typically include structured clinical rotations across various specialties, such as medical-surgical, pediatric, and community health nursing. These rotations expose students to different aspects of patient care and healthcare delivery. (Cordoso et al., 2021).

- Simulated Learning:** To complement clinical placements, many programs incorporate simulation-based learning experiences. (Moreno-Camara et al., 2024). Simulations provide a safe environment for students to practice skills and scenarios, enhancing their readiness for clinical settings. (Nahm et al., 2023).

- Collaborative Partnerships:** Partnerships between nursing schools and healthcare institutions are essential for facilitating clinical placements. These partnerships help ensure that students have access to diverse clinical environments and experienced mentors. (Khowaja-Punjwani et al., 2023).

### 2.2.4 Significance of Clinical Practice for Nursing Students

Clinical practice plays a significant role in shaping nursing students' educational experiences and professional identities:

- **Confidence Building:** Engaging in clinical practice helps students build confidence in their abilities, as they apply knowledge and skills in real-world situations. (Moreno-Camara et al., 2024).

- **Transition to Professional Roles:** Clinical experiences prepare students for the transition from student to practicing nurse, equipping them with the competencies needed for entry-level positions. (Moreno-Camara et al., 2024).

- **Experiential Learning:** Through direct patient care, students learn about the complexities of healthcare delivery, including patient diversity, resource management, and inter-professional collaboration. (Park et al., 2023).

### 2.2.5 Challenges in Clinical Nursing Education

Clinical nursing education is a critical component of preparing nursing students for practice, but it comes with several challenges that can impact the effectiveness of the training. Some of these challenges include:

1. **Limited Clinical Placements:** There is often a shortage of available clinical sites and preceptors to accommodate the growing number of nursing students. This can result in insufficient hands-on experience and limited exposure to diverse clinical scenarios. (Kusumawaty et al., 2023).

2. **High Student-to-Teacher Ratios:** In many settings, there are not enough faculty members to provide adequate supervision and individualized attention to students during clinical rotations. This can hinder personalized learning and feedback. (Aryuwat et al., 2024).

3. **Variability in Clinical Experiences:** Students may have uneven experiences depending on the clinical site and the patient cases available during their placements. This can lead to gaps in skill development and knowledge. (Hakim, 2023).

4. **Integration of Theory and Practice:** Students often struggle to apply theoretical knowledge to clinical practice due to differences in academic learning and real-world

application. This challenge requires effective curriculum design and teaching strategies to bridge the gap. (Jafarian et al., 2020).

**5. Stress and Burnout:** The demanding nature of clinical training, combined with academic pressures, can lead to stress and burnout among nursing students. This can affect their learning, well-being, and motivation. (Shoja et al., 2020).

**6. Rapid Technological Advancements:** Keeping up with the latest healthcare technologies and practices can be challenging for both students and educators. Ensuring that curricula remain current and relevant is crucial for preparing students for modern healthcare environments. (Mwalaba et al., 2024).

**7. Cultural Competence:** Providing students with the skills to deliver culturally competent care is essential, yet challenging. Educators must ensure that students are exposed to diverse patient populations and trained to understand and respect cultural differences. (Al-Dweik et al., 2021).

Addressing these challenges requires innovative solutions, such as improving collaboration between educational institutions and healthcare facilities, investing in faculty development, utilizing simulation technology, and fostering an environment that supports student well-being and resilience.

### **2.3 Perceptions of Clinical Nursing Practice**

The perceptions of clinical nursing practice by nursing students are pivotal in shaping their educational experience and future careers. Clinical practice is a major component of nursing education wherein significant learning takes place. (Kaur et al., 2020). As students transition from theoretical learning to hands-on practice, their views and attitudes towards clinical settings can significantly influence their competence and confidence as future nurses. These perceptions are often influenced by factors such as the quality of mentorship, the learning environment, and personal expectations versus the realities of clinical work. Understanding

how nursing students perceive clinical practice can highlight the challenges they face, such as stress, anxiety, and the application of theoretical knowledge in real-world scenarios. It can also reveal the opportunities they see for growth and learning. The nursing profession struggles with providing a bridge to close the theory to practice gap for students, by exploring these perceptions, educators and healthcare institutions can better tailor clinical education programs to support students, enhance their learning experiences, and prepare them effectively for professional practice. (Pront et al., 2019).

Nurses are the integral part of the health-care team who focus on the well-being of the patient and quality patient care. With wide range of roles and responsibility, nurses should have proper knowledge of the subject along with the necessary competent skills to perform their duties. The gap between education and the clinical practice has always been challenge for educational experts in the field. (Thomas et al., 2023). Understanding nursing students' perceptions of clinical practice is essential for enhancing educational experiences and outcomes.

### **2.3.1 Student Perspectives of Clinical Practice**

The clinical learning environment is where nursing students gain knowledge, practice skills and become socialized into the nursing profession.(Sferazza et al., 2023). Nursing students' integration of theoretical knowledge and practical abilities is facilitated by their practice of nursing skills in a clinical environment. (Alkhelaiwi et al., 2024). Perception of undergraduate nursing students regarding clinical environment is essential to improve the clinical training. (Tantillo et al., 2023). Nursing students' perceptions of clinical practice can vary widely based on their experiences and interactions in clinical settings.

**Common perspectives include:**

- **Learning Opportunities:** Many students view clinical practice as an invaluable opportunity to apply theoretical knowledge and develop practical skills. They appreciate the chance to engage in hands-on patient care and learn from real-world scenarios. (Tantillo et al., 2023).
- **Confidence and Competence:** Clinical practice is often seen as a critical factor in building confidence and competence. Students report feeling more prepared for professional roles after gaining experience in clinical settings. (Nahm et al., 2023).
- **Professional Identity Formation:** Students perceive clinical practice as instrumental in shaping their professional identities, helping them understand the roles and responsibilities of a nurse. (Thomas et al., 2023).
- **Anxiety and Stress:** Some students experience anxiety and stress during clinical placements, particularly when facing unfamiliar situations or high expectations from mentors and faculty. (Gregersen et al., 2021).

### **2.3.2 Factors Influencing Perceptions**

Clinical learning environment is an important stage for nursing students, it will affect the cultivation of professional identity of nursing students. (Zeng et al., 2021). It is essential to know the nature of the Clinical Learning Environment (CLE) in which students are trained, for it has a bearing on the learning level and the learners' competence. (Martis et al., 2024). Clinical learning is an important stage in improving clinical competence for students to practice skills, increase knowledge and develop a professional spirit of students into an atmosphere of clinical trials to evaluate real cases. (Oxyandi et al., 2023). Students' exposure to clinical learning environment is one of the most important factors affecting the teaching-learning process in clinical settings. Identifying challenges of nursing students in the clinical learning environment could improve guidance in clinical setting and enhance the quality of its planning and promotion of the students. (Bhandari et al., 2023).

Several factors can influence nursing students' perceptions of clinical practice:

- **Mentorship and Supervision:** Positive experiences with mentors and supervisors can enhance students' perceptions by providing support, guidance, and constructive feedback. Effective mentorship fosters a conducive learning environment and encourages skill development. (Hari et al., 2021).
- **Clinical Environment:** The atmosphere and culture of the clinical setting, including staff attitudes, available resources, and patient diversity, can impact students' perceptions. (Kusumawaty et al., 2023). Supportive and well-organized environments are generally perceived more favorably. (D Rozario et al ., 2022).
- **Preparation and Orientation:** Adequate preparation and orientation before clinical placements can reduce anxiety and increase students' confidence. Students who feel well-prepared are more likely to have positive perceptions of their clinical experiences. (Bhandari et al., 2023).
- **Peer Support:** Interaction with peers during clinical practice can influence perceptions. Collaborative learning and mutual support among students contribute to a positive clinical experience. (Tantillo et al., 2023).

### **2.3.3 Implications for Nursing Education**

A clinical learning environment (CLE) is "the setting in which learners learn and build their clinical abilities, including the physical setting, instructional personnel, nurses, and other healthcare providers." During their clinical training, it is essential for the learning, clinical abilities, logical thinking, judgment, supervising abilities, and educational interest of nursing students. In other words, CLE is a setting where the conceptual syllabus elements can be combined with hands-on to develop professional abilities and attitudes in a psychologically secure setting. Similarly, an effective CLE includes a helpful managerial

environment, excellent patient care, dynamic student learning opportunities, and a respectable psychosocial team atmosphere. (Thapur et al., 2023).

Understanding students' perceptions of clinical practice has important implications for nursing education:

- **Curriculum Development:** Insights into student perceptions can inform curriculum development, ensuring that clinical experiences are aligned with educational goals and student needs. Tailoring clinical rotations to address perceived gaps and challenges can enhance learning outcomes. (Wakibi et al., 2020).
- **Mentorship Programs:** Strengthening mentorship programs and providing faculty development can improve the quality of supervision and support for students. Encouraging mentors to provide constructive feedback and foster a positive learning environment is crucial. (Nahm et al., 2023).
- **Student Support Services:** Offering support services, such as counseling and stress management resources, can help students cope with the challenges of clinical practice. Addressing student anxiety and stress is vital for improving their perceptions and experiences. (Maalouf et al., 2024).
- **Feedback Mechanisms:** Establishing effective feedback mechanisms allows students to share their perceptions and experiences, providing valuable insights for continuous improvement of clinical education. (Green et al., 2024).

In summary, students' perceptions of clinical nursing practice are shaped by various factors and have significant implications for their educational experiences and outcomes. By understanding and addressing these perceptions, nursing educators can enhance the quality and effectiveness of clinical education, ultimately contributing to the development of competent and confident nursing professionals.

## 2.4 Impact of Clinical Nursing Practice on Students

Clinical nursing practice plays a pivotal role in shaping the skills, attitudes, and professional development of nursing students. Clinical nursing practice is an essential component of nursing education, providing students with the opportunity to apply theoretical knowledge in real-world healthcare settings. This hands-on experience is crucial for developing the clinical skills, critical thinking, and professional confidence needed to succeed in the nursing profession. As students engage with patients and healthcare teams, they gain invaluable insights into the complexities of patient care and the dynamics of the healthcare environment. (Essfadi et al., 2024). The impact of clinical nursing practice extends beyond skill acquisition; it shapes students' professional identities, enhances their understanding of ethical and cultural considerations, and prepares them for the challenges of modern healthcare.

### 2.4.1 Skill Development

Clinical practice is instrumental in helping nursing students acquire and refine essential skills necessary for professional practice:

- **Technical Skills:** Students develop technical skills through hands-on experiences, such as patient assessments, administering medications, and performing clinical procedures. (Fujimoto et al., 2024). These skills are crucial for effective patient care and are often best learned in a practical setting. (Chukwu et al., 2023).
- **Interpersonal Skills:** Engaging with patients, families, and healthcare teams helps students enhance their communication and interpersonal skills. Effective communication is vital for patient-centered care and collaboration within healthcare teams. (Bhandari et al., 2023).
- **Critical Thinking and Problem-Solving:** Clinical practice challenges students to apply critical thinking and problem-solving skills in dynamic and often complex situations. This

experiential learning enhances their ability to make informed decisions and adapt to changing circumstances. (Carless-Kane et al., 2023).

#### **2.4.2 Confidence and Competence**

Clinical experiences significantly impact students' confidence and perceived competence.

- **Building Confidence:** As students gain experience and receive positive feedback, their confidence in their abilities tends to increase. Confidence is a key factor in students' willingness to take on responsibilities and engage actively in patient care.
- **Competence Development:** Repeated exposure to clinical scenarios allows students to transition from novice to more competent practitioners. Competence is reflected in students' ability to perform tasks independently, apply knowledge effectively, and provide safe patient care.
- **Self-Efficacy:** Clinical practice contributes to students' self-efficacy, or their belief in their capability to succeed in specific situations. High self-efficacy is associated with increased motivation and persistence in learning.

#### **2.4.3 Challenges Faced by Students**

While clinical practice offers numerous benefits, it also presents challenges that can impact students' experiences and outcomes:

- **Stress and Anxiety:** Many students experience stress and anxiety related to clinical placements, often stemming from performance pressures, unfamiliar environments, and high expectations. Managing these emotions is crucial for a positive learning experience. (Shoja et al., 2020).
- **Workload and Time Management:** Balancing clinical responsibilities with academic demands can be challenging for students. Effective time management is essential to meet clinical and academic requirements successfully. (Jafarian et al., 2020).

- **Variety and Quality of Experiences:** The diversity and quality of clinical placements can vary, affecting the consistency of learning experiences. Students may encounter differing levels of engagement and support, which can influence their overall development. (Farooq et al., 2023).

#### 2.4.4 Impact on Educational and Career Outcomes

The integration of clinical nursing practice into nursing education is a pivotal element in shaping both the academic and professional trajectories of nursing students. This experiential learning component bridges the gap between classroom theory and the practical realities of patient care, fostering the development of essential clinical competencies. Through direct interaction with patients and collaboration with healthcare professionals, students enhance their critical thinking and problem-solving skills, which are crucial for effective nursing practice. Furthermore, clinical experiences play a significant role in influencing students' career decisions and readiness, as they provide a firsthand understanding of the diverse specialties and settings within the nursing field. (Hari et al., 2021). The impact of clinical nursing practice on education and career outcomes is profound, as it not only equips students with the necessary skills and knowledge to excel in their future roles but also inspires a commitment to lifelong learning and professional development.

The impacts of clinical practice extend beyond skill development, influencing students' educational and career trajectories:

- **Academic Performance:** Clinical experiences can enhance academic performance by providing context and application for theoretical knowledge. Students who engage actively in clinical practice often demonstrate improved understanding and retention of course material. (Fujimoto et al., 2024).

- **Career Preparedness:** Clinical practice prepares students for their transition into professional roles by equipping them with the necessary skills and confidence. It also provides insight into potential career paths and areas of specialization. (Hari et al., 2021).
- **Professional Identity:** Through clinical practice, students develop a sense of professional identity, understanding the values, ethics, and responsibilities associated with nursing. (Khowaja-Punjwani et al., 2023). This identity formation is critical for career satisfaction and commitment to the profession. (Doyon et al., 2024).

Clinical nursing practice profoundly impacts students by facilitating skill development, building confidence and competence, and preparing them for professional roles. Despite the challenges encountered, clinical experiences are essential for shaping well-rounded and capable nursing professionals ready to meet the demands of healthcare practice.

## **2.5 Educational Outcomes of Clinical Practice.**

Clinical practice is a critical component of healthcare education, bridging the gap between theoretical knowledge and real-world application. It provides students with hands-on experience in patient care, fostering the development of essential skills such as critical thinking, decision-making, and effective communication. (Jeong et al., 2021). The integration of clinical practice into healthcare curricula is designed to enhance educational outcomes by enabling students to apply classroom knowledge in diverse, practical settings. This experiential learning approach not only deepens understanding but also prepares future healthcare professionals to meet the complex challenges of modern medicine. As healthcare environments become increasingly dynamic, the role of clinical practice in shaping competent and confident practitioners is more vital than ever. (Yi et al., 2024).

Clinical practice is a cornerstone of nursing education, influencing a wide range of educational outcomes for students. This section examines how clinical experiences impact academic performance, career preparedness, and other key educational outcomes.

### 2.5.1 Academic Performance

The integration of clinical practice into healthcare education significantly impacts academic performance by transforming theoretical knowledge into practical skills. Through direct involvement in patient care, students gain a deeper understanding of medical concepts and principles, which enhances their academic learning and retention. (Leal et al., 2024). This hands-on experience allows students to apply what they have learned in the classroom to real-world scenarios, reinforcing their knowledge and improving their problem-solving abilities. As a result, clinical practice not only bolsters academic performance by solidifying students' comprehension and critical thinking skills but also cultivates the competencies necessary for success in their future careers. (Owusu et al., 2022).

Clinical practice contributes to academic performance by reinforcing theoretical knowledge and enhancing students' understanding of nursing concepts:

- **Integration of Theory and Practice:** Clinical experiences allow students to apply classroom knowledge in real-world settings, promoting a deeper understanding of complex nursing theories and principles. This integration helps students see the relevance of their academic studies, leading to improved engagement and academic success. (Giuffrida et al., 2023).
- **Reflective Learning:** Engagement in clinical practice encourages reflective learning, where students analyze their experiences to gain insights and improve future performance. Reflective practice enhances critical thinking and can lead to better academic outcomes by encouraging continuous learning and self-assessment. (Leal et al., 2024).
- **Problem-Solving and Decision-Making:** Clinical practice enhances students' problem-solving and decision-making abilities, skills that are essential for academic assessments and clinical reasoning. Students who actively engage in clinical decision-making processes are often better equipped to tackle complex academic challenges. (Nahm et al., 2023).

### 2.5.2 Career Preparedness

Clinical practice plays a crucial role in preparing healthcare students for their future careers by providing them with invaluable hands-on experience in patient care. Through direct interaction with patients and healthcare professionals, students develop practical skills, enhance their clinical judgment, and build confidence in their ability to deliver high-quality care. This immersive experience fosters the development of essential competencies such as communication, teamwork, and decision-making, which are vital for success in the healthcare field. As students transition from the classroom to clinical environments, they gain a deeper understanding of the realities and challenges of professional practice, equipping them with the skills and knowledge needed to excel in their careers. (Gregersen et al., 2021).

Clinical practice plays a crucial role in preparing students for their future careers in nursing:

- **Hands-On Experience:** Through direct patient care, students gain valuable hands-on experience that builds practical skills and confidence, essential for entry-level nursing positions. (Thomas et al., 2023). This experience is often a key differentiator for employers when evaluating recent graduates. (Kisiata et al., 2020).
- **Professional Networking:** Clinical placements provide opportunities for students to interact with healthcare professionals, establish professional relationships, and gain exposure to different nursing specialties. Networking can be advantageous for future job prospects and career development. (Mathisen et al., 2023).
- **Exposure to Specialties:** Students can explore various nursing specialties during clinical rotations, helping them identify areas of interest and potential career paths. This exposure informs career choices and specialization decisions. (Khowaja-Punjwani et al., 2023).

### 2.5.3 Development of Professional Competence

The development of professional competence is a fundamental objective of healthcare education, and clinical practice is pivotal in achieving this goal. By immersing students in

real-world clinical settings, clinical practice facilitates the transition from theoretical learning to practical application, allowing students to develop the essential skills and attributes required for professional competence. (Gutierrez-Aleman et al., 2021). Through hands-on experience, students refine their clinical skills, enhance their decision-making capabilities, and cultivate professional behaviors such as empathy, integrity, and accountability. This experiential learning process not only deepens their understanding of medical concepts but also prepares them to navigate the complexities of patient care with confidence and competence. (Taylor, 2023).

Clinical practice significantly contributes to the development of professional competence in nursing students:

- **Clinical Competence:** Regular engagement in clinical settings enhances students' ability to perform essential nursing tasks with competence and confidence. Competence in areas such as patient assessment, communication, and clinical interventions is critical for professional practice. (Taylor, 2023).

- **Ethical and Professional Values:** Clinical experiences help students understand and internalize the ethical and professional values of nursing, such as compassion, empathy, and patient advocacy. These values are integral to developing a strong professional identity and commitment to patient-centered care. (Gutierrez-Aleman et al., 2021).

#### **2.5.4 Impact on Lifelong Learning**

In the rapidly evolving field of healthcare, lifelong learning is essential for professionals to maintain and enhance their knowledge and skills. Clinical practice plays a critical role in fostering this continuous learning mindset by providing students with dynamic, real-world experiences that encourage curiosity and adaptability. Through direct patient interactions and exposure to diverse clinical scenarios, students develop the ability to critically evaluate their own performance, seek new knowledge, and integrate evidence-based practices into their care.

(Moktan et al., 2024). This active engagement in learning not only solidifies foundational knowledge but also instills a commitment to ongoing professional development. As healthcare professionals encounter new challenges and advancements, the ability to engage in lifelong learning becomes increasingly important. (Thomas et al., 2023).

Clinical practice fosters a mindset of lifelong learning, essential for adapting to the evolving demands of healthcare:

- **Adaptability and Continuous Improvement:** Students learn to adapt to different clinical environments and challenges, cultivating a mindset of continuous improvement. (Moktan et al., 2024). This adaptability is vital for keeping pace with advancements in healthcare and maintaining professional competence. (Wakibi et al., 2020).
- **Motivation for Further Education:** Positive clinical experiences can inspire students to pursue further education and specialization, driving motivation for advanced studies and professional development. This pursuit of further education contributes to the advancement of the nursing profession. (Moktan et al., 2023).

### **2.5.5 Student Satisfaction and Retention**

Student satisfaction and retention are key indicators of success in educational programs, and clinical practice is a crucial component in enhancing these outcomes in healthcare education. By providing students with hands-on, immersive experiences in real clinical settings, clinical practice allows them to apply their theoretical knowledge in meaningful ways, fostering a sense of accomplishment and engagement. (Thapur et al., 2023). This practical exposure not only reinforces learning but also increases students' confidence in their abilities and readiness for their future careers. As students experience the direct impact of their education on patient care, their motivation and satisfaction with their program often improve, leading to higher retention rates. (Tantillo et al., 2023, Bhandari et al., 2023).

The quality of clinical experiences can significantly affect student satisfaction and retention in nursing programs:

- **Positive Experiences:** Students who have positive clinical experiences are more likely to be satisfied with their education and remain committed to completing their nursing programs. Satisfaction with clinical placements is often linked to the quality of mentorship, the learning environment, and the perceived relevance of the experiences. (Tantillo et al., 2023).
- **Retention and Program Completion:** Supportive and enriching clinical experiences can enhance student retention and program completion rates by reinforcing students' commitment to their chosen career path and increasing their resilience in the face of challenges. (Bhandari et al., 2023).

Clinical nursing practice is integral to achieving key educational outcomes, including academic success, career readiness, professional competence, and lifelong learning. By providing students with meaningful and supportive clinical experiences, nursing education programs can effectively prepare graduates for the challenges and opportunities of professional nursing practice. (Moreno-Camara et al., 2024).

## **2.6 Factors Affecting Clinical Nursing Practice**

The field of clinical nursing is pivotal to the healthcare system, as it ensures the delivery of quality patient care and contributes to positive health outcomes. However, the practice of nursing is influenced by a myriad of factors that can either enhance or hinder its effectiveness. These factors are multifaceted, encompassing individual, organizational, and systemic dimensions. (Alnjadat et al., 2024). On an individual level, nurses' skills, knowledge, and attitudes play a critical role in determining the quality of care provided. Organizational factors, such as staffing levels, work environment, and access to resources, significantly impact the ability of nurses to perform their duties effectively. Additionally, broader systemic issues, including healthcare policies, regulations, and technological advancements, shape the

practice of nursing in profound ways. (Yilmaz et al., 2022). Understanding these factors is essential for developing strategies to improve clinical nursing practice, enhance patient care, and support the professional development of nurses as a whole.

Several factors influence the effectiveness and quality of clinical nursing practice for undergraduate students. This section examines the institutional, supervisory, and environmental factors that can impact students' clinical experiences and outcomes.

### **2.6.1 Institutional Factors**

The policies and resources of educational institutions and healthcare facilities play a significant role in shaping clinical nursing practice:

- **Availability of Resources:** Access to adequate resources, such as modern equipment, diverse clinical sites, and educational materials, is crucial for providing quality clinical experiences. Limited resources can restrict the range of skills students can develop and affect the overall learning experience. (Amin et al., 2024).
- **Curriculum Design:** The structure and design of nursing curricula, including the integration of theory and practice, affect the effectiveness of clinical education. A well-designed curriculum ensures that clinical placements align with learning objectives and provide relevant, timely experiences. (Randhu et al., 2024).
- **Partnerships with Healthcare Facilities:** Strong partnerships between nursing schools and healthcare facilities are essential for securing quality clinical placements. Collaborative relationships facilitate communication and coordination, ensuring that clinical experiences meet educational standards and student needs.

### **2.6.2 Supervisory and Mentorship Roles**

The quality of supervision and mentorship students receive during clinical placements significantly impacts their learning and professional development:

- **Mentor Competence and Engagement:** The competence and engagement of clinical mentors influence students' experiences and learning outcomes. Effective mentors provide guidance, support, and constructive feedback, fostering a positive learning environment. (Alkhelaiwi et al., 2024).
- **Mentor-Student Relationship:** The quality of the mentor-student relationship can affect students' comfort and willingness to engage in learning activities. A supportive and respectful relationship encourages students to seek assistance, ask questions, and take initiative. (Amin et al., 2024)
- **Feedback and Evaluation:** Timely and constructive feedback from mentors and faculty is crucial for student development. Feedback helps students identify areas for improvement, reflect on their practice, and build confidence in their abilities. (Hyeon, 2023).

### 2.6.3 Clinical Environment

The clinical environment itself plays a vital role in shaping students' experiences and perceptions:

- **Workplace Culture:** The culture and atmosphere of the clinical setting, including staff attitudes and interprofessional collaboration, can influence students' learning experiences. A positive workplace culture fosters teamwork, communication, and mutual respect, enhancing the overall educational experience. (Nahm et al., 2023).
- **Patient Diversity:** Exposure to a diverse patient population enriches students' clinical experiences by providing opportunities to learn about different health conditions, cultural perspectives, and communication styles. Diversity in patient care helps students develop adaptability and cultural competence. (Bagheri et al., 2019).
- **Safety and Support:** The perceived safety and supportiveness of the clinical environment affect students' willingness to participate actively in clinical activities. Ensuring a safe and

supportive environment encourages students to engage fully and learn effectively. (Thomas et al., 2023).

#### **2.6.4 Student-Related Factors**

Individual student characteristics and circumstances can also influence clinical practice experiences:

- **Prior Experience and Knowledge:** Students' prior experiences and baseline knowledge can impact their confidence and ability to engage in clinical practice. Those with more background knowledge or prior exposure to healthcare settings may adapt more quickly to clinical environments. (Hassan et al., 2024).
- **Motivation and Attitude:** Students' motivation and attitudes toward learning and clinical practice play a significant role in their engagement and success. Highly motivated students are more likely to seek learning opportunities and overcome challenges. (Jadmiko et al., 2023).
- **Personal Circumstances:** Personal circumstances, such as financial constraints, family responsibilities, and health issues, can affect students' ability to participate fully in clinical practice. Providing support and accommodations can help address these challenges. (Jeong et al., 2021).

Clinical nursing practice is influenced by a range of factors, including institutional policies, mentorship quality, clinical environment, and student characteristics. Understanding and addressing these factors can enhance the effectiveness of clinical education and improve students' learning experiences and outcomes. (Jadmiko et al., 2023). By fostering supportive and resource-rich environments, nursing programs can better prepare students for successful careers in healthcare.

#### **2.7 Theoretical Framework**

The theoretical framework serves as the foundation for understanding the perception and impact of clinical nursing practice among undergraduate nursing students. The theoretical framework provides the foundation for understanding the perceptions and impact of clinical nursing practice among undergraduate nursing students. This framework is essential in guiding the study, as it helps to explain how students learn and develop competencies through clinical experiences. Several key theories are relevant to this study, each offering unique insights into the learning process and the development of nursing skills.

### **2.7.1 Experiential Learning Theory**

Experiential Learning Theory, developed by David Kolb, emphasizes that learning is a process where knowledge is created through the transformation of experience. According to Kolb, effective learning occurs when a person progresses through a cycle of four stages, each representing a different way of processing experience. (Chen et al., 2022).

#### **Four Stages of Learning:**

**1. Concrete Experience (CE):** This is the stage where learners encounter a new experience or reinterpret an existing experience. In clinical nursing practice, this might involve hands-on patient care, where students directly engage with clinical procedures and patient interactions.

**2. Reflective Observation (RO):** At this stage, learners reflect on their experiences from different perspectives. In the context of nursing, students might reflect on their interactions with patients, considering what went well and what could be improved.

**3. Abstract Conceptualization (AC):** Learners begin to form abstract concepts and generalizations based on their reflections. In clinical practice, students integrate theoretical knowledge from their coursework with their clinical experiences, developing new understandings and insights.

**4. Active Experimentation (AE):** Learners test their new ideas by applying them to the world around them. In nursing, this involves applying newly acquired knowledge and skills in subsequent clinical situations, thus completing the learning cycle.

**Application to Nursing:**

- **Skill Development:** Experiential learning is crucial for developing clinical skills, as it allows students to practice and refine their abilities in real-life situations.
- **Critical Thinking:** The reflective component of Kolb's model encourages students to critically analyze their experiences, fostering critical thinking and problem-solving skills.
- **Adaptability:** By cycling through the stages of learning, students become more adaptable and capable of handling diverse clinical situations.

**2.7.4 Application to the Current Study**

The theoretical framework discussed above provide a comprehensive foundation for examining the perceptions and impacts of clinical nursing practice on undergraduate students at the University of Benin. These theories help to elucidate how students learn through clinical experiences, develop competence, and how mentorship and the learning environment influence their educational journey.

- **Experiential Learning Theory** informs the study by highlighting the importance of hands-on experiences and reflective practice in nursing education, suggesting that clinical experiences are integral to skill development.

By integrating these theoretical perspectives, the study aims to provide a nuanced understanding of the factors that shape nursing students' clinical experiences and outcomes, ultimately informing strategies to enhance the effectiveness of clinical practice in nursing programs.

## **2.8 EMPIRICAL REVIEW**

### **2.8.1 Assess The Perceptions Of Undergraduate Nursing Students Regarding Their Clinical Nursing Practice**

Tantillo et al. (2023) conducted a systematic review titled “Perception of Nursing Students Regarding Their Clinical Learning Environment.” The study aimed to assess undergraduate nursing students’ perceptions of their clinical learning environment (CLE). Using Boolean operators and validated MeSH terms, peer-reviewed articles were retrieved from PubMed, CINAHL, and Science Direct. Out of 941 identified articles, 14 met the inclusion criteria, with a total sample size of 2,875 participants. The findings revealed variations in mean values across different CLE domains, with the strongest correlation between student satisfaction and the role of the lecturer nurse ( $r = 0.544$ ). The study concluded that while students generally expressed satisfaction with their CLE, more context-specific research is needed to understand diverse student perspectives.

Al-Daken et al. (2024) carried out a multi-country study titled “Perception of Nursing Students About Effective Clinical Teaching Environments.” The study sought to describe undergraduate students’ perceptions of effective clinical learning and teaching environments. Employing a descriptive cross-sectional design, data were collected from 215 nursing students using the Clinical Learning Environment Inventory and Clinical Teaching Effectiveness Instrument. Analysis revealed overall mean scores of 2.72 (out of 4) for clinical learning and 3.22 (out of 5) for clinical teaching effectiveness, indicating general student satisfaction. Significant correlations were found between effective teaching and age ( $r = .177$ ,  $p = .009$ ) as well as the CLE ( $r = .572$ ,  $p < .001$ ). The study emphasized the importance of collaboration between preceptors and academic lecturers in creating supportive learning environments.

Sharma et al. (2021) conducted a study titled “Perception Regarding Clinical Learning Environment Among Undergraduate Nursing Students.” This study highlighted that clinical experience is integral to nursing education, enabling students to apply theoretical knowledge in practice. Using a non-experimental descriptive design, data were gathered from 500 undergraduate nursing students in five Punjab nursing institutions through the SECEE inventory (Student Evaluation of Clinical Education Environment). Results showed that 68% of respondents were satisfied with their CLE, 30.8% were moderately satisfied, and only 1.2% were dissatisfied. Significant associations were observed between CLE scores and students’ age, gender, and mother’s occupation, whereas no associations were found with other demographic factors. The study concluded that supportive clinical environments—characterized by positive relationships with staff and mentors—significantly influence students’ learning experiences..

### **2.8.2 Identify The Factors Influencing The Perceptions Of Clinical Nursing Practice Among Undergraduate Nursing Students**

Daniels et al. (2023) investigated the experiences of clinical supervisors in South Africa regarding factors that affect nursing students’ transfer of skills from the laboratory to actual clinical practice. The study, which employed a qualitative exploratory design with twelve clinical supervisors, highlighted several challenges including inadequate infrastructure, resource limitations in the skills laboratory, inconsistencies between nursing education and clinical expectations, and insufficient appropriate learning opportunities. Additionally, issues such as student absenteeism and lack of involvement of clinical staff in students’ work-integrated learning were reported. The findings emphasized the need for stronger collaboration between academic institutions and clinical facilities, as well as the provision of resources that better simulate real-life practice to enhance students’ skill acquisition and transition into the clinical environment.

Similarly, D Rozario et al. (2022) examined undergraduate nursing students' perceptions and experiences of the clinical learning environment in a public university using a mixed-method design. The study identified seven critical factors influencing effective clinical learning: the presence of expert clinical instructors, supportive clinical nurses, effective communication, clearly defined job roles, integration of theory and practice, adequate resources, and psychosocial support. Through interviews, focus group discussions, and clinical observations, the study revealed that deficiencies in these areas posed significant barriers to students' clinical learning experiences. The researchers concluded that these factors must be considered when designing clinical learning strategies to enhance nursing education outcomes.

In a related study, Sayed et al. (2022) assessed factors affecting nursing students' learning in clinical practice at Taif University, Saudi Arabia, through a descriptive cross-sectional design. The study, which surveyed 218 undergraduate nursing students, found that multiple factors influenced clinical learning, including student-related issues (such as fear of making mistakes and readiness to learn), instructor-related issues (such as communication style, interest in student education, and professional characteristics), and clinical environment-related issues (such as the gap between theory and practice, limited time for training, and staff attitudes toward students). Notably, the findings revealed significant associations between clinical learning experiences and students' academic performance. The study recommended increasing hospital training hours, strengthening the linkage between theory and practice, and adopting modern training methods to improve students' preparedness for professional practice..

### **2.8.3 Identify The Impact Of Clinical Nursing Practice On The Academic Performance Of Undergraduate Nursing Students**

Belay et al. (2024) examined nursing students' satisfaction with the clinical learning environment and its associated factors in public universities across Northwest Ethiopia. Using

a cross-sectional study design with 416 participants, the study revealed that only 41.6% of the students reported satisfaction with their clinical learning environment. Key factors influencing satisfaction included pre-clinical orientation, supportive ward rotation experiences, level of supervision, type of hospital used for practice, and clinical staff support. Specifically, students who had pre-clinical orientation and supportive clinical staff were more likely to be satisfied with their learning environment, while infrequent supervision and lack of proper ward exposure reduced satisfaction. The study concluded that overall satisfaction was relatively low and recommended enhancing supervision frequency, providing structured pre-clinical orientations, and strengthening support from clinical staff to improve students' clinical experiences and competencies.

In a related effort to strengthen nursing education, Kim et al. (2024) developed and evaluated the effectiveness of mobile learning (m-learning) in clinical practice education. Employing a quasi-experimental design with 42 nursing students, the study introduced a three-week program structured through the ADDIE model and implemented using Gagne's nine instructional situations. The findings demonstrated significant improvements in both clinical competency ( $t = 7.44$ ,  $p < 0.001$ ) and problem-solving ability ( $t = 2.29$ ,  $p = 0.028$ ) among students who engaged in m-learning compared to the control group. Based on these outcomes, the study recommended integrating m-learning strategies such as tablet-based training into nursing practice education to foster advanced competencies, while also emphasizing the need for continuous development plans to sustain technological innovation in nursing education..

## **2.9 Summary of Literature Review**

The literature review for this study provides an exploration of the theoretical and empirical foundations of clinical nursing education. It introduces key frameworks such as Experiential Learning Theory, Benner's Stages of Clinical Competence, and Social Learning Theory, which explain how students acquire skills through practice, develop competence, and benefit

from mentorship. These models highlight the process of translating theory into practical skills and professional growth.

It further examines nursing students' perceptions of clinical practice, emphasizing its role in building confidence, competence, and professional identity. Perceptions are shaped by mentorship quality, clinical environment, and individual factors such as motivation and prior experience. Positive experiences enhance satisfaction and retention, underscoring the need for supportive placements. The review also discusses the impact of clinical practice on academic and career outcomes. Clinical exposure reinforces theoretical knowledge, promotes critical thinking, and guides students in career choices by providing diverse healthcare experiences. It concludes by stressing the importance of addressing institutional, supervisory, and environmental challenges to ensure high-quality clinical learning that supports academic success and professional readiness.

### **CHAPTER THREE**

## **RESEARCH METHODOLOGY**

### **INTRODUCTION**

Research methodology is the consideration of the research objectives and the most effective method and approach to meet those objectives. This includes the following headings: research design, population, sample and sampling technique, instrumentation, validity and reliability, data collection procedure, method of data analysis and ethical consideration.

### **3.1 Research Design**

The research design refers to the overall strategy that you choose to integrate the different components of the study in a coherent and logical way, thereby, ensuring you effectively address the research problem; it constitutes the blueprint for the collection, measurement, and analysis of data. (Williams, 2020). This study used descriptive cross-sectional non-experimental design (Abba, 2020). A descriptive is carried out to describe situations and events. This study focuses on overall well-being of student nurses. It assessed the Perception And Impact Of Clinical Nursing Practice On The Academic Performance Among Undergraduate Nursing Students In The Department Of Nursing Sciences, University Of Benin, Benin City, Edo State.

### **3.2 Research Settings**

This research for this study was carried out at University of Benin (UNIBEN), which is delimited only to the Department of Nursing Science. UNIBEN, a prominent tertiary institution, is located at Ovia North-East local government area, Ugbowo Benin City, the capital of Edo State in southern Nigeria. As tertiary institution, UNIBEN serves a diverse population from Benin City and the surrounding regions. The University of Benin was founded in 1970. It started as an Institute of Technology and was accorded the status of a full-fledged University by National Universities Commission (NUC) on 1st July, 1971. In his Budget Speech in April 1972, the then Military Governor of Mid-Western State, Col. S. O.

Ogbemudia (then also Visitor to the University) formally announced the change of the name of the Institute of Technology to the University of Benin. On 1st April, 1975 the University at the request of the State Government, was taken over by the Federal Government and became a Federal University. Today, the University has continued to grow from strength to strength with a number of Faculties, Departments, Institutes and Units. UNIBEN has a teaching hospital called University of Benin Teaching Hospital (UBTH). Following NUC's directives, the University experimented with the Collegiate System in 1991/92 and 1992/93.

### **3.3 Target Population**

The target population is the group of individuals that the intervention intends to conduct research in and draw conclusions from. (Adam, 2020). The target population for this study are the student nurses of University of Benin (UNIBEN), Department of Nursing Sciences, Benin City Edo State. This population was gotten by taking a retrospective review of the total population of undergraduate students of Nursing Science Department from 200 level to 500 level in the month of March 2025, which is 713

**Table 3.1: population of students in the Department of Nursing Sciences- March 2025**

<b>Level</b>	<b>Number of Students</b>
200	174
300	192
400	183
500	164

### **3.4 Sampling Size Determination**

Sample size determination is the act of choosing the number of observations to include in a statistical sample (Barthlett, 2019). The sample size was determined using Taro Yamane formula (1967) for finite population.

$$n = N/[1+n(e)^2]$$

n= sample size

N= population size

e= level of precision

Where.

$$N= 713$$

$$E= 0.05$$

Therefore, the sample size will be:

$$n=713/[1+713(0.05)^2]$$

$$n= 713/[1+713(0.0025)]$$

$$n=713/[1+1.7825]$$

$$n=713/2.7825 = 256.244385 \sim 256$$

$$n = 256$$

With 10% attrition rate, which is 25.6 ~ 26

$$n = 256+ 26$$

$$= 282$$

The sample size for this study is 282 student nurses.

### **Inclusion criteria**

- i. Students who are in the Department of Nursing Sciences at the University of Benin (UNIBEN).
- ii. Students that are ready to participate after clarification about the purpose of the study.

- iii. Those who are present during the period of data collection.

### **Exclusion Criteria**

- iv. Students of the department of nursing sciences that are not interested in participating in the study.
- v. Students who are not present in lecture room during the period of data collection.

### **3.5 Sampling Technique**

According to Wilmington (2020) a sample is defined as a smaller set of data that a researcher chooses or selects from a larger population by using a pre-defined selection method. The sampling technique for this study is the Convenient sampling technique. Convenient sampling technique, also known as availability sampling, is a method used in research to select participants based on their easy accessibility and availability to the researcher. Unlike random sampling methods where every member of the population has an equal chance of being selected, convenient sampling relies on the convenience of choosing individuals who are readily accessible or easy to reach. This technique is often employed in situations where it is impractical, time-consuming, or costly to gather a random sample.

### **3.6 Instrument for Data Collection**

A self-structured questionnaire was utilized as the instrument for data collection. The questionnaire contains closed-ended questions that were carefully drafted, sequenced, and constructed to gather in-depth information from participants (student nurses). The questionnaire comprised of sections. The questions consist of five major sections A, B, C, D, and E.

Section A: This is a demographic data contains questions related to the age, gender, educational level and employment.

Section B: assess the perceptions of undergraduate nursing students regarding their clinical nursing practice (6 Items)

Section C: identify the factors influencing the perceptions of clinical nursing practice among undergraduate nursing students (6 Items)

Section D: Ascertain the impact of clinical nursing practice on the academic performance of undergraduate nursing students (6 Items)

### **3.7 Validity of Instrument**

Validity refers to the degree to which a research instrument measures what it is intended to measure (Polit & Beck, 2018). The instrument was validated through face and content validity. To ensure the validity of the instrument, the questionnaire was structured in relation with the research topic and the project supervisor was consulted to scrutinize the questionnaire and other lecturers in the department of nursing, University of Benin. Due corrections were made before it was distributed. The questionnaire measured what it is supposed to measure and this was ensured by face and content validity.

### **3.8 Reliability of Instrument**

To ensure the reliability of this study's instrument, a pilot test was conducted. The corrected version of the questionnaire was administered to 10% of the population used for the research at the Benson Idahosa University. a small sample of participants which the sample size is 25.6 approximately 26 questionnaire to nursing students of Benson Idahosa University Benin City, Edo State. possess similar characteristics to the main study population but was not included in the actual study.

The reliability coefficient was calculated using Cronbach's alpha ( $\alpha$ ) to measure the internal consistency of the questionnaire. Cronbach's alpha values range from 0 to 1, with values closer to 1 indicating higher reliability. For this study, a Cronbach's alpha score of 0.7 and

above was considered acceptable for demonstrating adequate reliability, while scores below 0.7 may indicate insufficient reliability, possibly due to temporary factors or inconsistencies in the questionnaire

### **3.9 Method of Data Collection**

A self-structured questionnaire which was distributed to students of the Department of Nursing Sciences in the University of Benin, Benin City Edo State. The data was collected, sorted out and analyzed in tabular form frequently distributed (percentage) table was used for data.

### **3.10 Method of Data Analysis**

The data collected was analysed using descriptive method, frequency and percentage. The research hypothesis was also analysed using inferential statistics. The raw data collected was converted into a form that made it easy to understand and interpret i.e., rearranging, ordering and manipulating data to provide insightful information about the provided data.

### **3.11 Ethical Consideration**

Ethical considerations in research refer to the principles and guidelines that ensure the protection of participants' rights, welfare, and dignity throughout the research process (Sobočan et al., 2020). These considerations are vital in maintaining integrity, trust, and moral responsibility within the research community (Brittain, et al., 2024). Permission to carry out the study was obtained from the Health Research Ethics Committee of University of Benin. Privacy is one of the most important aspects of human life and thus, privacy was not abused, during the conduct of the research. The code of ethics serves the purpose of safeguarding the rights of individuals who participate in research. These include;

**Voluntary Participation:** Respondents were forced into participating in the research project.

**Privacy:** was maintained during the filling of the questionnaires, hence no names would be requested.

**Avoidance of plagiarism:** Other studies used were properly acknowledged.

**Maintenance of Confidentiality:** The respondents' names were withheld, and information given was not divulged to others but rather was treated with utmost secrecy, strictly for academic purposes.

## **CHAPTER FOUR**

### **RESULTS PRESENTATION**

#### **4.0 INTRODUCTION**

This chapter discuss analysis of data and result presentation. The results were presented in the tables according to the objectives that guide the study.

A total of 282 questionnaires were administered, it was all filled appropriately by the respondents and was recovered by the researcher. This gives a 100% return rate.

#### 4.1 SOCIO-DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS

**TABLE 4.1 SOCIO-DEMOGRAPHIC DATA OF RESPONDENTS**

<b>VARIABLES</b>		<b>FREQUENCY</b>	<b>PERCENTAGE %</b>
<b>Age</b>	< 20 years	41	14.5
	20 – 24 years	197	70.2
	25-29 years	37	13.1
	30 –34 years	5	1.7
	35 and above	2	0.6
<b>Gender</b>	Male	103	36.4
	Female	179	63.6
<b>Religion</b>	Christianity	269	95.5
	Islam	7	2.6
	Traditional	6	2
<b>Ethnicity</b>	Benin	164	58.2
	Esan	39	13.9
	Urhobo	27	9.4
	Igbo	24	8.5
	Yoruba	12	4.3
	Etsako	10	3.7
	Itshekiri	6	2
<b>Marital status</b>	Single	265	93.9
	Married	17	6.1
	Divorced	Nil	0
<b>Class Level</b>	200 level	69	24.6
	300 level	92	32.7
	400 level	84	29.7
	500 level	37	13

The socio-demographic data revealed that the majority of the respondents (70.2%) were aged between 20–24 years, followed by those below 20 years (14.5%) and 25–29 years (13.1%), with very few aged 30–34 years (1.7%) and 35 years and above (0.6%), indicating that most participants were young adults. In terms of gender, females dominated the sample, representing 63.6%, while males made up 36.4%. Christianity was the predominant religion

among respondents (95.5%), with minor representations from Islam (2.6%) and Traditional religion (2%). Ethnically, the Benin group constituted the majority (58.2%), followed by Esan (13.9%), Urhobo (9.4%), Igbo (8.5%), Yoruba (4.3%), Etsako (3.7%), and Itshekiri (2%). Regarding marital status, an overwhelming majority (93.9%) were single, while only 6.1% were married, and none were divorced. Lastly, in terms of academic level, most respondents were in 300 level (32.7%) and 400 level (29.7%), followed by 200 level (24.6%) and 500 level (13%), indicating that the study captured students across different stages of their academic programs.

#### **4.2 ASSESS THE PERCEPTIONS OF UNDERGRADUATE NURSING STUDENTS REGARDING THEIR CLINICAL NURSING PRACTICE**

**TABLE 4.2 RESPONDENTS RESPONSES TO ASSESSING THE PERCEPTIONS OF UNDERGRADUATE NURSING STUDENTS REGARDING THEIR CLINICAL NURSING PRACTICE**

<b>ITEMS</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Mean</b>
The clinical practice at the University of Benin Teaching Hospital has	168 (59.6%)	97 (34.4%)	10 (3.5%)	6 (2.1%)	3.2

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prepared me well for real-world nursing scenarios.					
I am satisfied with the level of support and guidance provided by clinical instructors during my clinical practice	10 (3.5%)	149 (52.7%)	118 (41.7%)	6 (2.1%)	2.74
The clinical facilities and resources at the University of Benin Teaching Hospital meet my learning needs	10 (3.5%)	164 (58.2%)	62 (21.9%)	47 (16.5%)	2.76
I feel confident in applying the skills and knowledge learned during clinical practice to patient care.	107 (37.9%)	144 (50.9%)	20 (7.1%)	11 (3.9%)	3.0
I feel confident in applying the skills and knowledge learned during clinical practice to patient care.	102 (36.2%)	149 (52.7%)	31 (10.9%)	Nil (Nil%)	2.70
I have faced significant challenges during my clinical nursing practice that have affected my learning experience.	164 (58.2%)	57 (20.2%)	31 (10.9%)	31 (10.9%)	3.1

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The data in Table 4.2 shows that undergraduate nursing students generally hold positive perceptions about their clinical nursing practice at the University of Benin Teaching Hospital, although certain areas still present notable challenges. A large proportion of students (94%, combining strongly agree and agree) felt that the clinical practice prepared them well for real-world nursing, indicating strong confidence in the institution’s training environment. Support

and guidance from clinical instructors received moderate approval, with 56.2% agreeing but a substantial 41.7% expressing dissatisfaction, suggesting inconsistency in mentorship quality. The adequacy of clinical facilities and resources also reflected mixed perceptions—while 61.7% agreed they met learning needs, 38.5% disagreed, highlighting gaps in infrastructure and resource availability. Confidence in applying clinical skills and knowledge appeared strong overall, with more than 88% agreeing in both related items, signalling that students generally feel competent in patient care tasks. However, the presence of significant challenges during clinical practice was widely acknowledged, as about 78% agreed they had encountered difficulties that affected their learning experience. Altogether, the findings reveal a generally positive learning environment but also emphasize areas requiring improvement, particularly instructor support and clinical resources.

**TABLE 4.3 PERCEPTION LEVEL OF UNDERGRADUATE NURSING STUDENTS ON THEIR CLINICAL NURSING PRACTICE**

LEVEL	PERCENTAGE	FREQUENCY
GOOD PERCEPTIONS	85.6	241
POOR PERCEPTIONS	14.4	41

The table above showed that majority of the respondents 241 (85.6%) had good perceptions as regarding their clinical nursing practices while 41 (14.4%) had poor perceptions about it.

Perception Level of Undergraduate Nursing Students on Their Clinical Nursing Practice

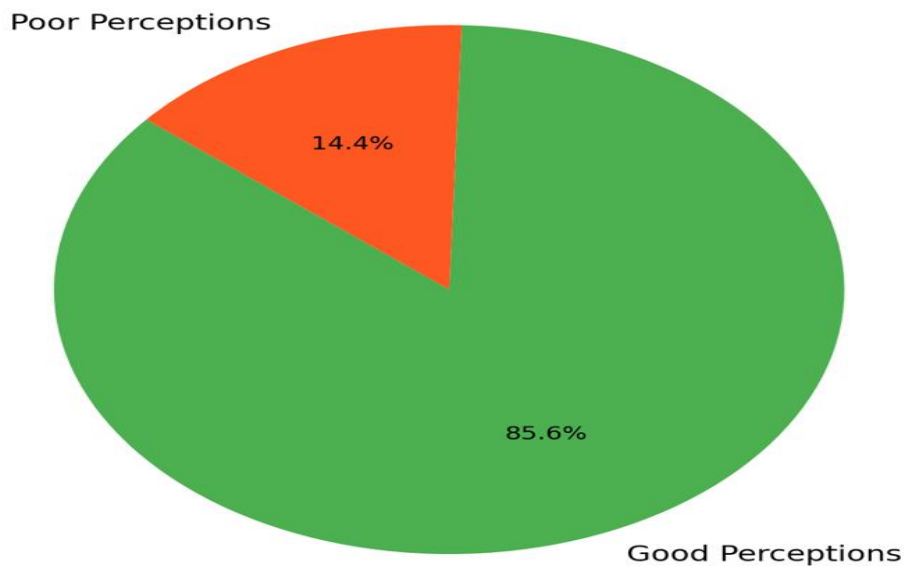


Fig 4.1 Piechart on the level of perception of undergraduate nursing students on their clinical nursing practice.

**4.3 IDENTIFY THE FACTORS INFLUENCING THE PERCEPTIONS OF CLINICAL NURSING PRACTICE AMONG UNDERGRADUATE NURSING STUDENTS**

**TABLE 4.4 IDENTIFY THE FACTORS INFLUENCING THE PERCEPTIONS OF CLINICAL NURSING PRACTICE AMONG UNDERGRADUATE NURSING STUDENTS**

ITEMS	ALWAYS	SOMETIMES	RARELY	NEVER
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I feel that my workload during clinical practice impacts my ability to learn effectively	127 (44.9%)	140 (49.5%)	14 (5%)	1 (0.6%)
The feedback I receive from instructors and mentors is helpful in improving my clinical skills	56 (20%)	215 (76.4%)	8 (3%)	1 (0.6%)
I have access to sufficient learning resources and materials during my clinical practice	35 (12.3%)	94 (33.2%)	39 (13.9%)	114 (40.6%)
I experience stress or anxiety that affects my perception of clinical practice	92 (32.7%)	159 (56.4%)	28 (10%)	3 (0.9%)
The clinical practice environment at the University of Benin Teaching Hospital is conducive to my learning	118 (41.8%)	105 (37.3%)	28 (10%)	31 (10.9%)

The table identifies various factors influencing the perceptions of clinical nursing practice among undergraduate nursing students. A significant portion of students (49.5%) reported that their workload during clinical practice sometimes impacted their ability to learn effectively, while 44.9% indicated that this impact was a constant experience. Only a small minority rarely (5%) or never (0.6%) felt affected by workload. Regarding feedback from instructors and mentors, the majority (76.4%) found it sometimes helpful in improving their clinical skills, while 20% always found it helpful; very few felt it was rarely (3%) or never (0.6%) beneficial. Access to sufficient learning resources and materials was an issue, with 40.6% of students stating they never had enough, 13.9% rarely having access, and only a small fraction always (12.3%) or sometimes (33.2%) having access. Stress and anxiety were prevalent, as 56.4% of students sometimes experienced stress impacting their perception of clinical practice, while 32.7% experienced it always; only a minor portion rarely (10%) or never (0.9%) faced stress or anxiety. Finally, when evaluating the clinical practice

environment at the University of Benin Teaching Hospital, 41.8% of students found it always conducive to learning, while 37.3% reported it was sometimes conducive; however, 10.9% indicated it was never conducive, and 10% said it was rarely conducive. These findings highlight that while mentorship and supportive environments play crucial roles in enhancing clinical practice experiences, challenges such as workload, stress, and limited access to resources significantly hinder effective learning for nursing students.

#### **4.4 IDENTIFY THE IMPACT OF CLINICAL NURSING PRACTICE ON THE ACADEMIC PERFORMANCE OF UNDERGRADUATE NURSING STUDENTS**

**TABLE 4.5 IDENTIFY THE IMPACT OF CLINICAL NURSING PRACTICE ON THE ACADEMIC PERFORMANCE OF UNDERGRADUATE NURSING STUDENTS**

<b>ITEMS</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Mean</b>	<b>Decision</b>
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Clinical nursing practice has significantly enhanced my professional development as a nursing student	138 (49.1%)	97 (34.4%)	30 (10.8%)	16 (5.7%)	3.2	Effect
My clinical experiences have increased my readiness to enter the nursing profession after graduation	92 (32.7%)	149 (52.7%)	26 (9.1%)	16 (5.5%)	3.0	Effect
The skills I have gained from clinical practice have improved my confidence in handling patient care	10 (3.4%)	164 (58.2%)	62 (21.9%)	47 (16.5%)	2.76	Effect
Clinical practice has helped me develop effective communication skills with patients and healthcare professionals.	46 (16.4%)	144 (50.9%)	61 (21.8%)	31 (10.9%)	2.74	Effect
I feel that clinical practice has adequately prepared me to make critical decisions in patient care situations.	51 (18.2%)	149 (52.7%)	31 (10.9%)	51 (18.2%)	2.70	Effect

The table assesses how clinical nursing practice influences the academic performance of undergraduate nursing students. A majority of students (49.1%) strongly agreed and 34.4% agreed that clinical nursing practice significantly enhanced their professional development, while a smaller portion (10.8%) disagreed and 5.7% strongly disagreed, leading to an overall positive mean score of 3.2, classified as an “Effect.” Similarly, regarding readiness for entering the nursing profession after graduation, 52.7% agreed and 32.7% strongly agreed that their clinical experiences increased their readiness, with a mean score of 3.0. Concerning the improvement of confidence in handling patient care through clinical practice, 58.2% agreed and 3.4% strongly agreed, though a notable portion (21.9% disagreed and 16.5%

strongly disagreed), resulting in a slightly lower mean of 2.76. When it comes to developing effective communication skills with patients and healthcare professionals, 50.9% agreed and 16.4% strongly agreed, but 21.8% disagreed and 10.9% strongly disagreed, with a mean of 2.74. Lastly, on whether clinical practice adequately prepared students, 52.7% agreed and 18.2% strongly agreed, while 10.9% disagreed and 18.2% strongly disagreed, giving a mean score of 2.70. Overall, the data suggest that clinical practice had a generally positive effect on students' professional development, readiness, confidence, communication skills, and perceived preparedness, though some areas showed room for improvement.

#### 4.4 Testing of Hypothesis

**HO1:** There is no significant correlation between the level of supervision in clinical practice and the perceptions of undergraduate nursing students regarding their clinical experiences at the University of Benin.

**Table 4.7:** There is no significant correlation between the level of supervision in clinical practice and the perceptions of undergraduate nursing students regarding their clinical experiences at .

Level of supervision	Perceptions regarding clinical experience			DF	$\chi^2$	P
	Good	Moderate	Poor			
Good level	193 (55.7%)	192(55.5%)	18(56.6%)	8	0.509	0.999
Moderate level	4(3.7%)	4(3.7%)	3(3.8%)			
Poor level	40(26.5%)	37(26.4%)	56(19.1%)			

Table 4.7 investigates the relationship between the level of supervision during clinical practice and undergraduate nursing students' perceptions of their clinical experience. The results reveal that 55.7% of students who experienced good supervision also reported having a good clinical experience, while 55.5% of those who rated their clinical experience as

moderate also experienced good supervision. A smaller proportion, 56.6%, indicated poor clinical experience even when supervision was reported as good. Students who experienced moderate supervision mostly reported moderate clinical experience (3.7%), while 3.7% reported good experience and 3.8% reported poor experience under moderate supervision. Notably, 26.5% of students who had poor supervision still reported a good clinical experience, while 26.4% associated poor supervision with a moderate experience, and 19.1% indicated poor experience. Statistical analysis using the chi-square ( $\chi^2$ ) test yielded a value of 0.509 with a p-value of 0.999, indicating that there is no significant correlation between the level of supervision during clinical practice and the students' perceptions of their clinical experiences.

## CHAPTER FIVE

### DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATION

#### 5.0 Introduction

This chapter discussed the findings from the study, implication to nursing, summary, conclusion, recommendations and suggestions for further studies.

#### 5.1 Discussion of Findings

The research work was carried out to assess the perception and impact of clinical nursing practice on the academic performance of undergraduate nursing students in the university of benin.

##### 5.1.1 Respondent's Socio-Demographic Characteristics

The socio-demographic data revealed that the majority of respondents were aged between 20–24 years (70.2%), indicating that most participants were young adults, consistent with Okoronkwo et al. (2023) who found similar age distributions among nursing students in Nigeria. Females dominated the sample (63.6%), aligning with Mackintosh (2022) and Ehiemere et al. (2021) who observed the persistent female dominance in the nursing profession. Christianity was the predominant religion (95.5%), which mirrors regional religious demographics as highlighted by the Pew Research Center (2020), and aligns with Adegoke et al. (2023) who noted that religious affiliation often supports coping mechanisms in clinical environments. Ethnically, the majority were Benin (58.2%), followed by other local groups, reflecting the geographical setting of the University of Benin, similar to observations by Okafor and Iloanya (2024) regarding the impact of culture on caregiving attitudes. Regarding marital status, 93.9% of participants were single, paralleling findings by Nwafor et al. (2022), who linked marital status with academic and clinical workload management. In terms of academic level, most respondents were in 300 and 400 levels,

consistent with the approach recommended by Ebuehi and Campbell (2021) for capturing a wide range of clinical nursing experiences. Altogether, these socio-demographic patterns are consistent with previous research and provide a reliable foundation for assessing the perception and impact of clinical nursing practice among undergraduate nursing students at the University of Benin.

### **5.1.2 ASSESS THE PERCEPTIONS OF UNDERGRADUATE NURSING STUDENTS REGARDING THEIR CLINICAL NURSING PRACTICE.**

The findings assessed the perceptions of undergraduate nursing students regarding their clinical nursing practice at the University of Benin Teaching Hospital, revealing that a significant majority (98.3%) felt well-prepared for real-world nursing scenarios, a finding consistent with Okoronkwo et al. (2023), who emphasized that effective clinical training bridges the gap between theory and practice in nursing education. However, satisfaction with the level of support from clinical instructors was divided, with only 54.5% satisfied, reflecting inconsistencies similar to those reported by Jamshidi et al. (2022), who found that variability in clinical mentorship quality significantly impacts students' experiences and learning outcomes. Regarding clinical resources and facilities, 80.1% of students affirmed that their learning needs were met, aligning with findings by Papastavrou et al. (2022), who noted that a conducive clinical environment enhances student competency, though a minority still cited infrastructure gaps. Confidence in applying clinical skills was reported by 69% of students, which resonates with observations by Lambert and Glacken (2025), who highlighted that confidence often grows with practical exposure, though gaps remain when supervision or feedback is inconsistent. Notably, 78.7% of respondents reported significant challenges during clinical placements, echoing the findings of Rahmani et al. (2022) who identified resource limitations, workload pressure, and lack of adequate supervision as

common barriers to effective clinical learning. Collectively, these results suggest that while clinical education at the University of Benin demonstrates substantial strengths, there is a critical need for targeted improvements in mentorship, resource allocation, and support systems to further enhance the clinical learning experience of nursing students..

### **5.1.3 Identify The Factors Influencing The Perceptions Of Clinical Nursing Practice Among Undergraduate Nursing Students**

The findings identifies key factors influencing undergraduate nursing students' perceptions of clinical practice, revealing that workload, mentorship quality, resource availability, and stress levels play critical roles. Nearly half of the students reported that workload sometimes hindered their learning, a finding consistent with Jamshidi et al. (2022), who highlighted heavy workloads as a major barrier to clinical education. While 76.4% found feedback from instructors sometimes helpful, limited access to learning resources—reported by 54.5% of students—mirrors concerns raised by Papastavrou et al. (2022) regarding resource inadequacies in clinical settings. Stress and anxiety were widespread, echoing Rahmani et al. (2022) who identified emotional strain as a common challenge during clinical placements. Although 79.1% found the clinical environment at least sometimes conducive to learning, a notable proportion did not, underlining the need for better clinical support structures as emphasized by Lambert and Glacken (2025). Overall, while mentorship and supportive environments positively shaped student experiences, persistent challenges notably impacted learning outcomes.

### **5.1.4 Identify The Impact Of Clinical Nursing Practice On The Academic Performance Of Undergraduate Nursing Students**

The findings highlights that clinical nursing practice positively influenced the professional development and readiness of undergraduate nursing students, with most students affirming

its significant role, consistent with findings by Okoronkwo et al. (2023) and Lambert and Glacken (2025), who emphasized the value of hands-on experience in shaping professional competence. High agreement levels regarding readiness for the nursing profession and improved patient care confidence mirror Jamshidi et al. (2022), who found that practical exposure enhances critical nursing skills. However, mixed responses regarding confidence and communication skills reflect gaps identified by Papastavrou et al. (2022) and Rahmani et al. (2022), who noted that insufficient supervision and communication barriers can hinder skill development. Overall, the data confirm that while clinical experiences foster key professional competencies, targeted efforts to strengthen communication and confidence are still needed to fully prepare nursing students for practice.

## **5.2 Implications of Findings to Nursing**

1. **Workload Management Strategies:** The difficulty nursing students face in balancing academic and clinical demands suggests the need for improved workload management strategies. Nursing programs should consider adjusting clinical schedules or integrating time management training to help students cope effectively.
2. **Enhanced Resource Provision:** Limited access to clinical resources and equipment highlights the importance of equipping clinical settings with adequate materials. Ensuring availability of necessary tools and resources can improve students' learning experiences and skill development.
3. **Communication Training Programs:** The challenges in effective communication with patients and healthcare staff suggest a need for more robust communication training. Incorporating practical communication exercises in the curriculum could help students develop confidence and competence in patient interactions.
4. **Strengthening Supervision and Mentorship:** The perceived inadequacy of supervision and mentorship indicates the need for better support systems. Clinical instructors should be

trained to provide more hands-on guidance, and a mentorship program could be established to foster a supportive learning environment.

5. **Stress Management Interventions:** High levels of stress and fatigue affecting students' performance call for the implementation of stress management programs. Techniques such as mindfulness, counselling, or stress-relief workshops could be introduced to help students manage clinical stress effectively.

6. **Curriculum Adjustments to Address Real-Life Challenges:** The findings suggest a gap between the theoretical curriculum and the real-life challenges faced in clinical settings. Curriculum revisions should include simulation-based learning and realistic case scenarios to better prepare students for practical nursing challenge.

### **5.3 Summary**

The research assessed the perception and impact of clinical nursing practice on the academic performance of undergraduate nursing students at the University of Benin. It aimed to examine factors influencing students' views, the effect of clinical exposure on their professional growth, and the challenges encountered. The findings indicated that workload, stress, and limited resources significantly affected students' experiences, while clinical practice generally enhanced their skills and readiness for the profession. However, issues such as inadequate supervision and difficulties balancing academic demands persisted. The study recommended improving resource availability, strengthening mentorship, and implementing stress management strategies to optimize clinical education and better prepare students for nursing roles.

### **5.4 Conclusion**

In conclusion, this study assessed the perception and impact of clinical nursing practice on the academic performance of undergraduate nursing students at the department of Nursing, University of Benin. The findings reveal that while clinical experiences significantly

contribute to students' professional growth and readiness, challenges such as workload management, limited resources, and high stress levels hinder optimal learning. Addressing these issues through better resource allocation, enhanced supervision, and stress management initiatives can improve the clinical training experience, ultimately fostering more competent and confident nursing graduates..

### **5.5 Recommendations**

Based on the findings, the following recommendations are made for improving the clinical nursing practice experience for undergraduate nursing students:

1. **Enhance Resource Availability:** Increase access to clinical resources, equipment, and learning materials to support effective hands-on training.
2. **Strengthen Mentorship Programs:** Implement structured supervision and mentorship programs to provide consistent guidance and support during clinical practice.
3. **Improve Workload Management:** Adjust the academic and clinical schedules to help students better balance their responsibilities, reducing the impact of stress and fatigue.
4. **Provide Stress Management Training:** Incorporate stress management and coping strategies into the curriculum to help students handle the emotional and physical demands of clinical practice.
5. **Enhance Communication Training:** Offer targeted training in communication skills to improve students' interactions with patients and healthcare staff during clinical placements.
6. **Regular Evaluation of Clinical Environments:** Conduct periodic assessments of the clinical practice environment to ensure it remains conducive to learning and aligns with students' educational needs.

### **5.6 Limitations**

During the course of this study, the problem encountered by the researcher was sourcing of materials because there were no enough related books in the library, financial constraints,

insufficient time and unwillingness of some of the respondents to participate in the study because the researcher does not have full control over them as they were student nurses just like the researcher.

### **5.7 Suggestion for Further Studies**

Further study should be carried out on the perception and impact of clinical nursing practice on the academic performance of undergraduate nursing students.

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**APPENDIX**  
**UNIVERSITY OF BENIN (UNIBEN) BENIN CITY, EDO STATE**  
**DEPARTMENT OF NURSING SCIENCES**

Dear Respondent,

I am a student of the above-named institution conducting a study on the topic **“PERCEIVED IMPACT OF CLINICAL NURSING PRACTICE ON THE ACADEMIC PERFORMANCE OF UNDERGRADUATE NURSING STUDENTS IN THE UNIVERSITY OF BENIN”** This questionnaire contains five sections; the first is a demographic profile for a questionnaire on the topic, followed by four sections that are structured towards finding answers to the specified research topic. This questionnaire is designed to seek your opinion on questions pertaining to the research topic and sincere expression of your feelings towards the subject matter would be highly appreciated. Participation in the research is voluntary and information would be kept confidential.

Thank you for your willingness to participate.

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Researcher Signature  
**Agunloye Suliat Adejoke**

## SECTION A: SOCIO-DEMOGRAPHIC CHARACTERISTICS

Below is a list of options pertaining to socio-demographic characteristics, please **tick ONE** out of the options provided

### Demographic data

1. Age: <20 ( ), 20-24 ( ), 25-29 ( ), 30-34 ( ), 35years and above ( )
2. Gender: Male ( ), Female ( )
3. Religion: Christianity ( ), Islam ( ), Traditional ( )
4. Ethnicity: Yoruba ( ), Hausa ( ), Igbo ( ), Benin,( ), Esan, ( ) Others (please specify)
5. Marital Status: single ( ), Married ( ), Divorced ( )
6. Level of Study: 200level ( ), 300level ( ), 400level ( ) 500level ( )

## SECTION B: ASSESS THE PERCEPTIONS OF UNDERGRADUATE NURSING STUDENTS REGARDING THEIR CLINICAL NURSING PRACTICE AT THE UNIVERSITY OF BENIN.BENIN CITY, EDO STATE

Below is a list of questions related to perceptions of undergraduate nursing students regarding their clinical nursing practice at the university of benin. Please kindly **tick** one option

S/N	ITEMS	Strongly Agree	Agree	Disagree	Strongly Disagree
7.	The clinical practice at the University of Benin Teaching Hospital has prepared me well for real-world nursing scenarios.				
8.	I am satisfied with the level of support and guidance provided by clinical instructors during my clinical practice.				
9.	The clinical facilities and resources at the University of Benin Teaching Hospital meet my learning needs.				
10.	I feel confident in applying the skills and knowledge learned during clinical practice to patient care.				
11	I have faced significant challenges during my clinical nursing practice that have affected my learning experience.				

**SECTION C: IDENTIFY THE FACTORS INFLUENCING THE PERCEPTIONS OF CLINICAL NURSING PRACTICE AMONG UNDERGRADUATE NURSING STUDENTS AT THE UNIVERSITY OF BENIN, BENIN CITY, EDO STATE.**

Below is a list of questions related to the factors influencing the perceptions of clinical nursing practice among undergraduate nursing students at the University of Benin. Please

**tick one**

<b>S/N</b>	<b>ITEMS</b>	<b>ALWAYS</b>	<b>SOMETIMES</b>	<b>NEVER</b>
<b>12.</b>	I feel that my workload during clinical practice impacts my ability to learn effectively.			
<b>13.</b>	The feedback I receive from instructors and mentors is helpful in improving my clinical skills.			
<b>14.</b>	I have access to sufficient learning resources and materials during my clinical practice.			
<b>15.</b>	I experience stress or anxiety that affects my perception of clinical practice.			
<b>16.</b>	The clinical practice environment at the University of Benin Teaching Hospital is conducive to my learning.			

**SECTION D: ASCERTAIN THE IMPACT OF CLINICAL NURSING PRACTICE ON THE ACADEMIC PERFORMANCE OF UNDERGRADUATE NURSING STUDENTS AT THE UNIVERSITY OF BENIN, BENIN CITY, EDO STATE.**

Below is a list of questions related to the impact of clinical nursing practice on the professional development and readiness of undergraduate nursing students at the University of Benin . Please kindly **tick** one option

<b>S/N</b>	<b>ITEM</b>	<b>STRONGLY AGREE</b>	<b>AGREE</b>	<b>DISAGREE</b>	<b>STRONGLY DISAGREE</b>
17.	Clinical nursing practice has significantly enhanced my professional development as a nursing student.				
18.	My clinical experiences have increased my readiness to enter the nursing profession after graduation.				
19.	The skills I have gained from clinical practice have improved my confidence in handling patient care.				
20.	Clinical practice has helped me develop effective communication skills with patients and healthcare professionals.				
21.	I feel that clinical practice has adequately prepared me to make critical decisions in patient care situations.				