

Perception and Attitude of Nursing Students toward Clinical Experience in Primary, Secondary and Tertiary Care Institution in Edo State Nigeria

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Abstract

Background: Studies had shown that nursing as a profession requires extensive knowledge from the clinical areas and the ability of the student nurses to apply theoretical grips from the class in the care of a client is imperative, hence their ratiocination towards their training. The aim of this study is to ascertain the perception and attitude of nursing students toward clinical experience in the primary, secondary and tertiary care institution in Edo State Nigeria.

Materials and Methods: A cross sectional descriptive design was adopted, A total of 332 respondents was selected using stratified sampling technique to elicit sample from each level. A modified questionnaire, Nursing Students' Perception of Clinical Experience (QNSPCE) was used for data collection. The data were analyzed using Statistical Package for Social Science (SPSS) version 25, and Chi square test for analyzing the hypotheses at 0.05 level of significance.

Result: The Overall mean score for nursing students' perception towards clinical experience was 200 level (3.09±0.15), 300 level (2.84±0), 400 level (2.94±0.19), and 500 level (2.86±0.22) while that of their attitude was 3.31 ± 0.25 (200 level), 3.26 ± 0.43 (300 level), 3.27 ± 0.32 (400 level), and (3.05 ± 0.36 (500 level) respectively.

Conclusion: Majority of the respondent have positive perception about their clinical experience, also attitude portrayed by student nurses towards clinical posting varies with levels of training, hence the contrast in their frame of mind towards their clinical training lessens as they attain a higher academic level, at the same time student nurses supervisions decreases as they advance in academic level.

Keywords: Perception, Attitude, Nursing student, Clinical experience

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I. Introduction

Nursing as a profession requires a comprehensive Nursing education which is practical base built on theoretical knowledge (Teferra & Mengistu, 2017) amass over the years. Considering the recent population explosion, novel diseases, increase numbers of hospital and health care consumers there is need to improve in nursing education and the mode at which it knowledge are imparted. More so clinical learning ambience had been area of focus in Nursing education for over two decades (Teferra & Mengistu 2017) with the aim of churning out competent, swift clinical judgment and decision making prudent nurses because real-life experiences are harnessed in this area to meet the growing health care demand.

According to McKenna, McCall and Ways (2010). clinical environment is where real-life experience are gotten and this area was illustrated to have a direct impact on student nurse discernment, hence facilitate professional moldings. The quality of clinical placements as perceived by students in terms of support, clinical teaching and learning, and the integration of theory into practice vary considerably from one experience to the next (Grealish & Smale, 2011) and the dynamic of imparting the skills influences the learners opinion about the subject of study.

Student nurses perception toward clinical experience cannot be overlooked in clinical training as it play a major role in their tutelage, because knowledge acquired in the clinical setting is through observing role model, hand on practice on supervision and the ability to recall and apply theoretical knowledge acquired in the classroom during practical sessions (Chan, 2008), Hence the absurdity associated with rending healthcare, improper supervision, lack or inadequate preceptorship just to mention a few may impact student nurse ratiocination with enfeebled foundation for professionalism.

The attitude put up by student nurses in course of learning is a crucial issue needed to be looked into. According to Sharif & Masoumi, (2010), some students from some of the health care institutions on clinical posting for their hand on clinical experience were reported not to comply with the rules and regulations concerning the posting, while some play truancy. The attitude portrayed by the student nurses in the clinical learning areas depend on their conscious understanding of clinical experience (Happel & Platania-Plung, 2012 and Happel & Gaskin, 2013), consequently the researcher was charged to ascertain the perception and attitude of nursing student toward clinical experience in primary, secondary and tertiary health care institution in Edo State Nigeria.

Objective of study

The recent concern is to ensure proper training and adaptation of student nurses to their clinical posting as such the specific objective of study are:

1. To ascertain 200 to 500 level student nurses perception about their clinical experience in primary, secondary and tertiary health care institution in Edo State.
2. To determine 200 to 500 level student nurses attitude towards clinical posting experience in primary, secondary and tertiary health care institution in Edo State..

Research hypothesis

- 1.Perception of nursing students on the supervision received during clinical posting does not significantly differ across the different levels of training
2. Attitude displayed by the nursing students for their clinical posting does not significantly differ across the different level of training.

II. Material And Methods

The study was a quantitative cross sectional descriptive survey aimed at assessing student nurses perception and attitude toward clinical experience in primary, secondary and tertiary care institution in Edo state Nigeria. A total of 332 respondents was selected from university of Benin and Ambrose Alli university Ekpoma using proportionate stratified sampling technique and simple random sampling technique to select those to receive questionnaire..

The instrument used for data collection for this study was modified questionnaire on Nursing Students' Perception of Clinical Experience (QNSPCE). This self administered questionnaire was pretested on similar population and it yielded a chronbach Alpha coefficient of 0.79 after face and content validity.

Ethical Consideration

Letter of introduction was collected from the Head of Department of Nursing Science, Nnamdi Azikiwe University and was taken to health research ethics committee of both universities where ethical clearance was obtained. Application letter from the researcher seeking for permission to collect data from the students was written to the Heads of Departments of Nursing Sciences of the University of Benin and Ambrose Alli Universities. Also informed consent was obtained from participants before proceeding to collect data.

Method of data analyses

The data obtained was collated, tallied and analyzed using Statistical Package for Social Science (SPSS) version 25. Descriptive statistics of percentages, frequency distribution, mean and standard deviation was employed in analyzing the data collected from the respondents. Mean score and percentages were adopted in answering the research questions. The decision rule was determined as the mean value obtained using 4- point scale to be 2.5. The mean responses of the respondents were compared with the criterion mean value of 2.5 to ascertain to which extent the overall responses differ from it. Any mean below 2.5 was considered an indication of low level of interest, attitude, negative perception about clinical environment and supervision respectively. The hypotheses were tested using Chi square statistics at 0.05 level of significance.

III. Results

This chapter presents the results of the data analysis and discussion of major findings. The results are presented in tables according to the stated objectives and hypotheses that guided the study.

Results:

Table 1.0: Demographic characteristics of nursing students

Variable(s)	200L(n=86) Freq (%)	300L(n=90) Freq (%)	400L(n=49) Freq (%)	500L(n=102) Freq (%)	Grand (%)	Total
Age group (in years)						
15-19	15(17.4)	9(10.0)	0(0.0)	0(0.0)	24 (7.3)	
20-24	61(70.9)	62(68.9)	29(59.2)	27(26.5)	179(54.7)	
25-29	2(2.3)	16(17.8)	18(36.7)	57(55.9)	93 (28.5)	

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≥30	8(9.4)	3(3.3)	2(4.1)	18(17.6)	31 (9.5)
Mean age of nursing students	23.92±3.99year				
Gender					
Male	20(23.3)	28(31.1)	12(24.5)	7(6.9)	67 (20.5)
Female	66(76.7)	62(68.9)	37(75.5)	95(93.1)	260(79.5)
Mode of entry					
UTME	83(96.5)	78(86.7)	46(93.9)	73(71.5)	280(85.6)
Direct Entry	3(3.5)	10(11.1)	1(2.03)	28(27.5)	42(12.9)
Remedial	0(0.0)	2(2.2)	2(4.08)	1(1.0)	5 (1.5)
Previous clinical experience					
Yes	6(7.0)	41(45.6)	20(40.8)	54(52.9)	121(37.0)
No	80(93.0)	49(54.4)	29(59.2)	48(47.1)	206(63)
Where clinical posting takes place					
Tertiary	86(100.0)	55(61.1)	1(2.0)	0(0.0)	142(43.4)
PHC/Tertiary	0(0.0)	35(38.9)	44(89.8)	59(57.8)	138(42.2)
PHC/Secondary/Tertiary	0(0.0)	0(0.0)	4(8.2)	43(42.2)	47 (14.4)

Table 1.0 shows demographic profiles of the respondents. The mean age of the nursing students was 23.92 ±3.99years.

Majority of the respondent 206 (79.5%) were female while 67 (20.5%) were males. Greater number of participant got admission through UTME: 200L: 83(96.5%), 300L: 78 (86.7), 400L:46(93.9%) and 500L: 73(71.5%) discretely. whereas lesser number of them were direct entry: 200L 3(3.5%), 300L 10(11.1%), 400L 1(2.03), and 500L 28(27.5%) separately. additionally entry through remedial were 200L 0%, 300L 2(2.2), 400L 2(4.08), 500L 1(1.0) respectively. However 63% of the total participant have no previous clinical experience. In respect to respondent clinical posting places, 200L 86(100%), 300L 55(61.1%), 400L 1(2.0%), all acceded they had their clinical posting in the tertiary health care institution, whereas 300L 35(38.9) , 400L44(89.8), and 59(57.8) had their posting in both tertiary and PHC. Notwithstanding 47% (400L (8.2)% and 500L (42.2) of the student had their clinical posting in primary , secondary and tertiary health care facilities

1: To determine 200 to 500 level nursing students’ perception about their clinical experience.

Table 2.0: perception of 200 and 300L nursing students about their clinical experience

Variables	200L (N=86)			300L N=90		
	A Freq (%)	D Freq (%)	Mean score	A	D	Mean Score
Nursing students need a lot of clinical experience	86(100)	0(0.0)	3.97	91(97.8)	2(2.2)	3.78
Students should be involved in planning	84(97.6)	2(2.4)	3.51	72 (80)	18(20)	3.13
Interest in clinical experience is a key factor	86(100)	0(0.0)	3.87	89(98.9)	1(1.1)	3.55
Timing not adequate	69(80.2)	17(19.8)	1.67	59(65.6)	31(34.4)	2.04
Properly rotated	77(89.7)	9(10.5)	3.35	44(48.9)	46(51.1)	2.50
Have enough equipments	57(66.2)	29(33.8)	2.89	21(23.4)	69(76.6)	1.93
Interest in posting determined by health institution	53(61.7)	33(38.3)	2.20	71(78.8)	19(21.2)	2.07
Mode of entry influence attitudes of students	67(66.3)	29(33.7)	3.06	58(64.5)	32(35.5)	2.75
Level of training influence attitudes of students	83(96.5)	3(3.5)	3.37	71(78.9)	19(21.1)	3.01

Same benefits derived in all health care institutions	40(46.5)	46(53.5)	2.29	38(42.2)	52(57.8)	2.62
Good relationship Quality supervision affect attitudes of students	86(100)	0(0.0)	3.86	85(94.5)	5(5.5)	3.60

Table 2.0 shows that all 200L and 300L students agreed that nursing students need a lot of clinical experience, 200L (97.6%) and 300L (80%) agreed that students should be involved in planning their clinical posting, 200L (100%) and 300L (98.9%) students also agreed that interest in clinical experience is key to effective teaching and learning. As regards to timing of clinical experience, 89.5% of 200L and 48.9% of 300L agreed that the timing for clinical experience is not adequate to meet the needs of the students, 48.8% of 200L and 13.3% of 300L agreed that nursing students are properly rotated while 66.2% of 200L and 23.4% of 300L agreed that equipments are adequate for clinical training in the health care institutions. 61.5% of the 200L and 78.8% of 300L nursing students were of the perception that the health care institution where they were posted for training influenced the interest of nursing students during clinical posting, 66.3% and 64.5% of 200L and 300L respectively concurred that mode of entry influence student attitude, 40.7% (200) and 24.5% (300) agreed level of training influence attitude of student, 46.5% (200) and 42.2% (300) agreed that the benefits derived from clinical positing are the same across all health care institutions. And (100%) 200L, and 300L (94.5%) students agreed that good relationship and quality supervision affected the attitudes of nursing students in clinical experience.

The overall mean score for the 200L nursing students' perception of clinical experience was 3.09±0.15, while that of 300L was 2.84±0.

Objective 1: To determine the 200-500L nursing students' perception about their clinical experience

Table 3.0: 400L & 500L Nursing Students' perception about their clinical experience

Variables	400L N=49			500L N=102		
	A	D	Mean score	A	D	Mean Score
Nursing students need a lot of clinical experience	49(100)	0(0.0)	3.94	101(99)	1(1.0)	3.78
Students should be involved in planning	45(91.9)	4(8.1)	3.33	96(94.1)	6(5.9)	3.43
Interest in clinical experience is a key factor	48(98)	1(2.0)	3.71	99(97.1)	3(2.9)	3.59
Timing not adequate	43(93.8)	(12.2)	1.77	85(83.4)	17(16.6)	1.80
Properly rotated	34(69.4)	15(30.6)	2.89	67(65.7)	35(34.3)	2.85
Have enough equipments	20(40.8)	29(59.2)	2.51	36(35.2)	66(64.8)	2.33
Interest in posting determined by health institution	40(81.7)	9(18.3)	1.98	78(76.5)	24(23.5)	2.02
Mode of entry influence attitudes of students	31(63.2)	18(36.8)	2.75	68(66.7)	34(33.3)	2.84
Level of training influence attitudes of students	46(93.9)	3(6.1)	3.37	87(85.3)	15(14.7)	3.07
Same benefits derived in all health care institutions	15(30.6)	34(69.4)	2.69	46(45.1)	56(54.9)	2.48
Good relationship Quality supervision affect attitudes of students	45(61.9)	4(8.1)	3.47	89(87.3)	13(12.7)	3.26

Table 3.0 shows that 400L (100%) and 500L (98.8%) students agreed that nursing students need a lot of clinical experience, 400L (91.9%) and 500L (94.1%) agreed that students should be involved in planning their clinical posting, 98% of 400L and 97.1% of 500L students also agreed that interest in clinical experience is

key to effective teaching and learning. As regards to timing of clinical experience, 93.8.7% of 400L and 83.4% of 500L opined the timing for clinical experience is not adequate to meet the needs of the students, 69.4% of 400L and 65.7% of 500L accepted that nursing students are properly rotated while 69.4% (400L) and 65.7% (500L) consented that equipments are not adequate for clinical training in the health care institutions. 81.7% of the 400L and 76.5% (500) nursing students were of the opinion that the health care institution they were posted for training influenced their interest during clinical posting, 63.2%(400L) and 66.7% (500L) asserted that mode of entry influencing the attitude of students, whereas 93.9% (200L) and 85.3% (500L) are of the opinion that level of training influences attitude of student nurses, and 69.4% of 400L and 54.9% disagreed that student nurses derived same benefits in all health care institutions; 91.9% and 87.3% for 400L and 500L respectively were of the view that good relationship and quality supervision affect the attitudes of nursing students in clinical experience respectively.

The overall mean score for the 400L nursing students' perception of clinical experience was 3.09±0.15, while that of 500L was 2.84±0.

Objective 2: To determine the attitude of nursing students towards their clinical posting

Table 4.4: Showing the nursing students attitudes towards clinical posting

Variables	200L (N=56)					300L (N=90)					400L (N=49)					500L (N=102)				
	A Freq(%)	O Freq(%)	R Freq(%)	N Freq(%)	Mean score	A Freq(%)	O Freq(%)	R Freq(%)	N Freq(%)	Mean score	A Freq(%)	O Freq(%)	R Freq(%)	N Freq(%)	Mean score	A Freq(%)	O Freq(%)	R Freq(%)	N Freq(%)	Mean score
Punctual	50(89.1)	36(41.9)	0(0.0)	0(0.0)	3.58	42(46.7)	44(48.9)	4(4.4)	0(0.0)	3.42	23(46.9)	25(51.1)	1(2.0)	0(0.0)	3.45	31(30.4)	63(61.8)	8(7.8)	0(0.0)	3.22
Absent without permission	2(2.3)	26(32.6)	43(60.0)	13(15.1)	2.73	4(4.4)	41(45.6)	30(33.3)	15(16.7)	2.62	4(8.2)	20(40.8)	22(44.9)	3(6.1)	2.49	17(6.7)	45(44.1)	35(36.3)	5(4.9)	2.27
Attend posting regularly	61(70.9)	22(25.6)	3(3.5)	0(0.0)	3.67	55(61.2)	31(34.4)	4(4.4)	0(0.0)	3.56	29(59.2)	18(36.7)	2(4.1)	0(0.0)	3.55	42(41.2)	48(47.1)	11(10.7)	1(1.0)	3.28
Regularly discharge their duties	60(69.8)	10(11.6)	9(10.5)	7(8.1)	3.43	51(56.7)	28(31.1)	8(8.9)	3(3.3)	3.41	26(53.1)	18(36.7)	0(0.0)	5(10.2)	3.32	58(56.9)	30(29.4)	10(9.5)	4(3.9)	3.39
Participate in all ward routines	43(60.0)	31(36.0)	6(7.0)	6(7.0)	3.29	49(54.4)	24(26.7)	16(17.5)	1(1.1)	3.34	28(57.1)	16(32.7)	5(10.2)	0(0.0)	3.47	57(55.9)	35(34.5)	9(8.8)	1(1.0)	3.45
Exhibit high desire to learn	78(90.7)	8(9.3)	0(0.0)	0(0.0)	3.91	57(63.4)	29(32.2)	4(4.4)	0(0.0)	3.59	34(69.4)	14(28.6)	1(2.0)	0(0.0)	3.67	47(46.1)	46(45.1)	9(8.8)	0(0.0)	3.37
Mode of entry influence attitudes of students	34(39.5)	23(26.8)	29(33.7)	0(0.0)	3.06	19(21.1)	39(43.4)	22(24.4)	10(11.1)	2.75	8(16.3)	23(46.9)	16(32.7)	2(4.1)	2.75	22(21.6)	46(45.1)	30(29.4)	4(3.9)	2.84
Level of training influences the attitude of students	35(40.7)	48(55.8)	3(3.5)	0(0.0)	3.37	22(24.5)	49(54.4)	17(18.9)	2(2.2)	3.01	21(42.9)	25(51.0)	3(6.1)	0(0.0)	3.37	27(26.5)	39(38.2)	26(25.5)	18(17.6)	2.42
Generally have a negative attitude	24(27.9)	12(14.0)	26(30.2)	24(27.9)	2.58	5(5.6)	23(25.6)	37(41.1)	25(27.7)	2.91	5(10.2)	8(16.3)	20(40.8)	16(32.7)	2.96	19(18.7)	39(38.2)	26(25.5)	18(17.6)	2.42

In table 4.0, 58% of the 200L, 46.7% of 300L, 46.9 of 400L and 30.4% of 500L nursing students responded that, nursing students were always punctual at clinical posting. While 32.6% of the 200L students responded that students were occasionally absent without permission 300L was 45.6%, 400L 40.8% and 500L 44.1%. On regularity at clinical posting schedule, 70.9% of 200L students responded that students were always regular for posting, 300L was 61.2%, 400L 59.2% and 500L was 41.2%. Most of the 200L students (69.8%) were of the opinion that students always discharge their duties during clinical posting, 300L was 56.7%, 400L 53.1% and 500L was 56.9%. While 50% of 200L reported that students always participate in all ward routines during clinical posting, 300L was 54.4%, 400L was 57.1% and 500L was 55.9%. Almost all the 200L nursing students (90.7%) responded that nursing students always exhibit a high desire to learn during clinical posting, 300L was 63.4%, 400L was 69.4% and 500L was 46.1%, 39.5% of 200L student are of the view point that mode of entry always influences student nurses attitude towards clinical posting while the senior set (300L 43.4%, 400L 46.9, 45.1) had a stance of occasional; 55.8% (200L), 54.4% (300L), 51.0% (400L), and 58.8% (500L) are of the stand point that level of training occasionally influence the attitude of student towards clinical posting, and 30.2% of 200L, 41.1% of 300L, and 40.8 of 400L nursing students responded that nursing students rarely have a negative attitude generally towards clinical posting except for 500L(38.2%) with a stand point of occasional.

The overall mean score for the 200L nursing students' attitude towards clinical experience schedule was 3.31 ± 0.25, 300L 3.26 ± 0.43. The overall mean score for the 400L was 3.27 ± 0.32 and overall mean score for 500L nursing students' attitude towards clinical posting was 3.05 ± 0.36.

Hypotheses 1: perception of nursing students on the supervision received during clinical posting does not significantly differ across the different levels of training.

Table 5.0: Chi Square test result of the perception of nursing students on supervision received across the different levels of training

LEVEL OF TRAINING	NURSING STUDENTS(N=327)		χ^2	P-VALUE
	GOOD SUPERVISION FREQ (%)	POOR SUPERVISION FREQ (%)		
200	79(91.9)	7(8.1)	56.880	0.0001*
300	78(86.7)	12(13.3)		
400	45(91.8)	4(8.2)		
500	54(52.9)	48(47.1)		

Table 5.0 shows that there is a statistically significant difference ($\chi^2=56.880$; $p= 0.0001$) across the levels of training of nursing students in the supervision they received during clinical posting. Therefore, the hypothesis is rejected.

Hypotheses 2: Attitude displayed by the nursing students for their clinical posting does not significantly differ across the different levels of training

TABLE 6.0: Chi-square test result of the attitude displayed by nursing students across different levels of training during clinical posting

LEVEL OF TRAINING	NURSING STUDENTS (N=327)		χ^2	P-VALUE
	GOOD ATTITUDE FREQ (%)	BAD ATTITUDE FREQ (%)		
200	82(95.3)	4(4.7)	25.601	0.0001*
300	66(73.3)	24(26.7)		
400	40(81.6)	9(18.4)		
500	67(65.7)	35(34.3)		

Table 4.7 shows that there is a statistically significant difference ($\chi^2=25.601$; $p= 0.0001$) across the levels of training of nursing students in their attitudes towards clinical posting. Therefore, the hypothesis is rejected.

IV. Discussion

Nursing Students’ perception about their clinical experience.

This study shows that majority of the student irrespective of their level had positive perception about their clinical experience which is in consistent with Ugwu (2015) whose study shows that nursing students had positive perceptions in clinical placement and clinical teaching. This study also revealed that 300L had the poorest opinion, perhaps at 300L academic work becomes much and the students find it difficult to cope with their study and clinical experience. Secondly, at 300L, the researcher feels that majority of the students felt they have “arrived” and indulge in so many social activities that may distract them from their academic pursuit. However, majority of the students across the different levels agreed that timing for clinical posting was not adequate (mean score ranging from 1.67 for 200L, 2.04 for 300L, 1.77 for 400l, and 1.80 for 500l. This finding is consistent with the observations of Odunukwe (2015) among undergraduate nursing students of University of Nigeria Enugu, which revealed that 66.7% of the students perceived the timing of their clinical posting as late, 59.4% perceived the duration of the posting as short, 50% perceived that most activities in clinical supervision were not carried out and that their achievement test in basic nursing task was poor. Lohor (2005) noted inadequate length of time for clinical practice as one of the constraints for effective clinical experience among nursing students. The time allocated for clinical practice goes a long way in promoting practical learning skills. Lohor (2005) stated further that inadequate length of time does not help the students to learn much before leaving the clinical area and that most of the procedures nursing students learn in the classroom are not carried out in the clinical area. This does not give room for them to practice all the procedures learnt in the classroom thereby leading to poor performance in those aspects of nursing practice post graduation. Williams & West (2011) in their study on approaches to nursing students training in three countries also observed that the relative freedom given to nursing students to participate in their own learning needs help in their self-confidence, interest and learning. Clinical experience for the nursing student is vital because it is associated with their

professional skills later in life and commitment to their career. It leads to development of knowledge, skills and competences in practice.

Nursing students' attitude towards clinical posting

This study revealed that majority student nurses across all the levels had good attitude towards clinical posting with all their mean score above 2.5. The findings showed that 200L class had the highest attitude towards clinical posting (3.31 ± 0.25). The attitude of students plummet as they moved along the academic ladder except for 400L nursing students. This could probably be due to increased academic workload of the higher level students or because of non-compliance and commitments of the higher classes towards clinical posting. This finding is consistent with the findings by Awuah-peasah, Akuamoah, Sarfo and Asamah (2013) in Ghana which exhibit that nursing students' attitude deteriorated as the student moved from a lower to higher academic level. Awuah-peasah, *et al.*, (2013) in a similar work carried out in Ghana among nursing students, observed that lateness to clinical posting and being absent without taking permission were the attitude domains among the students in the clinical setting.

Awuah-peasah, *et al.*, (2013.) opined that nursing students' attitude is of paramount importance in their training, as this will determine their commitment to learn, acquire skills and build competency. In addition, it will influence the attitude of the nurse teachers and supervisors towards the nursing students in areas of mentoring and teaching.

This study (H_1) evident the supervision of nursing students deterioration as they progresses in their level of study. 8.1% of 200L had poor supervision as against 47.1% of 500L with poor supervision. There was a statistically significant difference ($X^2=56.880; p=0.0001$) in the perception of nursing students across the various academic levels of training regarding supervision received in the different levels of health care institutions. The hypothesis was therefore rejected. This is consistent with the findings of Bos, *et al.* (2015) which indicated that at the beginning of a clinical placement, supervisors are more supportive, working closely with the students at different learning activities. When the student is ready to take more responsibility as they progresses along the academic ladder, the supervisor tends to supportively stay in the background.

(H_2) revealed that 200L nursing students had the best attitude towards clinical posting (95.3%) and 500L had the worst attitude of 34.3% as against 300L with 26.7% and 400L, 18.4% (tab.4.7). There was a statistically significant difference in the attitude displayed by nursing students across the different levels of training ($X^2=25.601; p=0.0001$), therefore, the hypothesis was rejected. The attitude of nursing students deteriorated as they move along the academic ladder. This finding is consistent with that of Awuah-peasah, Akuamoah, Sarfo and Asamah (2013), in Ghana which showed that nursing students' attitude grow worse as the students move from a lower to higher academic level.

V. Conclusion

Majority of the respondent have positive perception about their clinical experience, also attitude portrayed by student nurses towards clinical posting varies with levels of training, hence the contrast in their frame of mind toward their clinical training. Their perception on clinical experience decreases as they attain a higher academic level, at the same time student nurses supervisions decreases as they advance in academic level.

VI. Recommendation

1. There is need to adjust nursing curriculum to include 100 level student for posting to ensure early exposure to real- life patient - nurse training.
2. Government through the university and the department of nursing should employ more qualified nurse educators and clinical instructors/ preceptors. and ensure their training and retraining through seminars and conferences.
3. The school should ensure essential equipments and materials are available at the practicum room and at the clinical area.
4. The clinical instructors/ preceptors should ensure student nurses are trained in a conducive learning environment and student nurses should be given assignment appropriate with their level.
5. There should be a synergy between the clinical staff and the school in other to foster a positive clinical learning environment that will behovee all and sundry.

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