

Perception of Nursing Students and Preceptors about Factors Influencing the Clinical Performance of Nursing Students

¹Gloria Joseph Dlama,²Oyetunde Modupe,¹Ali Umar

1.Department of Nursing, Abubakar Tafawa Balewa University Teaching Hospital, Bauchi, Nigeria

2.Department of Nursing, Faculty of Clinical Sciences, College of medicine, University of Ibadan, Nigeria

Corresponding Author- Gloria Joseph Dlama. Email: glo_kool@yahoo.com . phone number: +2318130582720

Abstract: The mastery of clinical skills must be a key component of courses leading to registration of nurses, as clinical performance of today's nursing students holds a lot for the future of Nursing profession. The aim of the study is to identify the perception of nursing students and their preceptors about factors facilitating and inhibiting clinical performance of nursing students. A descriptive design was conducted among 400 and 500 level students of the department of Nursing science, University of Maiduguri and Nurses in all medical, surgical, obstetrics and gynecology wards of university of Maiduguri Teaching Hospital. A self developed questionnaire was used to collect data from the respondents by the researcher, the questionnaires were analyzed using SPSS version 17.0. Hypothesis was tested using chi-square. The following factors were identified as facilitators of clinical performance by the students and preceptors; Preceptorship and mentorship, good relationship with nurses, quality supervision, simulation, peer teaching, and learning in an effective clinical environment. The following factors were identified as inhibiting clinical performance; High levels of stress and anxiety, Poor interpersonal relationship, Theory-practice-gap, Inadequate clinical time, overcrowded clinical facilities, shortage of equipment and staff, and lack of feedback. The first null hypothesis stated that there is no significant relationship between perception of factors facilitating clinical performance and grade in last clinical experience examination and it was rejected because calculated chi square (10.155) was greater than chi square table value (9.488) at 0.05 level of significance and 4df, the second null hypothesis which stated that there is no relationship between perception of factors inhibiting clinical performance and grade in last clinical experience examination which was accepted as calculated chi square (4.561) was less than chi-square table value (9.488) at 0.05 level of significance and 4df, thus null hypothesis accepted. If nursing as a profession must continue to thrive for years to come then it is recommended that Nursing departments and faculties must ensure they graduate clinically competent nurses capable of providing care in a variety of settings.

Key Words: [Clinical performance, Perception, Nursing profession, Experience]

I. Introduction

Nursing and Midwifery education in Nigeria involves a systematic direction and guidance of student in an institution approved by the nursing and midwifery council of Nigeria, preparing students to function as members of interdisciplinary and intersectorial teams, with the function of graduating Registered Nurses (RN) and Registered midwives (RM) who have the ability and knowledge to care for clients in a variety of settings¹. The programme develops the students' affective, cognitive and psychomotor skills in problem solving¹. In order to achieve this aim, exposure to clinical practice during training becomes imperative^{1,2}. It is during their clinical placement that students are expected to develop the relevant knowledge, skills and competence for their professional role^{3,13}.

Subscribing to the notion that nursing is an action profession and that nurses learn by doing, means the mastery of clinical skills must be a key component of courses leading to registration of nurses^{4,5}. However this critical aspect of nursing education seems to have posed great challenges for students and trainers alike, with final year nursing students experiencing apprehension and lack of confidence in fulfilling the expectations and responsibilities of professional nursing^{6,8}.

With the dynamic and uncertain nature of the healthcare environment, nursing students must brace up to face challenges as they develop themselves to become better graduate nurses and maintain a competent practice to assess patients' physical, social and psychological health in a rapidly changing and challenging environment^{9,10}. It then becomes imperative to understand the perception of preceptors about various factors influencing effective clinical performance of nursing students; which is "an essential component in preparation for the reality of their professional role"¹¹. Since it is apparent that student nurses whether learning to nurse in an apprentice style course or in a tertiary programme consider clinical learning a significant component of their education^{12,17}.

II. Materials And Methods

The study is a descriptive design conducted among 400 and 500 level students as at 2011/2012 academic session in the department of Nursing Science University of Maiduguri and Registered Nurses at University of Maiduguri Teaching Hospital, Borno State, Nigeria. 95 % (n=98) nursing students and 80% (n=95) Nurses were selected using convenience sampling with a total sample size of 193 subjects. Ethical clearance was obtained from university of Maiduguri and university of Maiduguri Teaching Hospital's ethical committee. All participants were informed about the objective of the study, consent obtained before proceeding to answer the questions and participants were assured of confidentiality of information provided and participation was voluntarily. A self-developed questionnaire was used for data collection. The nurses' questionnaire consisted of four sections. A = Socio Demographic data, B = Perception of factors facilitating effective clinical performance, C = Perception of factors inhibiting effective clinical performance, D = Perceived rating of clinical performance of nursing students. The questionnaire consists of 38 items, with 32 close ended questions using the Likert scale and 6 open ended questions. The questionnaire for the nursing students consists of three sections: A = Socio Demographic data, B = Perception of factors Facilitating effective clinical performance, C = Perception of factors inhibiting effective clinical performance. Made up of 33 questions, 26 close ended questions, using the Likert scale and 7 open ended questions.

The questionnaire was assessed by a lecturer for face and content validity, for reliability a pilot study was conducted in the School of Nursing, University Of Maiduguri Teaching Hospital Borno state Nigeria. The questionnaires were self-administered by the researcher with the help of two other colleagues who were trained by the researcher before meeting the respondents. The distribution, filling and retrieval were carried out over a period of two weeks. Out of 98 questionnaires for the students 95 were retrieved (96% ,retrieval rate) and n= 93 were used for analysis, while for the nurses, n= 88 were retrieved out of n=95 but only n=53 were correctly answered (55.7% , retrieval rate) and n= 43 useable for analysis. The questionnaires were coded and data entered into statistical package for social sciences (SPSS) version 17.0 for windows and data analyzed using descriptive statistics, chi-square was used in testing hypothesis and data were presented using tables and charts.

III. Result

Table 1 Socio-Demographic Data Of Nurses

Variables	Frequency	Percentage (%)
1. Gender		
Male	12	29.3
Female	29	70.7
Total	41	100
2. Marital status		
Single	6	15
Married	34	85
Total	40	100
3. Religion		
Christian	16	39
Muslim	25	61
Total	41	100
4. Cadre		
NO II	14	35
NO I	10	25
SNO	5	12.5
PNO	4	10
ACNO&Above	7	17.5
Total	40	100
5. Educational qualification		
Diploma	21	63.6
Degree	10	30.3
Masters and Above	2	6.1
Total	33	100
6. Age		
29 and below	11	26.2
30-39	12	28.6
40-49	16	38.1
Above 49	3	7.1
Total	42	100

Result: Table1 ,Shows the Demographic data of Nurses who participated in the study: there were 29 females(70.7%) and 29.3%(12) males, 15%(6) were singles,85%(34) were married 63.6%(21) are Diploma holders,30.3%(10) have a Degree and 6.1%(2) have masters,39%(16) were Christians, 61%(25) were Muslims,35%(14) were NOII,25%(10)-NOI,12.5%(5)-SNO,10%(4) PNO, 17.5%(7) were ACNO&Above,26.2%(11) were of ages 29 and below, 28.6%(12) were in the range of 30-39, 38.1%(16) ranged from 40-49 years,7.1%(3) were above 49 years.

Table 2: Nurses Perception of Clinical performance of Nursing students on their ward

s/no	Variables	Frequency	Percentage(%)
1.	Below standard	6	14
2.	Fair	18	42
3.	Ready to learn	4	9.3
4.	Satisfactory	3	6.9
5.	Good	3	6.9
6.	Undecided	9	20.9
	Total	43	100

Result: 14%(6) perceived the performance of the students as being below standard, 42%(18) perceived their performance as being just fair,9.3%(4) perceived the students are ready to learn,6.9%(3) perceived their performance as satisfactory and good, while 20.9%(9) were undecided about their perception of the students performance.

Table3: Nurses Perception of students' performance in certain areas during clinical posting

Variables	Frequency	Percentage(%)
30) student midwives demonstrates responsibility accountability for client care during posting		
Positive perception	22	51.2
Negative perception	15	34.9
Undecided	6	13.9
Total	43	100
31) Students adhere to ethical practice standards and codes during procedures and interaction with clients		
Positive perception	21	48.8
Negative perception	14	32.6
Undecided	8	18.6
Total	43	100
32) Students use good time management skills in regard to all aspects of patient care.		
Positive perception	15	34.9
Negative perception	16	37.2
Undecided	12	27.9
Total	43	100
33) Students are able to complete assessment that includes a review of systems, and documents accurately during their clinical posting.		
Positive perception	18	42
Negative perception	20	46.5
Undecided	5	11.6
Total	43	100
34) Students carryout aseptic techniques during procedures		
Positive perception	27	62.8
Negative perception	11	25.6
Undecided	5	11.6
Total	43	100
35) Diagnostic procedures such as vital signs, urine test (all methods) are carried out rightly on patients by students during postings.		
Positive perception	14	32.6
Negative perception	25	58.1
Undecided	4	9.3
Total	43	100

Result: 51.2%(22) perceived that nursing students demonstrate responsibility for client care,48.8%(21) had a positive perception about students adherence to ethical standards during procedures, 37.2%(16) had a negative perception about students use of good time management skills in caring for patients,46.5%(20) disagreed that nursing students completes assessment and documents sccurately,62.8%(27) agreed that students carry out aseptic techniques while still 58.1%(25) perceived that students were unable to carry out certain diagnostic procedures during postings.

Table 4: Rating of clinical performance of nursing students on a scale of 1-10 by Nurses

s/no	Variables	Frequency	Percentage (%)
1	2.0	3	7
2	3.0	7	16.3
3	4.0	9	20.9
4	5.0	8	18.6
5	6.0	4	9.3
6	7.0	2	4.7
7	8.0	1	2.3
8	Undecided	9	20.9
	Total	43	100

Result:7%(3) rated the students: 2/10,16.3%(7) rated them 3/10,20.9(9)rated them 4/10,18.6%(8) rated the students 5/10,9.3%(4) rated them 6/10,4.7%(2) rated 7/10,2.3%(1) rated them 8/10and 20.9%(9) were undecided at the time of study.

Table 5: Nurses perception of factors inhibiting effective clinical performance

Variables	Frequency	Percentage(%)
21. High levels of stress and anxiety impede concentration, memory and problem solving ability which adversely affects learning		
Positive perception	37	86
Negative perception	2	4.6
Undecided	4	9.3
Total	43	100
22. Imparting knowledge gained by years of experience can be difficult and frustrating for the preceptor and novice alike		
Positive perception	17	39.6
Negative perception	13	30.2
Undecided	13	30.2
Total	43	100
23. What is taught in the classroom is not fully applicable to the clinical situation (theory-practice gap)		
Positive perception	26	60.5
Negative perception	9	20.9
Undecided	8	18.6
Total	43	100
24. Constant rotation of students, places more demand on clinical staff due to an inadequate clinical time for the students.		
Positive perception	21	49
Negative perception	14	32.5
Undecided	8	18.6
Total	43	100
25. When students are allocated to the same clinical area in large numbers teaching and learning are negatively affected.		
Positive perception	23	53.4
Negative perception	14	32.6
Undecided	6	14.0
Total	43	100
26. Shortage of equipment and staff are obstacles to the facilitation of student nurses learning in clinical care.		
Positive perception	34	79.1
Negative perception	5	11.6
Undecided	4	9.3
Total	43	100
27. Due to staff shortage midwives and nurses in the wards had no other option but to direct their energy to the needs of patients.		
Positive perception	28	65.1
Negative perception	5	11.6
Undecided	10	23.3
Total	43	100
28. Lack of feedback is perceived in a negative manner and students failed to understand areas where improvement was needed, offering no opportunity to improve performance.		
Positive perception	25	58.1
Negative perception	7	16.3
Undecided	11	25.6
Total	43	100

Result: 86%(37) preceptors perceived high levels of stress and anxiety as an inhibiting factor and 39.6%(17) perceived that imparting knowledge gained by years of experience can be difficult and frustrating for the preceptors and students alike,60.5%(26) perceived theory-practice gap as an inhibiting factor,49%(21) agreed that in adequate clinical time was a negative factor, while 53.4% (23) felt overcrowded clinical area affected learning negatively,79.1%(34) perceived shortage of equipment and staff as obstacles to students learning,65.1%(28) agreed that due to staff shortage, nurses in the wards had no option but to direct their energy to patients needs,58.1%(25) perceived lack of feedback as an inhibiting factor.

Table 6: Other factors Nurses perceive as inhibiting clinical performance of Nursing students

S/no	Factors	Frequency	Percentage (%)
1	Negative attitude of students	12	52.2
2	Lack of interest in Nursing	8	34.8
3	University environment not conducive for studying Nursing	2	8.7
4	Inadequate clinical posting	1	4.4
	Total	23	100

Result:52.2%(12) preceptors identified that students negative attitude affected their learning negatively,34.8%(8) perceived that students lack of interest in Nursing affected them negatively, and still 8.7%(2) said the university environment was not really conclusive for studying Nursing,4.4%(1) said the students are having inadequate clinical posting which affects them negatively.

Table 7: Ways in which Nurses perceive they can positively influence clinical performance of Nursing students

s/no	Variables	Frequency	Percentage(%)
1	Allowing students carry out various procedures under supervision	6	13.9
2	Providing adequate equipment	2	4.7
3	Teaching and asking questions	15	34.9
4	Giving them more time to learn	5	11.6
5	Motivation	4	9.3
6	Undecided	11	25.6
	Total	43	100

Result: 13.9%(6) said that allowing students to carry out procedures under supervision will positively influence their learning,4.7%(2) perceived that providing adequate equipment will facilitate learning,34.9%(15) said when students are taught in the ward and allowed to ask questions it will enhance their learning,11.6%(5) perceived that giving the students more time to learn positively influences learning,9.3%(4) perceived providing motivational factors will enhance learning,25.6%(11) were undecided about their roles in influencing students clinical performance.

Table 8: Nursing Students Response Socio-Demographic Data

S/no	Variables	Frequency	Percentage (%)
1.	Gender		
	Male	33	35.5
	Female	60	64.5
	Total	93	100
2.	Level		
	400	42	46.7
	500	48	53.3
	Total	90	100
3.	Mode of entry		
	UME	46	51.1
	Remedial	22	24.4
	Direct entry	22	24.4
	Total	90	100
4.	Age as at last birthday		
	20-29	62	79.5
	30-39	12	15.4
	40-49	3	3.8
	Above 50	1	1.3
	Total	78	100
5.	Religion		
	Christian	44	47.8
	Muslim	48	52.2

	Total	92	100
6.	Marital status		
	Single	53	59.6
	Married	35	39.3
	Divorced	1	1.1
	Total	89	100
4.	Grade in last clinical examination		
	A	16	17.2
	B	38	40.8
	C	30	32.3
	D	2	2.2
	Others	7	7.5
	Total	93	100

Result: 64.5%(60) of the respondents were females and 35.5% (33) were male, 46.7%(42) were 400Level students, 53.3%,(48) were in 500Level. 51.1%(46) were admitted through UME, 24.4%(22) each were admitted through Remedial and Direct entry. The respondents age as at their last birthday were: 20-29(62,79.5%),30-39(12,15.4%)40-49(3,3.8%)Above 50(1,1.3%).

44(47.8%) of the Respondents were Christians while 48(52.2%) were Muslims. 53(59.6%) of the respondents were single,35(39.3%) were married ,1(1.1%) was divorced. Grades obtained, their numbers and percentages A(16,17.2%)B(38,40.8%)C(30,32.3%)D(2,2.2%)Others(7,7.5%)

Table 9: Students perception of factors facilitating effective clinical performance

Variables	Frequency	Percentage (%)
8. Nursing students need a lot of clinical experience to develop skills and understanding of patient care.		
Positive perception	91	97.8
Negative perception	=	=
Undecided	2	2.2
Total	93	100
9. Student nurses are Novice and need to be taught general rules to help perform task.		
Positive perception	74	79.5
Negative perception	9	9.7
Undecided	10	10.8
Total	93	100
10. Preceptors help nursing students deal with the uncertainty of the clinical setting which is inherent to gaining proficiency		
Positive perception	76	81.7
Negative perception	6	6.5
Undecided	11	11.8
Total	93	100
11. Developing preceptorship and mentorship program within the hospital will be an effective way to integrate and support the student nurse.		
Positive perception	82	88.1
Negative perception	5	5.4
Undecided	6	6.5
Total	93	100
12. A good relationship with nurses, peers and quality supervision facilitates learning in the clinical field.		
Positive perception	92	98.9
Negative perception	1	1.1
Undecided	=	=
Total	93	100
13. Attitudes of students as shown by their Desire to learn, motivation and willingness influence the success of clinical placement		
Positive perception	82	88.2
Negative perception	3	3.2
Undecided	8	8.6
Total	93	100
14. Simulation/use of automated models allows students to practice in a safe environment and seeing the consequences when wrong decisions are made.		
Positive perception	86	92.4
Negative perception	2	2.2

Undecided	5	5.4
Total	93	100
15. Preceptors and mentors provide lifelong lessons that ensure the quality of knowledge within the midwifery profession will remain strong for years to come.		
Positive perception	76	81.7
Negative perception	3	3.2
Undecided	14	15.1
Total	93	100
16. The clinical environment, influence students confidence, competence and satisfaction with placements and the degree to which their experiences are regarded as positive		
Positive perception	82	88.1
Negative perception	5	5.4
Undecided	6	6.5
Total	93	100
17. Practical knowledge and personal experiences are cornerstones for integrating theoretical knowledge and skills which are a major reason for clinical placements		
Positive perception	84	90.3
Negative perception	2	2.2
Undecided	7	7.5
Total	93	100
18. Peer learning will be a valuable strategy for teaching and learning in the clinical field		
Positive perception	84	90.3
Negative perception	3	3.2
Undecided	6	6.5
Total	93	100
19. An effective clinical learning environment should encourage the student midwife to take responsibility for their learning and actively seek out opportunities for learning		
Positive perception	90	96.8
Negative perception	2	2.1
Undecided	1	1.1
Total	93	100

Result: 97.8% (91) agreed that they need a lot of clinical experience, 79.5% (74) agreed that students are novice, who need to be taught general rules and 81.7% (76) perceived that preceptors help students deal with the uncertainty of the clinical setting, the same number perceive that preceptors and mentors provide lifelong lessons, 88.1% (82) perceived that developing preceptorship and mentorship programme will be a good way to integrate the student, same percentage perceived an effective clinical environment gives students a positive experience, 98.9% (92) perceived a good relationship and quality supervision positively facilitates learning, attitudes of students as shown by their desire to learn was perceived as a facilitating factor by 88.2% (82), 92.4% (86) perceived simulation as a facilitating factor, 90.3% (84) considered practical knowledge as cornerstone for experience, same number perceived peer learning as a facilitating factor in the clinical field, 96.8% (90) perceived an effective clinical learning environment will encourage students to take responsibility for learning.

Table 10: Other factors students perceive will facilitate their clinical performance

s/no	Factors	Frequency	Percentage (%)
1	Punctuality in clinical	6	18.1
2	Adequate facility and mobility to clinical posting	12	36.4
3	Teaching ideal procedures and asking questions when in doubt	4	12.1
4	Respect for midwives and nurses on the wards	3	9.1
5	Accommodation in the clinical area	2	6.1
6	Incentives	3	9.1
7	Graduate nurses should guide students on the wards	3	9.1
	Total	33	100

Result: 18.1% (6) students said punctuality in posting will positively influence clinical performance, 36.4% (12) perceived having a means of mobility to clinical area will be a facilitating factor, 12.1% (4) perceived being taught the ideal procedure as positive way to aid learning in the clinical field, 9.1% (3) each stated respect for nurses and midwives, use of incentives, and having graduate nurses to guide students on wards will facilitate clinical performance, and 6.1% (2) perceived having accommodation in the clinical area as a facilitating factor.

Table 11: Students’ perception of factors inhibiting their clinical performance

Variables	Frequency	Percentage(%)
21) High levels of stress and anxiety impede concentration, memory and problem solving ability which adversely affects learning		
Positive perception	88	94.6
Negative perception	3	3.2
Undecided	2	2.2
Total	93	100
22) Poor interpersonal relations and communication between students, registered nurses, midwives and lecturers, creates stumbling blocks in the guidance of student midwives.		
Positive perception	87	93.5
Negative perception	2	2.2
Undecided	4	4.3
Total	93	100
23) Imparting knowledge gained by years of experience can be difficult and frustrating for the preceptors and students alike		
Positive perception	37	39.8
Negative perception	42	45.2
Undecided	14	15.0
Total	93	100
24) What is taught in the classroom is not fully applicable to the clinical situation (theory-practice gap).		
Positive perception	73	78.5
Negative perception	15	16.1
Undecided	5	5.4
Total	93	100
25) Constant rotation of students, places more demand on clinical staff due to an inadequate clinical time for the students.		
Positive perception	67	72.0
Negative perception	12	13.0
Undecided	14	15.0
Total	93	100
26) When students are allocated to the same clinical area in large numbers teaching and learning are negatively affected.		
Positive perception	77	83
Negative perception	9	9.7
Undecided	7	7.5
Total	93	100
27) Shortage of equipment and staff are obstacles to the facilitation of students learning in clinical area.		
Positive perception	87	93.6
Negative perception	3	3.2
Undecided	3	3.2
Total	93	100
28) Due to staff shortage nurses and midwives in the wards had no other option but to direct their energy to the needs of patients.		
Positive perception	68	73.1
Negative perception	17	18.3
Undecided	8	8.6
Total	93	100
29) Lack of feedback is perceived in a negative manner and students failed to understand areas where improvement was needed, offering no opportunity to improve performance.		
Positive perception	77	82.8
Negative perception	8	8.6
Undecided	8	8.6
Total	93	100

Result: 94.6%(88) perceived high levels of stress and anxiety adversely affects learning, poor relationship between students, nurses, and lecturers was perceived negatively by 93.5%(87), theory-practice was perceived as an inhibiting factor by 78.5%(73) of the students, inadequate clinical time was agreed by 72%(67) of the students, allocated to same clinical area in large numbers affects clinical learning negatively as agreed by 83%(77) students, 73%(68) perceived that due to shortage of staff nurses had no time for students, lack of feedback was perceived negatively by 82.8%(77) of the students.

Table 12: Other factors students identified as inhibiting their effective clinical performance

s/no	Factors	Frequency	Percentage (%)
1	Having lectures and clinical experience at the same time	8	31
2	Financial constraint	3	11.5
3	No mobility to clinical site	4	15.3
4	Students not allowed to perform basic procedures	2	7.7
5	Students lack of interest in Nursing	2	7.7
6	Poor relationship with nurses and other health care personnel	4	15.3
7	Culture and language barrier	3	11.5
	Total	26	100

Result: 31%(8) students perceived having lectures and clinical experience at the same time as an inhibiting factor to effective clinical performance,11.5%(3) each perceived financial constraint and culture/language barrier as an inhibiting factor,15.3%(4) perceived absence of mobility to clinical area negatively affected their learning, the same number perceived poor relationship with nurses and midwives and other health care personnel was an inhibiting factor to clinical learning,7.7%(2) each identified their lack of interest in nursing affects their clinical performance negatively and students not being allowed to carry out basic procedures affected them negatively

Table 13: Students responses to open ended questions on factors inhibiting clinical performance

Questions	Frequency	Percentage(%)
30) Do ward midwives allow you to carry out procedures on patient?		
Yes	60	65.2
No	11	12.0
Sometimes	21	22.8
Total	92	100
31) Do they supervise you during performance of such procedures?		
Yes	40	43.0
No	31	33.3
Sometimes	22	23.7
Total	93	100
32) How were you treated when you made mistakes?		
Politely and properly corrected	35	43.2
Fairly	3	3.7
Embarrassed in front of all	40	49.4
Punishment	2	2.5
Mocked	1	1.2
Total	81	100

Result:65.2%(60) students said they were allowed to carry out procedures on patients in the ward, only 43%(40) said they were supervised during such procedures,43.2%(35) were corrected politely when they made mistakes,49.4%(40) said they were embarrassed by the nurses when they made mistakes,3.7%(3) were treated fairly,2.5%(2) said they were punished when they made mistakes and 1.2%(1) received mockery for mistakes made.

Table 14: Relationship between clinical performance and perception of factors facilitating clinical performance Crosstabulation: Grade in last clinical experience examination versus perception of facilitating factors

Grade in last clinical experience examination		perception		Total
		Negative perception	Positive perception	
A	Count	11	5	16
	% of Total	14.1%	6.4%	20.5%
B	Count	11	17	28
	% of Total	14.1%	21.8%	35.9%
C	Count	12	15	27
	% of Total	15.4%	19.2%	34.6%
D	Count	1	0	1
	% of Total	1.3%	.0%	1.3%
Others	Count	0	6	6
	% of Total	.0%	7.7%	7.7%
Total	Count	35	43	78
	% of Total	44.9%	55.1%	100.0%

Result: 14.1%(11) out of the 16 students that had an “A” grade had a negative perception of the facilitating factors ,while the remaining 6.4%(5) had a positive perception,14.1%(11) out of 28 students that had a ‘B’ grade had anegative perception of facilitating factors,21.8%(17) had a positive perception,15.4%(12) of the students who had ‘c’ perceived the facilitating factors negatively and 19.2%(15) had a positive perception of these factors, one student(1.3%) with ‘D’ also perceived the facilitating factors negatively, among the students with the other grades all 7.7%(6) had a positive perception of the facilitating factors.

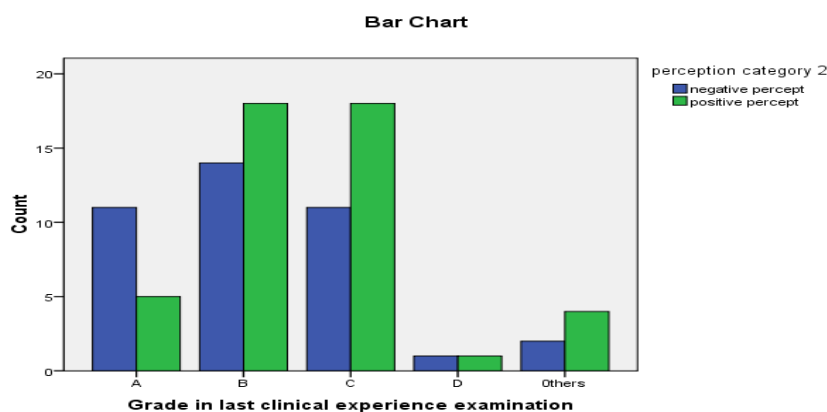


Figure 1 Relationship between clinical performance and perception of inhibiting factors

IV. Testing Of Hypotheses

Hypothesis 1: There is no significant relationship between perception of factors facilitating clinical performance and grade in last clinical experience examination.

Table 16 : Chi-square Test Hypotheses 1

Pearson X ² Value	df
10.155	4

$X^2(10.155) > X^2 T, (9.488), P \text{ value} = 0.05 \text{ and } 4df$, Null hypothesis is rejected and restated as there is significant relationship between perception of factors facilitating clinical performance of nursing students and grade in last clinical experience examination

Hypothesis 2. There is no significant relationship between perception of factors inhibiting clinical performance and grade in last clinical experience examination

Table 17: Hypothesis 2

Pearson χ^2 Value	df
4.561	4

$\chi^2 C (4.561) < \chi^2 T(9.488)$ P value= 0.05 and 4df. The null hypothesis is accepted.

V. Discussion

Objective one: On exploring the nurses perception of clinical performance of the nursing students, various responses were obtained, 53%(18) of the nurses perceived the clinical performance of the students as being fair, 17.6% (6) said it was below standard while only 8.8% (3) perceived their performance as being satisfactory and good, these are not in agreement with other findings which stated that undergraduate nursing programs are successful at achieving their aim⁴. When asked to rate the clinical performance of nursing students on a scale of 1-10, majority of the nurses 26.5%(9) rated them 4/10, this was for both 400 and 500 level. 37.2% (16) perceived students do not use good time management skills in regard to all aspects of nursing care, however 62.8%(27) agreed that students carried out aseptic techniques rightly and 48.8%(21) also had a positive perception about students adherence to ethical practice standards and codes during procedures.

Objective two: The students and preceptors identified the following factors as facilitating clinical performance thus: Preceptorship and Mentorship; (76) 81.7% of the students and (27) 62.7% perceived that preceptors help nursing students deal with the uncertainty of the clinical setting and the same percentage of the students affirmed that preceptors and mentors provide lifelong lessons that ensure the quality of knowledge within the profession will remain strong for years to come, these concurs with the findings which showed that "Clinical preceptorship programs, in collaboration with clinical agencies and educational institutions, have been documented as effective and innovative means of facilitating student learning"¹⁹.

A good relationship with nurses, peers and quality supervision was reported by 98.9% (92) of students and 93% of preceptors as a facilitating factor in clinical performance these findings concur with another finding which emphasized the importance of motivational factors such as relationship with supervisors, supervision received, policy and administration as facilitators of clinical performance¹⁹.

Simulation/ use of automated models was perceived by 92.4%(86) of the students and 67.4%(29) preceptors as facilitators of clinical performance as described in another study²¹ " use of human patient simulators in Nursing education is an excellent tool to measure competency in the application of knowledge and technical skills which enhances prior learning". 98.9%(91) students agreed that they need a lot of clinical experience to develop competence and 79.1%(74) concurred with Patricia Benner that they are Novice and need to be taught general rules to help perform task.

93% (40) of the preceptors and 90.3% (84) of the students' concurred with a study⁴⁹ about positive outcomes on the effectiveness of peer teaching and learning as it increased students' confidence in clinical practice. An effective clinical learning environment was identified as a facilitator of clinical learning by (96.8%) 90 students and 83.7%(36) preceptors, this agrees with another study⁴⁶, that an effective learning environment fosters critical thinking and judgment, allowing students to ask questions without fear, guilt or feeling disloyal. (88.2%) 82 students noted that their attitude as shown by their desire to learn, motivation and willingness influences the success of clinical placement.

Factors perceived by preceptors and students as inhibiting effective clinical performance. The factor with the highest ranking by both respondents as inhibiting clinical performance was: high levels of stress and anxiety, this agrees with numerous authors^{9,12,15,25}, who indicated that during the preparatory process students at all educational levels, within all kinds of undergraduate nursing programs reports high levels of stress and anxiety in the clinical learning environment¹⁸ these findings reported that clinical experience is the most stressful and anxiety provoking component of the undergraduate nursing programme^{18,19}.

Poor interpersonal relationship between students, nurses and lecturers was identified to create a stumbling block in the guidance of student nurses during clinical placement which concurs with another findings²

Theory practice gap was perceived in a negative manner 78.5%(73) of the students agreed that what is taught in the classroom is not fully applicable to the clinical situation. 53.4%(23) of the preceptors concur with the students, this is in keeping with another finding¹⁹ who identified the problem of other integrating theory and practice in selected clinical nursing situations.

Constant rotation of students with inadequate clinical time was regarded as inhibiting factor by 49%(21) of preceptors and 72.1% (67) of the students. 77%(83) students and 53.4% (23) preceptors were in agreement that when student nurses are allocated to the same clinical area in large numbers teaching and learning were negatively affected. The clinical learning environment should provide teaching and learning

opportunities, space, and equipment health and safety requirements for appropriate placement of student nurses¹⁶.

Shortage of equipment and staff was perceived negatively by 93.6%(87) students and 79.1%(34) preceptors, the gap between theory and practice is accelerated by the lack of equipment in clinical practice making it difficult for the registered nurse to teach student nurses, Finally lack of feedback was identified by 82.8%(77) students and 58.1% (25) preceptors as an inhibiting factor, another study stated that constructive feedback was perceived in a positive manner and offered opportunity to improve performance, therefore when there is no feedback little opportunity is offered for improvement²¹.

Objective three: Using the grades of students in the last clinical experience examination as a measure of their clinical performance, a cross tabulation was made between the grades and perception of facilitating and inhibiting factors as identified by the students.

It was found that majority of the students had a positive perception of factors facilitating clinical performance as identified by the preceptors and students except for the students who had "A" grade 12.9%(11) out of 16 had a negative perception of factors identified by both students and preceptors as inhibiting and facilitating clinical performance, they perceived those inhibitory factors did not actually inhibit their clinical performance, nor did the facilitating factors influence them positively.

The first null hypothesis stated there was no significant relationship between perception of factors facilitating clinical performance and grade in last clinical experience examination was tested using chi square test. $X^2 C(10.155) > X^2 T(9.488)$, P value = 0.05 and 4df, the null hypothesis was rejected and restated.

The second hypothesis stated there was no relationship between perception of factors inhibiting clinical performance and grade in last clinical experience examination. $X^2 C(4.561) < X^2 T(9.488)$ P value=0.05 and 4df. The null hypothesis was accepted as perception of inhibiting factors had no significant effect on the students grade in last clinical experience examination.

VI. Conclusion

The study found that preceptors perceive the clinical performance of Bachelor Nursing science students as being below standard, and the following factors identified as facilitators of clinical performance by both students and preceptors: preceptorship and mentorship, good relationship with nurses, quality supervision, simulation, peer teaching, and learning in an effective clinical environment. The following factors were identified as inhibiting clinical performance; high levels of stress and anxiety, poor interpersonal relationship, theory-practice gap, inadequate clinical time, overcrowded clinical facilities, shortage of equipment and staff, and lack of feedback. The first null hypothesis which stated there was no significant relationship between perception of factors facilitating clinical performance and grade in clinical examination was rejected and restated while the second null hypothesis which stated there was no significant relationship between inhibiting factors and performance was accepted.

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Conflict of interest- Non

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