

**ADDIS ABABA UNIVERSITY
COLLEGE OF HEALTH SCIENCE
SCHOOL OF ALLIED HEALTH SCIENCES
DEPARTMENT OF NURSING AND MIDWIFERY**

**STUDENT NURSES' ATTITUDE TOWARDS CLINICAL
PRACTICE AND ASSOCIATED FACTORS IN HAWASSA
UNIVERSITY, HAWASSA, ETHIOPIA, 2015.**

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**A RESEARCH THESIS SUBMITTED TO DEPARTMENT OF
NURSING & MIDWIFERY FOR PARTIAL FULFILLMENT
TO THE REQUIREMENTS FOR MASTERS DEGREE IN
CHILD HALTH NURSING**

**June, 2015
Addis Ababa, Ethiopia.**

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Acronyms

AAU-Addis Ababa University

ANA- American Nursing association

CEP- Continuing Education Program

EDHS – Ethiopia Demographic and Health Survey

HSDP IV – Health Sector Development Program IV

MDGs – Millennium Development Goal

HUCHS- Hawassa University College of Health Sciences

MPH- Masters of Public Health

OR- Odds Ratio

USA- United States of America

Executive Summary

Background: Clinical practice is the major component of the nursing profession. Student nurses' attitude towards clinical practice is one of the major factor for student nurses' clinical learning. Favorable attitude towards clinical practice promotes effective clinical learning, whereas unfavorable attitude hinders the acquisition of necessary practical skills. Student nurses' attitude towards clinical practice is affected by a number of internal and external factors. However, researches with this regard were meager in Ethiopia.

Objective: To assess student nurses' attitude towards clinical practice and associated factors among Hawassa university students, Hawassa, Ethiopia.

Methodology: Institution based cross sectional study design was employed from April 10th – 25th, 2015. A total of 290 respondents participated in the study. Multistage sampling technique is used to get the sample of student nurses. Data was collected using self-administered questionnaire of English version. Pre-test was done on 5% nursing students of AAU. Statistical Package for Social Sciences (SPSS) version-20 was used for data entry and analysis. Descriptive statistics and Logistic regression was used to analyze the data, and Odds Ratio was used to test association, $P < 0.05$ was considered significant and 95 % confidence interval was used.

Result: The Findings of this study indicated that 168(58%) respondents have favorable attitude towards clinical practice and the mean attitude score was 14.99, median 15.00, and standard deviation was 2.49. Majority of the respondents, 169(58.3%), came late to clinical practice. The results of this study also indicated that readiness to interact with other medical staff [AOR= 2.43 (1.072-5.50)], and confidence towards nursing profession [AOR=5.69(2.49-13.01)] were shown to be enhancing factors for favorable attitude towards clinical practice; while inadequate preparation for clinical practice [AOR= 0.41 (0.22-0.76)] was shown to be hindering factor of favorable attitude towards clinical practice.

Conclusion and recommendation: Late coming, readiness to interact with other medical staff, confidence towards nursing profession and inadequate preparation for clinical practice were significantly associated with favorable attitude towards clinical practice. Thus, measures should be taken to help student nurses develop the prerequisite knowledge and skills for clinical

practice, facilitate frequent and supportive supervision, and encourage appropriate professional attitude and student nurse interaction with other medical staff

1. Introduction

1.1. Background

Shortage of human resource accompanied by inequitable distribution, poor health service quality, and lower health service utilization are concerns to current Ethiopia¹. Although, little is known about the specific quality of nursing care, total quality of health care is poor^{2,3}.

Nurses play vital role in health service provision in almost all countries⁴. Nurses comprise the largest segment of the health care work force, possessing considerable potential that could influence the quality of health care services. Poor quality of nursing services is a concern as this greatly affects the total quality of health care systems of a country^{4,5}.

One of the bases for quality nursing service is nursing education which encompasses knowledge, attitude and practice⁶. Improved job performance followed by a favorable outlook will enhance the quality of patients' care and increased productivity^{6,7}.

Nursing skill is acquired through practical education which is developed through simulation training and real clinical practice. The clinical learning environment has been shown to have a direct impact on nursing student's perception of their profession and facilitates professional foundation⁸.

Attitude plays a major role in guiding human behavior toward achieving goals, awareness of its consequences and effective processing of complex information about the environment^{6,8,9}. Therefore, positive attitude towards clinical environment help the student nurses to acquire the necessary practical skills, while negative attitude hinder the acquisition of necessary practical skills.

There were a lot of unfavorable attitudes toward the nursing profession among students due to unpleasant hard work in the hospital, working on holidays, lack of respect for work, and low salary^{9,10}. Lack of nurses' interest in what they do, not only leads to decreased quality of work, but also contributes to demoralization of the nurse professionals^{6,9,10}.

Clinical work provides the necessary practical skills to students and also help students to socialize in to the profession ^{7,9}. However, students' attitude towards clinical practice play vital role in skill acquisition thereby affect service quality, which has direct effect on the profession and clients ^{6,9}.

Assessing student nurses' attitude and associated factors towards clinical work is important because the findings will help to identify the problem and recommend solutions, to the university to take appropriate interventions that shape students attitude towards clinical work and the profession as well. This in turn will improve nursing service quality for the community, and also the quality of health as a whole as nurses represent the largest population of health system.

1.2. Statement of the problem

Clinical practice is an indispensable component of the nursing profession. However, acquisition of clinical skill mainly affected by student nurses' attitude towards clinical practice⁹.

The nursing profession demands sound theoretical knowledge and proficient practical skills and an excellent amalgamation of the art and science of the profession^{5,6,11}. Nonetheless, student nurses' attitude towards clinical practice is a major factor for the incongruence between theory and practice^{12, 13}.

Favorable attitude towards clinical practice promotes effective clinical learning, whereas unfavorable attitude hinders the acquisition of necessary practical skills.

Student nurses' attitude towards clinical practice is affected by a multitude of internal and external factors^{9, 14}. However, research with regard is meager in Ethiopia.

Thus, assessing student nurses' attitude towards clinical practice and its determinants is critical. The objectives of the study therefore, are to assess student nurses' attitude towards clinical practice and identify its determinant factors.

1.3. Significance of the study

Previous literatures pinpointed the disjuncture between theory and practice^{12, 13}. One of the causes for these discrepancies are the attitude of student nurses towards clinical practice.

Assessing student nurses attitude towards clinical practice and identifying the determining factors will help policy makers, program planners, Universities, educators and health institutions to design appropriate strategy to create favorable attitude among nursing students to clinical practice and there by narrowing the theory practice gap.

It will also give input to schools and health institutions to develop clinical practice guideline. The result of this study will also enhance the provision of training on clinical teaching and supervision of student nurses.

The findings are also noteworthy in the possible reduction of student nurses who are exiting the training institution without getting the level of competency expected from the profession.

The findings of this study could add to the existing base of knowledge.

2. Literature Review

2.1. Student nurses' attitude towards clinical practice

Although we found no literature that describe student nurses' attitude towards clinical practice as favorable/ unfavorable, or positive/negative, a descriptive case study done in Ghana by Awuah-Peasah D., Sarfo LA., and Asamoah F. 2013, described attitude by behaviors like absenteeism without permission or reason, lack of commitment to work, and late coming to work. According to this study, 41% of respondents reported that students were not committed to clinical practice; 55% of the nursing students reported late to clinical work; 66% students were absent from clinical work without seeking permission⁹.

2.2. Factors influencing attitude of nursing students towards clinical practice

Factors influencing student nurses' attitude towards clinical work is broadly summarized in to individual, health institution, clinical supervisor, and client related factors.

Individual factors: Individual factors that commonly shown to affect student nurses' attitude towards clinical practice include anxiety, attitude towards nursing profession, Learner's expectations and readiness and learner's Competence and Confidence Level.

Anxiety is one of an individual factor that affect learning in the clinical setting^{9, 15}. A qualitative study done in Canada by Mlek M. 2011, indicated that high level of anxiety unfavorably affects learning and student performance in clinical settings. This study also indicated some of the identified anxiety provoking issues as fear of making a mistake or harming a patient; lacking the clinical knowledge to accomplish a task; feeling of inadequacy; unfamiliarity with the clinical setting¹⁶. According to Awuah-Peasah D., Sarfo LA., and Asamoah F., a qualitative study done in Ghana, 80% of respondents agree that anxiety contributes to poor attitude of nursing students towards clinical practice⁹.

However, anxiety also be reported as a motivator for clinical practice in certain literatures^{16, 17}. According to an integrative review by Lachlan M, mild anxiety could be a motivator for students to acquire new learning in clinical practice.

The other individual factors that affect student nurse' attitude towards clinical practice is attitude towards nursing profession. Negative attitude towards nursing profession can lead to poor intention to attend theory and practical education, as well as the reason for students leaving the profession^{6,18, 19}. A grounded theory done in Iran by Hanifi N, Parvizy S, and Joolae S., 2012, indicated that many of the reasons used by the students in escaping from clinical environment were their undesirable attitude the nursing profession¹⁹. A descriptive- analytical study done in Iran by Noruzi KA., Hajiamini Z., Ebadi A, one third of student nurses who had unfavorable attitude toward their profession had clinical practice ⁶.

Positive attitude towards nursing profession on the contrary help the students to join the profession, and effectively attend both theory and practical education ²⁰. A qualitative study in Iran by Tayebi Z, Dehghan NN, Negarandeh R, Shirin S, indicated that those nursing students who have positive attitude towards nursing profession properly attend both theoretical and practical education.

The other individual related factors shown to be associated with students' attitude towards clinical practice are learner's expectations and readiness, and learner's Competence and confidence level ^{9, 21, 22}. A qualitative case study done in Ghana by Awuah-Peasah D., Sarfo LA., and Asamoah F., indicated that learner readiness forms part of the factors that promote good attitude towards clinical work. Henderson A, Twentyman M, Heel A, Lloyd B in their qualitative study indicated that learner readiness towards clinical practice facilitates the learner to make sense of their observations and reflect on practice situations.

According to a qualitative study done in Norway by Dale B, Leland A, and Dale JG, the students' own preparedness and expectations regarding focus and learning outcomes in the actual practice period is important for having optimal learning benefits during the clinical studies.

Health institution factors: Health institution related factors such as physical setting of the health institution, relationship of student with clinical facility staffs, and a student-friendly attitude and atmosphere are the common factors affecting student nurses' attitude towards clinical practice.

According to the qualitative study done by Koontz M A., Mallory LJ, Burns AJ, Chapman S, in USA, Physical settings like the availability of room for students to hold meetings and to keep their belongings; positive attitude of the patients towards the student nurses; positive attitude of staff nurses towards student nurses produces favorable attitude towards clinical practice ¹¹. According to a qualitative study done in Afghanistan by Elçigil A, Sarı H, the presence of room for reading, meeting, and leaving their baggage; atmosphere limited equipment and materials; acceptance, communication and feedback from staff nurses; and new clinical environment promotes favorable attitude towards clinical practice ²³. According to the qualitative study done in Finland by Papp I., Markkanen M., Bonsdorff V.M.; 2013, The appreciation and support the students received, the quality of mentoring and patient care, and students' self-directedness enhances student learning at clinical practice ²⁴.

Feeling welcomed and waited, and a student-friendly attitude and atmosphere are motivating factor for students' favorable clinical learning. However, most of the time staffs are not ready to orient and accept students as a member, rather they were used as a labor resource ^{22, 25}. A qualitative exploratory study done in South Africa by Mabuda BT., Potgieter E, Alberts UU, indicated that students are not oriented about the clinical environment, and also the staffs consider students as a nurse only when there is shortage of staff ²⁵. According to a qualitative study done in Norway by Dale B, Leland A, and Dale JG, students were miss-used as labor resource and at the same time they were in a vulnerable position regarding sanctions if they complained or avoided to do what they were told ²². Joulæe et al. 2006, also indicated that lack of support and motivation at clinical practice has been mentioned as the priority reason for students leaving the nursing field ¹⁸.

Student-staff interaction has profound effect on students' clinical experiences. A qualitative exploratory study done in south Africa by Mabuda BT., Potgieter E, Alberts UU.(2008), noted that because of the unfavorable attitude of the ward sisters towards student nurses student-staff nurse relationship is poor , and this leads the student nurses to have unfavorable clinical learning experiences while in hospital settings, as compared to community settings²⁵.

Effective communication and collaboration among nurses and other health team has shown to result in improved quality of care, increased patient and professional satisfaction ²⁶. However, most findings indicated that there is poor communication between student nurses and other health professionals. A qualitative case study done in Ghana by Awuah-Peasah D., Sarfo LA., and Asamoah F., indicated that 32 % of student nurses are not ready to interact with other medical staff⁹. Since nursing is a team work, this could be a serious threat to nursing practice as it affects patient's wellbeing.

Clinical supervisor related factors: interaction between clinical supervisors and student nurses and between clinical supervisors and clinical facility staffs; clinical supervisor's knowledge, attitude and skills are shown to have greatest impact on student nurses' attitude towards clinical practice.

A qualitative study done in Afghanistan by Elçigil A, Sarı H, indicated that the presence of communication and relationship, feedback, and teaching ability and nursing competence of mentors enhance favorable clinical experiences²³. According to Mabuda BT., Potgieter E, Alberts UU., a qualitative study done in South Africa, lack of college tutors to accompany students in clinical practice was one of the major factors for student nurses' unfavorable clinical experiences. This study also noted that lack of effective communication between the college tutors and the ward sisters has contributed to the unfavorable experiences of the student nurses²⁵. A qualitative study done in Queensland by Nash R, indicated that lack of frequent communication with clinical supervisors resulted in students' feeling of inadequacy in clinical skill²⁷.

A qualitative study done in Norway by Dale B, Leland A, and Dale JG, indicated that clinical supervisor's preparedness, motivation and attitude, and competence greatly affect students' clinical experiences²².

Patient related factor: patients' attitude towards student as well as students' attitude towards patient is both factors affecting student nurses' clinical experience.

According to a qualitative study done in Afghanistan by Elçigil A, Sarı H, patients' willingness to communicate and to receive care from the students, and patients with severe illness facilitates students learning and also increases their motivation to practice²³.

A qualitative case study done in Ghana by Awuah-Peasah D., Sarfo LA., and Asamoah F. indicated that 5% of students have negative attitude towards patients⁹.

2.3. Conceptual Framework

Many studies in different parts of the world indicated that attitudes of student nurses toward clinical practice are associated to different factors^{9,11, 23, 16}. According to the reviewed literatures, the main factors related to student nurses' attitude towards clinical practice broadly categorized as: individual factors, health institution factors, clinical supervisor factors, and patient factors ^{6,9, 11, 23,18}. The following conceptual frame work indicated in Fig1 illustrates the determinant factors of student nurses' attitude towards clinical practice

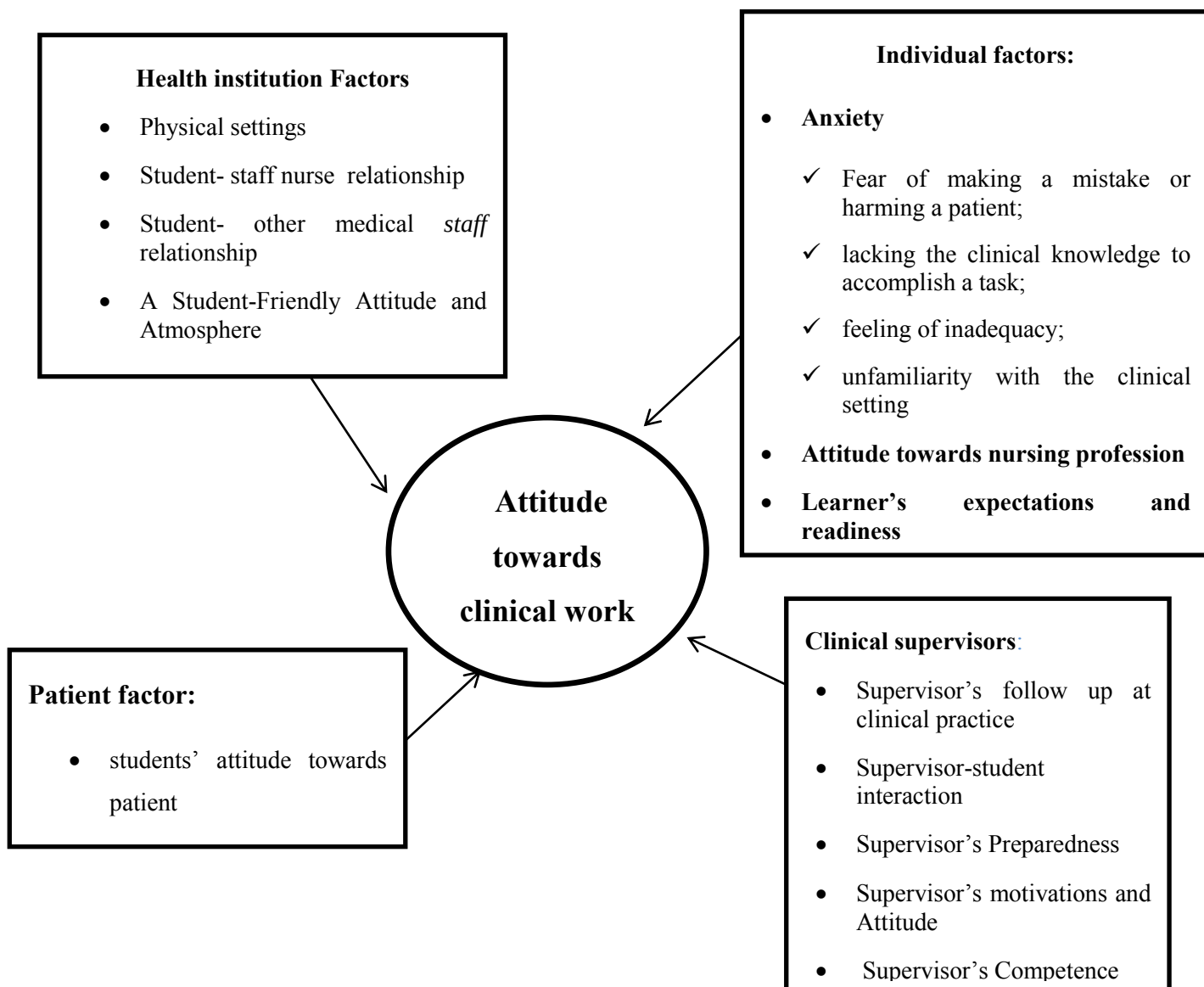


Figure 1: Conceptual frame work that depicts factors affecting attitude of student nurses' towards clinical practice

3. Objectives

3.1. General objectives

- To assess student nurses' attitude towards clinical work and associated factors among Hawassa university students.

3.2. Specific Objectives

1. Assess student nurses' attitude towards clinical practice among Hawassa University students
2. Determine factors influencing the attitude of nursing students towards clinical practice among Hawassa University students.

4. Methodology

4.1. Study Area

This study was conducted in Hawassa University Health science college, Hawassa, Ethiopia. Hawassa is the capital city of Southern nation- nationalities and people (SNNP) of Ethiopia. It is 273 Km from Addis Ababa to the South of Ethiopia. Hawassa University health Science College (HUHSC) is one of the 5 campuses of the University and is located to the south end of the town. HUHSC is surrounded by Tabor mountain in the north; Hawassa lake in the south-west; and 'Tilte' kebele in the East. The college provides both academic and community services through its referral hospital and different academic schools and departments. Currently the college has 3 large schools (i.e. school of nursing and midwifery, school of medicine, and school of public and environmental health) and one department (department of medical laboratory). The college runs both undergraduate and graduate programs. The undergraduate programs were Nursing, midwifery, Psychiatry, Medicine, Optometry, Laboratory, Health officer, Environmental Health and Radiography. Graduate programs are Master of Public health (MPH), Emergency Surgery, and Medical specialty. School of nursing and midwifery had a total numbers of 986 students. Of all three undergraduate programs: Nursing provides both regular and continuous education program (CEP), midwifery and Psychiatry programs were given only in the regular program. The numbers of second year and above regular, 4th year and above CEP nursing students, which are eligible for my study, were 364.

4.2. Study period

The study was conducted from April 10th – 25th, 2015.

4.3. Study design

Institution based cross sectional study.

4.4. Population:

4.4.1. Source Population:

All second year and above Regular nursing students, and fourth year and above continuing education program (CEP) nursing students of Hawassa university college of medicine and health sciences in the year 2014/2015.

4.4.2. Study population

Those nursing students of Hawassa university college of medicine and health sciences in the year 2014/2015, who were second year and above in Regular program, and fourth year and above in continuing education program (CEP), and selected to be included in the study.

4.5. Inclusion and Exclusion criteria

4.5.1. Inclusion criteria

Second year and above regular, and 4th year and 5th year CEP nursing students who has at least one clinical attachment phase.

4.5.2. Exclusion criteria

Second year and above regular, and 4th year and 5th year CEP nursing students who does not have at least one clinical attachment phase during the study period.

4.6. Sample size determination

To determine the number of student nurses who were included in the study, a single population proportion formula was used based on the following assumption:

The level of confidence of the study 95%; $Z_{\alpha/2} = 1.96$ Margin of error (d) is 5% The proportion (P) is taken as 50% to estimate the attitude of student nurses towards clinical practice.

$$n_i = \frac{Z_{\alpha/2}^2(pq)}{d^2} \quad \text{where, } q = 1 - p$$

Accordingly, the calculated sample is:

$$n_i = (1.96)^2 \times 0.5(0.5) / (0.05)^2 = \mathbf{384}$$

Since the study population is less than 10,000 which is 364, the corrected sample size is:

$$n_f = n_i \cdot N / n_i + N$$

Where n_i = initial sample size

n_f = final sample size

N= sample population

$$n_f = n_i * N/n_i + N = 384 * 364 / 384 + 364 = 187$$

Since multistage sampling is used, design effect of 0.5 is considered for each stage. Therefore, $1.5 * 187 = \underline{\underline{281}}$

Considering 10% non-response rate, the final sample size becomes **309**.

4.7. Sampling procedure

Multistage sampling was used to get the total sample size of student nurses. First, the whole nursing students were divided into two groups based on their program of study, Continuing education program (CEP) and Regular. Next, CEP students were again subdivided into two, weekend and evening; then both regular and CEP students again subdivided based on their year of education. Finally, based on the registrar list, the sample size for each level was assigned proportionate to the student population (that is, $309/364 = 0.849$; where 0.849 is a constant factor in which each groups' number is multiplied to get sample of each group) and simple random sampling is used to select the sample from a list of each group. See fig: 2

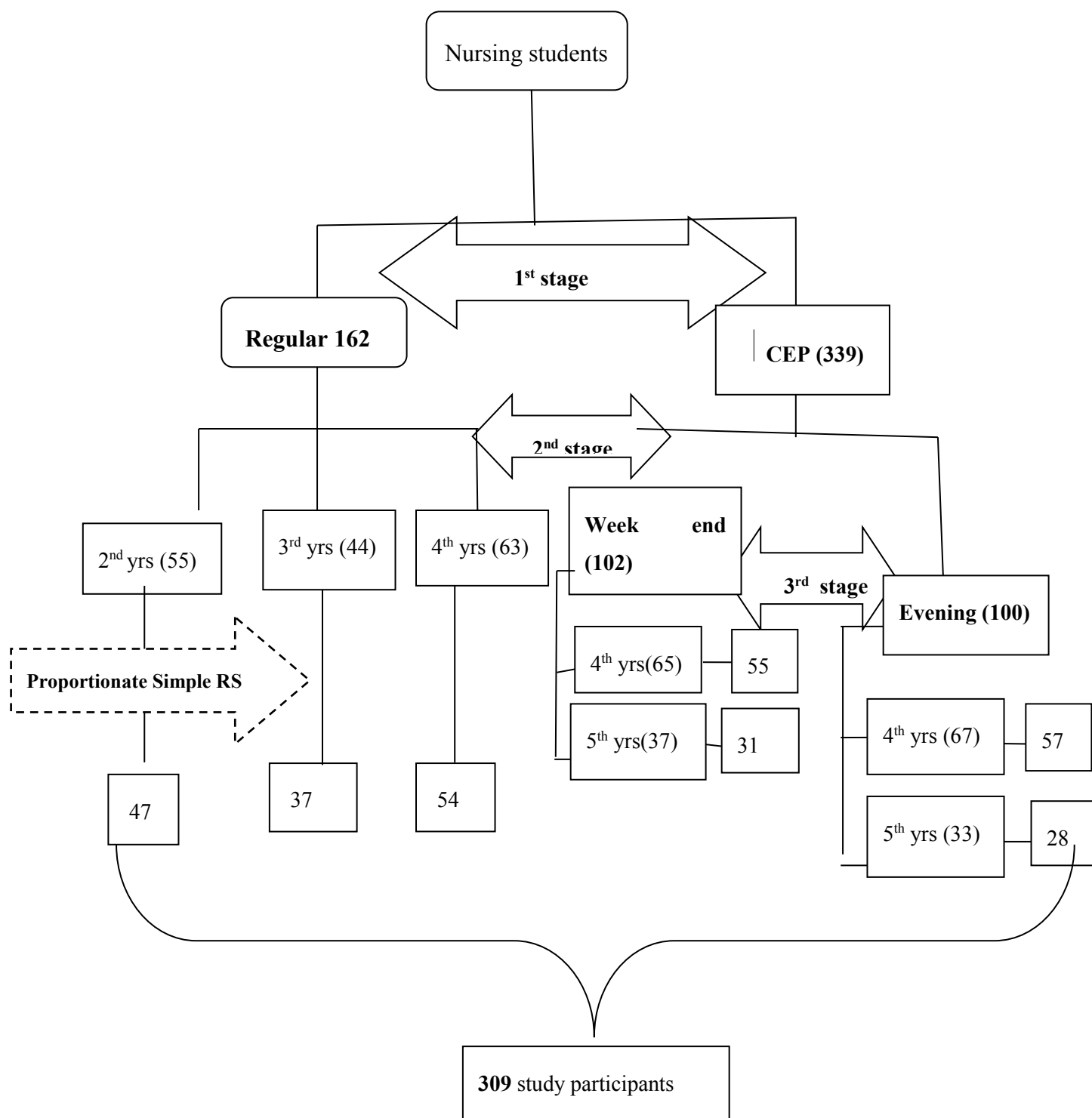


Figure 2: Schematic representation of sampling technique for the selection of second year and above regular, and 4th year and above CEP nursing students in Hawassa University College of health sciences, Hawassa, Ethiopia, in the year 2014/2015.

4.8. Instruments and Data collection procedure

4.8.1. Instruments:

Data were collected using a self-administered questionnaire. The data collection instrument was adopted from previous published literatures^{8,9,11, 23, 16}. The questionnaire was prepared and administered in English. The questionnaire was reviewed both before and after pretest. Some of the major revisions were rewriting certain questions in such a way that it can address attitude.

4.8.2. Data collection procedure

Four Level IV IT technicians and two BSc nurses was recruited as data collector and supervisor respectively, and trained for one day. Data was collected from April 25th-to- May 12th, 2015. Pre-test was done on 5% of total sample size among 3rd year nursing students of Addis Ababa University, college of Health Science on April 16th, 2015 and certain amendments was made accordingly.

4.9. Study Variables:

4.9.1. Dependent Variable Attitude of student nurses towards clinical practice

4.9.2. Independent Variables:

- **Socio-demographic Factors-** Sex, age, previous familiarity with the hospital, source of educational fee, year of education, type of work, & program of study.
- **Individual factors** – anxiety(*Fear of making a mistake or harming a patient; lacking the clinical knowledge to accomplish a task; feeling of inadequacy; unfamiliarity with the clinical setting*), attitude towards nursing profession, and learner's expectations and readiness.
- **Health institution factors-** Physical settings , Student - staff nurse relationship, Student- other medical staff relationship, A Student-Friendly Attitude and Atmosphere
- **Clinical supervisor factors-** Supervisor's follow up at clinical practice, Supervisor-student interaction, Supervisor's Preparedness, Supervisor's motivations and Attitude and Supervisor's Competence
- **Client related factors** - patients' attitude towards student, and students attitude towards client

4.10. Operational and term definitions:

- **Attitude towards clinical practice:**
 - ✓ **Favorable attitude:** responses above mean score of sum of attitude items
 - ✓ **Unfavorable attitude:** responses below or equal to mean score of sum of attitude items
- **Clinical supervisors:** Instructors assigned by the university to guide and teach students at clinical practice
- **Confidence towards nursing profession:** self-reported proud of introducing self as a nurse within the community.
- **Physical settings:** rooms, equipments and supplies within the health facilities that can be used by student nurses
- **Student-Friendly Attitude and Atmosphere:** a student-staff interaction in which students considered as a member of the staff and given appropriate responsibilities as reported by the students.
- **Supervisor's Preparedness:** Readiness of the supervisor to teach and guide students at clinical practice
- **Supervisor's Competence :** Professional competence and pedagogical skills of the clinical supervisor as reported by the students
- **Feeling of inadequacy:** Belief of lacking the necessary quality in the practical area by the student nurses.

4.11. Data Processing and analysis

Data was coded before entry in order to avoid missing. Epi-data was used for data entry and Statistical Package for Social Sciences (SPSS) version-20 was used for analysis. Descriptive analysis was computed to determine frequency of the variables. Binary and Multiple Logistic regression was used to identify factors affecting attitudes of student nurses, Odds-ratio and P-values were used to test association, a corresponding p-value of <0.05 was considered to be statistically significant.

4.12. Data Quality Control

A training that focused on understanding of the research question, sampling technique, ethical conduct, and quality of data collection was given for one day for the data collectors and supervisors. Each unit questionnaire and each page of a unit questionnaire was checked for missed pages and proper number of questionnaire as per sample size given for each sub-group of students' with the data collector during handover.

4.13. Ethical consideration

The study was conducted after obtaining ethical clearance from departmental review board of Nursing and Midwifery, College of Health Science, Addis Ababa University. Support letter was taken from Addis Ababa University to Hawassa University College of health sciences. Purpose of the study was explained, verbal consent was obtained from the participants just before actual data collection and pre-test. Information about risks and benefits, and also rights of the respondents to respond fully or partially to the questionnaire was explained. All the information given by the respondents was used for research purposes only and confidentiality and privacy was maintained by omitting the name of the respondents during data collection procedure.

4.14. Dissemination plan of the result

The results of this study will be disseminated or communicated to Addis Ababa University, Hawassa University and other concerned bodies through reports and publication on peer reviewed scientific journal.

5. Result

5.1. Demographic characteristics of the respondents

A total of 296 student nurses completed the questionnaire, resulting in a 4%, non-response rate. However, due to missing data in six cases, 290 responses were analyzed. As seen in table 1, equal number of male and female respondents participated in the study. The result revealed that the majority of respondents, 176(60.7%) were in the age group 21-25 years. Out of 89(30.7%) respondents that had job, 74(83.1%) were nurses.

Table 1: Frequency distribution of demographic profile of nursing students in Hawassa University, College of medicine and Health Sciences in 2015

Frequency variable	Total (N)	Percentage (%)
Sex(n=290)		
Male	145	50.0
Female	145	50.0
Age(n=290)		
17-20 yrs	43	14.8
21-25 yrs	176	60.7
26-30 yrs	48	16.6
31-40 yrs	19	6.6
40+ yrs	4	1.4
Previous familiarity with the hospital(n=290)		
Yes	222	76.6
No	68	23.4
Work experience (n=290)		
Yes	89	30.7
No	201	69.3
Type of current job (n=89)		
Nurse	74	83.1
Other	15	16.9
Source of educational fee(n=290)		
University-sponsor	152	52.4
Self-sponsor	125	43.1
Other	13	4.5
Program of study and year of education (n=290)		
2 nd year regular	46	15.9
3 rd year regular	40	13.8
4 th year regular	57	19.7
4 th year CEP	101	34.8
5 th year CEP	46	15.9

5.2. Attitude towards clinical practice

As it is highlighted in table 2, the majority of respondents, 251(86.6%), believe that clinical practice is the maajor area of nursing profession; 213(73.4 %) were devoted to work; 169(58.3%) came late to clinical practice because of lack of interest [Table 2].

Generally, attitude towards clinical practice was measured based on the sum of five attitude questions seen in table 2. After positively worded questions were reverse coded, the results of five items of attitude were summed up starting from lowest to highest score: lowest score taken as strongly agree(1), Highest as strongly disagree(4). Based on this, the minimum sum was eight and maximum twenty.

Table 2: Frequency distribution of nursing student's attitude towards clinical practice in Hawassa University, college of medicine and Health Sciences in 2015.

Variables	Agree	Disagree
	(%)	(%)
Clinical practice/work is a major area of nursing profession	86.6	13.4
I am devoted to my job during clinical practice	73.4	26.6
I found clinical practice boring so I would prefer to stop	38.6	61.4
I came late to clinical practice since I am not interested with it	58.3	41.7
I am absent from clinical practice without permission when I was bored with it	9.3	90.7

The mean attitude score was 14.99, median 15.00, and standard deviation was 2.496. Since the mean and median were approximately equal, the distribution is standard normal. Thus the result was dichotomized. Attitude scores less than the mean score was taken as “Unfavorable attitude”, while greater than or equal to mean score as “Favorable attitude”. As it is depicted in Fig 3, 58%, of respondents had favorable attitude towards clinical practice.

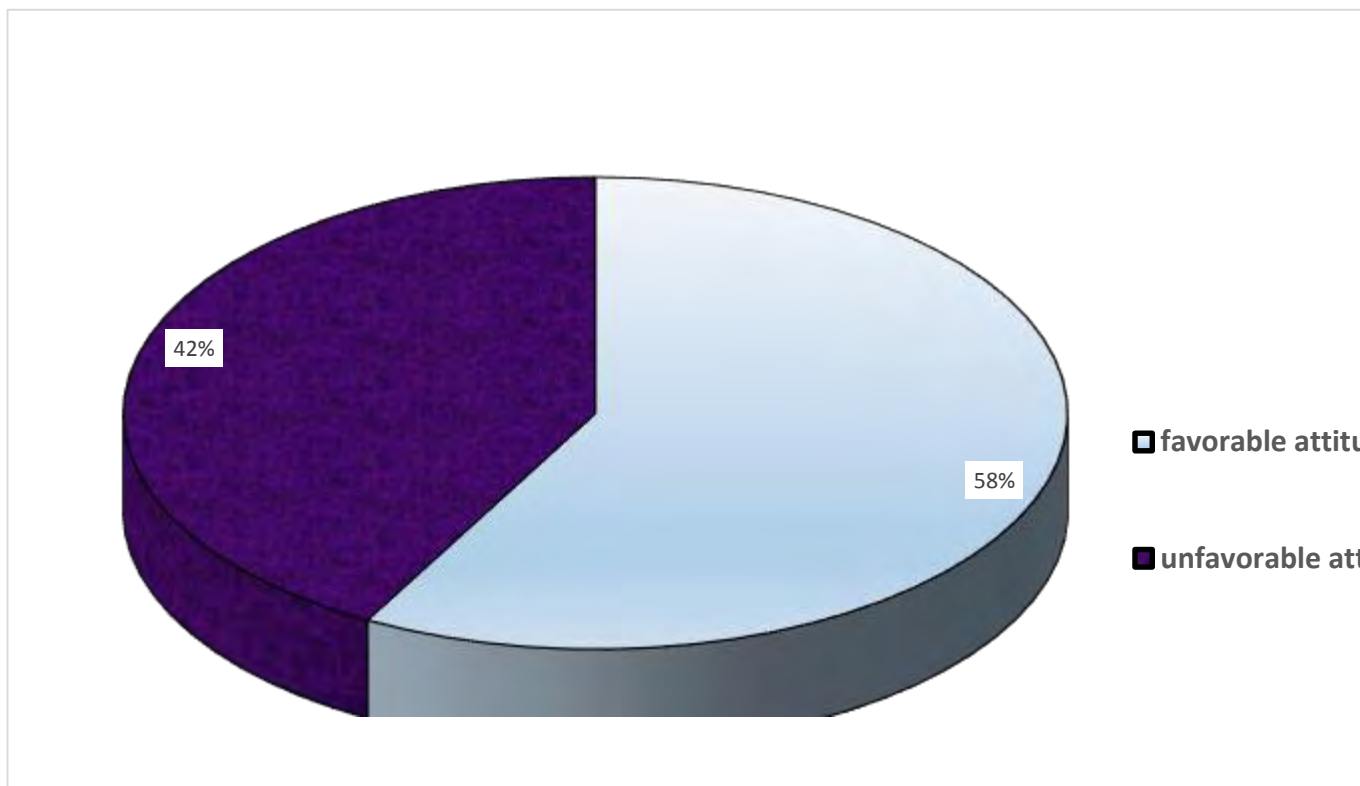


Figure 3: Attitude of nursing student's towards clinical practice in Hawassa University, College of medicine and Health Sciences in 2015

5.3: Factors affecting attitude towards clinical practice

According to this study, factors affecting student nurses' attitude towards clinical practice was classed into five dimensions: socio-demographic factors, health institution factors, individual factors, patient related factors, and clinical supervisor related factors. However, there was no significant association indicated between student nurses' attitude towards clinical practice and socio-demographic factors, patient related factors, and clinical supervisor related factors.

5.3.1: Socio-demographic factors

Bivariate analysis indicated that program and year of education has association with attitude towards clinical practice, third year students were 3 times more likely to have positive attitudes to clinical practice compared to second year[COR=3.44 (1.416-8.37)]. However, multivariate analysis proved that there is no association between socioeconomic factors and attitude towards clinical practice.

Table 3: Bivariate analysis of socio-demographic factors and attitude towards clinical practice among nursing students in Hawassa University, college of medicine and Health sciences in 2015.

Variable	Attitude towards clinical practice		COR (95% CI)	P-value
	Favorable	Unfavorable		
sex				
Male	82	63	.893(.560 1.424)	.634
Female	86	59	1	
Age				
17-20	28	15	1	
21-25	93	83	1.666(.833 3.333)	.149
26-30	31	17	1.024(.432 2.424)	.958
>30	16	7	.817(.275 2.422)	.715
familiarity with the clinical environment				
Yes	124	98	.690(.393 1.213)	.197
No	44	24	1	
have job currently				
Yes	56	33	1.348(.808 2.251)	1.348
No	112	89	1	
program and year of education				
second year regular	31	15	1	
third year regular	15	25	3.444(1.416 8.377)	.006
fourth year regular	29	28	1.995(.891 4.468)	.093
fourth year CEP	65	36	1.145(.547 2.396)	.720
fifth year CEP	28	18	1.329(.565 3.123)	.515

5.3.2: Health institution related factors

The Bivariate analysis of health institution related factors and students attitude towards clinical practice as shown in table 4, indicated that willingness of staff nurses to teach students at clinical practice [COR=1.71 (1.07 - 2.75)], student nurses' relationship with other medical staff [COR=3.91 (1.98-7.72)], and belief that medical staff show respect to nurses [COR=1.84 (1.15 2.96)] were positively associated with clinical practice.

Multivariate analysis indicated that there was significant association between student nurses' attitude towards clinical practice and relationship with other medical staff. Student nurses' who are ready to interact with other medical staff were 2 times more likely to have positive attitude towards clinical practice than their counterparts [AOR= 2.43 (1.07 -5.50)], [Table 8].

Table 4: Bivariate analysis of health institution related factors and attitude towards clinical practice among nursing students in Hawassa University, college of medicine and Health sciences in 2015.

Variable	Attitude towards clinical practice		COR (95% CI)	P-value
	Favorable	Unfavorable		
Hospital environment is enjoyable				
Yes	73	43	1.412(.87 2.28)	.160
No	95	79	1	
I found clinical environment congruent/similar with my expectation				
Yes	87	51	1.495(.93 2.39)	.093
No	81	71	1	
Staff are cooperative to provide students with a room where they can meet and leave their belongings				
Yes	113	76	1.244(.76 2.03)	.381
No	55	46	1	
materials are available to give patient care				
Yes	48	42	.762(.46 1.26)	.288
No	120	80	1	
students are considered as a member of staff by staff nurses and given responsibilities				
Yes	99	58	1.583(.99 2.53)	.055
No	69	64	1	
staff nurses have positive attitude towards student nurses				
Yes	108	68	1.429(.89 2.30)	.142
No	60	54	1	
I communicate well with the nursing staff to get advice when I face difficulty in practice				
Yes	120	85	1.088(.65 1.81)	.746
No	48	37	1	
staff nurses are willing to teach students at clinical practice				
Yes	106	61	1.710(1.07 2.75)	.026
No	62	61	1	
I am ready to interact with other medical staff				
Yes	154	90	3.911(1.98 7.72)	.000
No	14	32	1	
Other medical staff show respect to nurses				
Yes	93	49	1.847(1.15 2.96)	.011
No	75	73	1	

5.3.3: Individual factors

The results of this study in table 5 indicated that individual factors like a belief that nursing tasks are enjoyable[COR=2.58 (1.59 4.21)], inadequate preparation for clinical practice[COR=0.40 (0.25-.67)], readiness to practice what was learned in the class[COR=3.35(1.61-6.98)], feeling that nursing was an appropriate choice[COR=3.00(1.82-4.94)], a belief that nursing is a job that is needed by the community[COR=2.83 (1.50-5.37)], a belief that nursing has good employment opportunity and future promotion [COR=1.66 (1.03-2.70)], and confidence towards nursing profession were associated with attitude towards clinical practice[COR=5.18 (2.98-9.02)].

However, Multivariate analysis indicated that only inadequate preparation for clinical practice and confidence in nursing profession were significantly associated with attitude towards clinical practice. Respondents who were not adequately prepared for clinical practice were [AOR= 0.41 (0.22-0.76)] times less likely to have favorable attitude towards clinical practice than those who were adequately prepared [Table 8].

Significant association was also observed between respondents who are proud of introducing themselves as a nurse and attitude towards clinical practice. Students who are proud of the nursing profession were 6 more likely to have favorable attitude towards clinical practice than their counter parts [AOR=5.69(2.49-13.01)] [Table 8].

Table 5: Bivariate analysis of individual factors and attitude towards clinical practice among nursing students in Hawassa University, college of medicine and Health sciences in 2015.

Variable	Attitude towards clinical practice		COR(95%CI)	P-value
	Favorable	Unfavorable		
nursing tasks are enjoyable				
Yes	120	60	2.583(1.59 4.21)	.000
No	48	62	1	
anxiety associated with clinical practice is harmful for students learning				
Yes	136	92	1.386(.79 2.44)	.257
No	32	30	1	
I fear making mistake or harming a patient				
Yes	116	87	.897(.54 1.50)	.678
No	52	35	1	
I feel that I am lacking the clinical knowledge to accomplish a task				
Yes	65	61	.631(.39 1.01)	.056
No	103	61	1	
I am anxious since I am not familiar with the clinical practice				
Yes	57	52	.691(.43 1.12)	.132
No	111	70	1	
I feel that I am not adequately prepared for clinical practice				
Yes	42	55	.406 (.25 .67)	.000
No	126	67	1	
I am well oriented about my role as a student nurse at my first attachment				
Yes	130	83	1.607(.95 2.72)	.076
No	38	39	1	
I am ready to practice what I have learned in the class				
Yes	156	97	3.351(1.61 6.98)	.001
No	12	25	1	
I feel that nursing is my appropriate choice				
Yes	126	61	3.000(1.82 4.94)	.000
No	42	61	1	
nursing is a job that is needed by the community				
Yes	150	91	2.839(1.50 5.37)	.001
No	18	31	1	

I am proud of introducing myself as a nurse in the community				
Yes	143	64	5.184 (2.98 9.02)	.000
No	25	58	1	
If there is enough possibilities I would change my field				
Yes	88	84	.498 (.31 .81)	.005
No	80	38	1	
Nursing has good employment opportunity and future promotion				
Yes	115	69	1.667(1.03 2.70)	.038
No	53	53	1	

5.3.4: Patient related factors

As it is shown in table 6 the respondent's confidence to give patient care was associated with attitude towards clinical practice. Student nurses who have confidence to give care to their patients were [COR=3.18 (1.62-6.24)] were more likely to have favorable attitude towards clinical practice than those who do not have confidence to give care to their patients.

However, multivariate analysis did not indicate any significant association between patient related factors and attitude towards clinical practice [Table 8].

Table 6 : Bivariate analysis of patient related factors and attitude towards clinical practice among nursing students in Hawassa University, college of medicine and Health sciences in 2015.

Variable	Attitude towards clinical practice		COR (95% CI)	P-value
	Favorable	Unfavorable		
I am confident to give care for my patient				
Yes	153	93	3.181(1.62 6.24)	.001
No	15	29	1	
I have good interaction with patients and their family				
Yes	154	105	1.781(.84 3.77)	.131
No	14	17	1	
patients are cooperative to receive care from students				
Yes	107	73	1.177(.73 1.90)	.504
No	61	49	1	
my greatest pleasure is to meet patient needs				
Yes	148	100	1.628(.84 3.14)	.146
No	20	22	1	

5.3.5: Clinical supervisors related factors

Bivariate analysis indicated that preparation of clinical supervisors to teach students at clinical practice was associated with attitude towards clinical practice. Student nurses who believe that clinical supervisors come well prepared to teach students at clinical practice were 2 times more likely to have favorable attitude towards clinical practice[COR=1.73 (1.08-2.77)] than those who do not their counterparts [Table 7]. As indicated in table 8, multivariate analysis did not indicate any significant association between clinical supervisors' related factors and attitude towards clinical practice.

Table 7: Bivariate analysis of clinical supervisors related factors and attitude towards clinical practice among nursing students in Hawassa University, college of medicine and Health sciences in 2015.

Variable	Attitude towards clinical practice		COR (95% CI)	P-value
	Favorable	Unfavorable		
Clinical supervisors are frequently accompanying students at clinical practice				
Yes	95	58	1.436(.899 2.294)	.130
No	73	64	1	
Clinical supervisors are knowledgeable and skillful to teach students at clinical practice				
Yes	92	59	1.293(.810 2.063)	.282
No	76	63	1	
Clinical supervisors come well prepared to teach students at clinical practice				
Yes	100	56	1.733(1.082 2.775)	.022
No	68	66	1	
Clinical supervisors communicate well with clinical staff to facilitate suitable clinical environment for the students				
Yes	98	66	1.188(.742 1.901)	1.188
No	70	56	1	

Table 8: Multivariate analysis of factors and attitude towards clinical practice among nursing students in Hawassa University, college of medicine and Health sciences in 2015.

Variable	Attitude towards clinical practice		AOR(95%CI)	P-value
	Favorable	Unfavorable		
program and year of education				
second year regular	31	15	1	
third year regular	15	25	2.878(.963 8.600)	.058
fourth year regular	29	28	.927(.324 2.652)	.887
fourth year CEP	65	36	2.388(.952 5.992)	.064
fifth year CEP	28	18	2.466(.832 7.306)	.103
staff nurses are willing to teach students at clinical practice				
Yes	106	61	1.581(.898 2.784)	.113
No	62	61	1	
I am ready to interact with other medical staff				
Yes	154	90	2.430(1.072 5.508)	.033*
No	14	32	1	
Other medical staff show respect to nurses				
Yes	93	49	.740(.392 1.398)	.354
No	75	73	1	
nursing tasks are enjoyable				
Yes	120	60	1.351(.724 2.521)	.345
No	48	62	1	
I feel that I am not adequately prepared for clinical practice				
Yes	42	55	.418(.229 .764)	.005*
No	126	67	1	
I am ready to practice what I have learned in the class				
Yes	156	97	1.415(.570 3.510)	.455
No	12	25	1	
I feel that nursing is my appropriate choice				
Yes	126	61	1.178(.603 2.300)	.631
No	42	61	1	
nursing is a job that is needed by the community				
Yes	150	91	1.931(.882 4.231)	.100
No	18	31	1	
I am proud of introducing myself as a nurse in the community				
Yes	143	64	5.694(2.491 13.018)	.000*
No	25	58	1	

Nursing has good employment opportunity and future promotion				
Yes	115	69	.704(.361 1.371)	.302
No	53	53	1	
I am confident to give care for my patient				
Yes	153	93	1.273(.544 2.980)	.578
No	15	29	1	
Clinical supervisors come well prepared to teach students at clinical practice				
Yes	100	56	1.500(.828 2.717)	.181
No	68	66	1	

6. Discussion

This study assessed nursing students' attitude towards clinical practice and factors affecting student nurses' attitude towards clinical practice. Although no existing literatures found to summarize the student nurses' attitude towards clinical practice as in this study, results of this study revealed that 168(58%) of student nurses have favorable attitude towards clinical practice. Despite a greater number of respondents with favorable outlook towards clinical practice, those that have unfavorable attitude should not be overlooked. The possible reason for this unfavorable attitude might be inadequate preparation for clinical practice, or other factors that were not covered in this study.

Findings of our study also revealed that majority of respondents, 169(58.3%), came late to clinical practice because of lack of interest. This study is also in line with a study done in Ghana by Awuah-Peasah D., Sarfo LA., and Asamoah F., which 63% of student nurses came late to clinical practice⁹. Therefore nursing students who came late to clinical practice are likely to miss out on important learning opportunities. Moreover, this behavior will lead to absentees and late coming when they started their work after graduation, which in turn affects the quality nursing care. The reason behind late coming to the clinical area may be infrequent and poor supervision by the clinical supervisors, and poor or absence of student and clinical staff tie.

The study findings also revealed that readiness to interact with other medical staff and confidence towards nursing profession were shown to be enhancing factors for favorable attitude towards clinical practice; while inadequate preparation for clinical practice were inhibiting factor of favorable attitude towards clinical practice.

Since nursing is a team work discipline, interaction with other medical staff is mandatory for quality patient care. This also motivates students learning in the clinical area. This study revealed that respondents' readiness to interact with other medical staff significantly associated with favorable attitude towards clinical practice [AOR= 2.43 (1.07-5.51)]. This is consistent with extant literatures. A study done in Ghana by Awuah-Peasah D., Sarfo LA., and Asamoah F., also revealed that majority of the respondents, 68%, were ready to interact with other medical staffs at clinical area.⁹

Findings of this study revealed that student nurses' confidence towards nursing profession enhances favorable attitude towards clinical practice. Thus, respondents who were proud of introducing themselves as a nurse within the community were 6 times more likely to have favorable attitude towards clinical practice than those who did not [AOR=5.694 (2.491-13.018)]. A qualitative study done in Iran by Tayebi Z, Dehghan NN., Negarandeh R, Shirin S., showed that positive attitude towards nursing profession help the students to effectively attend both theory and practical education ²⁰.

According to our study, inadequate preparation for clinical practice had significant association with attitude towards clinical practice. Those respondents who were not adequately prepared for clinical practice [AOR= 0.418 (0.229-.764)] were less likely to have favorable attitude towards clinical practice than those who were adequately prepared. Thus, those who were adequately prepared for clinical practice had favorable attitude towards clinical practice. According to a qualitative study by Henderson A., Twentyman M, Heel A, Lloyd B, learners' preparedness and competence towards clinical practice facilitates positive outlook towards clinical practice ²¹. A qualitative study done in Norway by Dale B, Leland A, and Dale JG, also indicated that students' preparedness during the actual practice period promotes favorable attitude to clinical practice ²². The possible reason for student nurses' inadequate preparation for clinical practice might be due to lack of prerequisite knowledge and skills for clinical practice.

7. Conclusions and Recommendations

7.1. Conclusions

According to this study, some nursing students have unfavorable attitude towards clinical practice; majority of the student nurses reported late coming to clinical practice; student nurses were not adequately prepared for clinical practice; student nurses were ready to interact with other medical staff; and student nurses were confidence towards nursing profession.

7.2. Recommendations

To Universities: facilitate frequent and supportive supervision of nursing students at clinical areas; prepare and provide training on clinical supervision of students at clinical areas for clinical supervisors, mentors, or hospital staffs; creating good link between clinical staffs and student nurses and give clinical staffs the opportunity to evaluate student nurses at clinical practice; to undertake further researches to explore the precipitating factors of student nurses' unfavorable attitude towards clinical practice.

To educators: frequent and supportive supervision of students at clinical areas, and encourage appropriate professional attitude and student nurse interaction with other medical staff, and help student nurses develop the prerequisite knowledge and skills for clinical practice.

To Ministry of Education: setting interest based criteria for students' placement to universities and specific programs of study.

8. Limitation

Lack of triangulation: Data source and methodological triangulation might provide the investigator with better insight about the factors that can affect student nurses' attitude towards clinical practice in the study setting, which in turn can result in better predictors.

Change of schedule: Reduced sample size from 359 -to- 309 as a result of change of 3rd year CEP nursing students practical schedule from March-to- July might have significant change in the results of the study.

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Annexes

Annex -1. Information sheet

Information sheet and consent form is prepared for nursing students who are selected to participate in a research project entitled “a cross-sectional study assessing student nurses’ attitude towards clinical practice and associated factors in Hawassa University, Hawassa, Ethiopia, 2015”.

Name of Principal investigator: Shewangizaw Mekonnen

Name of the organization: Addis Ababa University, College of Health Sciences, Department of Nursing and Midwifery.

Name of the Sponsor: Addis Ababa University

This information sheet and consent form is prepared to explain the study you are being asked to join. Please listen carefully and ask any questions about the study before you agree to join. You may ask questions at any time after joining the study. The investigator is final year MSN graduate student from the department of nursing, college of health science, Addis Ababa University, and one advisor from Addis Ababa University.

Purpose of Research Project

I am hopeful that this research will contribute for improving quality of nursing education by identifying the factors that affect Student nurses attitude towards clinical practice.

Procedure

The questionnaire is designed to assess student nurses’ attitude towards clinical practice and associated factors in Hawassa University, Hawassa. You are invited to take part in this project. If you are willing to participate in this project, you need to understand and tick yes the agreement form. Then after, you will give your responses based on the instructions under each section of the questionnaire. Your name should not be written on the questionnaire and all your responses and the results obtained will be kept confidentially by using coding system whereby no one will have access to your response.

Risk/ Discomfort

There is no risk from participating in this study except devoting about 20 minutes to respond to the questionnaire. We hope you will participate in the study for the sake of the benefit of the research result.

Benefits: If you participate in this research project, you might not have a direct benefit. Your participation in assessing student nurses' attitude towards clinical practice and associated factors will help us to identify the gap and take the appropriate intervention by the authorized stakeholders.

Incentives: You will not be provided any incentive or payment to take part in this project.

Confidentiality: The information collected from this research project will be kept confidential and information about you that will be collected by this study will be stored in a file, without your name, but a code number assigned to it. In addition, it will not be revealed to anyone except the principal investigator.

Right to refuse or withdraw:

You have full right to refuse from participating in this research. You can choose not to respond to some or all questions if you do not want to give your response. You have also the full right to withdraw from this study at any time you wish, without losing any of your right.

Persons to contact: If you have any question to ask, please contact

Name: **Shewangizaw Mekonnen**

Tel: **+251-911351325**

Email : mkshewa@gmail.com

Annex- 2: English Version: Participant Consent and Questionnaire

Consent (Verbal Consent) form

I the undersigned have been informed about the purpose of this particular research project. I have been informed that I am going to respond to this question by answering what I know concerning the issue. I have been informed that the information I give will be used only for the purpose of this study and my identity as well as the information I give will be treated confidentially. I have also been informed that I can refuse to participate in the study or not to respond to questions if I am not interested. Furthermore I have been informed that I can stop responding to the questions at any time in the process. Based on the above information I agree to participate in this research voluntarily.

If there are things that require clarification please don't hesitate to ask the data collector or the principal investigator for clarification.

Address of the principal investigator:

Shewangizaw Mekonnen

Addis Ababa University, College of Health Sciences, School of allied health sciences,
Department of Nursing and Midwifery, Addis Ababa.

Mobile: 0911351325

Email : mksheva@gmail.com

Section 1: Background information of the student nurses

Please complete the following questions by circling the appropriate response.

CodeNo	Questions	Response	Remark
Q101	What is your sex?	1. Male 2. Female	
Q102	What is your age?	1. 17-20 yrs 2. 21-25 yrs 3. 26-30 yrs 4. 31-40 yrs 5. 40+ yrs	
Q103	Are you previously familiar with the clinical environment?	1. Yes 2. No	
Q104	Do you have job currently?	1. Yes  2. No	Skip to Q107
Q105	What is your current job?	1. Nurse 2. Other specify----- -----	
Q106	What is the source of your educational fee?	1. University-sponsor 2. Self-sponsor 3. Other specify____	

Section 2: Questions to assess attitudes and associated factors

Please indicate your responses to the following statements by circling the one number that best represents your opinion. There is no right or wrong answers- we are interested in your general opinions about the issues.

Item -2	Questions to assess attitude				
Code No	Thinking about your most recent clinical practicum:	Strongly Agree	Agree	Disagree	Strongly Disagree
Q202	Clinical practice is a major area of nursing profession	1	2	3	4
Q203	I am devoted to my job during clinical practice	1	2	3	4
Q204	I found clinical practice boring so I would prefer to leave the profession	1	2	3	4
Q205	I came late to clinical practice since I am not interested with it	1	2	3	4
Q206	I am absent from clinical practice without permission when I was bored with it	1	2	3	4
Item-3	Questions to assess associated factors				
Q300	Nursing tasks are enjoyable	1	2	3	4

Q301	Anxiety associated with clinical practice is harmful for students learning	1	2	3	4
Q302	I fear making mistake or harming a patient	1	2	3	4
Q303	I feel that I am lacking the clinical knowledge to accomplish a task	1	2	3	4
Q304	I am anxious since I am not familiar with the clinical setting	1	2	3	4
Q305	I feel that I am not adequately prepared for clinical practice	1	2	3	4
Q306	Hospital environment is enjoyable	1	2	3	4
Q307	I am confident to give care for my patient	1	2	3	4
Q308	I am well oriented about my role as a student nurse at my first attachment	1	2	3	4
Q309	I am ready to practice what I have learned in the class	1	2	3	4
Q310	I found clinical environment congruent/similar with expectation	1	2	3	4
Q311	Staffs are cooperative to provide students with a room where they can meet and leave their belongings.	1	2	3	4
Q312	Materials are available to give patient care	1	2	3	4
Q313	Students are considered as a member of staff by staff nurses and given responsibilities concerning patient care	1	2	3	4
Q314	Staff nurses have favorable attitude towards student nurses	1	2	3	4

Q315	I communicate well with the nursing staff to get advice when I face difficulty in practice.	1	2	3	4
Q316	Staff nurses are willing to teach students at clinical practice	1	2	3	4
Q317	I am ready to interact with other medical staffs	1	2	3	4
Q318	Other medical staff show respect to nurses	1	2	3	4
Q319	I have good interaction with patients and their family	1	2	3	4
Q320	Patients are cooperative to receive care from students	1	2	3	4
Q321	My greatest pleasure is to meet patient needs	1	2	3	4
Q322	Clinical supervisors are frequently accompanying students at clinical practice	1	2	3	4
Q323	Clinical supervisors are knowledgeable and skillful to teach students at clinical practice	1	2	3	4
Q324	Clinical supervisors come well prepared to teach students at clinical practice	1	2	3	4
Q325	Clinical supervisors communicate well with clinical staffs to facilitate suitable clinical environment for the students	1	2	3	4
Q326	I feel that nursing is my appropriate choice	1	2	3	4
Q327	Nursing is a job that is needed by the community	1	2	3	4
Q328	I am proud of introducing myself as a nurse in the community	1	2	3	4
Q329	If there were enough possibilities I would change my field	1	2	3	4

Q330	Nursing has good employment opportunity and future promotion	1	2	3	4
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Thank you!!!

Declaration

I the undersigned declare that this is my original work and has not been presented in this or any other University and all source of materials used for the proposal have been fully acknowledged.

Name of principal investigator: Shewangizaw Mekonnen

Signature: _____

Date: _____

Place: Addis Ababa University College of Health Science School of Allied Health Science
Department of Nursing and Midwifery

This proposal has been submitted for approval to:

Advisor: Dr. Amsale Cherie (PhD)

Signature: _____

Date: _____