

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

**ATTITUDE OF NURSING AND MIDWIFERY STUDENTS TOWARDS
CLINICAL PRACTICE AND ASSOCIATED FACTORS IN UNIVERSITY
OF GONDAR, NORTHWEST ETHIOPIA, 2018.**

BY

YOSEF ARAGAW (BSC)

JUNE, 2018

ADDIS ABABA, ETHIOPIA

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**A RESEARCH THESIS SUBMITTED TO SCHOOL OF GRADUATE
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OF NURSING & MIDWIFERY IN PARTIAL FULFILLMENT FOR THE
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ACRONYMS AND ABBREVIATIONS

AAU	Addis Ababa University
AOR	Adjusted Odd Ratio
CMHS	College of Medicine and Health Science
COR	Crude Odd Ratio
EMA	Ethiopian Midwifery association
EDHS	Ethiopia Demographic and Health Survey
HSDP IV	Health Sector Development Program IV
MDGs	Millennium Development Goal
OR	Odds Ratio
SAHS	School of Allied Health Science
SPSS	Statistical Package for Social Sciences
UOG	University of Gondar

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ABSTRACT

Background: Clinical practice is the main teaching modalities in health and medical science, in which students apply the theoretical knowledge and practical skills in the clinical setting. However, acquisition of clinical skill mainly affected by the attitude of students towards clinical practice. Favorable attitude towards clinical practice promotes effective clinical learning. However, the area has not been well investigated in Ethiopia.

Objective: To Assess the attitude of Nurse and Midwife Students towards clinical practice and associated factors at University of Gondar, Northwest Ethiopia, 2018.

Method: Institution based cross-sectional study design with Self-administered Structured questionnaires was carried out by 345 Nurse and Midwife Students from March 19th –26th, 2018. Proportionate stratified allocation of a sample from the respective year of study and finally the study participants were selected by simple random sampling technique. Data was entered into Epi Data version 3.1 and exported and analyzed using SPSS version 20. Descriptive statistics and logistic regression with 95%CI were used to analyses data. All factors with a P value <0.2 in the bivariate logistic regression were entered into the multivariate model to control the possible effect of confounders. From multivariate logistic regression, variables with P value ($p < 0.05$) was accepted.

Result: The prevalence of favorable attitude towards clinical practice was 42.9% and response rate 98.6%. Students who prepared for clinical practice (AOR=2.071(1.247, 3.439), communicate well with the staff (AOR=1.889(1.045, 3.413)), practiced in hospital (AOR=1.759, 95%CI (1.010, 3.063)) and accompanying frequently in clinical practice setting by Clinical Supervisor (AOR 1.690, 95%CI (1.018, 2.805) had odds of favorable attitude towards clinical practice than those who did not their counterparts.

Conclusion and Recommendation: The favorable attitude towards clinical practice was 42.9%. Students' factors, Student-Staff interaction factors, clinical placement related factors and Clinical Supervisor related factors had a significant association with Attitude towards clinical practice. Build the bridge between University and health facilities. Facilitate frequent and supportive supervision of Students at clinical areas as well as design appropriate clinical practice protocol and guidelines have to be considered.

Keywords: Nursing and Midwifery Students, Attitude, clinical practice, University of Gondar.

CHAPTER ONE

1. INTRODUCTION

1.1. Background

Clinical practice is means of teaching modality that students learn to apply the theory facilitating the integration of theoretical knowledge and practical skills in the clinical setting, which becomes the art and science of the profession and one of the most component of professional health education. This correlation of theory and practice and the building of meaningful experience take place during clinical practice in the healthcare services (1-5).

Midwives and Nurses are vital in the delivery of healthcare services and strengthening the healthcare delivery system by improving health outcomes, and the overall cost-effectiveness of services(6).The demographic changes changing the healthcare delivery systems. This dynamic and uncertain nature of healthcare environment requires a competent professional nurse to manage the rapidly changing environment(7). Poor quality of nursing services greatly affects the total quality of health care systems of a country. One of the bases for quality nursing service is nursing education, which encompasses knowledge, attitude, and practice. Improved job performance followed by a favorable outlook will enhance the quality of patients' care and increased productivity (8, 9).

Attitude plays a major role in leading human behavior toward achieving their goals, awareness of its consequences and effective processing of complex information about the environment (5, 8, 10). Therefore, positive attitude towards clinical practice helps the students to acquire the necessary practical skills, while negative attitude hinders the acquisition of necessary practical skills.

Assessing attitude of Nurse and Midwife Students towards clinical practice and associated factors is very important. Because the findings will help to identify the problem and recommend solutions to the University, Health facility, to take appropriate interventions that shape students attitude towards clinical practice and the profession as well. This, in turn, will improve healthcare service quality for the community.

1.2. Statement of the problem

Students' exposure to clinical learning environment affecting the teaching-learning process (11). Nursing students' perspectives about Clinical practice can be diverse (5, 8, 12, 13). Clinical practice is a vital component of the nursing and midwifery profession. However, acquisition of clinical skill mainly affected by the attitude of Students towards clinical practice(14). The attitude of Nurse Students towards clinical practice is a major factors for incongruence between theories and practice(15, 16). Positive attitude towards clinical practice enhances effective clinical learning, whereas negative attitude hinders the acquisition of essential practical skills.

Students' attitude towards clinical practice is affected by a multitude of internal and external factors(11, 14). However, research with regard is not investigated well in Ethiopia.

Clinical practice environment that encourages teaching and learning during practice is powerful in educating nursing students when nurses demonstrate good practice, share their knowledge through conversations and discussions, to get constructive feedback and have positive leadership(9). Increasing the strength of Midwifery and Nursing to support universal health coverage is a vital imperative for improving the health of populations(6). This is very important for Nursing and Midwifery students to have a positive attitude towards clinical practice.

Unfavorable attitudes of Students towards the Nursing profession due to unpleasant hard work in the hospital, working on holidays, lack of respect for work, and low salary (5, 17). Lack of interest in what they do, this decreased quality of work & demoralization of the nurse professionals (5, 8, 17). The attitude of students towards clinical practice play a vital role in skill acquisition thereby affect service quality, which has a direct effect on the profession and clients (5, 8).

Therefore, the objectives of the study are to assess the attitude of Nurse and Midwife students towards clinical practice and identify its determinant factors.

CHAPTER TWO

2. LITERATURE REVIEW

2.1. The attitude of Nurse and Midwife Students towards clinical practice

Attitude plays a principal role in controlling human behavior towards achieving their goals, familiarity of its consequences and effective processing of complex information about the living environment(4).

The study was done in Ghana describes attitude by behaviors like absenteeism without permission or reason, lack of commitment to work, and late coming to work. According to this study, 41%, 55% & 66% of respondents were not committed to clinical practice, late to clinical work and absent from clinical work without seeking permission respectively(14).

The Study done in South Africa describes that the nursing students experienced lack of support, inadequate assessing and guidance, isolation from clinical activities, an lack of humanity behavioral attitude by clinical staff, a poor clinical environment and many other aspects as hindering students' learning(16). Clinical practice is an important aspect of teaching and learning modalities in education. The clinical practice is equally important as the theory learned to provide quality of health care. Therefore, to assess the attitude of nurse and midwifery is very important to pick out the problems.

The Study done in Zambia describes all staff members should be willing to support students in learning and they should be able to give constructive feedback to the students about their progress for the students to learn and develop the knowledge, skill, and attitudes that are necessary to their learning(12). So positive attitude increases the quality of health delivery system whereas negative attitude hinders the activity of performance will be the poor quality health delivery system.

The most common factors that influencing attitude of Nurse and Midwife Students towards clinical practice are Students, Student –Staff interaction, Clinical Supervisor, Clinical Placement and Patient-related factors(1, 9, 11, 14, 18, 19).

2.2. Factors that influencing attitude of Nursing and Midwife students towards clinical practice

Students factors: Students factors that commonly affect the attitude of Nursing and Midwife Students towards clinical practice include attitude towards nursing and midwifery profession, anxiety, Learner's expectations and readiness and learner's Competence and Confidence Level.

Attitude towards nursing profession study done in India Majority 90.83% of the nursing students had a favorable attitude towards nursing profession. Nursing professional introduced by all the universities, to develop positive attitudes towards nursing profession. Human rights education should be included in curriculum and job opportunities with better payment may help to attract the younger generation to choose to nurse as their career(20).

A descriptive- analytical study done in Iran describes 72.6% of nurses and 65.4% of students had a positive attitude toward their profession and remaining had a negative attitude towards nursing profession. A negative attitude can lead to poor intention to attend theory and practical education, as well as the reason for students leaving the profession(8). A qualitative study in Iran indicated that those nursing students who have a positive attitude towards nursing profession properly attend both theoretical and practical education(21). So Positive attitude towards nursing profession on help the students to join the profession, and effectively attend both theory and practical education.

The Study done in Nigeria described 64.8%, 35.2% of respondents strongly agree and agree respectively about nursing is Nobel profession. This leads to Student's perception of the nursing profession more to the positive side than the negative side. This may be strongly attributed to the clinical placement(22).

The Study done in Southwest Ethiopia revealed that 49.4% of Nurse have an unfavorable attitude to nursing profession. The majority 61.8% believed that nurses have important contribution to a good patient outcome. The overall atmosphere of nurses working environment, their professional relationship with other health professionals and the issues surrounding their

work satisfaction and consequently their attitude towards their profession requires a multifaceted approach. The awareness of policy makers, authorities, other health professionals working with nurses, and professional organizations about issues dissatisfying nurses should be raised(23). A Study was done in North Ethiopia described that 91.8% of Nurses have a favorable attitude towards nursing profession(24).

Anxiety is one of a student's factors factor that affects learning in the clinical setting(14, 25). A qualitative study done in Canada indicated that high level of anxiety unfavorably affects learning and student performance in clinical settings. The study also identified anxiety provoking issues as fear of making a mistake or harming a patient; lacking the clinical knowledge to achieve a task; feeling of inadequacy; unfamiliarity with the clinical setting(9). A Study was done in Ghana, 80% of respondents agree that anxiety contributes to poor attitude of nursing students towards clinical practice(14).

Qualitative Study done in Rwanda describes Anxiety as Fear of doing mistakes and harming the patients, academic workload and less time allocation for the procedures. Clinical attachment for the first time produces more anxiety and decrease in repeated attachment time(26). A descriptive cross-sectional study done in Jamaica describes 75.8 % of nursing students were an opinion for poor clinical experience due to anxiety in the clinical area(18). A Qualitative study done in Iran indicates most students were distressed for the new clinical environment and overcome through time(11).

A Study in the Philippines describes stress as lack of professional knowledge and skill are the major sources of stress. In spite of the rigid and rigorous training both in the classroom and clinical area, students still felt that they still have a lot more to be learned while in the school and thus, they be afraid of committing mistakes while execution nursing skills in the clinical area(27). Therefore, Stress levels decrease according to the year of attendance increase in clinical area.

The other Student-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 (1, 14, 18, 28).

The Study was done in Southwest Ethiopia indicated that 76.7% Nurse and 77.1 % Midwifery Students were not competent over the clinical practice. According to the study fourth-year students more competent than third, second and first-year students(1). A Study done in Ghana indicated that learner readiness forms part of the factors that promote good attitude towards clinical work(14). The professional background of Students and previous practice experiences influenced their real level of competence as well as the degree of self-confidence.

A Study was done in Norway indicated that most participants talked about the importance of having a positive start when they started their clinical practice in a new clinical environment. Experiences from previous practice periods could vary a lot and effects on their expectations and confidence level, but they often felt stressed and a bit anxious before the first meeting. Thus, sense waited and welcomed, and being met with friendliness from the actual beginning, seemed to be decisive for their further motivation and confidence level(28).

The qualitative study was done in Griffith University indicated that learner readiness towards clinical practice facilitates the learner to make sense of their observations and reflect on practice situations(9). A Study in Jamaica indicated that 63.8% of the pre-clinical meeting had a greater impact on learning. So clinical staff had good interprofessional relationship and say well come for students. This leads to increase students learner expectation, readiness, confidence and competency (18).

Student-staff interaction is another factor that affect the attitude of nurse and midwife students towards clinical practice. Student-staff interaction has the profound effect on students' clinical experiences. A Study was done in Ghana indicated that 32 % of student nurses are not ready to interact with other medical staff (14). Since nursing is a teamwork, this could be a serious threat to nursing practice as it affects patient's wellbeing.

A Study was done in Jamaica indicated that more than 70% the participants believed that the clinical area was supportive of learning. The relationship between Students and Staff is one of the most important factors for students learning in the clinical area(18).

Clinical supervisor related factors: interaction between clinical supervisors and nurse and midwifery students and between clinical supervisors and clinical facility staffs; clinical supervisor's knowledge, attitude, and skills are shown to have the greatest impact on the attitude of nurse and midwifery students towards clinical practice (1, 19, 28, 29).

A Study was done in Norway described that difficult situations and experiences regarding the supervisor's lack of information and preparedness before they started the practice studies. Those influence the students' well-being and motivation. supervisor's motivation and their engagement regarding the mentorship, regular appointments for supervising and time for reflections, good interprofessional relationships had utmost importance for students for their development and learning in clinical practice (28). A Study done in South Africa indicates lack of effective communication between academic staff and students contributed to the unfavorable experiences of the student nurses(29).

A Study done in Afghanistan indicated that the presence of communication and relationship, feedback, and teaching ability and nursing competence of mentors enhance favorable clinical experiences(19). A Study done in Ethiopia indicated that Students with clinical instructor support has increase clinical practice competency by 2 times with than students with no clinical instructor support(1).

Clinical placement factors: such as physical setting of the health institution, and a student-friendly attitude and atmosphere are the common factors affecting the attitude of Nurse and midwifery students towards clinical practice. The clinical learning environment is a focus of study within clinical disciplines such as nursing and midwifery students(30). The Study was done in Norway described that most emphasized the importance of being waited and feeling welcomed in the clinical ward for having a positive start with friendliness from the very beginning, seemed to be decisive for their further motivation and confidence level(28).

A study done in South Africa indicated that students are not oriented about the clinical environment, and also the staffs consider students as a nurse only when there is a shortage of staff. Therefore, it is important Feeling welcomed and waited, and a student-friendly attitude and atmosphere are motivating factor for students' favorable clinical learning(29).

A study done in Afghanistan indicates 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 (19).

The Study done in Maryland described that Positive physical settings in a learning environment are associated with positive learning experiences and continuous supervision for students and clients in the clinical environment is mandatory(31). Failure to engage with the student is more likely to be a result of poorly constructed teaching sessions rather than student motivation. This is often due to the selection of inappropriate goals for the session(32).

A study done in Ethiopia indicated that 27.8% of Students said that clinical placement has sufficient cases for clinical practice and 98.3% of Students do not use a substance. This indicates a very low case in the healthcare facility and few students are substance user has Association with the attitude of Students towards clinical practice(1).

Patient-related factor: patients' attitude towards student as well as students' attitude towards the patient is both factors affecting the attitude of nurse and midwifery students' clinical experience. A Study done in Afghanistan patients willing to communicate and let the students take care of themselves, the students had increased motivation for learning (19). A study done in Ghana indicated that 95% of students have a positive attitude towards patient. One of good skill for nurse and midwifery students is the ability to respect patients(14).

2.3. Conceptual framework

According to literature review indicated that attitudes of Nurse and Midwife Students toward clinical practice are associated with different factors. Those the main factors that affect the attitude of Nurse and Midwife Students towards clinical practice are Students, Student –Staff interaction, Clinical supervisor, Clinical placement ,and Patient-related factors(1, 9, 11, 14, 18, 19).

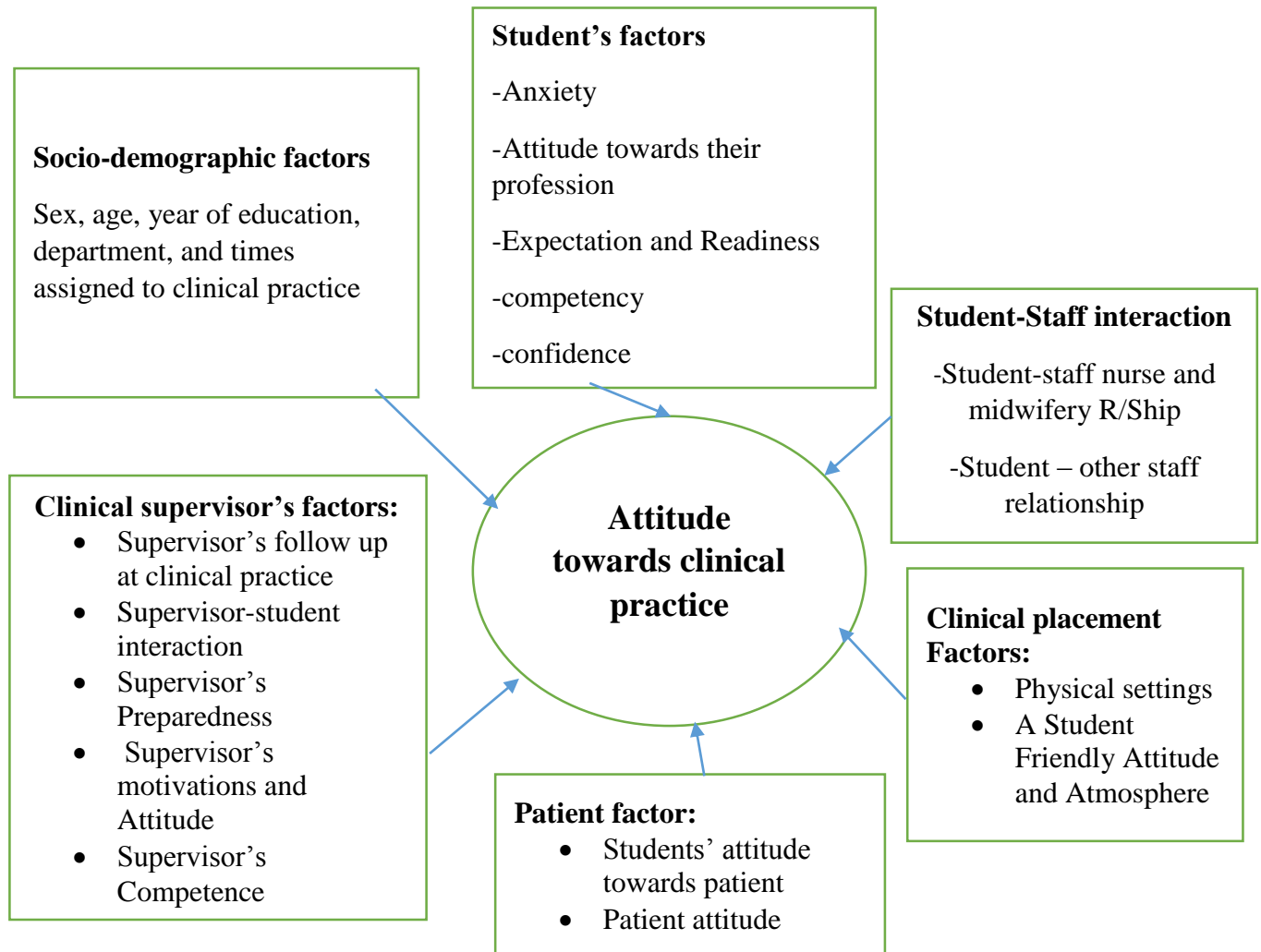


Figure 1.Conceptual framework that depicts factors affecting the attitude of Nurse and Midwife Students towards clinical practice.

2.4. The significance of the Study

Nursing students experiences of their clinical practice provide greater insights to develop an effective clinical teaching strategy in nursing education(13). Previous literature pinpointed the disjuncture between theory and practice(15). One of the causes of these discrepancies is the attitude of Nurse and Midwife Students towards clinical practice. Thus, assessing the attitude of Nursing and Midwifery students towards clinical practice and its determinants is critical.

Assessing attitude of Nurse and Midwife students towards clinical practice and identifying the determining factors will help policymakers, program planners, Universities, educators and health institutions to design appropriate strategy to create a favorable attitude among Nursing and Midwifery Students to clinical practice and thereby narrowing the theory-practice gap. It will also provide input to colleges and health institutions to developing clinical practice guideline.

The result of this study will also develop the provision of training on clinical teaching and supervision of Nurses and Midwife students. The findings are also noteworthy in the possible reduction of nurse and midwife students who are exiting the training institution without getting the level of competency expected from the profession and will add to the existing base of knowledge, skill, and competency to clinical practice.

CHAPTER THREE

3. OBJECTIVE

3.1. General objectives

- To assess the attitude of Nurse and Midwife Students towards clinical practice and associated factors at University of Gondar, Northwest Ethiopia, 2018.

3.2. Specific Objectives

- ❖ Assess attitude of Nurse and Midwife Students towards clinical practice.
- ❖ Determine factors that influencing the attitude of Nurse and Midwife Students towards clinical practice.

CHAPTER FOUR

4. METHODOLOGY

4.1. Study Area

This study was conducted at University of Gondar College of Medicine and Health science, Amhara region, Northwest Ethiopia, 2018. The University of Gondar is located 748 kilometers away from the capital city of Ethiopia, Addis Ababa. The University of Gondar, until 2003 known as the Gondar College of Medical Science, is among the oldest medical schools in Ethiopia. Established as the Public Health College in 1954, it is located in Gondar, the former Capital of Ethiopia. Now the University of Gondar are organized under the College of Medicine and Health Science, College of Business and Economics, College of Natural and Computational Science, College of Social Science and Humanities, and Faculty of Veterinary Medicine and Faculty of Agriculture, and three Schools (School of Law, School of Technology and School of Education) those are given under five Campus. Currently, the College of Medicine and Health Science offers about 11 undergraduate degree and 34 postgraduate programs. A Ph.D. program in Public Health has also been recently launched in collaboration with Addis Ababa Continental Institute of Public Health. College of Medicine and Health Science of University of Gondar is made up of Health, School, School of Pharmacy, School of Biomedical and Laboratory Sciences, Nursing, Department ,Department of Physiotherapy, Department of Optometry. The Nursing and Midwifery Department at University of Gondar is by far the largest Nursing and Midwifery training institute in Ethiopia providing Nursing and Midwifery training both in undergraduate and postgraduate level. Ethiopia all of the higher governmental universities use the same Curriculum which is nationally modularized. The total numbers of BSc Nursing and Midwife Students were 1675 among those second years and above regular BSc Nursing (**268**) and Midwifery (**316**) Students were 584. The remaining were the first year and Extension BSc Nursing and Midwifery Students.

4.2. Study period

The study was conducted from September 2017 to June 2018.

The data were collected from March 19th – March 26th, 2018.

4.3. Study design

The Institution based cross-sectional study design was used.

4.4. Population:

4.4.1. Source Population:

All BSc Nursing and Midwifery Students of the University of Gondar, College of Medicine and health sciences in the year 2018.

4.4.2. Study population

Regular BSc Nursing and Midwifery Students of University of Gondar College of Medicine and health sciences in the year 2018, who fulfill the inclusion criteria during the study period.

4.5. Inclusion and Exclusion criteria

4.5.1. Inclusion criteria

All randomly selected second year and above regular BSc Nursing and Midwifery Students and those who willing to participate in the study.

4.5.2. Exclusion criteria

All first-year regular BSc Nurse and Midwife Students,
Second year and above regular BSc Nursing and Midwifery Students who have no at least one clinical attachments phase and unwilling to participate.

4.6. Sample size determination

The Sample size was computed based on the formula for single population proportion and the overall minimum sample size was determined based on the following assumption:

- ❖ $Z_{\alpha/2} = 1.96$, standardized normal distribution curve value for the 95% Confidence Interval
- ❖ $p=0.5$ (as far as I know there was no similar previous study and to achieve the maximum possible sample size)
- ❖ $d= 0.05$ degree of margin of error
- ❖ N_i = minimum sample size required for the study

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

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

Correction formula was used for the final sample size calculation since the total target population was less than 10,000.

$$\begin{aligned} N_f &= N_i / (1 + N_i/N) \\ N_f &= 384 / (1 + 384/1675) \\ &= 384 / 1.2293 \\ &= \mathbf{313} \end{aligned}$$

$N_i=384$ and $N=1675$ so it equals to $=313$

❖ Adding 10% non-response rate, the ultimate sample size for the study was 345 Participants.

4.7. Sampling procedure

College of Medicine and Health Science was selected at the University of Gondar for Study. In the next step Schools and Department from the selected college, Nursing and Midwifery Department was selected purposively. The study was conducted in the University of Gondar, College of Medicine and Health Science at Department of Nursing and Midwifery. Those two Departments, Nursing and Midwifery included in the actual study. The total sample size was allocated to Department then proportionate to the number students per years of study or take constant factors ($345/584=0.59$) and multiplied by the number of Students in each year Study. Then finally, the actual study participants were selected by lottery method of simple random sampling from each year of study.

$$n_y = (N_y/N_t) * N_f$$

Where n_y = number of sample from each year of study,

N_y = total number of students in each year of study.

N_t = total number of students in the two departments and

N_f = total sample size.

For Midwifery Students

$$n_{2^{nd} \text{ year}} = (N_{y2}/N_t) * N_f = (130/584) * 345 = 77$$

$$n_{3^{th} \text{ year}} = (N_{y3}/N_t) * N_f = (110/584) * 345 = 65$$

$$n_{4^{th} \text{ year}} = (N_{y4}/N_t) * N_f = (76/584) * 345 = 45$$

for Nursing Students

$$(85/584) * 345 = 50$$

$$(107/584) * 345 = 63$$

$$(76/584) * 345 = 45$$

Finally, from each respective year of study, participant students who included in the actual study was selected by simple random sampling method.

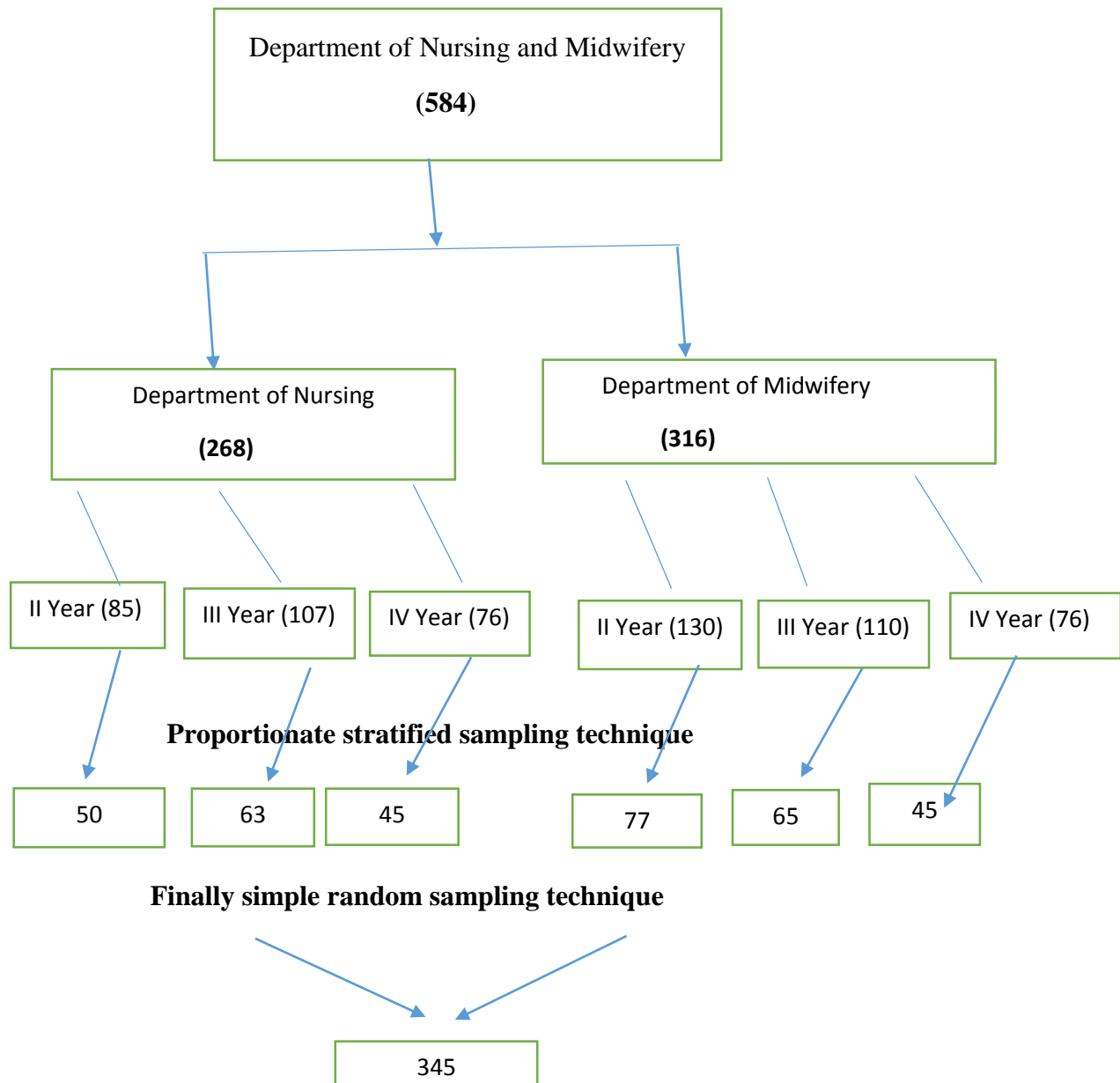


Figure 2. Sampling procedure for selection of the study participants in the study at University of Gondar, 2018.

4.8. Instruments and Data collection procedure

4.8.1. Instruments:

Questioners were adapted from previously published literature (1, 3, 9, 14, 19). The questionnaires consisted of totally 58 items among those, 8 items for socio-demographic data, 15 items to assess attitude towards clinical practice, 9 items for student's related factors, 7 items for students- staff interaction factors, 7 items for clinical placement related factors, 8 items for clinical supervisor related factors and 4 items for patient related factors.

4.8.2. Data collection procedure.

The Data were collected by self-administered questionnaire prepared in English. Four facilitators were required and those were Nursing and Midwifery profession qualified with Master of Science. The facilitators were got one-day training with the aim of the study and the Content of the instrument. Therefore, the facilitators were familiar with each question. It was a mechanism of minimizing bias during the process of data collection. Midwife and Nurse Students in their study area filled questionnaires. Data were collected from March 19-to- March 26, 2018.

4.9. Study Variables:

4.9.1. Dependent Variable

The attitude of Nurse and Midwife Students towards clinical practice

4.9.2. Independent Variables:

Socio-demographic Factors- Sex, age, year of education, department, and times assigned to clinical practice, substance use (type & frequency).

Students factors – anxiety (Fear of making a mistake or harming a patient; lacking the clinical knowledge to accomplish a task; a feeling of inadequacy; unfamiliarity with the clinical setting), attitude towards nursing and midwifery profession, learner's expectations and readiness, confidence, and competency.

Student- staff interaction factors- Student-staff nurse and midwife relationship, Student – other staff relationship.

Clinical placement factors- Physical settings, conducive clinical practice environment & A Student-Friendly Attitude and Atmosphere.

Clinical supervisor factors- Supervisors follow up in clinical practice, Supervisor-student interaction, Supervisor’s Preparedness, Supervisor’s motivations and Attitude and Supervisor’s Competence.

Patient related factors - patients’ attitude towards a student, and student’s attitude towards a client.

4.10. Operational and term definitions:

1. **Clinical practice:** is the means by which student learn to apply theoretical knowledge and practical skills in the clinical setting(1).
2. **Favorable attitude:** responses above mean score of the sum of attitude items.
3. **Unfavorable attitude:** responses below or equal to mean score of the sum of attitude items.
4. **Conducive Clinical practice environment** is hospital, health center or community on which the wards, the staff and the cases were incorporate to conducive environmental factors(30).
5. **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.
6. **Clinical supervisors:** Instructors assigned by the university to guide and teach students in clinical practice

4.11. Data Quality Assurance

The questionnaires were pre-tested 5 % of third year Nursing and Midwifery Students at Addis Ababa University one week prior to the actual data collection period in order to avoid any confusion during actual data collection period. This was helpful for the investigator to screen out vague questions and modify some of the question items as soon as possible. Content validity of this adapted tool was checked, reliability (cronbach alpha=0.84) were done, appropriate

statistical test was used, and Multicollinearity among predictors were checked in order to minimize random error or to increase data quality Accuracy.

A training that focused on the understanding of the research question, sampling technique, ethical conduct, and quality of data collection in order to minimize Systematic error and was given for one day for the Facilitators. During data collection, both principal investigator and facilitator themselves checked data for its completeness and missing information at each point. Furthermore, data was checked during entry into the computer before analysis.

4.12. Data Processing and analysis

After data collection, questionnaires were checked for completeness and consistency. The data template format was prepared and entered into Epi Data version 3.1. Then data were exported and analyzed using SPSS version 20. Descriptive analysis was used to determine the frequency of the variables. Bivariate and multivariate logistic regressions were used to identify the associated factors. An adjusted odds ratio with 95% confidence interval was used to identify the strength of the associated factors with the attitude of Nurse and Midwife Students towards clinical practice. All factors with a P value <0.2 in the bivariate logistic regression were entered into the multivariate model to control the possible effect of confounders. From multivariate logistic regression, variables with P value ($p < 0.05$) were accepted.

4.13. Ethical consideration

Paper of approval and ethical clearance of permission was obtained before the beginning of data collection from the Departmental review board of Nursing and Midwifery, School of Nursing and Midwifery, Addis Ababa University. Then, this ethical clearance of permission was submitted to CMHSC at UOG for the Department of Nursing and Midwifery. Finally, after permission information was given to the study participants. Participants were oriented about the purpose and procedure of data collection, confidentiality, privacy, beneficence for research purpose, and no harm to participants was ensured.

4.14. Dissemination plan of the result

The results of this study will be disseminated or communicated to College of Health Science, Addis Ababa University, Ethiopian Midwife and Nursing Association, and publication on peer reviewed scientific journal.

CHAPTER FIVE

5. RESULTS

5.1. Socio-demographic Characteristics of Study Participants.

A total of 345 structured questionnaires were distributed for both Female and Male Nursing and Midwifery Students. Five respondents excluded from the analysis for grossed incompleteness and inconsistency of responses, which made a response rate of 98.6%. From, this study 170(50%) Male and 170(50%) Female Students were participated. Large number of the Study participants 246 (72.3%) were belonged to the age group 21 -25 years. Most 103(30.3%) of the study subjects were assigned in clinical practice four and above times while 81 (23.8%), 93(27.4%) and 63(18.5%) were assigned in clinical practice once, twice and three times respectively. Out of 340 respondents 125(36.8%), 125(36.8%) and 90(26.4%) were 2nd, 3rd and 4th year respectively. From the total participants 155(45.6%) were Nursing while the remaining 185(54.4%) were Midwives. (**Table 1**)

Table 1. Socio-Demographic status of Nursing and Midwifery Students in University of Gondar, 2018.

Characteristics		Frequency	Percent (%)
Sex	Male	170	50
	Female	170	50
	Total	340	100
Age in year	17-20	73	21.5
	21-25	246	72.3
	26-30	19	5.6
	31 and above	2	0.6
	Total	340	100
Assigned in clinical practice in your stay	One	81	23.8
	Two	93	27.4
	Three	63	18.5
	Four and above	103	30.3
	Total	340	100
Year of Study	2 nd year	125	36.8
	3 rd year	125	36.8
	4 th year	90	26.4
	Total	340	100

Field of Study	Nursing	155	45.6
	Midwifery	185	54.4
	Total	340	100

5.2. Attitude of Nurse and Midwife Students towards clinical practice

Attitude towards clinical practice was measured based the mean of the sum of fifteen attitude questions seen in **table 2**. After recode of attitude question in to binary outcome, then the mean of the sum of attitude question score was 9.41, median 9.00 and mode 9.00. Based on the finding, the minimum 2, maximum 15, Standard deviation 1.641 and total sum was 3201. Since the mean, median and mode were approximately equal, the distribution is standard normal. Thus, the result was dichotomized. Attitude scores less than or equal to the mean score was taken as “Unfavorable attitude”, while greater than mean score as “Favorable attitude”. In this study, the prevalence of favorable attitude towards clinical practice of study participant was **42.9%**.

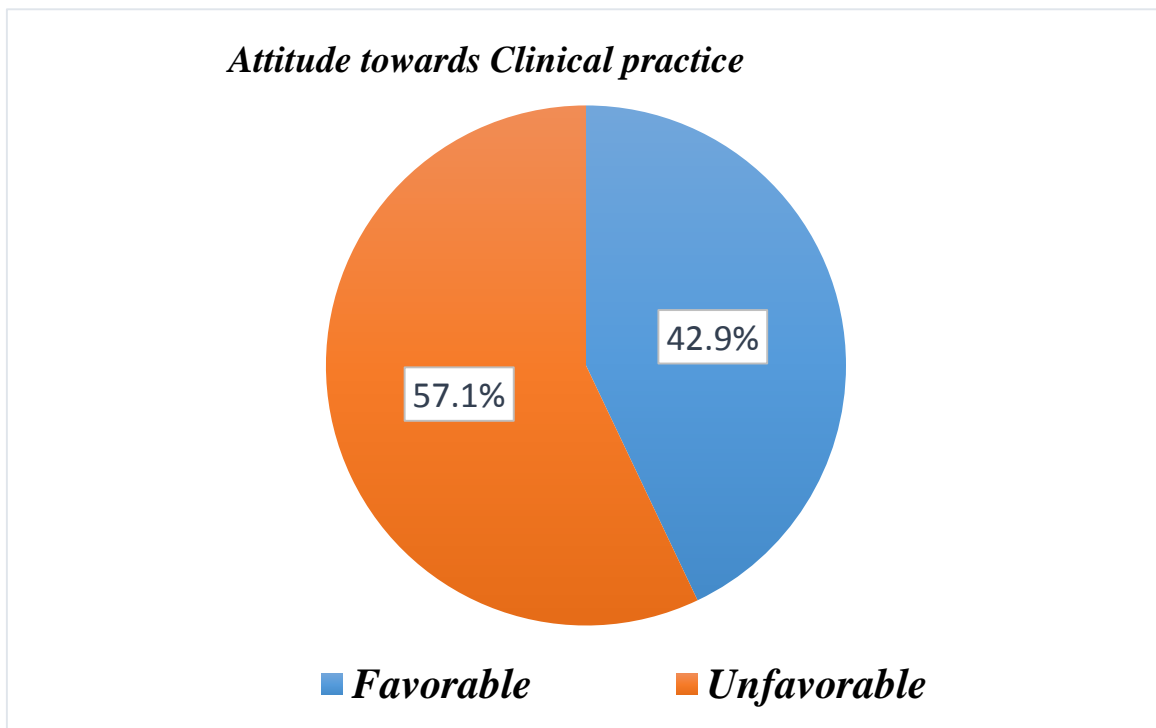


Figure 3. Prevalence of Attitude towards Clinical practice

Table 2. Frequency distribution of Nursing and Midwife Students' attitude towards clinical practice in University of Gondar, College of Medicine and Health Science in 2018.

Attitude Questions (Variable)	Agree		Disagree	
	No.	%	No.	%
Clinical practice is a major area of nursing or midwifery profession	337	97.9	7	2.1
I am devoted to my job during clinical practice	299	87.9	41	12.1
I found clinical practice boring so I would prefer to leave the profession	96	28.2	244	71.8
I came late to clinical practice since I am not interested with it	55	16.2	285	83.8
I am absent from clinical practice without permission when I was bored with it	58	17.1	282	82.9
Ability to apply theories to clinical practice	303	89.1	37	10.9
I am commitment to clinical practice	305	89.7	35	10.3
I use mobile phone during clinical practice	90	26.5	250	73.5
Apply health safety	305	89.7	35	10.3
I am interested learning in clinical practice	316	92.9	24	7.1
I use clinical practice guidelines in my practice	313	92.1	27	7.9
I need to increase the use of evidence in my daily practice	316	92.9	24	7.1
I am confident in my ability to find relevant research to answer my clinical practice question	303	89.1	37	10.9
I never prepared for clinical practice	39	11.5	301	88.5
I found clinical practice difficult to motivate to work on it.	70	20.6	270	79.4

As it is highlighted in table 2, the majority of respondents, 337(97.9%), believe that clinical practice is the major area of Nursing and Midwifery Profession; 299(87.9 %) were devoted to work and 250(73.5%) not used mobile phone during clinical procedure; 285(83.8%) came not late to clinical practice because of interest of their profession 244(71.8%); they were committed 305(89.7%) and ability to apply theories to clinical practice 303(89.1%) because of interested 316(92.9%) and motivated 270 (79.4%)to work in clinical practice , then level of confidence 303(89.1%) and preparation 301(88.5%) to use guideline 313(92.1%) and apply health safety 305(89.7%) for clinical practice increase.[**Table 2**].

5.3. Analysis of factors affecting attitude of Nurse and Midwife Students towards clinical practice

According to this study, factors affecting the Attitude of Nurse and Midwife Students towards clinical practice was classed into six dimensions: Socio-demographic factors, Students-related factors, Student-Staff interactions factors, Clinical placement factors, Clinical supervisor's related factors and Patient related factors.

Bivariate analyses revealed that ten out of fifty-eight variables showed a significant association ($p < 0.05$) with attitude towards clinical practice at a 5% level of significance. For further analysis, all independent variable which fulfilled the minimum requirement for multivariable logistic regression at a $p < 0.2$ were entered to controlling confounding variable. Totally, thirteen variables entered in to multivariate logistic regression while forty-five independent variables that were not fulfilled the minimum requirement excluded from further analysis of multivariable logistic regression. In multivariate logistic regression analysis $p < 0.05$ was accepted.

Bivariate logistic regression illustrated that there was significance association between Socio-demographic characteristics, Students related factors, Student – Staff interaction factors, Clinical placement factors and Clinical Supervisor related factors with Attitude towards Clinical practice while patient-related factors were not associated with attitude towards clinical practice. However, Multivariate Logistic regression proved that there was not significance association between Socio-demographic characteristics and patient related factors with Attitude towards clinical practice whereas Students' related factors, Student- Staff interaction factors, Clinical placement factors and Clinical supervisor related factors had significant association with Attitude towards clinical practice. **(Table 3)**

5.3.1. Socio- demographic factors

Bivariate analysis indicated that Students assigned.km in clinical practice and year of study had association with attitude towards clinical practice, Students assigned in clinical practice four times and above were 2 times more likely to have favorable attitudes towards clinical practice compared to practice one timed(**COR=1.976(1.088,3.588)**). According to their year of study, 4th year Nursing and Midwife Students were 2 times more likely to have favorable attitudes towards clinical practice compared to 2nd and 3rd year Students (**COR=2.357(1.354,4.105)**).

However, in multivariate logistic regression revealed that Socio-demographic characteristics of Nursing and Midwifery were not Significant associated with attitude towards clinical practice.

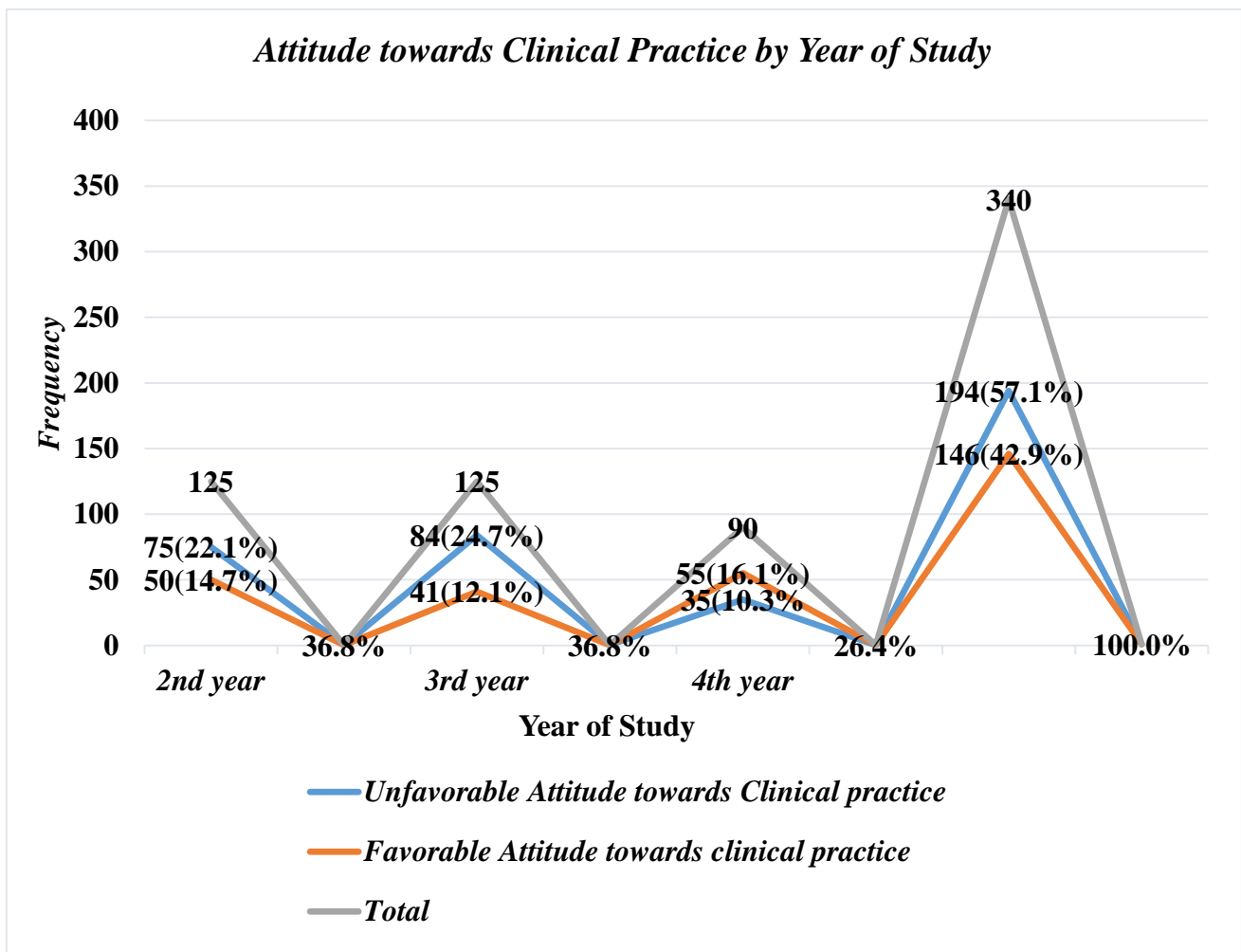


Figure 4. Proportion of Attitude towards Clinical Practice by a year of Study

From the above figure 4, showed that 4th year Nursing and Midwife had more favorable attitude towards clinical practice than those who were 2nd and 3rd year Nursing and Midwifery Students.

5.3.2. Students related factors

Bivariate analysis revealed that adequate preparation for clinical practice had significant association with attitude towards clinical practice. Students who prepared for clinical practice (**COR=1.660, 95%CI 1.071, 2.575**) were two times more likely have favorable attitude towards clinical practice than those who did not prepared.

Multivariate logistic regression analysis proved that Students who prepared for clinical practice (**AOR=2.071(1.247,3.439)**) were two times more likely have favorable attitude towards clinical practice than those who did not prepared for clinical practice. (**Table 3**)

5.3.3. Student - Staff interactions factors

Bivariate logistic regression analysis revealed that Nursing and Midwife Students relationship with other Medical Staff had association with Attitude towards clinical practice. Student's relationship with other medical Staff were three times more likely have favorable attitude towards clinical practice than those who did not relationship with Medical Staff. (**COR=2.685(1.406, 5.126)**). Students communicate well with the staff to get advice when they faced difficulty in practice were two times more likely have favorable attitude towards clinical practice (**COR=1.744(1.035, 2.938)**) than those who did not communicate with staff.

Multivariate analysis proved that Students communicate well with the staff to get advice when difficulty happened in practice (**AOR=1.889(1.045, 3.413)**) were two times more likely have favorable attitude towards clinical practice than those who did not their counterparts. (**Table 3**)

5.3.4. Clinical Placement related factors

Bivariate logistic regression illustrated that Clinical placement related factors had association with attitude towards clinical practice, Students practiced in hospital were two times more likely have favorable attitude towards clinical practice (**COR=2.219, 95%CI 1.417, 3.475**) than those who did not practice in hospital. Students were two times more likely have favorable attitude towards clinical practice in the clinical environment had sufficient materials to conduct the practice (**COR=1.829(1.178, 2.837)**) than the clinical environment had not sufficient materials. Multivariate analysis revealed that Students who were practiced in hospital (**AOR=1.759, 95%CI (1.010, 3.063)**) had odds of favorable attitude towards clinical practice than those who did not practice in hospital. (**Table 3**)

5.3.5. Clinical Supervisor related factors

Bivariate logistic regression illustrated that Clinical supervisor related factors had association with attitude towards clinical practice. Instructors accompanying Students frequently at clinical practice increased students' favorable attitude towards clinical practice by two times (**COR=1.989(1.287, 3.078)**) than those who did not their counterparts. Instructor facilitates inter-professional relationships were three times more likely increase the Students' favorable attitude towards clinical practice (**COR=2.665(1.532, 4.636)**) than those who did not their counterparts. The Students' favorable attitude towards clinical practice were increase by odd ratio **1.714, 95%CI (1.091, 2.693)** when Clinical Supervisor provided constructive feedback to Students in the clinical practice than those who did not get constructive feedback.

Multivariate analysis proved that there was significant association between Clinical Supervisor related factors and Attitude towards clinical practice. Instructors accompanying Students frequently at clinical practice were increase students' favorable attitude towards clinical practice by two times **AOR 1.690, 95%CI (1.018, 2.805)** than those who did not accompany Students frequently in the clinical area. (**Table 3**)

5.3.6. Patient-related factors

Bivariate logistic regression analysis indicated that there was no association between patient related factors and attitude towards Clinical practice. Multivariate analysis also proved this no association between patient-related factors and attitude towards clinical practice.

Table 3. Bivariate and Multivariate Logistic regression analysis of independent Variable with Attitude towards Clinical practice.

Variable	Attitude towards Clinical practice		COR(95% CI)	p-value	AOR(95% CI)	P-value
	Favorable	Unfavorable				
Time of assigned in clinical practice						
One	29(19.9%)	52(26.8%)	1		1	
Two	35(24%)	58(29.9%)	1.082(0.583,2.008)	0.803	1.905(0.837,4.332)	0.124
Three	28(19.1%)	35(18.0%)	1.434(0.732,2.812)	0.294	2.933(0.907,9.480)	0.072
Four & above	54(37%)	49(25.3%)	1.976(1.088,3.588)	0.025	2.084(0.544,7.983)	0.284
Year of Study						
2 nd year	50(34.2%)	75(38.7%)	1		1	
3 rd year	41(28.1%)	84(43.3%)	0.732(0.437,1.228)	0.234	0.451(0.181,1.119)	0.086
4 th year	55(37.7%)	35(18.0%)	2.357(1.354,4.105)	0.002	1.205(0.326,4.453)	0.780
Adequately prepared for clinical practice						
Yes	69(47.3%)	68(35.1%)	1.660(1.071,2.575)	0.024	2.071(1.247,3.439) ***	0.005
No	77(52.7%)	126(64.9%)	1		1	
Communicate well with the staff.						
Yes	119(81.5%)	139(71.6%)	1.744(1.035,2.938)	0.037	1.889(1.045,3.413) ***	0.035
No	27(18.5%)	55(28.4%)	1		1	
I am ready to interact with other medical staffs.						
Yes	132(90.4%)	151(77.8%)	2.685(1.406,5.126)	0.003	2.018(0.968,4.205)	0.061
No	14(9.6%)	43(22.2)	1		1	
Other medical staff show respect to students						
Yes	103(70.5%)	118(60.8%)	1.543(0.976,2.439)	0.064	0.821(0.466,1.446)	0.495
No	43(29.5%)	76(39.2%)	1		1	
Hospital environment is enjoyable						
Yes	100(68.5%)	96(49.5%)	2.219(1.417,3.475)	0.000	1.759(1.010,3.063) ***	0.046
No	46(31.5%)	98(50.5%)	1		1	

Clinical environment has sufficient material to conduct the practice	Yes	93(63.7%)	95(49.0%)	1.829(1.178,2.837)	0.007	1.173(0.693,1.986)	0.553
	No	53(36.3%)	99(51.0%)	1		1	
Clinical supervisors are frequently accompanying students at clinical practice	Yes	82(56.2%)	76(39.2%)	1.989(1.287,3.076)	0.002	1.690(1.018,2.805)	0.042
	No	64(43.8%)	118(60.8%)	1		1	
Instructor facilitates inter-professional R/S.	Yes	125(85.6%)	134(69.1%)	2.665(1.532,4.636)	0.001	1.627(0.852,3.107)	0.141
	No	21(14.4%)	60(30.9%)	1		1	
Instructor provides me constructive feedback.	Yes	101(69.2%)	110(56.7%)	1.714(1.091,2.693)	0.019	1.247(0.734,2.119)	0.414
	No	45(30.8%)	84(43.3%)	1		1	
My greatest pleasure is to meet patient needs	Yes	142(97.3%)	193(99.5%)	0.184(0.020,1.663)	0.132	0.220(0.018,2.636)	0.232
	No	4(2.7%)	1(0.5%)	1		1	
Ability to maintain patient dignity, privacy & confidentiality	Yes	129(88.4%)	183(94.3%)	0.456(0.207,1.006)	0.052	0.514(0.206,1.283)	0.154
	No	17(11.6%)	11(5.7%)	1		1	

N.B. 95% CI =95% Confidence interval, COR= Crude odd ratio, AOR= Adjusted odd Ratio

CHAPTER SIX

6. DISCUSSION

Attitude towards clinical practice plays a fundamental role in guiding human behavior to achieve quality of healthcare delivery system. Therefore, it is fundamental to investigate the major factors that affect the Attitude of Nurse and Midwife Students towards clinical practice. In this study, the prevalence of favorable attitude towards clinical practice of study participant was 42.9% while a majority of study participants (57.1%) had unfavorable attitude towards clinical practice. This might be the unwanted field of Study assigned by government, lack of awareness creation about field of study, inadequate preparation for clinical practice and lack of coordination tie of Teachers, Clinical staff and Students. This leads to affect the value of life of Students, patient and the community. This study also showed that, 4th year (16.1%) Nursing and Midwifery Students had more favorable attitude towards clinical practice than those who were 2nd (14.7%) and 3rd (12.1%) year Nursing and Midwife Students, and their level of competency towards clinical practice also increase as their year of study increase. This study is supported by the study done in Southwest Ethiopia(1).

As it was from this study, almost the majority of Students (97.9%) agreed on Clinical practice was a major area of Nursing or Midwifery profession. This study is in line with Study done in North Ethiopia, Mekele (91.8%), India (90.83%),and Nigeria(100%) of the Nursing Students had a favorable attitude towards nursing profession(20, 22, 24). This study also congruent as compared to study done in Iran illustrated that majority 65.4% of students had a favorable attitude to their profession(8), negative attitude can lead to poor intention to attend theory and practical education, as well as the reason for students leaving the profession (8, 21). This might be love of the profession and conductive clinical environment for clinical practice.

This study illustrated that, 16.2% of Students came late to clinical practice, 17.1% of students were absented from clinical practice without permission and 26.5% of Students use a mobile phone during clinical procedure was lesser than compared to study done in Ghana indicated that a majority 55% of Students came late to clinical work, 66% students were absented from clinical practice without permission and 84% of Students used a mobile phone during duty. This leads to miss important learning opportunity in clinical practices and have adverse implication on both the patient and the student.(14). This might be having interesting towards clinical work, strong

tie between students, staff and instructors, instructors' frequently visit students at clinical area, and love of the profession (71.8%). Despite majority of students did not come late to clinical practice, but late coming students should not be overlooked. This lead to absentees and late coming when they started their work after graduation, which in turn affects the quality healthcare. Due to poor supervision by the clinical supervisors, and poor or absenteeism of student and clinical staff tie.

This study also showed that, they devoted their time in the clinical area (87.9%), ability apply theories to clinical practice (89.1%), and committed to clinical practice (89.7%). This study was congruent in the study done in Ghana(14). Due to their interest learning in clinical practice (92.9%), increase level of confidence (89.1%), apply health safety (89.7%), use clinical practice guidelines (92.1%), evidence based daily practice (92.9%), prepared for clinical practice (88.5%) and motive to work on clinical practice (79.4%) those increase Students favorable attitude towards clinical practice, this leads to increase quality of healthcare system. This study also supported by study done in Norway revealed that Feeling welcomed, included, and valued in the ward improves the students' motivation, self-confidence, and self-respect(28).

The present study revealed that Students who prepared for clinical practice (AOR=2.071(1.247, 3.439)) were two times more likely have favorable attitude towards clinical practice than those who did not prepared for clinical practice. This study had similar results as compared to study done in Norway indicated that students' preparedness during the actual practice period promotes favorable attitude to clinical practice(28) and Study by Henderson A., Twentymen M, Heel A, Lloyd B, learners' preparedness and competence towards clinical practice facilitates positive outlook towards clinical practice(9), and Study done in Ghana indicated that learner readiness forms part of the factors that promote good attitude towards clinical work(14). This might be due to have prerequisite adequate knowledge, Skills for clinical practice and good interaction with staff, patient and supervisor, this leads to enhancing factors for favorable attitude towards clinical practice whereas inadequate prepared for clinical practice were inhibiting factor of favorable attitude towards clinical practice.

This study revealed that Students communicate well with the staff to get advice when difficulty happened in practice (AOR=1.889(1.045, 3.413)) were two times more likely have favorable

attitude towards clinical practice than those who did not their counterparts. This study is in line with the Study done in Jamaica revealed that, more than 90% of the Students supported by clinical staff and post clinical conferences. Students expected to meet supportive clinical staff, a student-friendly environment, have opportunity to care for real patients, application of theory to practice and available resources in the clinical area(18).

This result also supported by the study done in Spain stated that, the relationship between student and staff, the first contact communication is the most important key to avoid problems during practice, to develop their skills, knowledge, and attitude(2).

This study is inconsistent with the study done in Iran indicated that Students were had infective communication with their teachers and staff(11). This might be teachers, staff were a role model for students, and good environmental condition to respect value, facilitates the teaching-learning process, and socializes students into their profession.

The finding of this study also inconsistent with the Study done in Rwanda indicated that, lack of communication between the school and the clinical setting, affect the effectiveness of the clinical learning. This leads to Poor interpersonal relationship, lack of communication, frustrates the student towards clinical practice(26).

The finding of this study revealed that Students who were practiced in hospital (AOR=1.759, 95%CI (1.010, 3.063)) had odds of favorable attitude towards clinical practice than those who did not practice in hospital. This study is in supported by the study done in Australia indicated that, Clinical Placements provide an opportunity for students to be autonomy in practice, working with highly skilled nurses, focusing on holistic Care, Showing genuine interest in educating students, Socialized into the health system, practice clinical skills in a real-life setting and observe the delivery of care by others(10).

This study is supported by A study done in Afghanistan indicated that, the presence of room for reading, meeting, and leaving their baggage; good atmosphere, availability of material ,acceptance, good communication and feedback from staff makes clinical environment promotes favorable attitude towards clinical practice(19).

The finding of the current study also supported by study done by Crecious Mutinta Muleya1*, Jayne Marshall2, Cathy Ashwin3 revealed that, Clinical placement make students nervous as they do not know what they expect and knowledge of someone who is there to welcome the

students makes them feel supported. A good relationship for effective mentoring, creates conducive teaching learning environment(12). This would be due to well orientation of students, commitment of staff for their work, Supportive supervision by instructors and staff as well, availability of case with sufficient ward and materials, strong coordination between school and hospitals creates favorable attitude for students towards clinical practice in hospital.

The finding of this study illustrated that, Instructors accompanying Students frequently at clinical practice were increase students' favorable attitude towards clinical practice by two times AOR 1.690, 95%CI (1.018, 2.805) than those who did not accompany Students frequently in the clinical area. This study is in line with the study done in Norway, showed that the quality of the student-supervisor relationship characterized by an open and inviting atmosphere and the supervisor's pedagogical and professional competences, communication, and feedback carried out in a respectful, friendly, and supportive way of supervision may result in good learning experiences and growth for the students, even in problematic situations(28).

This study is supported by the study done in Iran illustrated that, Clinical supervision is an ongoing systematic process that encourages and supports students to improved professional practice and assisting students to reach professional excellence(13).

This study is inconsistent as compare to the Study done in Spain(2). This difference might be there is strong building connection between clinical settings and the university and there is strong ground rule for clinical supervisors assigned by university.

This study is also inconsistent with the study done in Rwanda revealed that nursing students did experience lack of teaching and guiding support, lack of organizational support and resources and inadequate clinical supervision(26).

The finding of this study also incongruent with the Study done by Crevious Mutinta Muleya^{1*}, Jayne Marshall², Cathy Ashwin³ indicated that students experienced lack of support in the clinical area. Due to those students leave the clinical area(12). This difference might be clinical supervisor develops good relationship with students before clinical attachment, provide constructive feedback for their day-to-day activity in the clinical practice, showing clinical procedures and always present in clinical area with students. This creates favorable attitude for students towards clinical practice, as the result increase clinical practice competency and quality of care for the real patients.

CHAPTER SEVEN

7. STRENGTH AND LIMITATION OF THE STUDY

7.1. Strength of the Study

In this study, probability-sampling method was used to give equal chances for study participants. Validation of questionnaires were checked by experts and appropriated statistical test were used to increase data quality accuracy, in turn reduce random error. Pretest was done before the data collection and amendments were done accordingly. Facilitators were trained and all the questions were closed ended. This is the mechanism of reduce systematic error.

7.2. Limitation of the Study

When the study was conducted, Limitation to knowing detail information about the behavior of students towards clinical practice. To do quantitative and qualitative study design by adding perception to attitude is better to get the full sense of the issue and better insight about the factors that affect the attitude of Nurse and Midwife Students towards clinical practice in the study setting. Shortage of similar study makes comparison, discussion difficult, and lack of temporal relationship between the predictors and the outcomes.

CHAPTER EIGHT

8. CONCLUSION AND RECOMMENDATION

8.1. Conclusion

According to this study, the prevalence of favorable attitude towards clinical practice was 42.9%. Some students came late and absent from clinical practice and majority of Students agreed to Clinical practice is major area of their profession, devoted time, committed, interested, ready prepared and motivated to clinical practice.

Students who prepared for clinical practice, well communicated with Staff, practiced in hospital and accompanying frequently by Clinical Supervisors in clinical practice setting had significant association with the attitude of Nurse and Midwife Students towards clinical practice.

8.2. Recommendation

To Universities:

- Build Bridge between University and health facilities
- Improve clinical instructors, mentors, or hospital staffs Supervisors by prepare and provide training in the clinical practice setting
- Facilitate frequent and supportive supervision of Students at clinical areas
- Creating good link between Clinical Staffs and Students
- Give opportunity to clinical Staff to evaluate Students at clinical practice
- Do further researches by adding perception to attitude to explore the precipitating factors of unfavorable attitude of Nurse and Midwife Students towards clinical practice.
- Collaboration with health facility and Nurse and Midwife association
- Design appropriate clinical practice protocol and guidelines has to be considered.

To educators:

- ❖ To be open, professional competences, good communication and constructive feedback, respectful, friendly and frequent supportive way of supervision of Students at clinical area has to be considered.
- ❖ Expressed appropriate professional attitude and interaction with Students, Staff and other medical staff to develop the Students' the prerequisite knowledge and skills.

To Ministry of Education: Setting interest based criteria for students' field of study and placement to universities has to be considered.

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10. ANNEXES

Annex 10.1. English version Information sheet

Questionnaires to assess the Attitude of nurse and midwifery students towards clinical practice and associated factors at University of Gondar, Amhara Region, Northwest, Ethiopia, 2018.

Good Morning/ Good after- noon my name is _____. I am working as facilitator in a study conducted by Yosef Aragaw, a post graduate student at Addis Ababa University, College of Health Sciences, School of Nursing and Midwifery, Department of Nursing and Midwifery in Maternity and reproductive Health Nursing. He is conducting research on the Attitude of nurse and midwifery students towards clinical practice and associated factors at University Of Gondar. He has permission to do this research from Addis Ababa University, School of Nursing and Midwifery research ethics Committee as well as management bodies of the Nursing and midwifery Department from University of Gondar. You are selected to participate in the study. If you are willing to participate, I will provide the Questioner no more than 20 minutes to take and your participation is voluntary. You can stop the participation, ask questions and skip questions at any time you want. Your participation in the study will not have any risk on you, other than your time. There will no financial benefits for you in participating in this research project. However, the information you provide will be very helpful for the quality of health care and competent in clinical practice in the future. The information you provided will be kept confidential and your name will not be revealed in the study. The collected data will not be used for other purposes other than the study. Do you have any question?

If you want to ask the investigator about the research at any time, you can contact him through **yosefaragaw19@gmail.com** or mobile: **+251-923-42-51-18**

Are you be willing to participate?

Yes,.....go to next page No.....acknowledge and go to next participant

Name of Institution University of Gondar, College of Medicine and Health Science.

Annex 10.2. English version verbal Consent form

I understand that the graduate student of maternity and reproductive health nursing in School of Nursing and Midwifery, Addis Ababa University want to assess the Attitude of nursing and midwifery students towards clinical practice and associated factors at University of Gondar. I fully understand that, they are going to ask me about Socio demographic factors, student's factors, student –staff factors, clinical supervisor factors, clinical placement factors and patient related factors. The research will take place at University of Gondar, which will not take more than 20 minutes. I want to take part in the study because I have been told that; I can stop participation at any time, skip any question if I do not like to answer. No one will know my answers other than investigators and the information will not be used for other purposes other than study. Based on the above information I agree to participate in this research voluntarily.

Thank you very much for your participation.

Address of the principal investigator:

Yosef Aragaw Gonete

Addis Ababa University, College of Health Sciences, School of Nursing and midwifery,
Department of Nursing and Midwifery, Addis Ababa.

Mobile: 0983353997

Email: yosefaragaw19@gmail.com

Facilitator's name: _____

Signature Facilitator's: _____ Date _____;

ANNEX 10.3. Questionnaires

Section 1: Socio- demographic factors of Nurse and Midwife Students at University of Gondar, Northwest Ethiopia, 2018.

Please complete the following questions by encircling the appropriate response and write your age on space provided.

Code No.	Questions	Response	Remark
Q 101	What is your sex?	1. Male 2. Female	
Q 102	What is your age?	_____	
Q 103	How many times have you been assigned in clinical practice in your stay?	1. One 2. Two 3. Three 4. Four and above	
Q104	What is your year of study?	1. 2 nd year 2. 3 rd year 3. 4 th year	
Q 105	What is your field of study?	1. Nursing 2. Midwifery	
Q 106	Do you use any substance?	1. Yes 2. No	If yes go to Q107
Q 107	If, your answer is YES for Q106, which substance do you use?	1. Chat 2. Alcohol 3. Cigarette 4. Other specify	
Q 108	How frequent are you using this substance within a week?	1. Daily 2. 2-4day/week 3. Once week	

Section 2. Questions to assess attitudes towards clinical practice

Please indicate your responses to the following statements by encircling 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.

Code No.	Thinking about your most recent clinical practicum:	Strongly agree	Agree	Disagree	Strongly disagree
Q201	Clinical practice is a major area of nursing or midwifery profession	1	2	3	4
Q202	I am devoted to my job during clinical practice	1	2	3	4
Q 203	I found clinical practice boring so I would prefer to leave the profession	1	2	3	4
Q 204	I came late to clinical practice since I am not interested with it	1	2	3	4
Q 205	I am absent from clinical practice without permission when I was bored with it	1	2	3	4
Q 206	I have Ability to apply theories to clinical practice	1	2	3	4
Q207	I am committed to clinical practice	1	2	3	4
Q208	I use mobile phone during procedures in clinical practice	1	2	3	4
Q209	I Apply health safety during clinical practice	1	2	3	4
Q210	I am interested learning in clinical practice	1	2	3	4
Q211	I use clinical practice guidelines in my practice	1	2	3	4
Q212	I need to increase the use of evidence in my daily practice	1	2	3	4
Q213	I am confident in my ability to find relevant research to answer my clinical practice question	1	2	3	4
Q214	I never prepared for clinical practice	1	2	3	4
Q215	I found clinical practice difficult to motivate to work on it.	1	2	3	4

Section 3. Questions to assess associated factors: Encircle the following questions based on the given option.

Code No.	Questions to Student's related factors	Strongly agree	Agree	Disagree	Strongly disagree
Q 301	Anxiety associated with clinical practice is harmful for students learning	1	2	3	4
Q 302	I fear making mistake or harming a patient	1	2	3	4
Q 303	I feel that I am lacking the clinical knowledge to accomplish a task	1	2	3	4
Q 304	I am anxious since I am not familiar with the clinical setting	1	2	3	4
Q 305	I feel that I am not adequately prepared for clinical practice	1	2	3	4
Q306	I feel that Nursing or Midwifery is my appropriate choice	1	2	3	4
Q307	I am proud of introducing myself as a nurse or midwife in the community	1	2	3	4
Q308	I Ability to apply theories to clinical practice	1	2	3	4
Q309	I am confident to give care for my patient	1	2	3	4
Code No.	Question to Student- Staff interaction factors				
Q401	I communicate well with the staff to get advice when I face difficulty in practice.	1	2	3	4
Q402	Staff nurses or midwifery have favorable attitude towards students	1	2	3	4
Q403	Staff are willing to teach students at clinical practice	1	2	3	4
Q404	The staff allow me to perform some tasks during clinical practice	1	2	3	4
Q405	I am ready to interact with other medical staffs	1	2	3	4
Q406	Other medical staff show respect to students	1	2	3	4
Q407	Staff monitor students	1	2	3	4
Code No.	Question to Clinical Placement related factors				
Q 501	Hospital environment is enjoyable	1	2	3	4

Q 502	My clinical placement has conducive for clinical practice	1	2	3	4
Q 503	Clinical practice environment has sufficient cases	1	2	3	4
Q 504	Students are considered as a member of staff by staff nurses or midwives & given responsibilities concerning patient care	1	2	3	4
Q 505	My clinical environment has sufficient resource to conduct the practice	1	2	3	4
Q506	Clinical practice environment has sufficient ward	1	2	3	4
Q507	Clinical practice environment has meet objectives of clinical practice	1	2	3	4
Code No.	<i>Question to Clinical Supervisor related factors</i>				
Q 601	Clinical supervisors are frequently accompanying students at clinical practice	1	2	3	4
Q 602	Clinical supervisors are knowledgeable and skillful to teach students at clinical practice	1	2	3	4
Q 603	Clinical supervisors come well prepared to teach students at clinical practice	1	2	3	4
Q 604	My instructor facilitates inter-professional relationships.	1	2	3	4
Q 605	My instructor shows me clinical procedure during clinical practice?	1	2	3	4
Q 606	My instructor provides me constructive feedback during clinical practice?	1	2	3	4
Q607	My instructor provide orientation about objective of clinical practice	1	2	3	4
Q608	My instructors use different learning methods to teach me about clinical practice.	1	2	3	4
Code No.	Question to Patient related factors				
Q701	My greatest pleasure is to meet patient needs	1	2	3	4
Q702	I have good interaction with patients and their family	1	2	3	4
Q703	Patients are cooperative to receive care from students	1	2	3	4
Q704	I have Ability to maintain patient dignity, privacy and confidentiality	1	2	3	4