



Original Article

Determinants of Nursing Students' Attitudes towards Clinical Posting at Delta State University, Abraka, Nigeria

Anthonia Confidence Oguguo Onyenwenyi¹, Goodness Oghenechuko Ayovo-E², Eseoghene Eric Onakpoya², Courage Sisi²

¹Department of Nursing Science, Faculty of Basic Medical Sciences, College of Health Sciences, Adeleke University, Ede, Osun State, Nigeria.

²Department of Nursing Science, Faculty of Basic Medical Sciences, College of Health Sciences, Delta State University, Abraka, Nigeria.

*Correspondence: ayovogoodness@gmail.com | (+234) 09077531711 | <https://orcid.org/0009-0005-9912-2757>

Abstract:

Background: Clinical posting is a fundamental component of nursing education, providing students with opportunities to apply theoretical knowledge and develop essential clinical competencies. However, students' attitudes toward clinical posting may be influenced by institutional, individual, and environmental factors. This study examined the determinants of nursing students' attitudes towards clinical posting at Delta State University, Abraka, Nigeria, using Social Influence Theory as a conceptual framework.

Methods: A descriptive cross-sectional quantitative study was conducted among nursing students in the Department of Nursing Science, Delta State University, Abraka. A stratified random sampling technique was used to select 156 nursing students in 300–500 levels who had participated in at least two clinical postings. Data were collected using a structured questionnaire and analyzed using descriptive statistics and chi-square tests in SPSS version 23.

Results: Findings revealed that 83.3% of respondents demonstrated positive attitudes towards clinical posting, acknowledging its importance in skill acquisition and professional development. Institutional factors such as staff behaviour, availability of resources, adequate supervision, and quality of facilities significantly influenced students' attitudes. Chi-square analysis showed statistically significant relationships between institutional factors ($\chi^2 = 4.00$, $p = 0.045$), individual factors ($\chi^2 = 4.50$, $p = 0.033$), environmental factors ($\chi^2 = 3.91$, $p = 0.048$), and students' attitudes towards clinical posting.

Conclusion: Nursing students generally exhibited positive attitudes towards clinical posting. Institutional, individual, and environmental factors significantly influenced these attitudes. Strengthening clinical supervision, improving learning environments, and promoting supportive staff–student interactions may enhance students' clinical learning experiences and professional development.

Keywords: Clinical posting; Nursing students; Attitude; Clinical learning environment; Nursing education

1. Introduction

Clinical education remains a cornerstone of nursing training, enabling students to integrate theoretical knowledge with practical experience in real healthcare settings. Clinical posting provides nursing students with opportunities to develop essential

competencies, strengthen professional identity, and improve confidence in patient care. Positive clinical experiences have been associated with increased competence, professional development, and enhanced clinical judgment among stu-

Citation: Onyenwenyi, A.C.O.; Ayovo-E, G.O.; Onakpoya, E.E.; Sisi, C. Determinants of Nursing Students' Attitudes towards Clinical Posting at Delta State University, Abraka, Nigeria. *Emerg. Front. Transl. Biomed. Health Sci.* 2026, 2(1): 21-29

Academic Editor(s): Dr. B.C Nwoguzie

Received: 21st November, 2025.

Revised: 9th March, 2026.

Accepted: 8th June, 2026.

Published: 19th June, 2026.



Emerging Frontiers in Translational Biomedicine and Health Sciences © 2025 by Faculty of Allied Health Journal is licensed under CC BY 4.0. To view a copy of this license, visit <https://creativecommons.org/licenses/by/4.0>.

ISSN (Online): 3141 -3552

ISSN (Print): 3141 -3560

-udent nurses [1]. However, nursing students' attitudes towards clinical posting vary considerably and are often influenced by structural, interpersonal, and individual factors within the clinical learning environment [2]. Understanding these determinants is essential for improving clinical education and enhancing the preparedness of future nurses.

Globally, clinical education has continued to evolve to improve the quality of nursing practice. The emergence of clinical education and training units, particularly in South Africa, has contributed significantly to the restructuring and revitalization of nursing education by facilitating the application of theoretical concepts in practical settings [4]. Such initiatives have improved students' clinical experiences and strengthened their ability to develop therapeutic, technical, and clinical competencies necessary for effective nursing practice [4].

In Nigeria, studies have documented varying attitudes among nursing students towards clinical posting. In Ibadan, Oyo State, some nursing students expressed willingness to participate in clinical procedures, whereas others demonstrated reluctance due to anxiety, stressful clinical experiences, discrimination, disrespect from colleagues, and constant comparison with peers [5]. Furthermore, students' attitudes were influenced by factors such as supervision by preceptors, the nature of clinical procedures performed, and peer interactions within the clinical environment [5]. Similarly, a study conducted in Delta State reported generally positive attitudes toward clinical posting, with senior students exhibiting more favourable attitudes than junior students [6].

Despite these findings, existing studies in Nigeria have largely focused on isolated determinants or generalized perceptions of clinical learning, with limited attempts to collectively examine institutional, interpersonal, and individual factors influencing students' attitudes towards clinical posting. Methodologically, few studies have adopted structured quantitative approaches to evaluate these determinants within a unified framework. More importantly, there is limited context-specific evidence from Delta State University, Abraka, where institutional practices and clinical learning environments may differ from those of other regions. This knowledge gap highlights the need for further investigation into the determinants of nursing students' attitudes towards clinical posting in this setting.

This study is further underpinned by Social Influence Theory (SIT), which provides a useful framework for understanding the determinants of nursing students' attitudes towards clinical posting through the constructs of compliance, identification, and internalization [7]. Within this context, institutional factors such as clinical posting policies, supervision, and evaluation methods may be viewed as compliance mechanisms that influence students' participation in clinical activities through

established rules and expectations. Similarly, staff behaviour, including the attitudes, support, and professional conduct of clinical instructors and healthcare workers, may influence students through identification, as students often model behaviours demonstrated by experienced professionals. Furthermore, students' attitudes towards clinical posting may reflect internalization, whereby clinical practice is personally accepted and valued as an integral component of professional growth and nursing competence [7].

Despite the critical role of clinical posting in nursing education, many Nigerian institutions continue to face challenges such as inadequate supervision, overcrowded clinical sites, discrimination among students and staff, limited clinical equipment, and uncondusive accommodation. These challenges may contribute to shaping nursing students' attitudes towards clinical posting and may adversely affect their learning experiences. Although previous studies have explored students' attitudes towards clinical learning in Nigeria, the available literature remains largely generalized and does not adequately examine the specific determinants influencing these attitudes within particular institutional contexts. Furthermore, there is limited empirical evidence focusing specifically on nursing students at Delta State University, Abraka, particularly regarding how institutional, individual, and environmental factors collectively shape students' attitudes towards clinical posting. This gap underscores the need for the present study. Therefore, this study seeks to examine the determinants of nursing students' attitudes towards clinical posting at Delta State University, Abraka, Nigeria.

2. Methods

2.1 Research Design

This study adopted a descriptive cross-sectional quantitative research design to examine the determinants of nursing students' attitudes towards clinical posting among undergraduate nursing students in the Department of Nursing Science, Delta State University, Abraka, Nigeria.

2.2 Study Setting and Population

The study was conducted in the Department of Nursing Science, College of Health Sciences, Delta State University, Abraka, Delta State, Nigeria. Abraka is located in Ethiopia East Local Government Area of Delta State and is surrounded by Obiaruku and Eku communities, with the Ethiopia River situated within the locality. The Department of Nursing Science operates a five-year undergraduate nursing programme. The study population comprised nursing students in 300, 400, and 500 levels, who were eligible for clinical posting.

2.3 Sample Size Determination and Sampling Technique

A stratified random sampling technique was employed to select participants from the 300, 400, and 500 levels of study. Eligible students constituted a total population of 256 nursing students.

The sample size was determined using Yamane's formula for quantitative studies:

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

Where:

n = sample size

N = population size

e = level of precision (0.05)

Using a population size of 256 and a precision level of 5%, the calculated sample size was; $n = 156.1$

Thus, a total sample size of 156 nursing students was used for the study, comprising 44 students from 300 level, 43 students from 400 level, and 69 students from 500 levels.

2.4 Inclusion and Exclusion Criteria

The study included undergraduate nursing students in 300–500 levels who had completed at least two clinical postings at their respective levels of study. Students in 100 and 200 levels of the nursing programme were excluded because they had not attained sufficient clinical exposure required for participation in the study.

2.5 Instrument for Data Collection

Data were collected using a structured questionnaire consisting of three sections. Section A elicited information on respondents' socio-demographic characteristics and background information. Section B assessed nursing students' attitudes towards clinical posting, while Section C explored the determinants influencing students' attitudes towards clinical posting. The questionnaire items were adapted from a previous study [6], which comprised twenty-five items. All twenty-five items were retained, with an additional seven items introduced to suit the objectives of the present study. Specifically, one item was added to institutional factors, two items to individual factors, and four items to environmental factors. Face and content validity were established through expert review by six lecturers specializing in medical and surgical nursing in the Department of Nursing Science, Delta State University, Abraka. A pilot study was conducted to assess the reliability of the instrument, and a Cronbach's alpha coefficient of 0.77 was obtained, indicating acceptable internal consistency.

2.6 Data Collection Procedure

Data were collected over a period of three weeks using the structured questionnaire administered to eligible nursing students.

2.7 Ethical Consideration

Ethical approval for the study was obtained from the Research and Ethics Committee, College of Health Sciences, Delta State University, Abraka (Approval Number: RBC/FBMC/DELSU/24/536). Participants were informed about the purpose and nature of the study, and participation was voluntary. Written informed consent was obtained from all participants prior to data collection. Confidentiality, anonymity, and privacy were maintained by excluding personal identifiers from the questionnaire and final report. Participants were also informed of their right to withdraw from the study at any stage without any adverse consequences.

2.8 Data Analysis

Data were coded, entered, and analysed using the Statistical Package for the Social Sciences (SPSS) version 23 (IBM Corp., USA). Descriptive statistics, including frequencies and percentages, were used to summarize respondents' characteristics and study variables. Inferential statistics using chi-square tests were employed to determine the relationship between institutional, individual, and environmental factors and nursing students' attitudes towards clinical posting. Statistical significance was set at $p < 0.05$. Attitude towards clinical posting was assessed using questionnaire items measuring students' perceptions and experiences during clinical posting. Composite scores were computed by summing responses to attitude-related items. Respondents with scores below 50% were categorized as having negative attitudes, while those with scores of 50% and above were categorized as having positive attitudes towards clinical posting.

3. Results

A total of 156 nursing students participated in this study. The majority of the respondents were females (78.2%), while males accounted for 21.8%. Regarding level of study, 44.2% were in 500 level, 28.2% were in 300 level, and 27.6% were in 400 level. More than two-fifths (44.9%) of the respondents had completed five clinical postings, whereas 30.1% and 23.7% had completed three and four clinical postings, respectively (Table 1).

3.1 Demographic Characteristics of Respondents

Table 1 presents the socio-demographic characteristics of the respondents. Most participants were aged 21–25 years (52.0%), followed by those aged 26–30 years (40.0%). Only 8.0% were between 16–20 years, while respondents aged above 30 years constituted a negligible proportion (0.6%).

Table 1. Demographic characteristics

Variable		Frequency (N=156)	Percentage
Age	16-20	12	8.0%
	21-25	81	52.0%
	26-30	62	40.0%
	Above 30	1	0.6%
Gender	Female	122	78.2%
	Male	34	21.8%
Level	300	44	28.2%
	400	43	27.6%
	500	69	44.2%
No. of Clinical Postings attained	2	2	1.3%
	3	47	30.1%
	4	37	23.7%
	5	70	44.9%

3.2 Attitude of Nursing Students towards Clinical Posting

The findings revealed that nursing students generally exhibited positive attitudes towards clinical posting. Most respondents reported that clinical posting enhanced their nursing skills (83.3%) and indicated that they enjoyed clinical duties assigned by their instructors (78.8%). Furthermore, 77.4% reported consistently carrying their student identification card during clinical activities, while 78.0% expressed pride in introducing themselves to patients during care delivery. Similarly, 75.0% of the respondents stated that they learned more during clinical

postings than classroom sessions, whereas 66.5% preferred clinical duties to classroom activities. However, some challenges associated with clinical posting were identified, as 69.9% of respondents reported exhaustion from workload during clinical posting, while 44.9% experienced nervousness when assigned clinical duties. In addition, 40.6% indicated fear when interacting with patients. Overall, students demonstrated a positive disposition towards clinical posting (Table 2).

Table 2. Attitude of nursing students towards clinical posting

Question	Yes (Frequency)	Yes (%)	No (Frequency)	No (%)
I like clinical posting.	113	72.3	43	27.7
I enjoy my clinical duties when assigned by my clinical instructor.	123	78.8	33	21.2
I become nervous when I am assigned my clinical duties.	70	44.9	86	55.1
I like clinical duties more than my classroom activities.	104	66.5	52	33.5
I learn more during clinical postings than during classroom sessions.	117	75.0	39	25.0
I am scared when interacting with patients.	63	40.6	93	59.4
I always have my student ID when performing clinical activities.	121	77.4	35	22.6
Clinical posting is a waste of time.	46	29.5	110	70.5
I am exhausted by my workload during clinical posting.	109	69.9	47	30.1
Clinical posting helps to enhance my nursing skills.	130	83.3	26	16.7
I am proud to introduce myself to patients when taking care of them.	122	78.0	34	22.0
I find it hard to learn clinical skills.	67	43.0	89	57.0

3.3 Institutional Factors Influencing Students' Attitudes towards Clinical Posting

Institutional factors influencing nursing students' attitudes towards clinical posting are presented in Table 3. The most commonly reported factors included behaviour of staff nurses in the ward (92.9%), availability of resources (86.5%), adequate clinical equipment (84.6%),

duration of clinical time (84.6%), and quality of healthcare facilities (84.6%). In addition, integration of theory into practice (83.3%) and adequate supervision and guidance (83.3%) were identified as important institutional determinants influencing students' attitudes towards clinical posting.

Table 3. Institutional Factors Influencing Nursing Students' Attitudes towards Clinical Posting

Factor	Yes (Frequency)	Yes (%)	No (Frequency)	No (%)
Behavior of Staff Nurses in the Ward	145	92.9	11	7.1
Adequate Clinical Equipment	132	84.6	24	15.4
Duration of Clinical Time	132	84.6	24	15.4
Integration of Theory into Practice	130	83.3	26	16.7
Ambiguous Tasks	131	83.9	25	16.1
Adequate Supervision and Guidance	130	83.3	26	16.7
Adequate Pre-Placement Orientation	120	76.9	36	23.1
Quality of Facility	132	84.6	24	15.4
Availability of Resources	135	86.5	21	13.5

3.4 Individual Factors Influencing Students' Attitudes towards Clinical Posting

The individual factors influencing students' attitudes towards clinical posting are shown in Table 4. Readiness to learn was identified as the most influential individual factor (88.5%), followed by respect for staff nurses (85.9%),

ability to cope with stress (85.9%), and regularity during clinical posting (85.3%). Active participation during ward rounds (75.0%) and satisfaction with the variety of clinical cases encountered (76.3%) also contributed to students' attitudes towards clinical posting.

Table 4. Individual Factors Influencing Nursing Students' Attitudes towards Clinical Posting

Factor	Yes (Frequency)	Yes (%)	No (Frequency)	No (%)
Readiness to Learn	138	88.5	18	11.5
Anxiety	120	76.9	36	23.1
Active Participation During Ward Rounds	117	75.0	39	25.0
Regularity	133	85.3	23	14.7
Respect for Staff Nurses	134	85.9	22	14.1
Satisfaction with Variety of Cases	119	76.3	37	23.7
Ability to Cope with Stress	134	85.9	22	14.1

3.5 Environmental Factors Influencing Students' Attitudes towards Clinical Posting

Environmental factors influencing nursing students' attitudes towards clinical posting are presented in Table 5. Environmental safety (87.8%) and interpersonal relationships among healthcare team members (87.8%)

were identified as the most influential factors. Additionally, supportive and conducive learning environments (80.8%) and technological infrastructure (80.8%) were reported as important environmental determinants shaping students' attitudes towards clinical posting.

Table 5. Environmental Factors Influencing Nursing Students' Attitudes towards Clinical Posting

Factor	Yes (Frequency)	Yes (%)	No (Frequency)	No (%)
Supportive and Conducive Learning Environment	126	80.8	30	19.2
Environmental Safety	137	87.8	19	12.2
Interpersonal Relationship Among Healthcare Team Members	137	87.8	19	12.2
Technological Infrastructure	126	80.8	30	19.2

3.6 Hypothesis Testing

Chi-square analysis was conducted to examine the relationship between institutional, individual, and environmental factors and nursing students' attitudes towards clinical posting. Findings revealed a statistically

significant relationship between institutional factors and students' attitudes towards clinical posting ($\chi^2 = 4.00$, $df = 1$, $p = 0.045$). Therefore, the null hypothesis was rejected, indicating that institutional factors significantly influenced nursing students' attitudes towards clinical posting (Table

6). Similarly, a statistically significant relationship was observed between individual factors and students' attitudes towards clinical posting ($\chi^2 = 4.50$, $df = 1$, $p = 0.033$), suggesting that individual-level characteristics significantly influenced attitudes towards clinical posting (Table 7). Furthermore, environmental factors showed a

statistically significant relationship with nursing students' attitudes towards clinical posting ($\chi^2 = 3.91$, $df = 1$, $p = 0.048$), indicating that environmental conditions significantly influenced students' attitudes towards clinical posting (Table 8).

Table 6. Chi-square Analysis of Institutional Factors and attitude towards Clinical Posting

Adequate supervisions and guidance from clinical supervisors	Positive Attitude	Negative Attitude	Total
Yes	99	36	135
No	14	7	21
Total	113	43	156

$$\chi^2(1, N=156) = 4.00, p = 0.045$$

Table 7. Chi-square Analysis of Individual Factors and Attitude towards Clinical Posting

Readiness to Learn	Positive Attitude	Negative Attitude	Total
Yes	99	40	139
No	14	3	17
Total	113	43	156

$$\chi^2(N=156) = 4.50, p = 0.033$$

Table 8. Chi-square Analysis of Environmental Factors and Attitude towards Clinical Posting

Supportive and Conducive Learning Environment	Positive Attitude	Negative Attitude	Total
Yes	95	31	126
No	18	12	30
Total	113	43	156

$$\chi^2(N=156) = 3.91, p = 0.048$$

4. Discussion

This study examined the determinants of nursing students' attitudes towards clinical posting at Delta State University, Abraka, Nigeria. The findings demonstrated that nursing students generally exhibited positive attitudes towards clinical posting, indicating that clinical experiences remain an important component of nursing education. Positive attitudes towards clinical posting are essential because they enhance students' competence, confidence, and preparedness for professional nursing practice. An understanding of students' attitudes during clinical training can assist educators and policymakers in identifying strengths and weaknesses within nursing education programmes, thereby promoting curriculum improvement and holistic nursing care delivery.

The findings showed that most students perceived clinical posting as beneficial to nursing skill acquisition and professional growth. A substantial proportion of respondents reported that clinical posting enhanced their nursing skills and provided better learning experiences than classroom instruction alone. These findings are consistent with previous studies, which reported that

clinical experience plays a significant role in improving competence, confidence, and professional development among nursing students [2,8,9]. Clinical placements serve as an important bridge between theoretical knowledge and practical nursing responsibilities, enabling students to internalize professional values and clinical competencies [8,9]. From the perspective of Social Influence Theory (SIT), students' positive attitudes may reflect internalization, whereby nursing students recognize clinical posting as an essential aspect of professional development and nursing competence [7].

Despite the generally positive attitudes observed, challenges associated with clinical posting were also identified. Many students reported nervousness, exhaustion from workload, and anxiety during clinical practice. These findings suggest that although clinical posting offers valuable learning opportunities, the demanding nature of clinical environments may negatively influence students' emotional wellbeing and engagement. Similar findings have been reported in previous studies, where students experienced stress, heavy workloads, and anxiety during clinical assignments,

thereby reducing their confidence and participation in clinical learning [11]. However, contrary evidence has shown lower levels of anxiety among students in settings with structured clinical supervision and stronger institutional support systems [12]. This discrepancy highlights the need for enhanced emotional support, stress management interventions, counseling services, and mentorship programmes for nursing students during clinical placements.

Institutional factors were found to significantly influence students' attitudes towards clinical posting. In particular, the behaviour of staff nurses, availability of resources, adequate supervision, clinical equipment, and quality of facilities were major determinants of students' attitudes. This finding suggests that positive interactions with healthcare personnel and supportive institutional environments may enhance students' motivation and learning experiences. Similarly, previous studies have identified the clinical learning environment as a major determinant of students' satisfaction, competence, and academic performance [11,13]. Supportive and approachable clinical staff has also been reported to improve students' confidence and professional development during clinical exposure [14]. In contrast, another study found curriculum structure rather than staff behaviour to be the major determinant of students' attitudes towards clinical posting [15]. Differences in institutional practices, learning environments, and supervision models may explain these inconsistencies. In line with Social Influence Theory, institutional supervision and clinical regulations may function as compliance mechanisms, encouraging students' participation through established institutional expectations and standards [7].

Individual factors, including readiness to learn, ability to cope with stress, regularity, and active participation during ward rounds, also significantly influenced students' attitudes towards clinical posting. Students who demonstrated higher motivation and stronger coping abilities appeared to adapt more effectively to clinical experiences. This finding supports previous studies showing that intrinsic motivation, self-efficacy, and psychological preparedness strongly predict students' engagement and satisfaction in clinical learning environments [16]. However, reports of nervousness and stress among students suggest the need for interventions that strengthen psychological resilience and preparedness for clinical demands. Similar studies in countries with structured supervision systems have reported lower anxiety levels among nursing students [17]. This finding reinforces the importance of adequate mentorship, supportive supervision, and emotional preparation in Nigerian nursing institutions.

Environmental factors were also found to significantly shape nursing students' attitudes towards clinical posting. Environmental safety, positive interpersonal relationships

among healthcare team members, supportive learning environments, and technological infrastructure were identified as key determinants. A conducive clinical environment promotes students' willingness to ask questions, engage actively, and practice clinical skills without fear or intimidation. This finding corroborates earlier reports indicating that safe and supportive clinical environments positively influence students' learning experiences and professional socialization [3]. Likewise, positive workplace culture and interprofessional collaboration have been shown to enhance students' sense of belonging and satisfaction during clinical placement [1]. Within the framework of Social Influence Theory, supportive interactions with healthcare professionals may foster identification, where students model the behaviours and professional attitudes demonstrated by experienced staff [7].

This study contributes to existing literature by collectively examining institutional, individual, and environmental determinants of nursing students' attitudes towards clinical posting within a single framework. However, some limitations should be acknowledged. The study was conducted in a single institution, which may limit the generalizability of findings to other nursing schools. In addition, the cross-sectional design limits causal inference, while reliance on self-reported responses may introduce response bias. Future studies involving multiple institutions and mixed-method approaches are recommended to provide broader insights into the determinants of nursing students' attitudes towards clinical posting.

5. Conclusion

The findings of this study revealed that nursing students generally demonstrated positive attitudes towards clinical posting, emphasizing its importance in skill acquisition, confidence building, and professional development. However, students' attitudes were significantly influenced by institutional, individual, and environmental factors. Institutional determinants such as staff behaviour, supervision, availability of resources, and quality of facilities played important roles in shaping students' perceptions of clinical posting. Likewise, students' readiness to learn, coping ability, and participation in clinical activities influenced their engagement, while supportive and safe clinical environments positively enhanced learning experiences. Chi-square analysis further demonstrated statistically significant relationships between institutional, individual, and environmental factors and nursing students' attitudes towards clinical posting. The findings of this study have implications for nursing education and clinical practice. Nursing institutions should strengthen supervision systems, improve clinical learning environments, and establish mentorship and psychological support programmes to

enhance students' confidence, motivation, and engagement during clinical posting.

Declarations

Consent for publication: All authors approved the publication of this manuscript.

Data availability statement: On reasonable request, the corresponding author will make the datasets created and/or analyzed during the current study available.

Competing Interests: The authors affirm that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Authors' Contributions: OACO and SC conceptualized the work, drafted the manuscript and contributed to the literature review. AGO and OEE contributed to the data analysis and further analysis. All authors read and finalized on the paper.

Funding: This research did not receive any specific grant from funding agencies in the public, commercial, or not-for-profit sectors. The authors paid for the study themselves.

Acknowledgements: The authors appreciate all participants and staff of the Department of Nursing Science, Delta State University, Abraka, for their cooperation and support during the conduct of this study.

References

1. Bøe SV, Debesay J. The learning environment of student nurses during clinical placement: A qualitative case study of a student-dense ward. *SAGE Open Nursing*. 2021; 7, 23779608211052357. <https://doi.org/10.1177/23779608211052357>
2. Fadana FP, Vember HF. Experiences of undergraduate nursing students during clinical practice at health facilities in Western Cape, South Africa. *Curationis*. 2021; 44(1):2127. <https://doi.org/10.4102/curationis.v44i1.2127>
3. Jones A, Wilson IM, McClean S, Kerr D. Supporting the learning experience of health-related profession students during clinical placements with technology: A systematic review. *Review of Education*. 2022; 10(2). <https://doi.org/10.1002/rev3.3364>
4. Anagor CR, Lukpata FE, Ikechukwu-Okorozei JN, Obiora MU. Attitude of nursing students towards work in clinical learning environment. *International Journal of Studies in Nursing*. 2021; 6(1):54-64. <https://doi.org/10.20849/ijsn.v6i1.855>
5. Mosete MMM, Mokgaola IO, Sehularo LA, Moagi MM. Nurses perceptions regarding the establishment of clinical education and training units in public hospitals in the North-West Province: A qualitative study. *BMC Nursing*. 2024; 23, 787. <https://doi.org/10.1186/s12912-024-02449-z>
6. Ofili MI, Ncama BP, Moses-Ewhre OD. Factors influencing bachelor of nursing science students' attitude towards clinical exposure. *African Journal of Health Professions Education*. 2019; 11(4): 145-148. <https://doi.org/10.7196/ajhpe.2019.v11i4.1155>
7. Davlembayeva D, Papagiannidis S. Social Influence Theory: A review. In S. Papagiannidis (Ed.), *Theory Hub Book*. 2024. <https://open.ncl.ac.uk/theories/15/social-influence-theory/>
8. Mirzanezam KA, Ghahramanian A, Ghafourifard M, Davoodi A, Bagheriyeh F. Nursing students' perception of the clinical learning environment and its impact on academic adjustment: A cross-sectional descriptive study. *BMC Medical Education*. 2024; 24, 1543. <https://doi.org/10.1186/s12909-024-06562-0>
9. Papastavrou E, Lambrinou E, Tsangari H, Saarikoski M, Leino-Kilpi H. Student nurses experience of learning in the clinical environment. *Nurse Education in Practice*. 2010; 10(3): 176-182. <https://doi.org/10.1016/j.nepr.2009.07.003>
10. Jadmiko AW, Felaza E. Factors influencing nursing student's satisfaction in the clinical practice education program: A systematic review. *Indonesian Journal of Medicine*. 2023; 8(2): 225-235. <https://doi.org/10.26911/theijmed.2023.8.2.623>
11. Van de Mortel, TF, Armit L, Shanahan B, Needham J, Brown C, Grafton E, Grealish L. Supporting Australian clinical learners in a collaborative clusters education model: A mixed methods study. *BMC Nursing*. 2020; 19(57): 1-10. <https://doi.org/10.1186/s12912-020-00451-9>
12. Ahmed FA, Alrashidi N, Mohamed RA, Asiri A, Al Ali A, Aly KH, Nouh WG, Demerdash NA, Marzouk SA, Omar AM, Marzouk MM, Alkalash SH, Moursy SM, Fadila DE, Eldin SS, Almowafy AA. Satisfaction and anxiety level during clinical training among nursing students. *BMC Nurs*. 2023;22:187. <https://doi.org/10.1186/s12912-023-01352-3>

13. Zhang J, Shields L, Ma B, Yin Y, Wang J, Zhang R, HuiX. The clinical learning environment, supervision and future intention to work as a nurse in nursing students: A cross-sectional and descriptive study. BMC Medical Education. 2022; 22(1): 548. <https://doi.org/10.1186/s12909-022-03609-y>
14. Devkota S, Aleo FD, Collette L. The impact of preceptor training on nursing students. Associative Journal of Health Sciences. 2025; 4(2). <https://doi.org/10.31031/ajhs.2025.04.000584>
15. Chukwu LN, Ogun DO. Impact of Nursing Curriculum on Clinical Competence and Nursing Practice: A Cross-Sectional Study of Selected Institutions in Nigeria. Faculty of Natural and Applied Sciences Journal of Health, Sports Science and Recreation. 2025; 2(4):72-79. <https://doi.org/10.63561/jhssr.v2i4.1112>
16. Cant R, Ryan C, Hughes L, Luders E, Cooper S. What helps, what hinders? Undergraduate nursing students' perceptions of clinical placements based on a thematic synthesis of literature. SAGE Open Nursing. 2021; 7, 23779608211035845. <https://doi.org/10.1177/23779608211035845>
17. McTier L, Phillips NM, Duke M. Factors Influencing Nursing Student Learning During Clinical Placements: A Modified Delphi Study. J Nurs Educ. 2023; 62(6):333-341. <https://doi.org/10.3928/01484834-20230404-01>

Disclaimer: The views, interpretations, and data presented in this publication are entirely those of the individual author(s) and contributor(s) and do not necessarily reflect those of *EFTBHS* or its editor(s). *EFTBHS* and its editor(s) accept no responsibility for any injury, loss, or damage to persons or property arising from the application of any ideas, methods, instructions, or products mentioned in the content.