



Review Article



Difficulties Encounter by Undergraduate Nursing Students in Clinical Settings

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ABSTRACT

Nursing students can utilize their theoretical knowledge to build a range of psychomotor and practical skills that are necessary for delivering high-quality care in the clinical context, as well as obtain practical experience via research projects. Nursing undergraduates have the chance to improve their psychological, psychosomatic, and psychomotor skills, all of which are essential for patient care in the clinical teaching and learning setting, despite its complexity and diversity. The focus and aim of nursing education is to develop insight and development of professional skills in individuals to work independently in clinical settings. One of the most crucial aspects influencing the learning process in clinical settings is the student's lack of or limited exposure to the clinical learning environment. By finding the difficulties nursing students face in the clinical setting, the focus on clinical training and skill development should be emphasized more, along with the sound integration of theoretical knowledge into clinical practice.

INTRODUCTION

In the clinical setting, nursing students can gain practical experience through research projects and can apply theoretical knowledge to develop a variety of psychomotor and practical skills that are essential for providing high-quality care [1]. Students receive practical training as part of their nursing education to help them get ready for their future roles as nursing care providers [2]. A component of nursing education is the teaching of clinical skills [3]. The goal of clinical practice training is to equip students with the abilities and information required to apply what they have learned in theoretical education, identify challenges, and come up with solutions [4]. This nurse training plan component helps nursing students advance professionally by providing them with the opportunity to apply their theoretical knowledge in a practical setting [5]. Despite the complex and multifaceted nature of the clinical teaching

and learning environment, it provides nursing undergraduates with the opportunity to enhance their psychological, psychosomatic, and psychomotor skills, all of which are crucial for patient care [6]. These issues may make it challenging for nurses to deliver high-quality care and may create a dangerous atmosphere for learning [7]. To improve the system, it is imperative to comprehend the encountered by student nurses in clinical settings and to enhance the educational setting. Students learning can be greatly impacted by their experiences in the clinical nursing setting, and the clinical learning environment can have a positive or negative effect on that [1]. Nursing students encounter several challenges in the classroom and real-world environments [8]. Because of the many factors influencing their learning in clinical settings, students often struggle with tension and anxiety [9]. One of



the most frequently mentioned challenges was students' lack of readiness for clinical learning. The main cause of students' lack of motivation was their lack of interest and excitement. One of the main things impeding the clinical learning environment is that educators' limited opportunities to advance their knowledge create serious problems for clinical supervision and teaching. A significant challenge for nursing students participating in patient-related clinical practice is hospitalized patients' hostile demeanor. Many patients have difficulty expressing themselves clearly and can become aggressive at times. Their learning capacity is impacted by these issues. This major issue in the experimental setting is the lack of nursing practice execution in the teaching phase. Practical nursing is not successfully implementing the nursing process due to malpractices [8]. The lack of clinical practice areas, the scarcity of experienced nurses and instructors, the high number of nursing students enrolled, the attitudes of healthcare professionals, and communication problems are all cited as reasons why nursing students struggle [4]. The overburden of preceptors and their lack of support from nursing faculty members hindered their ability to conduct successful clinical experiences for learning and teaching. Overworking and receiving little support from training organizations and colleagues led to several issues, including fatigue, burnout, and demotivation. [5]. Subsequent studies have to concentrate on assessing how well intervention techniques, such as mentoring programs and simulation-based training, enhance students' clinical readiness. Furthermore, investigating how these difficulties affect students' psychological health and performance may offer a more profound understanding of the support systems that are required. Nursing education may be improved by tackling these issues, which will eventually result in more qualified medical professionals.

Although numerous studies have explored challenges faced by nursing students in clinical environments, the findings remain fragmented across different countries and educational contexts. There is limited synthesized evidence that comprehensively examines the range of difficulties encountered by undergraduate nursing students, particularly within developing healthcare systems. Moreover, variations in supervision, institutional support, and clinical preparedness highlight the need for a consolidated review to better understand recurring barriers and inform evidence-based educational strategies. Therefore, a focused review of existing literature is necessary to identify common challenges and potential areas for improvement in clinical nursing education.

Sources

This article contains 35 selectively reviewed sources

obtained from an extensive literature survey to obtain information regarding "The Challenges Faced by Undergraduate Nursing Students in Clinical Settings". The sources utilized to conduct this literature survey included Google Scholar, PubMed, CINAHL, EBSCO, Science Direct, Scopus and Web of Science.

Review of Literature from International Countries from 2019-2023

Rashawn *et al.*, suggested that environmental Conditions for Clinical Learning Knowledge and Contentment with nursing. this study used a descriptive correlation method with 176 undergraduate nursing students at the College of Nursing in Port Said, Egypt. According to the findings, students were most satisfied with the ward environment (49.35%). Male and female students were less satisfied with their learning environment than the majority of students (52.3%) [10]. Rezakhani *et al.*, study evaluated the challenges that nursing students face when working with nursing staff. The research, which employed a qualitative methodology, was completed in Khalkhal, in the Iranian province of Ardabil. Data were gathered on 20 undergraduates using purposeful sampling, with each one participating in in-depth semi-structured interviews. The three main categories of learning challenges that nursing students encountered were frequently inappropriate social norms, inadequate resources, and a bad work environment. This topic has several subcategories, such as false patterning, abusive behaviour, poor nursing cooperation, interpersonal mistrust, and mutual contempt. The participants felt that the research on hospital nurses' lack of commitment to their patients hinders these nurses' ability to add to students' knowledge and prevents them from learning in clinical settings. In the realm of applied education, nurses are unable to assist students because, failing to meet their responsibilities, they will also fail to perform their teaching duties [11]. Panda *et al.*, examined the challenges faced by aspiring nurses and midwives in real-world settings. There was a qualitative investigation. In this study, 853 students enrolled in nursing and midwifery programs, along with clinical instructors and clinical nurses. Students' learning outcomes in the clinical setting were significantly impacted by the haughtiness of medical staff, instructors, and other influential individuals. Among the demotivating factors were a lack of intelligence or personality, a lack of commitment to learning, and an apparent fear of making mistakes. Other significant issues facing the CLE (Clinical Learning Environment) included discrepancies between theory and practice, a lack of personnel, employment, and a lack of funding to support need-based physical activity. Understanding the difficulties that students encounter during their clinical rotations can assist in removing barriers to the development of competent and self-assured

nurses and midwives [12]. Another study found that how do students feel about collaboration in a clinical environment as a result of inter-professional education? Utilizing qualitative research. The third and fourth years of college were occupied by the nursing students who participated in the program. These students had finished their four-year educational program at Northwest Academy Northwest College. Most of the third and fourth academic years were devoted to clinical practice work for these students. Twenty-two interviews were conducted in addition. Students observed: 1) a sharing of knowledge on particular subjects; 2) a general comprehension of each other's responsibilities; 3) a collapse of the social hierarchy; and 4) an improvement in medical treatment [13]. Bux *et al.*, study in Shaheed Benazir Abad Peoples University of Medical and Health Sciences employed a qualitative design to examine the challenges nursing students face during their clinical rotations. Since nursing is a hands-on profession, theoretical education is essential to becoming a competent nurse practitioner. All undergraduate nursing students, however, will find clinical learning to be an amazing and difficult experience. By identifying and recording these issues, nursing schools can devise plans to alleviate, eliminate, or alter the difficulties and problems that nursing students face in clinical environments, thereby providing them with additional learning opportunities. Numerous factors influence clinical learning, such as inadequate theoretical training for effective practice, announcement assistance, unfamiliar surroundings, unlucky ability self-preparation, and inadequate student support. These issues can be resolved to build a more robust nursing workforce, which will help with the challenges of nursing shortage and burnout [14]. Varghese *et al.*, opinions of nursing students about the clinical setting for education a quantitative method using a descriptive cross-sectional survey design was employed to assess nursing students' sentiments regarding the ideal clinical learning environment. Gulf Medical University before the commencement of the study. Participants in the study included first- through fourth-year BSN students. In total, ninety samples were included, and all of them were nursing students. According to the current study's findings, 88 nursing students, or 97.7% of the total, had positive ideas about what the perfect clinical learning environment should be like. However, none of them expressed disapproval of the ideal environment for clinical learning. This implies that all of the health professions programs' environments satisfied the students' needs for education. However, in several areas, medical students significantly underestimated their medical education settings when compared to their nursing or physiotherapy counterparts [15]. Dag *et al.*, perceived the thoughts of the undergraduates regarding the clinical learning setting. 199

nurse academicians comprised the study's sample in this descriptive research. Researchers developed two forms a survey on the difficulties nurse trainers face during clinical education and a form for collecting sociodemographic records to be used for data collection in an electronic setting. Turkish clinical nurses who work in hospitals and nursing school instructors. Conduct clinical instruction in nursing education as a general practice. Clinical education faces certain difficulties in Turkey. The study revealed that the difficulties encountered by nurse educators included a high workload (41.7%), a clinical training environment (30.29%), a large number of students (64.8%), and the capacity to devise nursing care plans (25.6%), a diminished physical environment in clinics, and issues with patients in healthcare groups (29.7%) [16]. Kalyani *et al.*, study was qualitative and employed the grounded theory method to investigate what nurse students perceive about the clinical setting and how they respond to it. This study was conducted in academic settings at nursing schools in Iran. Participants included three clinical nurses, four nursing instructors, and nineteen nursing students. Pupils stated that "confusion of identity," which was caused by the subpar learning environment, was their biggest concern. They used a range of strategies to solve this conundrum, some of which helped them avoid awkward circumstances. These approaches prevented students from accepting their professional responsibilities and did not help them solve problems [17]. Aksoy *et al.*, analyzed the Nursing Students' Perceptions of Occupational Danger and A Cross-Sectional Investigation of the Clinical Learning Environment. 552 having undergraduates Participants in this cross-sectional, descriptive training were volunteers. Two questionnaires were utilized in the data collection process: the "Clinical Learning Setting Measure" and the "Work-related Risk Consciousness Measure in Nursing Students". The data and the distribution of numbers and percentages were assessed using multiple linear regression. Nursing students scored 71.36 with an inclusive regular of 8.17 on the work-related threat alertness rule and 62.30 with an inclusive regular of 9.02 on the medical education environment rule. Phase, sexuality, relational message difficulties in medical settings, anxiety brought on by them, knowledge of averting severe injuries, and contemplation of the state of medical education were all determined to be significant variables [18]. Adnan *et al.*, find out how student-clerk candidates at Gulf Medical University in the United Arab Emirates felt about the role of work education in the experimental knowledge background, exploratory research was carried out. To find out what the students thought about the experimental knowledge atmosphere, the study employed focus groups and a qualitative methodology. Two focus group discussions (n=8 +/- 10) were conducted to identify

common issues with workplace learning and potential solutions. A thematic analysis was used to look through the data. A detailed examination of the students' perceptions of their experimental knowledge setting was made easier by the focus groups. In that one, they clarified the challenges that the undergraduates had to deal with, such as the price of hiring staff and providing students with the necessary orientation, the language barrier, the accessibility of learning opportunities, and observation. The emphasis clusters generated enlightening suggestions for improving the learning opportunities occurring in the experimental knowledge environment [19]. A cross-sectional study was conducted to examine undergraduate nursing student's perceptions of the challenges associated with clinical education. To comprehend the challenges that nursing students face when receiving clinical instruction, Descriptive research methodology. There was a cross-sectional study conducted. Through convenience sampling, 187 nursing students were selected from three Jordanian universities—two private and one public. The largest barriers to clinical education were the lack of care planning

skills and readiness on the part of students, the lack of collaboration from clinical staff, the lack of facilities access and preparation on the part of students, and the lack of knowledge about nursing among patients and the community [20]. Tolyat et al., using a qualitative satisfied examination methodology, a study was conducted on nursing education with consideration to the COVID-19 pandemic in 2020–2021. The participants were chosen through purposeful sampling from nursing programs. The data was gathered through in-person, in-depth, unstructured conversations. After the conversations were digitally recorded, verbatim transcriptions were produced. The conventional content analysis method was applied to the data analysis. The 232 codes that were generated fell into four main categories: opportunities during coronavirus outbreaks, changes in the priorities of training for nurse educators, mandated modifications to nursing education, and inadequate clinical competence [21].

The following section contains a literature review of articles which are published in various journals from the following countries (Table 1).

Table 1: Literature Review of Articles from 2019–2023

Study	Aims	Sample Size	Conclusions	References
Cross-Sectional Research Study	To assess nursing students' learning environment and judge just how undergraduate nursing students thrive in their education setting.	891 undergraduate nursing students	Knowledge of averting severe injuries and contemplation of the state of medical education were all determined to be significant variables	[22]
Qualitative Explorative Descriptive	To assess the experiences of undergraduate nursing students on clinical placements in particular teaching institutions in Ghana	35 undergraduate nursing students	Inadequate application of the nursing method Make touch with complex medical devices and situations	[23]
Descriptive Survey Study	To determine anxiety-inducing scenarios encountered by undergraduate nursing students during their clinical practicums.	93 participated undergraduate	The older student group reported lower levels of nervousness related to asking faculty inquiries and being watched by instructors in clinical settings.	[24]
Descriptive Cross-Sectional Study	Nursing students' coping strategies and stress in Saudi Arabia throughout their clinical rotations.	125 nursing students	Noise, shifting locations, social contact, and personal disease, were the primary stresses.	[25]
Qualitative research design	To examine the challenges and programs used to support nursing students' academic success at a Western Cape university.	1131 were undergraduate students	Nursing students confront challenges, including living off-campus in an inappropriate living arrangement, holding a part-time job, the current curriculum, and a lack of academic and clinical support.	[26]
A mixed-methods strategy	To examine the perception and experiences of undergraduate nursing students	90 participated undergraduate	Seven factors influence the clinical learning experience of nursing students	[27]
Cross-Sectional Study	To investigate the challenges that Bachelor of Nursing students face when applying theory to practice in medical environments.	10 nursing students	The study's findings highlight the need for long-term plans to ensure the successful integration of theory and practice in nursing education	[28]
Descriptive cross-sectional approach	To examine the perception and experiences of undergraduate nursing students	72 nursing interns	Insufficient clinical instructors, too many pupils under one teacher's supervision, too many written assignments for the students	[29]
Descriptive design	To identify students' experiences throughout their clinical rotations in hospitals.	38 nursing undergraduate students	Their learning was negatively impacted by having to do the job alone without the ward staff's supervision.	[30]

Cross-Sectional Study	To identify the academic challenges faced by nursing students at Tirana's Faculty of Technical Medical Sciences.	51 undergraduate students,	The findings revealed challenges faced by nursing students, a low percentage of clinical practice participation, limited nursing courses, passive teaching techniques, unfair assessment processes, high test loads, employment and financial constraints.	[31]
Exploratory sequential design	To examine ethical dilemmas faced by Iranian nursing students in practice	120 Iranian nursing students	The findings revealed three main categories: inadequate assistance, lack of authority, and little attention to patients' choices.	[32]
Qualitative descriptive technique	To explore strategies for closing the theory-practice divide in UAE nursing education.	25 nursing students	Students believed they would benefit more from their clinical training if it took place at medical facilities that belonged to their college	[33]
Descriptive cross-sectional approach	To investigate nursing students' perspectives and obstacles to the development of clinical reasoning and critical thinking.	20 nursing students	The primary source of the unfavorable attitudes exhibited by staff nurses in this study was their excessive workloads, which therefore left them with little time to mentor nursing students.	[34]
Cross-sectional study design	To examine the difficulties associated with a clinical approach	163 nursing educators and students.	The component of educational planning lacks qualified clinical educators	[35]

Limitations and Future prospects

This review is limited by the selective inclusion of published studies and potential variability in research designs, sample sizes, and geographical contexts, which may affect the generalizability of the findings. Additionally, differences in methodological approaches across studies may limit direct comparison of results. Future research should emphasize systematic and multi-country investigations, as well as intervention-based studies evaluating mentorship programs, simulation training, and structured clinical supervision models. Strengthening empirical evidence in this area will support the development of effective strategies to enhance undergraduate nursing students' clinical learning experiences.

CONCLUSIONS

It was concluded that this study sheds light on the numerous difficulties undergraduate nursing students have in clinical settings, such as poor supervision, heavy patient loads, insecurity, and communication difficulties with medical staff. These challenges may impair their educational experience, lower their self-esteem, and affect their general clinical competency. A multifaceted strategy is needed to address these issues, including better mentoring programs, organized clinical training, and more cooperation between educational institutions and medical facilities.

Authors' Contribution

Conceptualization: AN

Methodology: AN, SMH

Formal analysis: AH

Writing and Drafting: AN, S

Review and Editing: AN, S, AH, SMH

All authors approved the final manuscript and take responsibility for the integrity of the work.

Conflicts of Interest

All the authors declare no conflict of interest.

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