

A study to Assess Challenges Faced in Clinical Learning Environment by nursing students of the selected private nursing institutions of Himachal Pradesh

Kavita Verma^{*1}, Ms. Dimple Chauhan², Ms. Meena Negi³, Ms. Kusha⁴, Ms. Lovepreet⁵, Ms. Manisha⁶

^{*1}Assistant professor, Maharishi Markendeshwar College of Nursing, Solan, H.P.-173229

Email ID: kavita.sch.verma@gmail.com

²Lecturer, Maharishi Markendeshwar College of Nursing, Solan, H.P.-173229

Email ID: dimplechauhan918@gmail.com

³Assistant professor, Maharishi Markendeshwar College of Nursing, Solan, H.P.-173229

Email ID: meena1987negi@gmail.com

⁴B. Sc. Nursing 4th year

Email ID: kusha1702.k1@gmail.com

⁵Sc. Nursing 4th year

Email ID: Lovelyverma77777@gmail.com

⁶B. Sc. Nursing 4th year

Email ID: manishachaudhary892@gmail.com

***Corresponding Author:**

Kavita Verma

Cite this paper as: Kavita Verma, Ms. Dimple Chauhan, Ms. Meena Negi, Ms. Kusha, Ms. Lovepreet, Ms. Manisha, (2025) A study to Assess Challenges Faced in Clinical Learning Environment by nursing students of the selected private nursing institutions of Himachal Pradesh. *Journal of Neonatal Surgery*, 14 (17s), 617-626.

ABSTRACT

Clinical learning is a key aspect of healthcare education, offering students hands-on experience in real-world settings. This study explored the challenges faced by nursing students within the Clinical Learning Environment (CLE) at selected private institutions in Himachal Pradesh. A descriptive research design was employed, with 347 nursing students selected through convenience sampling. Findings indicated several significant challenges. About 34.2% of students reported limited exposure to unusual clinical cases, while 22.2% noted a lack of opportunities to document in patient medical records. Additionally, 28.6% experienced difficulty in applying a patient-centered approach during clinical practice. Supervision-related concerns were also highlighted, with 18.7% of students reporting inadequate feedback and 19.6% expressing dissatisfaction with their interactions with supervisors. Furthermore, 20.8% felt unprepared for clinical encounters, reflecting a need for better orientation and support. The study revealed a strong positive correlation at the 0.01 level among all domains of the Clinical Learning Evaluation Questionnaire (CLEQ), including Cases, Authenticity of clinical experience, Supervision, Organization of the nurse-patient encounter, and Motivation/learning needs. The maximum CLEQ score recorded was 200, with a mean score of 156.52 and a standard deviation of 14.80. Additionally, a statistically significant association was observed between the type of hospital posting and CLEQ scores ($p < 0.01$), suggesting institutional factors play a role in the student learning experience. However, no significant association was found between CLEQ scores and students' age or year of study. These findings underscore the need for improved supervision, better clinical exposure, and enhanced student support.

Keywords: Clinical Learning Evaluation Questionnaire, Learning barriers, Nursing.

1. INTRODUCTION

Nursing education plays a vital role in preparing students for modern healthcare, with hands-on training and evidence-based practice central to building clinical decision-making skills.^(1,2) The Clinical Learning Environment (CLE) is essential in nursing, blending cognitive, psychomotor, and emotional skills to foster competence.^(3,4) Applying theory to real-life scenarios, receiving mentor-ship, building interpersonal connections, and obtaining feedback significantly shape students' learning experiences.⁵

Mastery of core clinical skills like the Glasgow Coma Scale, Apgar scoring, ventilator management, CPR, tracheostomy care, and surgical assistance is crucial for professional readiness⁶. Practical training sharpens critical thinking and problem-solving abilities.

A study in Malawi involving 126 participants used a mixed-methods design with the CLE inventory and focus groups. It found high overall satisfaction ($M=26.93$, $SD=4.82$) but low individualization ($M=18.01$, $SD=3.50$), revealing areas for growth.⁷ Regression analysis showed positive correlations between satisfaction and personalization ($\beta = 0.50$, $p < 0.001$) and task orientation ($\beta = 0.16$, $p < 0.05$). Key challenges included limited resources, poor supervision, and strained staff relationships.⁷

Becoming a nurse demands rigorous academics and commitment, yet students face barriers like complex clinical rotations, financial burdens, mentorship gaps, and work-life imbalance⁸. Additional issues include inadequate communication with clinical staff, limited educator support, and substandard learning environments⁹. These factors impact student satisfaction and performance, emphasizing the need for educational reform to enhance clinical training and ensure effective transition into professional practice.

2. METHODOLOGY

This study employed a **quantitative research approach** with a **descriptive design** to assess challenges in the Clinical Learning Environment (CLE) among nursing students from selected private institutions in Himachal Pradesh. The **research setting** included Akal, Shivalik, Mata Padmavati, and Shimla Nursing Colleges. The **target population** was B.Sc. Nursing students who met inclusion criteria, and a **sample size of 347** was selected using **convenience sampling**.

Inclusion criteria included students from all years willing to participate; **exclusion criteria** were absence during data collection and enrollment in other departments. Data was collected using a **standardized tool**—the Clinical Learning Evaluation Questionnaire (CLEQ) developed by AlHaqwi (2014), comprising **40 items** across five domains: clinical cases, authenticity, supervision, organization, and motivation. Items were rated on a **5-point Likert scale**, and results were categorized as highly satisfied, satisfied, or unsatisfied. The tool consists of 2 sections i.e., Section A which include Socio-demographic variables such as age, year of course, type of hospital of posting and section B comprises of 5 domains of Clinical Learning Evaluation Questionnaire (CLEQ). CLEQ (Clinical Learning Evaluation Questionnaire) is a standardized questionnaire that was developed by AlHaqwi in 2014.¹⁰ CLEQ composed of 40 items that investigate 5 main aspects that can affect clinical learning of students. These aspects are: provision of clinical cases (six items), authenticity of clinical experiences (nine items), supervision (seven items), organization of the doctor-patient encounters (eleven items), and motivation of students to learn (seven items). Responses of students to every item by rating it on a 5-point Likert Scale as (1) strongly disagree, (2) disagree, (3) undecided, (4) agree and (5) strongly agree. The items of the CLEQ were phrased in a way that could reflect students' perception. The degree of student's agreement is indicated by the mean of responses to the statements of the CLEQ. Formal permission was obtained from the principal of private nursing institution (Akal College of Nursing, Shivalik College of Nursing, Mata Padmavati College of Nursing, Shimla Nursing College) to conduct the study. Written informed consent was taken from all participants. Anonymity and confidentiality were assured. As CLEQ is a validated tool, **no pilot study** was conducted as it was a standardized tool with reliability by **Cronbach's alpha of 0.88**.

Data collection involved Google Forms distributed online. The process included informed consent, baseline sociodemographic data collection, and administration of the CLEQ. Data analysis was performed using **descriptive and inferential statistics** to interpret findings related to student challenges in the CLE.

Cochran's Sample Size Formula is used

$$n = Z^2 \times p \times (1 - p) \div E^2$$

$$n = 1.96 \times 1.96 \times 0.7 \times (1 - 0.7) \div (0.05)^2$$

$$n = 3.8416 \times 0.7 \times 0.3 \div 0.0025$$

$$n = 0.807384 \div 0.0025$$

$$n = 322.94$$

$$n = 323$$

Using dropout rate =5%

$$323 + 16 = 339$$

Here:

Z=the Z-value, extracted from Z-table

p=the population size

e=the margin of error

Table 1: Socio-demographic profile and association between clinical learning domains with selected socio-demographic variables of nursing students:

N=347

| S.NO. | Socio-demographic variables | Clinical Questionnaire | Learning | Evaluation | f(%) | Chi-square | Df | p-value |
|---|-------------------------------|------------------------|-----------|-------------|----------|------------|----|---------------------|
| | | Highly Satisfied | Satisfied | Unsatisfied | | | | |
| 1. | Age | | | | | 4.227 | 6 | 0.646 ^{NS} |
| | 18-19 | 103 | 26 | 01 | 130 (38) | | | |
| | 20-21 | 142 | 27 | 00 | 169 (49) | | | |
| | 22-23 | 36 | 04 | 00 | 40 (11) | | | |
| | 23-above | 07 | 01 | 00 | 08 (22) | | | |
| 2. | Year of Course | | | | | 8.399 | 6 | 0.210 ^{NS} |
| | First Year | 72 | 19 | 1 | 92 (26) | | | |
| | Second Year | 79 | 21 | 00 | 100 (29) | | | |
| | Third Year | 81 | 12 | 00 | 93 (27) | | | |
| | Fourth year | 56 | 06 | 00 | 62 (18) | | | |
| 3. | Type of hospitals for posting | | | | | 5.102 | 4 | 0.000** |
| | Government hospitals | 265 | 50 | 00 | 315 (91) | | | |
| | Private hospitals | 17 | 08 | 00 | 25 (7) | | | |
| | Other centers (PHCs, CHCs) | 06 | 00 | 01 | 7 (2) | | | |
| ** Significant at p<0.01. NS indicates not significant association. | | | | | | | | |

Table 4.2 Shows the overall level of satisfaction of students for CLEQ (Clinical Learning Evaluation Questionnaire):

(N=347)

| S.NO. | Level of Satisfaction | Score | f | % |
|-------|--|-------|-----|----|
| 1. | Cases (Statements 1-6) | | | |
| | Highly Satisfied | 22-30 | 269 | 77 |
| | Satisfied | 14-21 | 75 | 22 |
| | Unsatisfied | 6-13 | 3 | 1 |
| 2. | Authenticity of Clinical Experience (Statements 7-15) | | | |
| | Highly Satisfied | 33-45 | 273 | 79 |
| | Satisfied | 21-32 | 74 | 21 |
| | Unsatisfied | 9-20 | 00 | 00 |
| 3. | Supervision (Statements 16-22) | | | |

| | | | | |
|-----------|---|-------|-----|----|
| | Highly Satisfied | 25-35 | 290 | 84 |
| | Satisfied | 16-24 | 54 | 15 |
| | Unsatisfied | 7-15 | 3 | 01 |
| 4. | Organization of the nurse patient encounter (Statements 23-33) | | | |
| | Highly Satisfied | 41-55 | 272 | 78 |
| | Satisfied | 26-40 | 75 | 22 |
| | Unsatisfied | 11-25 | 00 | 00 |
| 5. | Motivation/learning skills (Statements 34-40) | | | |
| | Highly Satisfied | 25-35 | 320 | 92 |
| | Satisfied | 15-24 | 25 | 07 |
| | Unsatisfied | 7-16 | 2 | 01 |

Table 4.3 Shows the item analysis of challenges faced in the CLE (Clinical Learning Environment (N=347)

1.CASES

| Sr. No. | Statements | Item | Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree |
|---------|---|---------|-------------------|------------|------------|-------------|----------------|
| 1. | I have seen a sufficient number of clinical cases | NO % | 9 2.6 | 20 5.8 | 30 8.6 | 225 64.8 | 63 18.2 |
| 2. | I have seen a sufficient number of new clinical cases | NO % | 7 2.0 | 23 6.6 | 39 11.2 | 211 60.8 | 67 19.3 |
| 3. | I have seen a good variety of clinical cases | NO % | 6 1.7 | 8 2.3 | 39 11.2 | 258 74.4 | 36 10.4 |
| 4. | I have seen many interesting clinical cases | NO % | 7 2.0 | 16 4.6 | 37 10.7 | 228 65.7 | 59 17.0 |
| 5. | I have seen some cases with positive clinical finding | NO % | 3 0.9 | 9 2.6 | 31 8.9 | 258 74.4 | 46 13.3 |
| 6. | I have seen some unusual clinical cases | NO % | 5 1.4 | 48 13.8 | 66 19.0 | 200 57.6 | 28 8.1 |

2. AUTHENTICITY OF CLINICAL EXPERIENCE

| Sr. No | Statements | Item | Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree |
|--------|---|---------|-------------------|-----------|-----------|-------------|----------------|
| 7. | I have the opportunity to have the first contact experience with patients | NO % | 4 1.2 | 23 6.6 | 27 7.8 | 241 69.5 | 52 15.0 |
| 8. | I am actively involved in the Patient care | NO | 2 | 8 | 15 | 221 | 101 |

| | | | | | | | |
|-----|--|---------|----------|------------|------------|-------------|------------|
| | | % | 0.6 | 2.3 | 4.3 | 63.7 | 29.1 |
| 9. | I have opportunity to deal with patients as a real nurse. | NO % | 9 2.6 | 13 3.7 | 28 8.1 | 211 60.8 | 86 24.8 |
| 10. | I have opportunity to deal with patient as a whole and is limited to a certain system or organ | NO % | 6 1.7 | 26 7.5 | 57 16.4 | 225 64.8 | 33 9.5 |
| 11. | I have opportunity to apply my previous experience in patient care. | NO % | 4 1.2 | 15 4.3 | 26 7.5 | 240 69.2 | 62 17.9 |
| 12. | I have never seen able to write in patient's medical card. | NO % | 8 2.3 | 69 19.9 | 90 25.9 | 160 46.1 | 20 5.8 |
| 13. | I have opportunity to apply a patient-centred approach | NO % | 2 0.6 | 29 8.4 | 68 19.6 | 224 64.6 | 24 6.9 |
| 14. | I have opportunity to take responsibility for patient care. | NO % | 2 0.6 | 11 3.2 | 28 8.1 | 239 68.9 | 67 19.3 |
| 15. | I have opportunity to communicate with patients and their families | NO % | 3 0.9 | 7 2.0 | 11 3.2 | 230 66.3 | 96 27.7 |

3. SUPERVISION

| Sr. No. | Statements | Item | Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree |
|---------|--|---------|-------------------|------------|------------|-------------|----------------|
| 16. | My supervisors have good communication skills. | NO % | 6 1.7 | 8 2.3 | 34 9.8 | 240 69.2 | 59 17.0 |
| 17. | I have been respected by my supervisors | NO % | 4 1.2 | 14 4.0 | 31 8.9 | 242 69.7 | 56 16.1 |
| 18. | The supervisors are committed for teaching | NO % | 7 2.0 | 8 2.3 | 36 10.4 | 260 74.9 | 36 10.4 |
| 19. | The way my supervisors deal with nurse students is satisfactory | NO % | 6 1.7 | 17 4.9 | 45 13.0 | 243 70.0 | 36 10.4 |
| 20. | I think supervisors have good teaching skills | NO % | 1 0.3 | 18 5.2 | 26 7.5 | 248 71.5 | 54 15.6 |
| 21. | I have rarely received good feedback on my clinical performance from my supervisors. | NO % | 10 2.9 | 55 15.9 | 45 13.0 | 210 60.5 | 27 7.8 |
| 22. | I think that some supervisors could be considered as role model | NO % | 3 0.9 | 15 4.3 | 51 14.7 | 239 68.9 | 39 11.2 |

4. ORGANIZATION OF THE NURSE PATIENT ENCOUNTER

| Sr. No. | Statements | Item | Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree |
|---------|--|---------|-------------------|-----------|------------|-------------|----------------|
| 23. | The objectives of the clinical rotations are clear | NO % | 1 0.3 | 15 4.3 | 44 12.7 | 258 74.4 | 29 8.4 |
| 24. | Students have some input for the organization and development of the clinical rotation | NO % | 1 0.3 | 8 2.3 | 56 16.1 | 256 73.8 | 26 7.5 |
| 25. | I have the opportunity to prepare before clinical encounter | NO % | 2 0.6 | 18 5.2 | 52 15.0 | 253 72.9 | 22 6.3 |
| 26. | I have opportunity to reflect and read after the clinical encounter | NO % | 00 00 | 14 4.0 | 48 13.8 | 258 74.4 | 27 7.8 |
| 27. | I have the opportunity to discuss clinical cases with my supervisors | NO % | 3 0.9 | 18 5.2 | 38 11.0 | 243 70.0 | 45 13.0 |
| 28. | I have the opportunity to share clinical cases with other students | NO % | 4 1.2 | 17 4.9 | 21 6.1 | 249 71.8 | 56 16.1 |
| 29. | The number of students in the clinical sessions is appropriate | NO % | 5 1.4 | 25 7.2 | 32 9.2 | 252 72.6 | 33 9.5 |
| 30. | The time spent with my patients is adequate for my clinical learning | NO % | 4 1.2 | 27 7.8 | 34 9.8 | 246 70.9 | 36 10.4 |
| 31. | I have the opportunity to utilise skills lab and simulation for clinical cases | NO % | 2 0.6 | 17 4.9 | 38 11.0 | 252 72.6 | 38 11.0 |
| 32. | I think assessment of clinical learning is aligned with objectives | NO % | 2 0.6 | 7 2.0 | 38 11.0 | 271 78.1 | 29 8.4 |
| 33. | I was given enough assignments during my clinical rotations | NO % | 2 0.6 | 13 3.7 | 27 7.8 | 214 61.7 | 91 26.2 |

5. MOTIVATION/LEARNING SKILLS

| Sr. no. | Statements | Item | Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree |
|---------|---------------------------------------|---------|-------------------|----------|-----------|-------------|----------------|
| 34. | I adequately know my learning needs | NO % | 5 1.4 | 6 1.7 | 27 7.8 | 263 75.8 | 46 13.3 |
| 35. | I know my limitations | NO % | 2 0.6 | 8 2.3 | 13 3.7 | 242 69.7 | 82 23.6 |
| 36. | I am eager to learn | NO % | 5 1.4 | 6 1.7 | 27 7.8 | 238 68.6 | 71 20.5 |
| 37. | I am able to look for new information | NO % | 4 1.2 | 8 2.3 | 15 4.3 | 234 67.4 | 86 24.8 |
| 38. | I come to clinical sessions prepared | NO | 3 | 12 | 15 | 253 | 64 |

| | | | | | | | |
|-----|---|----|-----|-----|-----|------|------|
| | and ready | % | 0.9 | 3.5 | 4.3 | 72.9 | 18.4 |
| 39. | I enjoy learning in clinical sessions | NO | 2 | 6 | 16 | 233 | 90 |
| | | % | 0.6 | 1.7 | 4.6 | 67.1 | 25.9 |
| 40. | I am able to express myself and show confidence | NO | 3 | 10 | 27 | 228 | 79 |
| | | % | 0.9 | 2.9 | 7.8 | 65.7 | 22.8 |

Table 8: Descriptive Statistics related to Clinical Learning Domains.

N=347

| Sr. No. | Domain | Range | | Mean \pm SD | Mode | Median |
|--------------|---|-------|------|--------------------|------|--------|
| | | Min. | Max. | | | |
| 1. | Cases | 10 | 30 | 23.14 \pm 3.14 | 24 | 24 |
| 2. | Authenticity of clinical experience | 21 | 45 | 35.05 \pm 4.03 | 36 | 36 |
| 3. | Supervision | 11 | 35 | 27.01 \pm 3.56 | 28 | 28 |
| 4. | Organization of the nurse patient encounter | 29 | 55 | 42.76 \pm 4.28 | 44 | 44 |
| 5. | Motivation/learning needs | 12 | 35 | 28.56 \pm 3.35 | 28 | 28 |
| TOTAL | | 92 | 200 | 156.52 \pm 14.80 | 160 | 158 |

Table 9: Shows strong positive Co-relation at the 0.01 level among domains of CLEQ:

(N=347)

| S.NO. | Domain | | Cases | Authenticity of clinical experience | Super-vision | Organization Of the nurse patient encounter | Moti-Vation/ Learning skills | Total |
|---|---|---------|--------|-------------------------------------|--------------|---|------------------------------|--------|
| 1. | Cases | r | 1 | .601** | .395** | .582** | .493** | .750** |
| | | p-value | | .000 | .000 | .000 | .000 | .000 |
| 2. | Authenticity of clinical Experience | r | .601** | 1 | .510** | .643** | .560** | .835** |
| | | p-value | .000 | | .000 | .000 | .000 | .000 |
| 3. | Supervision | r | .395** | .510** | 1 | .607** | .491** | .750** |
| | | p-value | .000 | .000 | | .000 | .000 | .000 |
| 4. | Organization of the nurse patient encounter | r | .582** | .643** | .607** | 1 | .648** | .880** |
| | | p-value | .000 | .000 | .000 | | .000 | .000 |
| 5. | Motivation/ Learning skills | r | .493** | .560** | .491** | .648** | 1 | .789** |
| | | p-value | .000 | .000 | .000 | .000 | | .000 |
| TOTAL | | r | .750** | .835** | .750** | .880** | .789** | 1 |
| | | p-value | .000 | .000 | .000 | .000 | .000 | |
| **. Correlation is significant at the 0.01 level. | | | | | | | | |

3. RESULTS & DISCUSSION

In the present study, the challenges faced in the cases are Exposure to Unusual Clinical Cases, Variety of New Clinical Cases, Interest Level of Clinical Cases and Sufficient Number of Clinical Cases and Cases with Positive Clinical Findings.

A similar study was done by Mari Wolff Skaalvik, Hans Ketil Normann, and Nils Henrikse conducted a study on 511 nursing students, results indicated that students placed in nursing homes rated their clinical learning environment significantly more negatively across nearly all sub-dimensions compared to those placed in hospital settings.¹¹

A study was conducted by Akyüz E, Ergöl Ş, on 235 nursing students showed Nearly half (49.8%) of nursing students reported challenges in clinical practice, mainly due to nurses, hospital environment, and theoretical education. About 70.7% could only partially apply classroom learning to clinical settings. Students recommended more practical lessons and tech-integrated, innovative teaching methods.¹²

Authenticity of clinical experience

In present study it was revealed that in the domain of Authenticity of clinical experience, the challenges faced by the nursing students are Opportunity to Write in a Patient's Medical Card, Opportunity to Deal with Patients as a Whole, Opportunity to Apply a Patient-Centered Approach and First Contact Experience and Active Involvement in Patient Care.

A Similar study was conducted by Ergezen FD, Akcan A, and Kol E, on 1484 nursing students showed 53.8% reported satisfaction with the clinical learning environment. Students were most satisfied with technical skills and interpersonal caring experiences. The average score on the Clinical Learning Environment Scale was 70.12 (SD = 9.25).¹³

A contradictory study was conducted by Khan A, Begum H, and Rehman AU, a total of 259 participants, consisting of 127 student nurses and 132 paramedic students participated the results revealed nursing and paramedic students faced significant challenges in the clinical environment, including high anxiety, stress, and limited hands-on practice. Students also struggled with the use of medical equipment during clinical rotations.¹⁴

Supervision:

In present study it was revealed that in the domain of supervision majority of students faced the challenges related to Feedback on Clinical Performance, Satisfaction with Supervisors' Interaction and Supervisors as Role Models, Commitment to Teaching and Communication Skills and Respect from Supervisors and Teaching Skills.

Ali I. AlHaqwi, Jeroen Kuntze, and Henk T. van der Molen conducted a study with 182 undergraduate medical students to develop the Clinical Learning Evaluation Questionnaire. Factor analysis identified six key areas, including supervision, authenticity, and motivation, with strong overall reliability ($\alpha = 0.88$). Notable score differences were found in supervision and organization of doctor-patient encounters.¹⁵ Berhe S. and Gebretensaye T. conducted a qualitative study with 75 final-year nursing students to explore challenges in the clinical learning environment. Key issues identified were students' lack of readiness, limited clinical supervision, and an unsupported clinical setting.¹⁶

Organization of the Doctor Patient encounter:

The present study found that students faced challenges in doctor-patient encounter organization, including limited input in rotation planning, unclear objectives, lack of preparation and reflection time, minimal supervisor interaction, limited skills lab use, and overcrowded clinical sessions.

Hanan Abo Bakr Mohamed, Hanan Mohamed Badran, and Adel Al-Wehedy Ibrahim conducted a study with 222 undergraduate nursing students to assess clinical learning challenges using the CLEQ. Findings emphasized motivation and supervision as key factors, with strong correlations between total CLEQ scores and domains like cases, supervision, organization, and motivation. The study suggests that targeted improvements in these areas could significantly enhance the clinical learning environment.¹⁷

A contradictory study was conducted by Jafarian-Amiri SR, Zabihi A, Qalehsari MQ, to explore challenges encountered by nursing students in clinical practice. Following a two-stage application of inclusion and exclusion criteria, 32 articles were selected for analysis. Data were predominantly collected through interviews. The findings indicate that student nurses commonly face challenges such as violence, fear, anxiety, socio-cultural barriers, environmental-organizational stressors, and ineffective clinical education.¹⁸

Motivation and learning skills:

In present study it was revealed, that in the domain of motivation and learning skills majority of students faced challenges related to Knowledge of Learning Needs and Eagerness to Learn, Preparedness for Clinical Sessions and Ability to Express Oneself and Show Confidence, Ability to Seek New Information and Enjoyment of Learning in Clinical Sessions and Awareness of Limitations.

A similar study was done by Elisabeth Carlson and Ewa Idvall, to evaluate nursing students' experiences in the clinical learning environment, gathering data from 260 student nurses. The findings indicated an overall positive evaluation of the

clinical learning environment. Specifically, the sub-dimension of Supervisory relationship and motivation received the highest mean value, while the lowest score was observed in the Leadership style of the ward manager sub-dimension.¹⁹

A study was conducted by AlAzri Z, Al Yahyaei A, Obeidat AA, Hayudini J to investigate and interpret nursing students' perceptions of the challenges encountered during their clinical experiences. The study enrolled a total of 32 participants, and data were gathered through focus group discussions. The result of the study shows the, challenges hindering self-directed learning, the theory-practice gap, insufficient practice opportunities, and lack of confidence.²⁰

Overall Scoring:

The maximum score obtained for the overall CLEQ was 200 and the mean score is 156.52 with standard deviation of 14.80. There is a strong positive co-relation at the 0.01 level among all the domains of CLEQ i.e., Cases, Authenticity of clinical experience, Supervision, Organization of the nurse patient encounter and Motivation/learning needs.

The study identified key challenges across CLEQ domains. In the **Cases** domain, 34.2% of students reported limited exposure to unusual clinical cases, with similar concerns about variety and engagement. Under **Authenticity**, 22.2% found limited opportunities to write in patient records, and over 25% struggled with applying a patient-centered approach.

In the **Supervision** domain, feedback and supervisor interaction posed challenges, with nearly 20% expressing dissatisfaction. The **Organization** domain revealed issues with student input, preparation, and case discussions, with 15–21% of students reporting concerns. **Motivation and learning skills** showed moderate challenges, particularly in learning preparedness and self-expression.

A strong positive correlation was found at the 0.01 level among all CLEQ domains, indicating interrelated factors influencing the clinical learning environment.

Shows that there is a strong positive co-relation at the 0.01 level among all the domains of CLEQ i.e., Cases, Authenticity of clinical experience, Supervision, Organization of the nurse patient encounter and Motivation/learning needs. Shows that there is a highly significant association at $p < 0.01$ level of type of hospitals for posting with CLEQ. There was no significant association of age (in years) and year of course with CLEQ.

4. CONCLUSION

As regarding Clinical Learning Evaluation Questionnaire, the finding of the present study revealed that motivation and supervision parts were the most benefit parts of clinical training. While the other parts such as authenticity, organization and cases items are also important as per the agreement. This finding in the same line with AlHaqwi et al., (2014) who stated that, Clinical supervision is important in both undergraduate and postgraduate education. **Nursing Practice** involves applying theoretical knowledge to real patient care, developing clinical skills through assessment, treatment, documentation, and teamwork under supervision. Concluding, Clinical learning experience is crucial for nursing students, shaping their learning process. Factors like limited hospital placements, gaps in knowledge & practice, and restricted hands-on practice impact their training & overall academic learning which demotes their confidence. Examining clinical placements provides insights into these challenges. The study findings help institutions address deficiencies and improve clinical education. This study aim to assess the challenges faced by nursing students in the clinical learning environment.

Financial support and sponsorship: Nil.

Conflicts of interest: There are no conflict of interest.

REFERENCES

- [1] Papastavrou E, Dimitriadou M, Tsangari H, Andreou C. Nursing students' satisfaction of the clinical learning environment: a research study. *BMC nursing*. 2016 Dec;15(1):1-0.
- [2] Panda S, Dash M, John J, Rath K, Debata A, Swain D, Mohanty K, Eustace-Cook J. Challenges faced by student nurses and midwives in clinical learning environment—A systematic review and meta-synthesis. *Nurse Education Today*. 2021 Jun 1;101:104875.
- [3] Ip WY, Chan DS. Hong Kong nursing students' perception of the clinical environment: a questionnaire survey. *International journal of nursing studies*. 2005 Aug 1;42(6):665-72.
- [4] Allari RS, Farag MK. Nursing students' expectations regarding clinical training: a qualitative study. *International Journal of Nursing*. 2017;7(3):63-70.
- [5] Levett-Jones T, Lathlean J, Higgins I, McMillan M. Staff–student relationships and their impact on nursing students' belongingness and learning. *Journal of advanced nursing*. 2009 Feb;65(2):316-24.
- [6] SPapathanasiou IV, Tsaras K, Sarafis P. Views and perceptions of nursing students on their clinical learning environment: Teaching and learning. *Nurse education today*. 2014 Jan 1;34(1):57-60.
- [7] Saarikoski M, Kaila P, Lambrinou E, Cañaveras RM, Tichelaar E, Tomietto M, Warne T. Students' experiences

of cooperation with nurse teacher during their clinical placements: an empirical study in a Western European context. *Nurse education in practice*. 2013 Mar 1;13(2):78-82.

- [8] Hamshire C, Willgoss TG, Wibberley C. 'The placement was probably the tipping point'—The narratives of recently discontinued students. *Nurse Education in Practice*. 2012 Jul 1;12(4):182-6.
- [9] Anagor CR, Lukpata FE, Ikechukwu-Okoroezi JN, Obiora MU. Attitude of Nursing Students Towards Work in the Clinical Learning Environment. *International Journal of Studies in Nursing*. 2021 Mar 22;6(1):54.
- [10] AlHaqwi AI, Kuntze J, Van Der Molen HT. Development of the clinical learning evaluation questionnaire for undergraduate clinical education: factor structure, validity, and reliability study. *BMC Medical Education* 2014;14. <https://doi.org/10.1186/1472-6920-14-44>
- [11] Mari Wolff Skaalvik, Hans Ketil Normann, Nils Henriksen Clinical learning environment and supervision: experiences of Norwegian nursing students – a questionnaire survey *Journal of Clinical Nursing* Volume 20, Issue 15-16 p. 2294-2304 EDUCATIONAL ISSUES IN NURSING PRACTICE.
- [12] Akyüz E, Ergöl Ş. The challenges experienced by nursing students in clinical learning environment and their suggestions. *Journal of Health and Nursing Management*. 2022;9(3):463-474.
- [13] Dursun Ergezen F, Akcan A, Kol E. Nursing students' expectations, satisfaction, and perceptions regarding clinical learning environment: A cross-sectional, profile study from Turkey. *Nurse Educ Pract*. 2022 May;61:103333. doi: 10.1016/j.nepr.2022.103333. Epub 2022 Mar 18. PMID: 35334345.
- [14] Khan A, Begum H, Rehman AU, Khan A. Experiences of healthcare students and the challenges posed by their clinical learning environment. *Central European Journal of Nursing and Midwifery*. 2020 Mar 9;11(1):19-24.
- [15] AlHaqwi et al.: Development of the clinical learning evaluation questionnaire for undergraduate clinical education: factor structure, validity, and reliability study. *BMC Medical Education* 2014 14:44. doi:10.1186/1472-6920-14-44.
- [16] Berhe S, Gebretensaye T. Nursing students challenges towards clinical learning environment at the school of nursing and Midwifery in Addis Ababa University. A qualitative study. *International Journal of Africa Nursing Sciences* 2021b;15:100378. <https://doi.org/10.1016/j.ijans.2021.100378>.
- [17] Hanan Abo Bakr Mohamed.1, Hanan Mohamed Badran.2, Adel Al- Wehedy Ibrahim. Clinical Learning Environment Challenges among Nursing Students *International Journal of Novel Research in Healthcare and Nursing* Vol. 6, Issue 2, pp: (1646-1656), Month: May - August 2019, Available at www.noveltyjournals.com.
- [18] Jafarian-Amiri SR, Zabihi A, Qalehsari MQ. The challenges of supporting nursing students in clinical education. *J Edu Health Promot* 2020;9:216.
- [19] Elisabeth Carlson, Ewa Idvall, Nursing students' experiences of the clinical learning environment in nursing homes: A questionnaire study using the CLES+T evaluation scale, *Nurse Education Today*, Volume 34, Issue 7, 2014,
- [20] AlAzri Z, Al Yahyaei A, Obeidat AA, Hayudini J. Clinical experience of omani undergraduate nursing students: Qualitative study. *Heliyon*. 2023 Oct 1;9(10).