

Assessment of Challenges and Difficulties Facing Bachelor Degree Nursing Students during Hospital Clinical Practice at Al-Baha University, Kingdom Saudi Arabia

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Abstract:

Background: Most of a nursing student's curriculum is focused on clinical training because nursing is a practical profession. Although the setting for clinical learning is regarded as a crucial part of the nursing curriculum, it still seems that certain issues prevent students from learning and functioning well in the hospital. **Aim:** This study aimed to evaluate the challenges and difficulties faced by bachelor's degree nursing students during hospital clinical practice at Al-Baha University - Saudi Arabia. **Method:** A descriptive, community-based study design was conducted by using a purposive sampling method on 80 nursing students from the third and fourth year (34 male and 46 female), during the period from February to April 2021. The data were collected by using a validated questionnaire, which consists of three parts, part one is the socio-demographic data of the students, part two is the obstacles and challenges that faced nursing students, and part three covers the effects of obstacles and challenges on nursing students' learning process. The data were analyzed by SPSS version 20, and appropriate tests were applied. **Results:** The results showed that more than half of the sample were female, the majority of them from the fourth -year, and the total mean score of the challenges and difficulties facing nursing students during clinical practice was (3.42 ± 0.47). In addition, the overall average rating of the effects of these challenges and difficulties on nursing students' learning process was (3.34 ± 0.81). There is a significant difference between the effect on the student learning process and gender (p-value 0.08), and there is a significant difference between challenges, difficulties facing students, and the number of subjects (p-value 0.005). **Conclusion:** The study has demonstrated the obstacles and problems faced by nursing students during their clinical practice, and they believe that these obstacles have a detrimental impact on the learning process in the clinical setting.

Keywords: Challenges and Difficulties; Clinical Practice; Nursing Students

Introduction:

Using specific knowledge and skills, nurses provide care to both healthy and sick individuals in several settings, making it one of the most complex professions (Ahmed, Abdou, and Lawend, 2020). Since nursing is a practical field, the majority of a nursing student's curriculum is dedicated to clinical training. Although the setting for clinical learning is regarded as a crucial part of the nursing curriculum, it still seems that certain issues prevent students from understanding the material and carrying out their duties in the hospital (Aboshaiqah et al., 2018). Some of the difficulties faced by nursing students in the

clinical setting included their lack of communication with nursing staff, their poor interpersonal relationships with teachers and medical staff, and other communication issues (Alharbi and Alhosis, 2019).

The number of critically ill and elderly patients has increased in this century, and nursing care is still insufficient. Universities must thus provide their students with professional training and equipment (Fawaz, Hamdan-Mansour, and Tassi, 2018). At this point, intensive student education is crucial to helping students develop the professional nursing skills they will need later on in their careers. It also raises their awareness of nursing

and the tasks that lie ahead (**Gülten Sucu, Hülya Fırat and Refia Selma, 2019**).

Helping people, families, and society as a whole while providing a high standard of living by resolving health issues is the aim of the nursing profession. Therefore, to deliver a qualified service that respects human life, honor, individuality, integrity, and other people's values and decisions, nurses need to be aware of the values guiding their personal and professional behaviors (**Alkaya, Yaman, and Simones, 2018**). In addition to increasing the number of health professionals, it is critical to guarantee that they possess the skills and knowledge necessary to deliver high-quality, safe healthcare (**Immonen et al., 2019**).

All healthcare professionals must uphold ethical standards. For nurses, who deal with ethical issues daily, ethical practice is the foundation. As advocates for their patients, nurses need to strike a balance in their patient care (**Meng and Qi, 2018**). "Any person enrolled in an approved nursing education program" is the definition of a student nurse according to the Nurses Act. Under the conditions, limitations, and restrictions set forth by the educational institution, student nurses may carry out the tasks, duties, and functions necessary as part of a course of study while they are enrolled in a nursing program and under the supervision of university faculty (**Niederriter, Eyth and Thoman, 2017; Gülten Sucu, Hülya Fırat and Refia Selma, 2019**). A bachelor's degree in nursing or its equivalent and a license from the Commission on Health Specialties in Saudi Arabia are prerequisites for entering the field of nursing in the Kingdom of Saudi Arabia (**Jamshidi et al., 2016; Gülten Sucu, Hülya Fırat and Refia Selma, 2019**).

The increasing number of students being accepted into nursing programs has led to a shortage of nurse educators, an overabundance of clinical sites for clinical practice, and inadequate resources for teaching and learning (**Aboshaiqah et al., 2018**). The Kingdom of Saudi Arabia aims to solve the scarcity of nurses, improve education and practice efficiency, and focus on the healthcare sector in general and Saudi nursing in particular in its 2030 vision (**Contreras and Hilles, 2014**). The

relationship between clinical personnel and nursing students is critical to improving the effectiveness and satisfaction of the learning process (**Ahmed, Abdou, and Lawend, 2020**). The nursing staff's lack of communication could be interpreted as carelessness, insensitivity, or improper treatment of the students (**Alharbi and Alhosis, 2019**). Additionally, the most common issue with communication in a clinical setting is the nursing staff's language barrier, which affects patients and their families in addition to students (**Alghamdi et al., 2019**). An unsupportive clinical setting causes students to feel confused about their actual responsibilities and raises anxiety levels, which can obstruct learning (**Alharbi and Alhosis, 2019**). Patients' active involvement in their student's learning is valuable in a clinical setting, and students should enter clinical practice in settings that support and encourage their ongoing professional development. The involvement of patients can also help students become more competent and skilled clinicians (**Immonen et al., 2019**). According to certain studies, a significant number of students had encountered patient refusals due to discrimination based on their Saudi nationality or status as trainees. Regrettably, some patients continue to reject Saudi nurses or trainees (**Alharbi and Alhosis, 2019**). Foreign nurses' varied language proficiency had an unfavorable impact on the standard of nursing education provided to students (**Alghamdi et al., 2019**). According to certain studies, staff members undervalued nursing students because they thought Saudi students couldn't speak English well. Additionally, staff members occasionally speak to students in their native tongue, which embarrasses them and shows a lack of understanding of the medical environment and its requirements (**Alharbi and Alhosis, 2019**). This is a prevalent issue that affects individuals and their relatives in addition to student nurses (**Alghamdi et al., 2019**).

Clinical learning settings are crucial for students' professional identity and competency development (**Immonen et al., 2019**). Thus, establishing a nurturing environment for learning with top-notch resources including tools, equipment, and facilities—will enhance nursing students' clinical learning experiences and help them develop the knowledge and

abilities necessary to deliver nursing care (Bvumbwe, 2016; Meng and Qi, 2018). Thus, it is crucial to have a well-planned and structured clinical environment to guarantee that students have the right learning opportunities and acquire the competence, knowledge, and skills they will need for their future careers in the workforce (Immonen et al., 2019). Nursing students should be able to relate theory and practice in the clinical setting. Theory and practice are essential elements of nursing curricula that are complementary to one another and equally important for nursing students to attain a professional level of nursing competencies (Bvumbwe, 2016; Immonen et al., 2019). One of the most common issues that students face in clinical settings is the theory-practice gap because they have to apply the theoretical knowledge they have learned in class to clinical practice and make connections between the various pieces of information Taurus. In a clinical learning setting, the teacher-nurse relationship fosters student competency, professional development, and learning (Immonen et al., 2019).

Clinically stressful factors lead to nursing students collapsing because they are subjected to pressure and stress on a physical and psychological level. Disgusting educational experiences are a part of clinical education. Setting, therapeutic encounters, disagreeable emotions, and intensely demanding interpersonal interactions (Meng and Qi, 2018). From a real-world standpoint, supervision provides an opportunity for character development because it fosters a sense of teamwork among nursing students, which is crucial (Testoni et al., 2020). Positive experiences when students support each other in their new role as novice practitioners and in developing knowledge have been demonstrated by peer-to-peer collaboration and learning (Immonen et al., 2019).

Research Aim:

This study aimed to evaluate the challenges and difficulties faced by bachelor's degree nursing students during hospital clinical practice at Al-Baha University - Saudi Arabia.

Research questions:

- 1- What obstacles and hurdles do nursing students face when completing their clinical rotations?
2. How do these obstacles and challenges affect the way nursing students learn?
3. How do the obstacles that nursing students face during their clinical rotations relate to their sociodemographic characteristics?

Methodology:

Design of study

Community-based, descriptive research design.

Place of study

The study was carried out in the nursing department, faculty of applied medical sciences at Al-Baha University.

Duration of study

The study was conducted over three months, in 2021 (February–April).

Population of study

The study's target population consisted of all third- and fourth-year bachelor's degree nursing students at Al-Baha University's faculty of applied medical sciences, specifically the nursing department.

Inclusion criteria

Third- and fourth-year nursing students enrolled in clinical practice courses.

Exclusion criteria

Nursing students who refuse to take part in the study and who do not study clinical practice.

Sampling technique

Nonprobability sampling technique

Sample type

Purposive sampling.

Sample size

Eighty bachelor's degree nursing students at Al-Baha University.

Variables

Dependent variables

Challenges and difficulties facing nursing students during clinical practice at Al-Baha University.

Independent variables

Age, Gender, Academic year, Number of subjects at the level, Student's health status, and Area of practice.

Procedure of data collection & and instruments

The structured questionnaire used to gather the study's data has three sections, which are as follows:

Part 1: Includes sociodemographic information about the student body, including age, gender, academic year, health status, number of subjects taken, and location of the practice clinic or hospital.

Part 2: This section covers the obstacles and challenges that nursing students face during their clinical rotations. These include poor communication, inadequate preparation, unfamiliarity with hospital policies, inadequate application of theories in practice, language barriers, and requests from certain staff members to perform tasks that do not directly benefit the students, like bringing samples to the lab. There are five options on a Likert scale for each question: 1-strongly disagree, 2-disagree, 3-neutral, 4-agree, and 5-strongly agree. Only one of the options is true.

Part 3 covers the effects of obstacles and challenges on nursing students' learning process. These include students becoming less confident in their abilities, becoming less interested in using procedures in a clinical setting, becoming less committed to caring for the hospital or clinic, developing a future workforce of subpar nurses, and students losing faith in others and teachers. Each question has five possible answers using a Likert scale: 1-

strongly disagree, 2-disagree, 3-neutral, 4-agree, and 5-strongly agree. Only one of these answers is accurate. The questionnaire was published on social media sites: WhatsApp and Snapchat.

Data management

Data were gathered via a structured questionnaire that was created using "Google Forms" and modified by the expert report and pilot study. Data were gathered through the release of a questionnaire designed to quantify and assess the degree of obstacles and difficulties encountered by each study participant student during their clinical practice.

Data analysis

Data were coded, categorized, and analyzed using Statistical Package for Social Sciences (SPSS) version 20. Descriptive analysis for frequency and percentages of demographic variables was used. A one-sample T-Test used to compare differences in mean scores.

Ethical consideration

Following a concise and understandable explanation of the study's goal and significance, the information on the data collection form was understandable for the nursing students taking part in the research. Participants may withdraw at any time, and participation is completely voluntary. The researchers made it clear that the data they collected would be kept private, used only for the intended purpose of the study, and that there would be no harm or conflict to the participants.

Results:

Table 1 shows the specifics of the students' sociodemographic data. As can be seen from the distribution, there are more female students than male students (57% versus 43%, respectively). Furthermore, in terms of practice area, 51.25 percent of the student participants worked at Prince Mashari Hospital. Consequently, over half of the participant's students' academic year (57.5%) was spent in four years. Ultimately, 81.25% of students had no medical issues.

Table 2 demonstrates that a majority of respondents 62.5% strongly agree that staff and student performance during clinical practice is influenced by effective communication skills. Subsequently, 51.1% of participants strongly agree that the academic advisor's experiences and competencies play a part in the clinical practice of the student. Thus, more than a third (41.3%) of those surveyed agreed that rules exist in the clinical setting that prohibit students from using the procedures. Furthermore, 55% of the respondents firmly agree that practice and learning to apply procedures are hampered by staff members' lack of cooperation with students in the clinical setting. The overall mean score for the obstacles and difficulties nursing students encountered throughout their clinical rotations was 3.42±0.47.

Table 3 showed that nearly a third of respondents 31.2% agreed that challenges encountered in clinical practice cause them to lose faith in their abilities and abilities. Consequently, over one-third of respondents (41.3%) agree that challenges lessen their enthusiasm and interest in using the techniques they have learned in a clinical setting. Subsequently, over 25% of participants (28.8%) agree that they are encountering certain

challenges that impact their willingness to visit the medical facility. Furthermore, a majority of participants 37.5% agree that these challenges have an impact on their proficiency and past experiences with subpar production.

Table 4 presents a comparison and illustration of the mean score differences (p-value = 0.000) between the two items.

Table 5 demonstrates that the effects of challenges and difficulties on the learning process of nursing students differ significantly depending on the gender of the student (p-value: 0.08). Additionally, there is a significant difference (p-value: 0.005) between the number of subjects and the challenges and difficulties a nursing student faces during clinical practice.

Table 6 showed that the effects of challenges and difficulties on nursing students' learning process varied significantly depending on their area of practice (p-value: 0.03).

Table 7 demonstrates that the effects of obstacles and difficulties on nursing students' learning processes differ significantly between psychiatric and mental health hospitals (p-value: 0.05).

Table 1: Frequencies and percentages of demographic variables of the whole sample (Students = 80).

Socio-demographic characteristics		Study group (n=80)	
		No.	%
Age (years)	20 -< 22	40	50%
	22 -< 24	40	50%
Gender	Female	46	57 %
	Male	34	43 %
Number of subjects	3 - 6	15	19 %
	6 - 8	65	81 %
Area of practice	King Fahd Hospital	13	16.25
	Prince Mashari Hospital	41	51.25
	Psychiatric and mental health hospital	15	18.75
	Primary health care center	11	13.75
Academic year	Third year	34	42.5
	Fourth-year	46	57.5
Students' medical health status	Hypertriton	1	1.25
	Diabetes maleates	1	1.25
	Others	13	16.25
	Nothing	65	81.25

Table 2: Assessment of challenges and difficulties facing nursing students during clinical practice. (n=80)

Items	Strongly Agree	Agree	Neutral	Disagree	Strong Disagree	Mean ± SD
	No (%)	No (%)	No (%)	No (%)	No (%)	
Did you think effective communication skills between students and staff have a role in your performance during clinical practice?	50 (62.5)	24(30)	6(7.5)	0(0)	0(0)	4.55±0.63
Does shyness is considered a barrier for you to communicate with staff during clinical practice?	9(11.3)	32(40)	17(21.2)	13(16.2)	9(11.3)	3.24±1.19
Do the experiences and competence of the academic advisor have a role in the student's clinical practice?	41(51.1)	12(15)	20(25)	4(5)	3(3.8)	5.05±1.15
Have you ever had a problem due to your lack of knowledge of the health facility's policies and regulations?	6(7.4)	16(20)	25(31.3)	25(31.3)	8(10)	2.84±1.10
Does staff lack of cooperation with the student in the clinical environment have a role in practice and learning to apply procedures?	44(55)	26(32.5)	6(7.5)	1(1.3)	3(3.7)	4.34±0.95
Have you been rejected by the patient in applying the procedures to him?	16(20)	17(21.3)	12(15)	17(21.3)	18(22.4)	2.95±1.47
According to your experience in the clinical environment, are there regulations that prevent the student from applying the procedures?	21(26.2)	33(41.3)	15(18.8)	8(10)	3(3.7)	3.76±1.07
Is the language or nationality of the staff a barrier to the student in the clinical environment?	20(25)	16(20)	15(18.7)	13(16.3)	16(20)	3.14±1.47
Have you ever been assigned to work that is not a requirement for clinical practice?	11(13.8)	14(17.5)	21(26.2)	18(22.5)	16(20)	2.83±1.32
Have you ever experienced a problem or obstacle in the clinical environment?	15(18.8)	26(32.4)	18(22.5)	11(13.8)	10(12.5)	3.31±1.28
Is the clinical environment adequately prepared to suit the needs of students to implement procedures?	8(10)	8(10)	26(32.5)	21(26.5)	17(21)	2.16±1.22
Does the student face an obstacle in linking the theoretical parts to clinical practice?	14(17.5)	22(27.5)	30(37.5)	9(11.3)	5(6.2)	3.39±1.10
The total mean score of challenges and difficulties facing nursing students during clinical practice.						3.42±0.47

Table 3: Assessment of the effects of challenges and difficulties on the nursing students' learning process (no=80)

Items	Strongly Agree No (%)	Agree No (%)	Neutral No (%)	Disagree No (%)	Strong Disagree No (%)	Mean ± SD
Do the difficulties students face in clinical practice make them lose confidence in themselves and their skills?	14(17.5)	25(31.2)	17(21.3)	22(27.5)	2(2.5)	3.36±1.137
Do these difficulties reduce students' interest and passion in applying the procedures they learned, in the clinical setting?	13(16.3)	33(41.3)	14(17.3)	11(13.8)	9(11.3)	3.38±1.24
If you face some difficulties, will this affect your commitment to attend the health facility?	7(8.8)	23(28.8)	19(23.8)	21(26.1)	10(12.5)	2.95±1.19
Do these difficulties affect the competence and experience of students and the production of nurses with low- quality in the future?	16(20)	30(37.5)	20(25)	8(10)	5(7.5)	3.53±1.15
Do these difficulties cause the student to choose another field of work instead of nursing in the future?	9(11.3)	20(25)	30(37.3)	13(16.4)	8(10)	3.11±1.13
Do difficulties lead to disturbance of communication and interaction skills of students?	11(13.6)	21(26.3)	25(31.3)	18(22.5)	5(6.3)	3.19±1.13
Does the student have a negative feeling if he\ she is rejected by patients or staff?	24(30)	24(42.5)	14(17.5)	5(6.3)	3(3.7)	3.89±1.03
Do these difficulties lead the student to lose confidence in his\ her teachers and others?	13(16.3)	23(28.7)	31(38.7)	5(6.3)	8(10)	3.35±1.14
The total mean score of the effects of challenges and difficulties on the nursing students' learning process						3.34±0.813

Table 4: Comparing the differences in mean score between two items:

Items	Mean	SD	Sig.
Challenges and difficulties facing the nursing student during clinical practice.	3.42	0.47	0.000
The effects of challenges and difficulties on the nursing students' learning process.	3.34	0.81	0.000

Table 5: Relationship among sociodemographic characters and two items:

Items	Gender	N	Mean	SD	t-test	p-value
Challenges and difficulties facing the nursing student during clinical practice	Male	34	3.41	0.518	-0.121	0.90
	Female	46	3.42	0.427		
The Effects of Challenges and difficulties on the nursing students' learning process	Male	34	3.53	0.772	1.774	0.08
	Female	46	3.20	0.823		
Items	Number of subjects	N	Mean	SD	t-test	p-value
Challenges and difficulties facing the nursing student during clinical practice	3_6	15	3.22	0.205	-2.940**	0.005
	6_8	65	3.46	0.497		
The Effects of challenges and difficulties on the nursing students' learning process	3_6	15	3.39	0.568	0.268	0.78
	6_8	65	3.33	0.863		
Items	Age	N	Mean	SD	t-test	p-value
Challenges and difficulties facing the nursing student during clinical practice	20-22	40	3.44	0.434	0.358	0.72
	22-24	40	3.40	0.499		
The Effects of challenges and Difficulties on the nursing students' learning process	20-22	40	3.28	0.854	-0.685	0.49
	22-24	40	3.40	0.775		
Items	Academic year	N	Mean	SD	t-test	p-value
Challenges and difficulties facing the nursing student during clinical practice	Third year	29	3.44	0.466	0.290	0.77
	Fourth-year	51	3.41	0.468		
The Effects of challenges and Difficulties on the nursing students' learning process	Third year	29	3.25	0.887	-0.785	0.43
	Fourth-year	51	3.39	0.771		

Table 6: The significant differences between the area of practice and the two items:

Items	source of variance	Sum of Squares	DF	Mean Square	Sig.
Challenges and difficulties facing the nursing student during clinical practice	Between Groups	0.324	3	0.108	0.69
	Within Groups	16.787	76	0.221	
	Total	17.111	79		
The Effects of challenges and Difficulties on the nursing students' learning process	Between Groups	5.438	3	1.813	0.03
	Within Groups	46.812	76	0.616	
	Total	52.249	79		

Table 7: The significant differences between areas of practice and the effects of challenges and difficulties on the nursing students' learning process:

Item	Area of practice	N	M	King Fahad Hospital	Prince Mishari Bin Saud Hospital	Psychiatric and mental health hospital	Primary health care centers
The Effects of challenges and Difficulties on the nursing students' learning process	King Fahad Hospital	13	3.77	-			
	Prince Mishari Bin Saud Hospital	41	3.36	0.10	-		
	Psychiatric and mental health hospital	15	2.89	0.004**	0.051	-	
	Primary health care centers	11	3.36	0.21	0.99	0.13	-

Discussion:

This study aimed to evaluate the challenges and difficulties faced by bachelor's degree nursing students during hospital clinical practice at Al-Baha University - Saudi Arabia.

According to the sociodemographic variables, most of the students in this study were female, which was consistent with the findings of (Ahmed, Abdou, and Lawend, 2020) study, who stated that the percentage of females was higher than males. This could be explained by the fact that most enrolled students in the nursing program were females from the start. The vast majority of the students in this study were in fourth academic year which was difference from the (Alsaqri, 2017) study which described that; the average of their students in the third year, and there is a difference in the proportion of students between the two years. This may be due to the number of students in each year; in the Alsaqri study, the number of students was higher in the third year 124, and in the fourth year 76, while in this study, the numbers 34 students in the third year and 46 in the fourth year. Also, this may be due to the number of populations in different parts of the Kingdom varies. (Alsaqri study was done in Hail area and this study at the Al-Baha area), additionally, over time, admission rates for the nursing department vary from university to university. In this study, the majority of students were in good health and did not have any diseases, but there is a small number of students had diabetes and hypertension. In the current study, a few number of participants reported additional issues like stress, in contrast to a study conducted by (Mohammed and Sajit, 2016) mentioned that the students may

encounter social, emotional, physical, and familial issues that could impair their academic and learning capacities. They also mentioned that each student is exposed to different sources of stress in the academic and clinical environments. In this study, the majority of clinical practice by students at Prince Mishari Hospital is attributed to policies and regulations implemented during the COVID-19 pandemic.

Regarding the challenges and difficulties faced by nursing students during clinical practice; in the current study, the researcher noticed that the degree of consensus on "Challenges and difficulties faced the nursing student during clinical practice" was higher, where the means of the items ranged between 2.61 in term of "Is the clinical environment adequately prepared to suit the needs of students to implement procedures?", and 4.55 in term of "Did you think effective communication skills between students and staff have a role in your performance during clinical practice?". In addition, the total mean degree of the dimension was 3.42 (neutral). Also; in the current study, more than half of the students strongly agree that effective communication between students and staff plays an important role in a clinical environment, which differs from to study which was done by (Alharbi and Alhosis, 2019) who found that in their study there is difficulty regarding communication between students and the nursing staff (Qualitative research, thematic content analysis was conducted) the participant mentioned that (Sometimes when I asked them about the meaning of some abbreviations or anything else, they said: we are busy. Sometimes they ignored me and walked away when I was talking, they did not answer me, I am wondering am I invisible?). Additionally; in

this study, the mean score of the students who experienced a problem or obstacle in the clinical environment ($M = 3.31$). Currently, the study showed that the mean score of the students faces an obstacle in linking the theoretical parts to clinical practice ($M = 3.39$). Compared to study done by (Aboshaiqah et al., 2018) revealed the mean scores of the respondents occasionally experienced clinical challenges ($M = 1.82$), and it is also apparent that the average rating of the clinical environment became commonly unsupportive to learning when the “theoretical knowledge was not applied to practice” ($M = 2.22$), in addition to, in the current study the mean of staff lack of cooperation with the student in the clinical environment have a role in practice and learning to apply procedures is 4.34, compared to Aboshaiqah et al study the mean for the same item is 1.61. Finally, in this study the mean is higher than in the Aboshaiqah et al study, this may be due to the study area, Aboshaiqah et al study in Riyadh, King Suaad University, a large sample size of 220 students the current study 80 students at Al-Baha city.

Also, in the current study the student faces an obstacle in linking the theoretical parts to clinical practice with a mean of 3.39 (neutral), similar to Alsaqri, 2017 study mentioned seeing the discrepancy between theory and practice with a mean of 2.55 (neutral), the difference between two studies may be due to the different in the study area in regions of the Kingdom's (Alsaqri study was done in Hail university while this study in Al-Baha university).

Considering the effects of these challenges and difficulties on nursing students' learning process, the researcher noticed that the level of agreement on “The effects of challenges and difficulties on the nursing students learning process” is medium, where the means of the items ranged between 2.95 for “If you faced some difficulties, will this affect your commitment to attend the health facility?”, and 3.89 (Agree) for “Do the student have a negative feeling if he/she is rejected by patients or staff?”. In addition, the total degree of the dimension was 3.34. Additionally; in the current study more than half of the students faced difficulties and reduced interest and passion in

applying the procedures they learned, in the clinical setting, it is similar to the study done by (Gülten Sucu, Hülya Fırat, and Refia Selma, 2019) showed that the effects on difficulties they experienced in clinical practice decreased the motivation of students in clinical teaching. Despite of Gülten study done on 199 nurses' instructors, the current study was done on 80 nursing students.

In the current study difficulties are causing the student to choose another field of work instead of nursing in the future, mean of 3.11 (neutral), compared to Alsaqri's study withdrawal of students, mean of 1.84 (disagree), the difference in the mean may be due to sample size (Alsaqri 200 students and this study 80 students).

About the relationship between sociodemographic characteristics and challenges, and difficulties facing nursing students during clinical practice, in the current study, there is a statistically significant difference between the effects of challenges and difficulties on the nursing students' learning process and gender (p -value 0.08), and there is a statistically significant difference between the challenges and difficulties facing the nursing students during clinical practice and number subjects (p -value 0.005).

In the current study, the result indicates that there are no statistically significant differences between the means about the effects of challenges and difficulties on the nursing students' learning process and academic year (p -value 0.43), and also there are no statistically significant differences between the means of the challenges and difficulties facing the nursing student during clinical practice due to academic year (p -value 0.77), differ from a study which was done by Aboshaiqah et al who mentioned that there is a significant correlation (p -value 0.023), this differences may be due to; Aboshaiqah et al study in Riyadh, King Suaad University, large sample size 220 students, while this study small sample size 80 students at Al-Baha city. Also; there are no statistically significant differences between the means of (Challenges and difficulties facing the nursing student during clinical practice) and area of practice, but there are statistically significant

differences (P -value < 0.05) between the means of (The effects of challenges and difficulties on the nursing students learning process) and area of practice. (Psychiatric and mental health hospital) and (King Fahad Hospital) (P -value 0.004).

Strength of the study

The quality of nursing care that patients receive will be improved by preparing highly qualified nursing students. Through the identification of the obstacles and difficulties faced by clinical settings with nursing students, our study attempts to paint a picture of the setting for clinical learning in the Al-Baha region and offers suggestions for ways to ensure competent practice and high-quality care going forward.

Limitations of the study

There are a few limitations to take into account when interpreting the study's findings. The study first focused on the obstacles and problems that nursing students face when working in a clinical setting. It did not take into account factors like the experiences of academic advisors, teaching styles, and faculty traits. Second, only one university's sample was used, and these are the experiences of students from that university. It might not accurately reflect all Saudi Arabian nursing students.

Conclusion:

Based on the study's findings, numerous students noted that effective communication skills are essential for working in a clinical setting, that one of the challenges in providing care is connecting theoretical knowledge to practical skills, and that staff members' lack of cooperation with students in a clinical setting affects practice and the ability to learn how to apply procedures.

Recommendations:

The researcher recommends that examining the perspectives of student nurses regarding their difficulties in the setting of clinical learning will form the foundation for creating strategies that support students' appropriate clinical exposure preparation and

successful application of theoretical concepts in clinical practice.

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