

# Assessment of Clinical Confidence among Jose Rizal University Level III Nursing Students in the Psychiatric Ward

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## Abstract

**Background:** Clinical confidence, a subset of general confidence, is vital in healthcare. For nursing students, developing clinical confidence is essential as it directly affects their competence in providing care, ability to handle stress, and overall professional growth. **Objective:** To assess the level of clinical confidence among Level III nursing students at Jose Rizal University during their psychiatric ward clinical rotation. **Materials and Methods:** Convenience sampling was the method used to obtain responses and out of the one hundred sixteen (116) level III nursing students, ninety (90) students were selected as respondents. The thirty (30) remaining students served as respondents for the pilot study. The study modified and adapted the questionnaire from an Australian survey by Mr. Thomas Cowley entitled "Evaluation of Undergraduate Nursing Students' Clinical Confidence Following a Mental Health Recovery Camp," published on February 01, 2016. From the adapted and modified questionnaire, a Google form survey was used in the study to collect data on respondents' clinical confidence in the psychiatric ward. The data for level III nursing students at Jose Rizal University was collected on June 21, 2024. **Results:** Most of the student population falls within the 19-21 age range. 65 are female, accounting for 72.2% of the population. Level III nursing students at Jose Rizal University exhibit strong clinical confidence in seeking support (WM = 4.29, SD = 0.69) and managing client relationships, including empathizing with clients (WM = 4.20, SD = 0.67) and establishing boundaries (WM = 4.20, SD = 0.67). However, they indicate a need for improvement in medication knowledge (WM = 3.76, SD = 0.69) and patient education (WM = 3.88, SD = 0.70). Additionally, it revealed no significant difference in clinical confidence levels among Level III nursing students assigned to the psychiatric ward when grouped by sex ( $p = 0.23$ ) or age ( $p = 0.536$ ). **Conclusions:** The data indicates that students are generally neutral to agree with their confidence across various competencies, with a median of 4 for all items. The standard deviation (SD) values, which range from 0.63 to 0.76, reflect a consistent level of agreement among the students. This consistent agreement highlights the students' confidence in their clinical skills and knowledge within the psychiatric ward. These findings indicated that level III nursing students possessed a solid foundation of clinical confidence in psychiatric settings, with strength in seeking support and managing client relationships, but with a noted area for growth in specific medication knowledge and patient education.

**Keywords:** Confidence, nursing student, psychiatric ward, clinical confidence, assessment, hospital rotation.

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## INTRODUCTION

Nursing students' confidence in their clinical skills is crucial for their development as competent healthcare professionals. Simulation-based training and high-acuity clinical placements have significantly improved students' self-confidence in performing clinical skills (Swift *et al.*, 2022; Alharbi *et al.*, M., 2022; Kiik *et al.*, 2022). This indicates that nursing students' self-confidence is closely tied to their related learning

experiences. Level III nursing students, who are in the advanced stages of their training, acquire valuable Real-Life Experience (RLE) from their exposure to psychiatric settings. This hands-on experience is critical for thoroughly grasping mental health issues, improving clinical abilities, and creating an encouraging and professional attitude. A combination of realistic clinical experiences and targeted educational interventions helps build the clinical confidence of nursing students (Alharbi *et al.*, M., 2022; Kiik *et al.*, 2022). This highlights the

importance of nursing curricula in fostering the knowledge, skills, and attitudes necessary for students to feel competent and self-assured in the clinical setting (Swift *et al.*, 2022; Kiik *et al.*, 2022).

Psychiatric ward placements helped nursing students develop soft skills such as empathy, active listening, and non-verbal communication, which are essential for building therapeutic relationships with patients and providing adequate mental health care (Edwards *et al.*, 2020). These placements teach students to balance professional boundaries. The dynamic and unpredictable nature of psychiatric wards fosters adaptability and problem-solving abilities as students manage various clinical scenarios, from medication regimens to de-escalating violent behaviors, thereby enhancing their confidence in clinical judgment and decision-making (Happell *et al.*, 2020). Exposure to the complexities of psychiatric care allows students to develop skills in communication, treatments, and crisis management. Furthermore, it enables them to use theoretical information in real-world circumstances, bridging the gap between classroom learning and clinical practice.

Bandura (1977) assumes that self-efficacy, or self-confidence, is crucial in shaping behavior, influenced by individuals' perception of their abilities and skills. However, the relationship between motivation, skill acquisition, and confidence is complex, with self-confidence sometimes exceeding actual performance, particularly in low motivation or externally constrained contexts (Bandura, 1977). Despite having expertise and self-assurance, individuals may need help translating these into effective behavior in ambiguous or challenging situations. For nursing students and professionals, cultivating self-confidence is essential to navigating clinical practice complexities and maintaining high standards of safe, accurate, and quality patient care (Guerrero *et al.*, 2022; Flaubert *et al.*, 2021).

Clinical confidence is a critical component of nursing education and practice, directly influencing the quality of patient care and the effectiveness of nursing interventions (Tabriz *et al.*, 2024). This study focused on assessing the clinical confidence of level III nursing students, which, according to Molanida *et al.*, (2023), is "a crucial period when students are expected to consolidate their knowledge and skills in preparation for professional practice. Nursing education programs aim to equip students with the necessary competencies through classroom instruction, simulation exercises, and clinical placements (Brown *et al.*, 2019). However, the extent to which these educational strategies effectively build clinical confidence in students remains a subject of ongoing investigation and interpretation.

Level III nursing students, typically in their third year of a nursing program, are at a critical juncture in their education (Hertog & Boshuizen, 2021). They

have completed foundational courses and initial clinical placements and are now engaging in more complex and intensive clinical experiences. Students are expected to demonstrate higher levels of autonomy, critical thinking, and clinical decision-making at this stage. The development of clinical confidence during this period is essential for their success in subsequent clinical placements and future roles as registered nurses (Ferguson, 2021). One particularly challenging yet impactful clinical placement for nursing students is in a psychiatric ward. Working in psychiatric settings requires a high level of clinical confidence due to the unique demands of mental health care, such as managing acute psychiatric crises, communicating effectively with patients experiencing severe mental illness, and collaborating with multidisciplinary teams. Exposure to psychiatric wards provides students with valuable experiences that can significantly influence their clinical confidence (Jones *et al.*, 2022). Developing clinical confidence is critical to nursing education, enabling students to translate their theoretical knowledge into real-world practice effectively. However, research has consistently shown that nursing students often experience a "theory-practice gap," where the skills and behaviors they learn in the classroom do not align with the realities of the clinical setting (Saara *et al.*, 2019). This disconnect can lead to significant anxiety and a lack of confidence in students' clinical abilities.

With adequate clinical confidence, nursing students may be able to provide competent and safe patient care (Amsalu *et al.*, 2022). They may need to be more open to taking initiative, making decisions, or advocating for their patients. This can negatively impact the quality-of-care students deliver and may even put patients at risk (Kwame & Petrucka, 2022). Additionally, a lack of clinical confidence can hinder students' professional development, as they may be less likely to seek learning opportunities or ask for feedback (Berhe & Gebretensaye, 2022; Amoo *et al.*, 2022). Assessing the specific variables that enhance or inhibit students' self-confidence in the clinical setting is essential to developing effective strategies to support their clinical learning and professional growth (Amoo *et al.*, 2022).

The study was deemed significant for enriching both nursing education and clinical practice by:

**Nursing Educators:** By evaluating the clinical confidence levels of Level III nursing students, the study could provide valuable insights into the effectiveness of current nursing education programs. Findings will inform curriculum development efforts by educators to enhance clinical preparedness and confidence among nursing students. Educators can use these insights to refine teaching methods, create a more supportive learning environment, and ensure students are well prepared for clinical challenges. This could help educators further understand clinical confidence and design more tailored and effective clinical training experiences for Level III nursing students. This could

involve optimizing clinical placements, implementing simulation training strategies, enhancing mentorship programs, and integrating stress management and resilience-building activities to support students' clinical skill development and overall well-being.

**Psychiatric Facilities:** Clinical confidence is closely linked to nursing students' care quality. The study suggests improved patient outcomes and healthcare quality by identifying and addressing areas lacking confidence through targeted interventions guided by Clinical instructors who promote enhancing patient care. Clinical instructors are vital in mentoring students, providing real-time feedback, and modeling best practices in patient interactions. By fostering a supportive learning environment, clinical instructors help students build the necessary skills and confidence to handle complex clinical scenarios effectively. Their guidance extends beyond technical proficiency to develop interpersonal skills and emotional intelligence, which are essential for delivering compassionate, patient-centered care. Through their mentorship, clinical instructors prepare students for the challenges of clinical practice and instill a sense of professional responsibility and commitment to continuous improvement in patient care.

**Nursing Students:** Low levels of clinical confidence can contribute to stress, anxiety, and burnout among nursing students. Educators and institutions, supported by Teachers who prioritize student well-being, can implement support mechanisms to promote student well-being and resilience through clinical training by understanding confidence levels. Teachers can actively engage with students to identify factors contributing to low confidence levels and provide personalized support and encouragement. Additionally, they can facilitate peer support networks and create opportunities for students to reflect on their experiences and challenges in a safe and supportive environment. Teachers are crucial in nurturing students' confidence, well-being, and professional development throughout their nursing education journey by fostering a culture of care and support.

**Future Professionals:** Level III nursing students are poised to transition to professional nursing practice, poised to apply their academic knowledge and clinical skills in real-world settings. Assessing their clinical confidence levels offered valuable insights into their preparedness for this significant career milestone, identifying areas where they are strong and highlighting opportunities for further growth and development as they embark on their professional journey.

This study assessed the clinical confidence of level III nursing students at Jose Rizal University. It provided comprehensive insights into the clinical confidence levels of level III nursing students and their readiness for professional practice. The researchers

agreed to focus only on assessing clinical confidence of the level III nursing student using the adapted and modified questionnaire, which provided a structured framework for measurement.

Moreover, while the study aimed to comprehensively assess the level of clinical confidence among level III nursing students, it only extended to investigating the potential long-term impacts or trajectories of clinical confidence beyond the immediate scope of the research. This research would not cover any other topics aside from its objective. Despite these limitations, the targeted strategy aimed to produce comprehensive, valuable insights specific to confidence in psychiatric care, offering vital information to enhance clinical treatment in this important field.

Confidence manifests itself as an unwavering assurance in one's skills and decisions, enabling one to approach tasks and challenges with poise. It reflects a deep-seated belief in one's competence, often resulting in practical problem-solving and resilience in adversity. Confident individuals will likely take the initiative and embrace opportunities, viewing potential setbacks as learning experiences rather than failures (Souza *et al.*, 2020). This self-assuredness fosters a positive mindset, contributing to personal and professional success. Moreover, their composed demeanor and decisive actions often inspire trust and admiration from others, creating a supportive and empowering environment. Confidence is closely linked to higher levels of self-efficacy, which enhances motivation and perseverance in challenging situations (Chernyavska, 2021). It also promotes a proactive approach to goal setting and achievement, as individuals with high confidence are likelier to set ambitious goals and work diligently towards them (Rushina & Kameneva, 2019).

Additionally, confidence can reduce anxiety and stress, as confident individuals view stressors as manageable and less threatening (Salmina *et al.*, 2021). Furthermore, confidence contributes to better interpersonal relationships, as confident individuals are generally more effective communicators and leaders, fostering trust and collaboration within teams (Oslyakova & Katakova, 2020). Their positive outlook and ability to handle criticism constructively enhance their social interactions and professional networking abilities (Abtahi & Valladao, 2022). Confidence entails firm conviction in one's skills and discernment, involving relying on oneself to manage different circumstances efficiently without excessive hesitation or anxiety. It enables individuals to confront risks and encounter obstacles directly, frequently resulting in enhanced achievements and self-improvement (Akbari & Sahibzada, 2020). It demonstrates a favorable self-image and certainty in one's choices and behaviors. Individuals with confidence project a feeling of authority and composure, which has the potential to motivate and impact those in their vicinity. Conversely, self-

confidence is often described as the belief in one's abilities to achieve a specific task. It plays a crucial role in various aspects of life, from academic performance to professional success. Albert Bandura's self-efficacy theory provides a dynamic framework for understanding self-confidence. Self-efficacy, used interchangeably with self-confidence, refers to an individual's belief in their capacity to execute behaviors necessary to produce specific performance attainments (Bandura, 1977). Recede *et al.*, (2023) asserted that self-confidence shapes nursing students' clinical competence. Nursing students' confidence in basic concepts directly influences their clinical performance. Self-confidence is essential for nurses in providing quality care and making sound clinical decisions (Farčić *et al.*, 2020).

Confidence reflects the nurse's competence in rendering care and treatment to patients. It is a necessary skill for nurses to deliver nursing care effectively. Student nurses need to build up self-confidence in learning to cope with complex clinical situations. Individuals with self-confidence are confident of their capability to manage a problem or provide nursing care in an accurate, relevant, and efficient manner. Equipping student nurses to provide patient care in increasingly complicated healthcare settings is a challenge faced by nursing instructors. Self-confidence is one of the critical determinants of successful learning (Abeer *et al.*, 2021). Further research highlights the broader implications of self-confidence in healthcare. For example, Mattheus *et al.*, (2023) found that self-confidence significantly affects nurses' abilities to handle emergencies, suggesting that higher self-confidence levels lead to better patient outcomes.

Clinical confidence among nursing students and professionals in the Philippines is essential due to the country's rapidly evolving healthcare needs and the high demand for competent nurses locally and internationally. Studies have shown that Filipino nursing students often face unique challenges impacting their self-confidence, such as cultural factors, language barriers, and limited access to high-quality clinical training facilities (Meleis, 2019). Filipino nurses are renowned for their resilience and adaptability despite these challenges, often excelling in diverse and high-pressure environments worldwide (Brush & Sochalski, 2021). The Philippine government's efforts to improve nursing education standards and provide better support systems have enhanced clinical confidence among nurses (Lorenzo, 2020). Integrating culturally relevant training modules that address local challenges has also been crucial in building trust among Filipino nursing students (Mendoza, 2021).

Clinical confidence in nursing is a critical component that impacts nursing students' ability to perform competently in clinical settings. Several strategies have been identified to enhance this confidence, including simulations, peer modeling, storytelling, skill review sessions, and journaling

(Lundberg, 2019; Smith, 2022). High-fidelity nursing simulations have improved student self-confidence and clinical competence, although the effect may vary depending on the simulation type (Blum *et al.*, 2020). Additionally, clinical decision-making skills are significantly influenced by self-confidence and anxiety levels, where higher self-confidence is associated with lower anxiety and better decision-making (White, 2021). A study assessing final-year nursing students found that their self-confidence increased with more clinical placements, although their preparedness for high-acuity settings decreased (Porter *et al.*, 2023). Enhancing clinical confidence in nursing requires a multifaceted approach that includes improving educational strategies, increasing clinical exposure, and providing supportive environments for skill practice and development.

### Psychiatric Hospital Ward as Clinical Rotation

Psychiatric wards play a crucial role in nursing education, providing essential experiences that significantly contribute to the competence and confidence of nursing students. Clinical education wards in psychiatric settings create enriched learning environments that support independence and progression into future nursing roles. This environment is particularly beneficial in psychiatric care, where peer learning and hands-on experience are critical (Vuckovic *et al.*, 2021). Additionally, the attitudes nursing students develop toward patient care during clinical rotations in psychiatric wards are fundamental to providing quality care. Positive attitudes formed in these settings can enhance the overall care provided to mentally ill patients (Namulema, 2021). Nurses working in psychiatric wards must possess high clinical competence due to the unique needs of psychiatric patients. Studies show that work experience and structured clinical education in psychiatric settings significantly enhance clinical competency (Karaminia *et al.*, 2020). Moreover, psychiatric wards allow nursing students to develop crucial communication and therapeutic skills for effective patient interaction and support in mental health settings (Oh, 2022). These hospital wards also serve as a platform for interprofessional education, fostering collaboration between nursing and medical students, which enhances understanding and teamwork critical in mental health care (Salberg *et al.*, 2021).

Confidence in psychiatric nursing is directly linked to patient safety. Nurses with higher confidence levels provide safer and more effective care, highlighting the need for thorough psychiatric training (Torkaman *et al.*, 2022). Psychiatric wards are vital in nursing education, offering a comprehensive learning environment that enhances clinical competence, professional skills, and positive attitudes toward mental health care. This integration ensures that future nurses are well-prepared to meet the complex needs of psychiatric patients, ultimately improving patient outcomes and care quality (Claro *et al.*, 2019). Nursing Students' Confidence in Psychiatric Ward. The

psychiatric ward presents unique challenges and learning opportunities for student nurses, influencing their confidence levels and professional development. Challenges and learning opportunities for student nurses abound, particularly in psychiatric nursing, where clinical placements are vital bridges between theory and practice (Masutha *et al.*, 2023). In psychiatric ward settings, confidence is paramount as students engage with the intricacies of mental health care. Research indicates that consistent unit routines and a supportive environment are instrumental in bolstering safety and confidence levels in psychiatric care (Acı *et al.*, 2022).

Moreover, Başoğlu's study in 2021 underscores the transformative impact of clinical exposure on students' confidence levels. As students engage with patients, initial apprehensions tend to diminish, paving the way for enhanced communication skills and altered perceptions of mental illnesses. The structural framework of clinical education, supported by supportive preceptors and meaningful peer interactions, emerges as pivotal in fostering students' confidence and enriching their learning experiences within psychiatric settings (Létourneau *et al.*, 2021).

Several recent studies highlight the importance of clinical confidence in psychiatric nursing in the Philippines. For instance, a 2021 study by Ramos *et al.*, found that Filipino nursing students' confidence levels significantly improved when they received comprehensive clinical training and mentorship in psychiatric settings. The study emphasized the role of simulation-based education in enhancing students' preparedness for real-world clinical challenges (Ramos *et al.*, 2021). Additionally, research by Cruz and Santos (2022) highlighted that exposure to diverse psychiatric cases during clinical placements helped students develop critical thinking and problem-solving skills, further boosting their confidence. The Philippine nursing education system has been actively incorporating innovative teaching methods to address the unique needs of psychiatric nursing students. A study by Garcia *et al.*, (2023) demonstrated that integrating technology-enhanced learning tools, such as virtual reality simulations, into the curriculum significantly improved students' confidence and competence in managing psychiatric patients. These advancements in educational strategies are crucial in preparing nursing students to meet the growing mental health care demands in the Philippines and globally.

The existence of a confidence gap has been reported all through the years. A 2021 meta-analysis by Cheng *et al.*, examining studies from 1982 to 2020 acknowledges a persistent gender gap in self-esteem, with males scoring slightly higher (Cheng *et al.*, 2021). Studies suggest a trend where males report higher self-esteem scores than females, particularly during adolescence and early adulthood (Gao W. *et al.*, 2022). Still, the effects lessen with age, potentially closing

entirely in later life (Sherman A. *et al.*, 2023). In the Philippines, traditional gender roles and cultural expectations continue to influence the confidence levels of women and men differently. In many communities, men are often encouraged to be assertive and confident, while women may be socialized to be more reserved and modest (Bobadilla K.R. *et al.*, 2022). These cultural norms can create internalized beliefs that affect women's self-perception and confidence, limiting their willingness to take risks and pursue leadership roles. A persistent problem in education in the Philippines is that gender biases in educational environments can still hinder confidence-building among girls and young women. Gender-biased curricula and the lack of female role models in STEM (science, technology, engineering, and mathematics) fields contribute to the perpetuation of the confidence gap (ADB, 2019).

In professional settings, the confidence gap also manifests distinctly. Mahfouz *et al.*, (2019) reported that women have lower confidence in many areas, including nursing. Men at the novice level often exhibit higher confidence than women nursing students. Still, this trend shifts with exposure to low and high-fidelity simulations, leading to equal or sometimes higher confidence levels in women than their male counterparts (Mahfouz *et al.*, 2019). Further studies have explored the impact of educational interventions on confidence levels. For example, Jones and Harter (2021) found that targeted mentorship programs significantly increased self-esteem among female students, reducing the confidence gap over time (Jones & Harter, 2021).

Through age, confidence generally increases, but this is only sometimes the case. Studies have shown that while age and experience can enhance confidence in various domains, there are instances where confidence may not necessarily correlate with age. For example, research by Jones *et al.*, (2019) examined confidence levels across different age groups and found that while older adults often reported higher confidence in their professional skills, they did not always exhibit the same confidence in adopting new technologies (Jones *et al.*, 2019). This suggests that confidence is domain-specific and can vary significantly depending on the context. Similarly, a study by Kim and Park (2020) explored the confidence levels in decision-making among different age groups and found that while older adults generally had more confidence in routine decisions, younger individuals displayed higher confidence in dynamic and rapidly changing environments (Kim & Park, 2020). This indicates that the relationship between age and confidence is complex and influenced by the nature of the tasks and the individual's adaptability.

Additionally, research by Clark and Wright (2021) highlighted that self-perceived confidence might only sometimes align with actual performance. In their study, older adults reported higher confidence in their memory abilities, yet objective assessments revealed no

significant differences from younger adults (Clark & Wright, 2021). This disparity suggests that confidence can sometimes be a subjective measure that does not fully capture actual capabilities.

Benner's Novice-to-Expert model suggests that through years of clinical experience, nurses become knowledgeable in the nursing profession, thus improving their clinical confidence. Age is associated with confidence, as older nurses tend to have more extensive experience and, therefore, greater confidence in their clinical abilities. Recent studies have explored the relationship between clinical experience and confidence in nursing. For instance, a survey by Kjellgren *et al.*, (2019) highlights that clinical competence and confidence significantly improve with experience and continuous professional development (Kjellgren *et al.*, 2019). Similarly, research by Taylor *et al.*, (2020) emphasizes the positive correlation between age, years of experience, and clinical decision making skills among nurses, reinforcing that accumulated experience over time enhances clinical confidence (Taylor *et al.*, 2020). Further evidence by Smith *et al.*, (2021) indicates that mentorship and supportive learning environments contribute to the accelerated growth from novice to expert stages, particularly in younger nurses who may initially lack confidence but gain it through guided experiences (Smith *et al.*, 2021).

Confidence manifests itself as an unwavering assurance in one's skills and decisions, enabling one to approach tasks and challenges with poise. It reflects a deep-seated belief in one's competence, often resulting in practical problem-solving and resilience in adversity. Confident individuals will likely take the initiative and embrace opportunities, viewing potential setbacks as learning experiences rather than failures (Souza *et al.*, 2020). Confidence is closely linked to higher levels of self-efficacy, which enhances motivation and perseverance in challenging situations (Chemyavska, 2021). It also reduces anxiety and stress, as confident individuals view stressors as manageable (Salmina *et al.*, 2021).

Furthermore, confidence improves interpersonal relationships and effective communication, fostering team trust and collaboration (Oslyakova & Katakova, 2020). Self-confidence, often described as the belief in one's abilities to achieve a specific task, is crucial in various aspects of life. Albert Bandura's self-efficacy theory explains that self-confidence refers to an individual's belief in their capacity to execute behaviors necessary for specific performance attainments (Bandura, 1977). Recede *et al.*, (2023) assert that self-confidence shapes nursing students' clinical competence, directly influencing their clinical performance. Self-confidence is essential for nurses in providing quality care and making sound clinical decisions (Farčić *et al.*, 2020).

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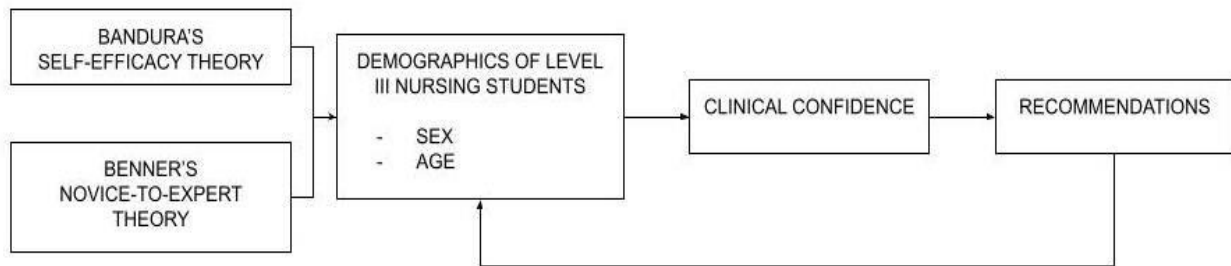
### Theoretical Framework

This study on the clinical confidence of nursing students was supported by Patricia Benner's Novice to Expert Theory and Albert Bandura's Self-Efficacy Theory. Patricia Benner's Novice to Expert Theory (1982) theorized that nurses progress through five levels of proficiency: novice, advanced beginner, competent, proficient, and expert. Nursing students are considered novices with no experience with the situations they are expected to perform. As they gain experience, they move from relying on abstract principles to using past concrete experiences to guide their actions. This theory suggests that as nursing students progress through their education and gain more clinical experience, their confidence in their abilities will increase.

Albert Bandura's Self-Efficacy Theory (1977) proposed that an individual's belief in their capabilities to perform a specific task successfully influences their motivation, thought processes, emotional states, and performance. Self-efficacy is also interchangeably used with self-confidence, beliefs that determine how much effort people expend and how long they will persist in facing obstacles and aversive experiences. According to Ramezanzade *et al.*, (2024), nursing students with higher self-efficacy are more likely to approach complex clinical tasks confidently, engage in challenging goals, and persist through difficulties, leading to improved clinical performance and confidence.

The demographic factors of gender and age might provide additional insight into the clinical confidence of nursing students. However, the relationship between age and clinical confidence needs to be clarified. In summary, this study's theoretical framework combined Benner's Noviceto-Expert Theory and Bandura's Self-Efficacy Theory to explore the clinical confidence of nursing students. The demographic factors of gender and age might also shape students' confidence levels as they progress through their nursing education and gain clinical experience.

## Conceptual Framework



**Figure 1: Conceptual Framework**

The conceptual framework illustrated in the diagram outlines the clinical confidence among Level III nursing students in psychiatric wards. At the core, the framework integrates Bandura's Self-Efficacy Theory and Benner's Novice to Expert Model. Bandura's theory implies that self-efficacy, or belief in one's ability to succeed in specific tasks, significantly impacts confidence. This is crucial for nursing students, as higher self-efficacy translates to greater confidence in performing clinical tasks and making decisions in psychiatric settings. Benner's model describes the progression of nurses from novice to expert through the accumulation of clinical experience, highlighting that clinical confidence increases with experience and professional growth. Level III nursing students in psychiatric wards are the primary focus of the framework. Their development of clinical confidence is linked to demographic factors. Demographic factors such as age and gender significantly shape students' self-perception and interactions within the clinical environment, impacting their confidence levels. Clinical confidence, the assurance in one's ability to perform clinical tasks and make sound decisions, is influenced by theoretical knowledge and practical experiences. The framework suggests that targeted interventions are necessary to enhance clinical confidence. These recommendations may include mentorship programs, enhanced simulation training, and culturally relevant educational strategies. The diagram demonstrates how the interplay of theoretical models, demographic factors, and clinical experiences in psychiatric wards collectively influence clinical confidence of nursing students. This integrated approach helps identify effective educational strategies to build confidence and competence among nursing students, ensuring they are well-prepared to meet the demands of the healthcare industry.

### Operational Definition of Key Variables

The following vital phrases were defined based on how they were utilized in this study:

**Clinical Confidence-** is a specific type of self-confidence that pertains to JRU nursing students, particularly in their clinical skills and abilities to provide patient care. It encompasses believing in one's clinical knowledge, technical skills, and ability to make sound

clinical decisions. Clinical Confidence in the Psychiatric Ward- refers to the belief and assurance that the nursing students have in their abilities to effectively manage and provide care to patients with mental health conditions.

**Psychiatric Ward-** refers to a specific homecare facility where level III JRU nursing students gain exposure. These hospital wards provide a structured and secure environment where patients with mental health conditions can receive comprehensive psychiatric care, including assessment, diagnosis, treatment, and rehabilitation.

## MATERIALS AND METHODS

### Research Design

This research employed a descriptive quantitative approach to systematically evaluate these confidence levels using modified structured questionnaires based on an adapted assessment tool. Quantitative research is chosen to provide a rigorous and structured method of assessing clinical confidence, allowing for the collection of standardized data that can be analyzed using statistical techniques (McCombes, 2023). Specifically, the research aimed to systematically describe clinical confidence within the level III nursing student population. This approach aligned with the objectives of descriptive quantitative research, which focused on summarizing and describing variables of interest within a population (Kaliyadan & Kulkarni, 2019). According to Sirisilla (2023), descriptive research aims to explain the relationships, patterns, and trends in the data while presenting a thorough and accurate picture of the population under study. By employing a descriptive quantitative research design, this study aimed to provide a comprehensive understanding of the clinical confidence among level III nursing students at Jose Rizal University, informing targeted interventions and support mechanisms to enhance confidence levels within this population.

### Population and Sample

The investigation's target population comprised level III nursing students enrolled in the second (2nd) A.Y. 2023-2024 semester at Jose Rizal University. Convenience sampling was the method used to obtain

responses. Convenience sampling is a particular kind of non-probability sampling technique that depends on gathering data from people of the population who are willing and able to engage in research. When using convenience sampling, the first primary data source that becomes available is used for the study without any further conditions (Dudovskiy, 2024). Out of the one hundred twenty (120) level III nursing students, ninety (90) students were selected as respondents using convenience sampling. The thirty (30) remaining students served as respondents for the pilot study. The study did not include the respondents who participated in the questionnaire's pilot testing.

The study was conducted at Jose Rizal University (JRU) in Mandaluyong City during the second semester of A.Y. 2023-2024. JRU was chosen due to its robust academic environment, access to a diverse population, and extensive research resources. The university's commitment to fostering research and development provided essential support and infrastructure, enabling comprehensive and credible study. Additionally, JRU's location in Mandaluyong City allowed for efficient data collection and engagement with a vibrant academic community, enhancing the overall quality and impact of the research which is the location of many Psychiatric Facilities. The researchers adhered to etiquette policies in settings. The study assessed clinical confidence in the level III nursing student population.

### Methods or Procedure

In this study, a quantitative research approach was employed to assess the level of clinical confidence in the psychiatric ward of level III nursing students at Jose Rizal University. This study aimed to add to existing knowledge and offer insightful information about level III nursing students' level of clinical confidence in the psychiatric ward. To collect data, level III students were given adapted and modified questionnaires through Google Forms to measure clinical confidence within the psychiatric ward. The collection of data was done on May 21, 2024. Thus, the researchers adhered to the following subsequent standards and procedures for the study:

1. Adapt and modify the assessment tool.
2. Validate the assessment tool.
3. Create a Google Form as the online questionnaire.
4. Distribute the assessment tool to the respondents.
5. Have the respondents answer the assessment tool.
6. Gather the answers from Google Forms.
7. Distribute the answers to the statistician.
8. The statistician will produce the data findings.
9. Write the interpretation.
10. Write up the final report and conclusions.
11. Present findings and conclusions for the final report.

### Instruments

The study modified and adapted the questionnaire from an Australian survey by Mr. Thomas Cowley entitled "Evaluation of Undergraduate Nursing Students' Clinical Confidence Following a Mental Health Recovery Camp," published on February 01, 2016. From the adapted and modified questionnaire, a Google form survey was used in the study to collect data on respondents' clinical confidence in the psychiatric ward. The data for level III nursing students at Jose Rizal University was collected on June 21, 2024.

Statistical processing, which included organizing and analyzing data, was carried out. Reviewing the instrument's internal consistencies was essential in highlighting critical areas of agreement and disagreement among the findings and hypotheses, enhancing the study's significance and credibility.

There were two sections of the survey's content. The first section contains demographic information, including age and sex. This is to ascertain whether their age and gender influenced their level of clinical confidence. The questions were adapted and modified for the second part, consisting of 16 items. A 5-point Likert scale, with the options 1) Strongly Agree, 2) Agree, 3) Neutral, 4) Disagree, and 5) Strongly Disagree, will be used to answer questions in this section. These questions were used to measure the level of clinical confidence among the psychiatric ward's level II nursing students. They were summed up using statistical approaches, including descriptive statistics.

A pilot study was conducted with thirty (30) students among level III nursing students at Jose Rizal University. Cronbach Alpha was employed as a statistical method to assess the internal consistency of the questionnaire items, ensuring that it gauges the same construction. This evaluation for internal consistency aimed to establish the reliability of the instrument's identity, identifying any items requiring removal or modification to improve its validity. A high Cronbach's Alpha score indicated a strong correlation between the items, confirming that the respondents examined the same concept and enhancing the validity and reliability of the survey. The respondents in the questionnaire's pilot testing were not included as the respondents in the study. Overall, this implied that the questionnaire had a high internal consistency. Hence, the questionnaire was deemed reliable to be distributed to the respondents (Ahmad *et al.*, 2022)

### Reliability Statistics

Cronbach's Alpha	N of Items
.879	16

Figure 2: Cronbach's Alpha result of .879

### Ethical Considerations

The study followed ethical guidelines for gathering, measuring, and interpreting data,



guaranteeing the accuracy and reliability of the results. In conclusion, the institutional support, applicability to contemporary demographics, robust research design, and ethical concerns contributed to the study's credibility. It made it a valuable addition to nursing education. In this study, a thorough examination and approval by the College of Nursing at Jose Rizal University was conducted, underscoring commitment to academic and ethical standards. Throughout the study, the researchers adhered to strict ethical guidelines. To ensure the study's reliability, the research team distributed digital surveys using Google Forms, with participants using their JRU email addresses. Researchers employed standardized tools and followed established research procedures. Systematically, the researchers gathered and impartially analyzed the data, thereby securing the scientific credibility of the study. Respecting the rights of the participants was a top priority in this study. Clear and comprehensive information about the study's objectives, procedures, risks, and benefits was provided both written and verbally.

Voluntary participation was emphasized, allowing participants to pose questions and address concerns before expressing consent. Privacy considerations were of utmost importance, aligning with the provisions of the Data Privacy Act of 2012 (Republic Act No. 10173). While maintaining participant confidentiality, survey forms were employed using digital methods. Participants were assured that any personal information shared would remain confidential and exclusively be used for future research endeavors.

**Statistical Treatment**

The following treatments were applied to obtain data in each statement of the problem:

1. The demographic profile of the respondents, who were level III nursing students from Jose Rizal University, was described based on their age and sex. The frequency of each response was determined based on the number of respondents. The respondents' demographic profiles were analyzed using the formula for calculating percentages, which allows for a comprehensive understanding of their characteristics.

Formula:

$P = F/N$  Where:

P= Percentage, F= Frequency, N= Total number of respondents

2. The mean score and weighted mean were attained to assess the level of clinical confidence among level III nursing students assigned to the psychiatric ward.

Formula:

$\mu = \sum x/N$  Where:

$\mu$ = is the mean

$\sum x$  is the sum of the scores or measures, and N= is the number of cases

Formula:

$X = \sum WX/W$  Where:

X = is the mean w= is the weight

$\sum x$  is the value of the mean

Arbitrary	Scale Interpretation
4.21 - 5.00	Very High Confidence
3.41 - 4.20	High Confidence
2.61 - 3.40	Moderate Confidence
1.81 - 2.60	Low Confidence
1.00 - 1.80	Very Low Confidence

3. Significance of demographic factors with the clinical confidence of level III nursing students assigned to the psychiatric ward.

Mann-Whitney U-Test Formula:

The Mann-Whitney U-test, or the Wilcoxon rank-sum test, is a non-parametric test used to compare two independent groups. In this study, the age and gender groups were the two independent groups. The test assesses whether the distributions of two groups are the same or if one tends to have larger values than the other. It is often used when the assumptions of parametric tests like the t-test are violated.

The formula for the Mann-Whitney U-test statistic, U, is calculated as follows:

1. Rank all the observations from both groups, assigning ranks from 1 to N, where N is the total number of observations.
2. Calculate the sum of ranks for each group, R1 and R2.
3. Calculate the Mann-Whitney U-test statistic using the formula:

$$U = R_1 - \frac{n_1(n_1 + 1)}{2}$$

Where:

$n_1$  is the number of observations in the first group. R1 is the sum of ranks for the first group

**RESULTS AND DISCUSSION**

This presents the analysis and data interpretation based on the instruments used in the previous chapter. To fill in the missing part of the problem statement, this chapter presents the steps and tables that give a symbolic solution to the following questions.

**1. Demographic Profile among Level III Nursing Students**

a. Age

**Table 1.1: Demographic Profile Among Level III Student Nurses According to Age**

Age	Frequency	Percentage
19-21 years old	47	52.2
22 and above	43	47.8
<b>Total</b>	<b>90</b>	<b>100.0</b>

Table 1.1 presents that most of the student population falls within the 19-21 age range.

Specifically, 47 students, representing 52.2% of the total, are between 19 and 21 years old. Meanwhile, 43 students, or 47.8%, are 22 years old or above.

This distribution indicates a relatively balanced age composition among level III student nurses, with slightly more students in the younger age group. The total number of students surveyed is 90. A study published in BMC Nursing highlights that nursing student populations often include a significant proportion of younger students (Balatayo *et al.*, 2021). They found that students commonly entered nursing programs at a younger age, which aligns with the data showing that most students are between 19 and 21 years old.

#### b. Sex

**Table 1.2: Demographic Profile Among Level III Student Nurses According to Sex**

Sex	Frequency	Percentage
Male	25	27.8
Female	65	72.2
<b>Total</b>	<b>90</b>	<b>100.0</b>

Table 1.2 presents the demographic profile of Level III student nurses based on their sex. The data shows a significant gender disparity, with females comprising the majority. Specifically, out of 90 students, 65 are female, accounting for 72.2% of the population.

In contrast, males represent only 27.8%, with 25 male students.

This indicates that female students dominate the Level III nursing students, reflecting a common trend where women typically outnumber men. The World Health Organization (2020) noted that nursing is one of the most gender-imbalanced professions globally, with women representing over 80% of the nursing workforce.

Similarly, in the Philippines, the gender disparity in nursing is pronounced. According to the Philippine Nurses Association (2021), women constitute about 95% of the nursing workforce in the country. This high percentage reflects historical trends and cultural expectations that have traditionally viewed nursing as a predominantly female profession. The Philippine Statistics Authority (2019) also reported that most nursing students and graduates in the Philippines are female, further perpetuating this gender imbalance in the profession. This gender imbalance has significant implications for the workforce dynamics and policymaking in the nursing sector. It highlights the need for targeted strategies to encourage more male participation in nursing, promoting gender diversity. Efforts to address this imbalance could include scholarship programs, awareness campaigns, and changes in societal attitudes toward gender roles in healthcare professions.

## 2. Level of Clinical Confidence Among Level III Nursing Students Assigned in the Psychiatric Ward

### 2.1 Level of Clinical Confidence

**Table 2.1: Level of Clinical Confidence Among Level III Nursing Students Assigned in the Psychiatric Ward**

Level of Clinical Confidence	Median	SD	VI
I can confidently communicate effectively with clients with mental health problem.	4	.68	Agree
I can confidently conduct a mental state examination	4	.76	Agree
I can confidently develop a nursing care plan based on my assessment of a psychiatric patient	4	.68	Agree
I can confidently provide basic health teachings for clients with mental illness	4	0.71	Agree
I can confidently be empathic with a range of clients with a mental illness.	4	0.67	Agree
I can confidently provide information and education for clients regarding their diagnosis.	4	0.68	Agree
I can confidently assist clients in developing living skills.	4	0.63	Agree
I am confident in my basic knowledge of antipsychotic medications and their side effects.	4	0.69	Agree
I am confident in my basic knowledge of antidepressant medications and their side effects	4	0.72	Agree
I am confident in my basic knowledge of anti-anxiety medications and their side effects.	4	0.69	Agree
I am confident in my basic knowledge of mood stabilizers and their side effects.	4	0.67	Agree
I can confidently educate clients regarding the medications' effects and side effects	4	0.70	Agree
I can confidently fit in with the nurses on a mental health clinical placement.	4	0.69	Agree
I can confidently contribute client-related mental health information to my classmates.	4	0.69	Agree
I can confidently establish my boundaries when relating to clients with a mental illness.	4	0.66	Agree
I can confidently seek support from my clinical instructors, nurses, and classmates.	4	0.69	Agree

Legend: "Strongly Disagree 1.0 - 1.80", "Disagree 1.81 - 2.60", "Neutral 2.61 -3.40", "Agree 3.41 - 4.20", "Strongly Agree 4.21 - 5.0"

Table 2.1 shows the level of clinical confidence among level III nursing students assigned to the psychiatric ward. Each item is evaluated using the

median (M) and standard deviation (SD), accompanied by a verbal interpretation. Table 2.1 summarizes the level of clinical confidence among level III nursing students

assigned to the psychiatric ward, using the median as the central measure. Specifically, the students reported feeling confident in their ability to communicate effectively with clients with mental health problems (SD = 0.68), conduct mental state examinations (SD = 0.76), and develop nursing care plans based on their assessments of psychiatric patients (SD = 0.68). They also expressed confidence in providing basic health teachings to clients with mental illness (SD = 0.71) and being empathetic with a range of clients (SD = 0.67). Moreover, the students demonstrated confidence in their basic knowledge of various psychiatric medications and their side effects, including antipsychotics (SD = 0.69), antidepressants (SD = 0.72), anti-anxiety drugs (SD = 0.69), and mood stabilizers (SD = 0.67). They also felt assured in educating clients about these medications' effects and side effects (SD = 0.70). Additionally, students indicated they could integrate well with the nursing team during their clinical placements (SD = 0.69), contribute mental health information to their classmates (SD = 0.69), and establish appropriate boundaries when interacting with clients (SD = 0.66). The highest level of agreement, approaching "Strongly Agree," was seeking support from clinical instructors, nurses, and classmates (SD = 0.69).

The data indicates that students are generally neutral to agree with their confidence across various competencies, with a median of 4 for all items. The standard deviation (SD) values, which range from 0.63 to 0.76, reflect a consistent level of agreement among the students. This consistent agreement highlights the students' confidence in their clinical skills and knowledge within the psychiatric ward.

These findings indicated that level III nursing students possessed a solid foundation of clinical confidence in psychiatric settings, with strength in seeking support and managing client relationships, but with a noted area for growth in specific medication knowledge and patient education (Raliphaswa *et al.*, 2023). In the context of the Philippines, recent studies corroborate these observations, emphasizing the critical role of practical training and comprehensive education in enhancing nursing competencies. A survey by Yap and Morales (2019) highlighted that Filipino nursing students showed significant confidence in their clinical skills, particularly in communication and interpersonal relationships, which are essential in psychiatric nursing. However, the same study pointed out gaps in knowledge regarding specific psychotropic medications and their side effects, underscoring the need for more focused pharmacological education within the nursing curriculum. The findings revealed that extended exposure to psychiatric wards significantly improved students' confidence in managing patient relationships and seeking support from senior staff. However, it also reinforced the need for continuous education on the latest psychiatric medications and treatment protocols to ensure that nursing students can provide safe and effective care.

### 3. Significant Difference in the Respondents' Assessment in the Level of Clinical Confidence Among Level III Nursing Students Assigned in the Psychiatric Ward when Grouped According to Profile

**Table 3.1: Mann Whitney U Test: Significant Difference in the Respondents' Assessment in the Level of Clinical Confidence Among Level III Nursing Students Assigned in the Psychiatric Ward when Grouped According to Profile**

Indicator	Grouping Variable	Median	p-value	Decision	Remarks
Sex	Male	45.50	0.231	Failed to reject Ho	Not significant
	Female	45.50			
Age	19-21 years old	47.13	0.536	Failed to reject Ho	Not significant
	22 and above	43.72			

Note: "If the p-value is less than or equal to the level of significance (0.05), reject Ho, otherwise failed to reject Ho.

Table 3.1 depicts the results of the Mann-Whitney U Test, which displays the significant difference in the respondents' assessment of their level of clinical confidence among level III nursing students assigned to the psychiatric ward when grouped according to sex and age. For sex, the mean ranks are equal to 45.50 for male and female students, with a p-value of 0.23. Similarly, when examining the age groups, students aged 19-21 have a mean rank of 47.13, while those aged 22 and above have a mean rank of 43.72. The p-value for this comparison is 0.536, which is again more than 0.05.

Since this p-value is more significant than the significance level of 0.05, the decision fails to reject Ho, indicating no significant difference in the clinical

confidence levels between male and female nursing students. The remarks confirm that the difference is insignificant, suggesting that gender does not influence the students' perceived clinical confidence in this context. Consequently, the decision is to "Fail to Reject Ho," indicating no significant difference in clinical confidence based on age. The remarks state that this difference is insignificant, suggesting that the level of clinical confidence among level III nursing students in the psychiatric ward is consistent regardless of whether they are younger or older than 22. Overall, these results imply that neither sex nor age significantly impacts the clinical confidence levels of nursing students in this setting.

When analyzed by demographic variables, Roque (2019) also found no significant difference in clinical confidence among nursing students. This aligns with the current study's results, suggesting that factors such as sex and age do not significantly influence the clinical confidence of nursing students in psychiatric settings. The lack of significant difference in clinical confidence levels between male and female students and between different age groups can be attributed to the standardized training and education that nursing students receive. Nursing programs typically provide uniform clinical experiences and curricula, ensuring that all students, regardless of gender or age, develop comparable clinical competence and confidence levels.

Furthermore, the supportive learning environment and the collaborative nature of nursing education may foster a similar level of confidence among all students. A study by De Guzman and Tan (2020) supports this notion, highlighting that the consistent clinical training and mentorship provided in nursing schools in the Philippines contribute to a uniform development of clinical skills among students. Moreover, the findings by Mendoza *et al.*, (2022) further corroborate this by showing that the clinical confidence of nursing students is not significantly affected by demographic variables due to the comprehensive and inclusive nature of the nursing curriculum. They emphasized that the curriculum's focus on practical skills, critical thinking, and patient centered care is designed to equip all students with the necessary competencies to succeed in various clinical settings.

## CONCLUSIONS

We concluded that the apparently documented that clinical confidence impacts every facet of healthcare providers' clinical performance, encompassing their interactions with clients, colleagues, and other healthcare team members, all collectively influencing the quality of patient care. Clinical confidence among level III student nurses at Jose Rizal University was vital for their development as competent nurses. It played a significant role in shaping their ability to provide quality care and engage effectively with patients. Confidence in clinical skills enhances their competence in delivering healthcare services and boosts their overall morale and job satisfaction. This, in turn, could positively impact patient outcomes, as confident nurses are more likely to advocate for their patients and communicate effectively with the healthcare team.

Level III nursing students at Jose Rizal University provided valuable insights into their demographic characteristics and clinical confidence levels. Most students are 19-21, suggesting that the nursing program attracts predominantly younger individuals at a crucial stage of developing their professional skills and confidence. This demographic composition is typical in nursing education, where students begin their clinical training and gain

foundational experience in patient care. The approximate balanced age distribution also indicates that the nursing program accommodates and supports students across different age groups, ensuring a diverse and inclusive learning environment. Gender disparity is evident among Level III nursing students, with females comprising the majority. This aligns with broader trends in the nursing profession, where women outnumber men by a considerable margin. Despite this gender imbalance, the study found no significant differences in clinical confidence levels between male and female students in the psychiatric ward setting. This suggested that the nursing curriculum and clinical training prepare both genders equally, ensuring all students have the necessary skills and confidence to deliver high-quality patient care.

The solid clinical confidence exhibited by level III nursing students in seeking support and managing client relationships was commendable. Their ability to empathize with clients and establish boundaries reflects a solid foundation in interpersonal skills, which is essential for effective nursing practice. However, areas for improvement were identified in medication knowledge and patient education, indicating opportunities to enhance these aspects of the nursing curriculum. Addressing these gaps could further enhance students' preparedness and competence in providing comprehensive care for psychiatric patients.

In conclusion, the findings assessed clinical confidence among JRU Level III nursing students. The study presented the importance of targeted educational interventions to strengthen medication knowledge and patient education while recognizing the need to continue providing strong clinical confidence among students. Moving forward, these insights could guide curriculum enhancements and educational strategies to ensure that nursing students are well-prepared to meet the demands of their future professional roles in healthcare.

## RECOMMENDATIONS

1. **Nursing Students:** Participate in workshops, simulations, and case studies to enhance medication knowledge, patient education skills, and clinical confidence. Use feedback from clinical instructors and preceptors to identify areas for improvement and continuously develop clinical confidence.
2. **Healthcare Personnel:** Provide mentorship and guidance to nursing students, particularly in medication knowledge, patient education, and interdisciplinary collaboration.
3. **Stakeholders:** Allocate resources towards enhancing nursing education programs to better prepare students for clinical practice and promote patient safety. Regularly review and evaluate the effectiveness of implemented recommendations to ensure continuous improvement and alignment with best practices in nursing education and healthcare delivery.

4. **Future Researchers:** Future researchers can build upon the findings of current studies by delving deeper into areas that are not fully explored. Conducting further research can provide additional insights into effective strategies for psychiatric nursing education and practice, ultimately improving patient outcomes in mental health care.
5. **Psychiatric Care:** Implement ways to provide a supportive environment for nursing students, giving them confidence in providing psychiatric treatment. Encourage interdisciplinary teamwork and open communication among healthcare team members to improve the overall quality of mental care. Allow students to actively participate in patient care under supervision to improve their clinical skills and confidence in psychiatric nursing practice.

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