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**Exploration of UNIMAS Undergraduate Nursing Students' Perception toward
Effective Clinical Supervision**

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This project is submitted
In partial fulfilment of the requirements for the degree of
Bachelor of Nursing with Honours

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DECLARATION

I declare that the work in this thesis was carried out in accordance with the regulations of Universiti Malaysia Sarawak. Except where due acknowledgements have been made, the work is that of the author alone. The thesis has not been accepted for any degree and is not concurrently submitted in candidature of any other degree.



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ABSTRACT

This study explores UNIMAS undergraduate nursing students' perceptions of effective clinical supervision. Effective clinical supervision is a vital component of nursing education as it enhances students' clinical competencies, confidence, and professional development. This research adopted a qualitative descriptive design utilizing semi-structured interviews with Year 4 UNIMAS undergraduate nursing students to gain in-depth understanding of their perceptions, benefits, challenges, and coping strategies in relation to clinical supervision. Thematic analysis revealed four key themes: perceptions of clinical supervision, perceived benefits of supervision, challenges faced during supervision, and adaptive coping mechanisms. Findings show that effective supervision is characterized by supportive, approachable, and knowledgeable supervisors who provide regular constructive feedback and guidance. Conversely, challenges such as lack of supervisor engagement, negative attitudes, and insufficient feedback can hinder student learning and affect their well-being. Students demonstrated resilience by utilizing peer support, emotional regulation, and self-reflective learning. The study concludes that enhancing supervisor training, creating supportive supervision environments, and implementing peer-mentorship programs will help improve students' clinical learning experiences and outcomes.

Keywords: clinical supervision, nursing students, perceptions, challenges, coping strategies.

***Eksplorasi Persepsi Pelajar Sarjana Muda Kejururawatan UNIMAS Terhadap
Penyeliaan Klinikal yang Berkesan.***

ABSTRAK

Kajian ini meneroka persepsi pelajar Sarjana Muda Kejururawatan UNIMAS terhadap penyeliaan klinikal yang berkesan. Penyeliaan klinikal yang berkesan merupakan komponen penting dalam pendidikan kejururawatan kerana ia meningkatkan kecekapan klinikal, keyakinan, dan perkembangan profesional pelajar. Kajian ini menggunakan reka bentuk kualitatif deskriptif melalui temu bual separa berstruktur bersama pelajar Tahun 4 UNIMAS untuk memahami persepsi mereka secara mendalam, faedah, cabaran, dan strategi daya tindak dalam konteks penyeliaan klinikal. Analisis tematik mengenal pasti empat tema utama: persepsi penyeliaan klinikal, faedah penyeliaan, cabaran dalam penyeliaan, dan mekanisme daya tindak. Hasil kajian menunjukkan bahawa penyeliaan klinikal berkesan dicirikan oleh penyelia yang mesra, mudah didekati, berpengetahuan, serta memberikan maklum balas dan bimbingan secara berterusan. Sebaliknya, cabaran seperti kurangnya penglibatan penyelia, sikap negatif, dan maklum balas yang tidak mencukupi boleh menjejaskan pembelajaran dan kesejahteraan pelajar. Pelajar menunjukkan ketahanan melalui sokongan rakan sebaya, pengawalan emosi, dan pembelajaran reflektif. Kajian ini merumuskan bahawa peningkatan latihan untuk penyelia, persekitaran penyeliaan yang lebih kondusif, dan program mentor sebaya perlu dilaksanakan untuk memperbaiki pengalaman pembelajaran klinikal dan pencapaian pelajar.

Kata Kunci: *penyeliaan klinikal, pelajar kejururawatan, persepsi, cabaran, strategi daya tindak.*

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LIST OF ABBREVIATIONS

CI	Clinical Instructor
CLES + T	Clinical Learning Environment, Supervision and Teacher
CSC	Clinical Simulation Centre
CSL	Clinical Stimulation Lab
MMB	Malaysian Midwives Board
MNB	Malaysian Nursing Board
MOH	Ministry of Health
MQA	Malaysian Qualification Agency
UNIMAS	Universiti Malaysia Sarawak

CHAPTER 1

INTRODUCTION

1.0. Introduction

This chapter comprises the background of study, problem statement, research questions, research aim and objectives, the significance of the study, definition of terms and the summary of this chapter.

1.1. Background of Study

Nursing is a profession dedicated to providing care and support to individuals in various health settings. “Nursing integrates the art and science of caring and focuses on the protection, promotion, and optimization of health and human functioning; prevention of illness and injury; facilitation of healing; and alleviation of suffering through compassionate presence” (American Nursing Association, 2021). Nursing education is highly practical since it enables students to advance their academic understanding, get real-world experience, and ultimately become certified professional nurses through clinical practice. To develop competent clinical nursing students, clinical supervision must be of the highest caliber as a component of nursing education (Zhang et al, 2022). Clinical supervision is a procedure that focuses on facilitating reflective practice, transferring knowledge, and offering sympathetic support to enhance therapeutic abilities (Shahzeydi et al., 2024). Effective clinical supervision is achieved when the focus is on the components or elements of clinical supervision such as professional development of the students (supervisee), the clinical instructors (CI) or supervisors have the necessary skills and qualities to foster a positive supervisory relationship, and the organization provides an environment (setting)

that supports both the supervisory relationship and the supervisee's professional growth (Snowdon et al., 2020).

Clinical teaching is a collection of organized activities intended to help nursing students develop their knowledge, abilities, and attitudes by allowing them to participate in the workplace (Hassan & Elsharkawy, 2017). Nursing students have several opportunities to improve their professional knowledge and fundamental nursing abilities throughout their clinical practicum (Liu et al., 2022). During this transformative period, nursing students are supervised by clinical instructors, whose expertise and mentorship are vital to their development. During clinical placements, it is anticipated that students would actively participate in the training and learning process while being supervised by clinical instructors (Zhang et al., 2022). Effective clinical instructors embody a range of characteristics, including strong clinical knowledge, effective communication skills, and the ability to inspire confidence in their students (Shudifat et al., 2024).

Clinical instructors provide practical instruction to provide students with on-the-job training and experience in professional or simulated environments where they will be performing the work tasks of a nurse (Glassdoor, 2024). Since clinical instructors greatly influence students' development, clinical supervision and teaching by clinical instructors are essential components of clinical practicum. The primary target of clinical supervision is nursing students, and because they have varying learning motives, learning strategies, cognitive styles, and familial backgrounds, nursing students sometimes have differing opinions about effective clinical supervision (Ellin & Abang Haji Kashim, 2024). Nursing programs may enhance clinical training by using nursing students' opinions about what makes clinical supervision effective (Ellin & Abang Haji Kashim, 2024).

For nursing students to be able to apply what they have learned in the classroom to clinical practice, these clinical settings should offer a supportive learning environment. Nursing students must be able to learn important knowledge and react effectively to patient care scenarios in a positive clinical learning setting, which also involves staff cooperation and a friendly climate where they are treated as colleagues (Zulu et al., 2021). A clinical learning environment and peer interaction can be fostered by support and supervision, which will increase the nursing student's interest in the field (Zhang et al., 2022). On top of that, ward managers must create a positive clinical teaching environment and encourage students to connect theoretically and practically by providing efficient feedback systems as part of clinical supervision components (Zhang et al., 2022).

The Clinical Learning Environment, Supervision and Teacher Scale (CLES+T), created in 2008, is one of the tools used to assess nursing students' perceptions regarding clinical learning on several levels and gauging the caliber of clinical education (Zhang et al., 2022). Clinical supervision and/or mentorship is one of the five fundamental components of clinical learning in CLES+T along with other key elements such as the ward manager's leadership style, the role of the nurse teacher, the provision of nursing care on the ward and a learning-friendly environment (Zhang et al., 2022).

In Universiti Malaysia Sarawak (UNIMAS), the clinical teaching and supervision are mainly done in several public teaching hospitals and private hospitals tutorial rooms as well as Clinical Simulation Centre (CSC), Clinical Skills Lab (CSL). UNIMAS nursing students are being supervised by the institute's own full-time and part-time clinical instructors or nursing lecturers throughout all the practicum courses. To become a clinical instructor in UNIMAS, the applicant of this post must possess a clinical experience of at least 5 years as a registered nurse, a diploma, degree or master holder, possess post basic

qualification under Ministry of Health of Malaysia (MOH) or institution registered with the Malaysian Qualification Agency (MQA) and recognized by Malaysian Nursing Board (MNB) or Malaysian Midwives Board (MMB) (Ministry of Health, 2018). Therefore, this study sought to understand how UNIMAS undergraduate nursing students perceived efficient clinical supervision.

1.2. Problem Statement

Undergraduate nursing students' abilities and confidence are greatly influenced by clinical supervision, which is an essential part of nursing education (Donough & Van der Heever, 2018). Despite its significance, there is lack of literature known about the elements or challenges influencing nursing students' perception of clinical supervision (Adam, 2018). Edwards et al. (2005) as cited in Adam (2018) revealed elements that enhance nursing students' satisfaction with clinical supervision including the frequency of sessions (at least monthly), the length of sessions (over an hour), and other elements like the location of supervision which also influenced their perceptions of effective clinical supervision. Even though clinical supervision is crucial, nursing students face many challenges that can hinder their educational experiences. Since these obstacles can have a substantial impact on students' self-esteem, skill development, and career advancement, it is imperative that they be understood (Oermann et al., 2022). Furthermore, educational institutions may find it more difficult to successfully make reforms in supervisory methods if they are unaware of these difficulties. These difficulties could include poor supervisory direction, a lack of feedback, communication difficulties, and psychological strain from high-stakes clinical settings (Donough and Van der Heever, 2018).. For example, students might not have the emotional support they need to handle stressful situations, feel overburdened by the fast-

paced clinical setting, or find it difficult to communicate with supervisors (Donough and Van der Heever, 2018). It has been discovered that a lack of this encouraging supervisor-supervisee interaction leads to unfavorable clinical learning experiences, like inadequate communication. Through these elements, students recognize that effective supervision is instrumental in helping them integrate theoretical knowledge with practical skills. The type and level of learning that occurs as well as the socialization of student nurses in the nursing profession are significantly impacted by clinical supervision provided by clinical supervisors in the clinical setting (Mohammed et al., 2020).

Additionally, the development of the technical and related skills that students require is overseen by the clinical supervisor. It might cover interpersonal communication, problem-solving, and time management (Mohammed et al., 2020). Regular feedback from supervisors not only enhances their competence but also boosts their confidence in clinical settings (Oermann et al, 2022). Students' experiences may be influenced differently by elements including role modeling, communication, support, and feedback. According to Valiee et al. (2016) as cited in Oermann et al. (2022) suggests that students' motivation for learning is directly related to their perception of the efficacy of clinical supervision. There has also been research on the relationship between emotional intelligence and efficient clinical supervision, but the findings are still unclear (Oermann et al., 2022). Additionally, student perceptions are likely to be influenced by the dynamics of the supervisor-student relationship as well as the institutional culture surrounding clinical practice. By answering this query, the study hopes to further the conversation about clinical supervision and education in general and promote an atmosphere that values clinical skill development and student learning.

The gap in this study lies in the need for a deeper exploration of how nursing students perceive effective clinical supervision and the specific challenges they face in clinical settings. It is to explore the elements that students believe make up effective clinical supervision and how those elements affect their development of clinical skills and motivation for learning, despite the fact that numerous studies such as those by Belay et al., (2024) and Valiee et al., (2016) as cited in Oermann et al. (2022) have examined students' satisfaction with clinical rotations and identified some of the challenges students face as well as how they cope with different clinical supervision approaches. Given the diversity of students' needs and clinical settings, there is insufficient research into how clinical supervision can be customized to suit individual students' learning styles and needs.

1.3. Research Questions and Research Objectives

Research Questions:

This study answered the following questions

1. How do UNIMAS undergraduate nursing students describe effective clinical supervision and perceive its role in shaping their clinical skills development?
2. What are the challenges UNIMAS undergraduate nursing students experience during clinical supervision on the students' learning experiences?
3. How do UNIMAS undergraduate nursing students cope and respond to various components of clinical supervision?

General Research Objective:

The aim of this study is to explore the perception of effective clinical supervision among UNIMAS undergraduate nursing students.

Specific Research Objectives

The objectives of this study are:

1. To explore UNIMAS undergraduate nursing students' perceptions of effective clinical supervision and its role in shaping their clinical skills development.
2. To identify challenges UNIMAS undergraduate nursing students face during clinical supervision on the students' learning experience.
3. To identify how UNIMAS undergraduate nursing students cope and respond to various components of clinical supervision.

1.4. Significance of the study

The significance of this study lies in its potential to contribute valuable insights into nursing students' perceptions of effective clinical supervision. It is important for addressing challenges in clinical supervision, enhancing nursing education, and improving supervisor-supervisee relationships.

Firstly, this study will help to address challenges in clinical supervision. To better understand the students' lived experiences, this study could help create focused interventions to improve the clinical learning environment (Al Dweik et al., 2021). According to Baraz et al. (2015), the most significant obstacles to clinical learning, according to the students, are the incapacity of the nursing instructors and the unsupportive learning atmosphere. The

nursing students from Tehran University, Iran mentioned that clinical instructors provide inadequate academic and practical preparation, insufficient clinical supervision, poor instructional strategies, and flawed evaluation methods (Baraz et al., 2015). These issues reduce the instructors' ability to create an effective learning environment for students as many instructors, particularly novice teachers, lacked sufficient clinical experience, theoretical knowledge, and practical skills, which hindered their ability to effectively train and supervise students in clinical settings.

Other than that, the findings from this study can enhance nursing education. It is essential to comprehend how students view successful clinical supervision in order to improve nursing education and practice. Clinical supervision is important in forming nursing students' clinical competency, urging focused interventions to enhance clinical supervision's function in nursing education (Mohammed et al., 2020). Clinical supervision also enables supervisors to determine the goals that students hope to accomplish by the end of the year and the rate of improvement required to reach those goals, as well as the current level of performance of a student on the skills and knowledge that each rotation must learn (Mohammed et al., 2020). According to Dehghani et al. (2016), the study's findings demonstrated the impact of this clinical supervision on nursing education learning outcomes by showing that the group of nursing students receiving clinical supervision (experimental group) significantly outperformed the group with routine clinical trainings (control group) in clinical skills such as medication recognition and administration, patient and family education, team participation, infection prevention, safety consideration, and nursing process attention.

Lastly, this study is significant in improving supervisor-supervisee relationship. Depending on the nature of the supervisor-supervised relationship, an effective clinical

learning environment can be established. According to Dehghani et al. (2016), students' confidence, comprehension, and amount of learning in practical skills were all improved more throughout the clinical supervision process than during regular clinical training. They also had improved communication and cooperation with their teacher. According to Vigeant (2024), a researcher shares the concept that students learn best when they are known, valued, and respected by adults in the school as well as their peers. This strategy makes sure that the teaching behaviour, strategies and characteristics of clinical instructors suit the needs, interests, and learning styles of nursing students as various research have highlighted distinct characteristics as the most crucial personal quality for a clinical educator (Hababeh and Lalithabai, 2020).

1.5.Operational Definition of terms

Table 1.1 Operational definitions

	Conceptual Definition	Operational Definition
Exploration	The concepts of search, variation, risk-taking, experimentation, adaptability, discovery, and invention are all part of exploration (Popadiuk et al., 2019).	In this study, in-depth semi-structured interviews are conducted to investigate the UNIMAS undergraduate nursing students' perception on clinical supervision that impacted on learning and practice.

Table 1.1 continued

Effective Clinical Supervision	Clinical supervision involves an experienced allied health professional guiding the practice and development of a less experienced allied health professional (Snowdon et al., 2020).	In this study, effective clinical supervision is constructive clinical guidance and instruction done by UNIMAS full-time or part-time clinical instructors who are trained and licensed nurses with clinical experience of at least 5 years.
Undergraduate Nursing Students	The term “undergraduate” refers to the students studying for Bachelor’s degree (Hina, 2023) while nursing students mean an individual enrolled in professional nursing education program (Law Insider, 2024).	In this study, undergraduate nursing students refer to Year 1 to Year 4 UNIMAS nursing students.
Perceptions	Perception is the manner in which one sees reality (Cherry & Jacob, 2023).	In this study, the researcher wants to explore the expressed belief, opinion, and attitudes of UNIMAS undergraduate nursing students regarding clinical supervision.

1.6. Summary

Understanding the perception of nursing students on effective clinical supervision is crucial element of this study. This study explores the perceptions of UNIMAS undergraduate nursing students on effective clinical supervision, identifying the challenges they face, how these impact their clinical skills development and how they cope with various components of supervision. It aims to enhance nursing education by understanding students' views on supervision, which can inform improvements in clinical training programs and guide future research.

CHAPTER 2

This chapter presents a comprehensive review of existing literature relevant to the perceptions of effective clinical supervision among undergraduate nursing students. The chapter also outlines the theoretical framework guiding this study which is the Proctor's Supervision Model comprising three core components of supervision.

LITERATURE REVIEW

2.0.Introduction

This section focuses on literature related to clinical supervision. A literature review was undertaken using electronic databases such as Google Scholar and ResearchGate, and the search terms included were undergraduate nursing students, clinical supervision, perceptions, clinical instructors, challenges, impact and coping strategies. The literature search only includes studies published between 2015 and 2024 that emphasize the area's most recent developments. The inclusion criteria are qualitative, quantitative or mixed-method studies focusing on undergraduate nursing students as participants. For the exclusion criteria, studies focusing on groups outside the target population such as nurses or doctors were excluded. Pertinent categories for review include perceptions of effective clinical supervision among nursing students, the impact of clinical supervision on clinical learning, challenges encountered by nursing students during clinical supervision, and coping methods on different supervision styles by the clinical instructors were identified.

2.1. Literature Review

2.1.1. Perception of clinical supervision among nursing students

According to Patidar et al. (2024), students said that good clinical supervision improves their educational experience and helps them feel motivated and like they belong. According to this study, the majority of students mentioned that nursing instructors treat them according to their skills and interests, have clearly defined duties, provide them consistent, personalized feedback, and oversee them with equality and trust. The clinical instructors were accurate in their application of methods and procedures, gave current information on clinical equipment, answered questions scientifically, spoke clearly, inspired students to help others, and offered good general supervision. On the other hand, compared to other groups, the majority of first-year students believe that discussion and instruction during clinical supervision are not focused on their learning requirements ($n = 60$) and believe that nursing instructors abuse their authority ($n = 87$). According to the study's findings, nursing instructors were frequently verbally abusing their position of authority by screaming at students. This demonstrates why it is improper to disparage a student in front of their peers and best to issue warnings in a discreet and professional environment (Javornika et al., 2024).

According to Jacob et al. (2023), the findings of this study demonstrate that students have a range of experiences and perceptions, both positive and negative. Some students expressed gratitude to staff nurses for their support and desire to help them develop their clinical competencies. Others expressed their dissatisfaction with the clinical supervision they anticipated receiving from the local preceptors and the clinical instructor during the bad experience, which accounted for the majority of

the findings. They are described as feeling abandoned (Jacob et al., 2023). They explained they had trouble reaching the designated clinical instructors since they were constantly too busy with their schedules to oversee and guide students in their practice. Students who get supportive supervision during clinical practicum develop competence and self-assurance (Tabriz et al., 2024). Not only that, students highlighted the challenge of unsupportive staff, describing uncooperative behavior and harsh language from staff as creating an unfriendly learning environment, which undermines students' confidence and discourages their practice despite recognizing their own competence gaps (Jacob et al., 2023). Other than that, most participants also reported difficulty completing clinical objectives due to short placement durations, irregular rotation schedules, and unclear nursing roles. They often faced confusion from other nurses and medical staff, who assigned them unrelated tasks such as delivering samples to the laboratory or going to the pharmacy, which limited the time available to focus on their core learning objectives.

According to Ellin and Abang Haji Kashim (2023), the study revealed that students generally value clinical supervision as essential to their learning. Some clinical instructors were seen as highly supportive and competent, providing constructive feedback and hands-on guidance, whereas others were perceived as unapproachable or disengaged. These inconsistencies significantly influenced students' confidence and satisfaction with their clinical experience.

Furthermore, the study highlighted that students often compensated for insufficient supervision by turning to peers and ward staff for support and clarification (Ellin and Abang Haji Kashim, 2023). This suggests that students' perception of effective clinical supervision is not solely dependent on the designated

clinical instructors, but also on the overall learning environment and team dynamics in the clinical setting.

2.1.2. Perceived benefits of clinical supervision

According to Dehghani et al. (2016), clinical supervision helped students become more independent learners and demonstrated the program's worth in preparing students to be supervised in group clinical supervision. In addition, clinical supervision improved nursing students' comprehension, knowledge, and perceptions of professional nursing. The results demonstrated that nearly all students desired to take part in active learning through clinical supervision in the future and that clinical supervision offered significant assistance in these areas. Lingren and Althin (2010) as cited in Defghani et al. (2016), carried out a study on perceptions of what baccalaureate nursing students could gain from clinical group supervision. According to their research, students become more conscious of their own strengths and weaknesses through clinical supervision. They also believed that the supervision sessions could help the students become strong both personally and professionally by expanding their cognitive and emotional understanding. Furthermore, the instructor's affirmation and recognition of the students could boost their sense of self-worth and confidence.

A study by Shahzeydi et al. (2024) suggests that clinical supervision provided an overall positive and constructive effect on professional development of students. Two nurse educators who have been teaching and supervising the nursing process for more than 20 years were chosen for this study's supervision. They are proficient in the nursing process, feedback-giving, and communication. One of the positive impacts in clinical supervision toward the students is the joint dialogue or the

feedback provided between the clinical instructors and students. Hardavella et al., (2017) mentioned that constructive feedback plays a vital role in enhancing learners' skills and self-assurance throughout every stage of their professional development. This ensures work practices improved as well as cooperation and collaboration expedited leading to a refined critical thinking skill. Nonetheless, the kind of feedback given matters since inappropriate criticism might produce paradoxical outcomes (Javornika et al., 2024). These results emphasize how important it is to have an experienced supervisor and give constructive criticism for poor performance in a welcoming setting.

According to Mahasneh et al. (2020), empowering clinical supervision components such as clinical instructors exhibiting the willingness to teach and being patient contributed positively to the supervision experience. One of the participants of the study mentioned that the student was more willing to learn and develop clinical skills as a result from a positive clinical supervision such as supportive clinical instructors that provide guidance, helpful peers and healthcare staff as well as a good clinical environment for provision of skills learning. This experience enhanced the learning and training process as empowering clinical instructors grounded by a friendly climate encourage the students to seek knowledge by asking questions repeatedly and freely without reservations (Mahasneh et al., 2020). Besides, clinical instructors working closely in providing guidance, feedback and support with the students were also seen as a core component of effective clinical supervision. This type of clinical supervision reduces the fear of making mistakes and facilitates the students to become more engaged in learning as well as confident in executing procedures.

2.1.3. Challenges experienced by nursing students during clinical supervision

Based on a study by Jacob et al. (2023), a significant portion of students in four nursing schools in Tanzania expressed discontent with the supervision they received throughout their clinical rotations. There is a shortage of clinical instructors and nurse teachers in healthcare settings, which leads to students spending a great deal of time in clinical areas without receiving any support from the institution or the healthcare facilities. Furthermore, although most respondents anticipated seeing their clinical instructors regularly in the clinical setting, instructors do not often visit them. They also reported that they have trouble communicating with the instructors in charge because the instructors' schedules constantly keep them occupied from supervising the students. All of these led the students to conclude that unsupervised clinical placements generate worry and anxiety, which consequently hinders their educational experiences, which is also supported by a study done by Baraz et al. (2015).

According to Baraz et al. (2015), two of the biggest challenges to nursing students' clinical practice learning in Tehran were the inadequate training of nursing teachers and the absence of a helpful learning environment. Because the instructor was not providing enough supervision, the students in this study were more vulnerable, had less faith in their ability to learn, and were less engaged in their practice. Other than that, participants in this study also specified that having incompetent clinical instructors is one of the challenges they encountered during clinical supervision. Furthermore, students mentioned that most of the clinical instructors, particularly the new ones, lacked sufficient clinical experience, theoretical and practical knowledge, and skills which are among the most significant

elements of teaching interventions. Related to this, the ward personnel would not allow the students or the instructors to perform any procedures causing the students to lose the opportunities to learn.

According to Al Dweik et al. (2021), clinical instructors did not lack preparation for clinical teaching as they were able to provide students with support they needed and successfully include students in their evaluation. This indicates that the performance, skills, and assistance of their clinical instructors met the needs of the students. Furthermore, the students confirmed that the instructors provided them with feedback and took part in assessing and evaluating the students' progress during practicum. Other than that, this study also discussed students' fear of making mistakes that may be related to instructors' destructive criticism during clinical procedures or observation.

According to King et al. (2020) highlight that this study primarily addresses the challenges nursing students face during clinical supervision. The clinical instructor's ambiance was discovered to be a significant source of stress. This study discovered a perceived lack of student preparation; however, this may be overstated by what a respondent described as a misalignment between the supervisory experience (instructors' expectations) by the students and instructors. If this is the case, the instructors may perceive that students are not ready or well prepared for their clinical practicum leading to students feeling pressured by the expectations by instructors, however, the inadequacy of and need for good clinical instructors training has also been found to be a factor influencing student experience quality (King et al., 2020).

2.1.4. Students' Coping Strategies in Clinical Supervision

A study done in Ghana by Agyare et al. (2018) showed the majority (54.6%) of the respondents rated the clinical environment as somehow challenging, while 37.9% rated it as very challenging. Clinical instructors' supervision was rated as the most challenging area for the students in the clinical environment. All the respondents (100.0%) indicated that seeking support from their peers, developing a healthy relationship with nursing instructors, and avoiding the clinical environment, such as avoiding stressors (clinical instructors or assessors, environment structures, healthcare professionals) are the mechanisms used to cope with the challenge. These are consistent with Melling's (2011) assertion, as cited in Agyare et al. (2018), that building relationships allowed students to gain access to opportunities to develop their nursing skills, as well as learning opportunities to develop their skills through social conversation.

According to Ahmed and Mohammed (2019), it is suggested that teaching methods be improved, such as implementing structured scenarios in nursing curricula and that thorough assignments be given, particularly concerning practical issues. The stress in practice settings, such as the pressure students feel from instructor evaluations, was one example of how this study demonstrated how students are typically initially scared by clinical practice environments. In order to cope with stressors from nursing teachers, and clinical staff, students heavily used the coping strategy of avoidance. Students used problem-solving more frequently as a coping mechanism for stressors related to patient care, the environment, and clinical and teaching personnel (Ahmed & Mohammed, 2019). The fact that these tactics are the most straightforward for students and fit with their dispositions may

help to explain their use. One integrative review also stated that nursing students would rather solve problems than employ emotion-focused coping mechanisms. Students also used two more methods, transference and being optimistic, to deal with stress from their surroundings, and daily occurrences, as well as from teachers and clinical personnel (Ahmed & Mohammad, 2019).

2.2. Theoretical Framework

This study is guided by three major tenets of Proctor's Supervision Model 2008 which are normative, formative and restorative (Litherland et al., 2023). Each core function of clinical supervision plays a distinct role in supporting clinical learning, professional development, and emotional well-being. According to Prihandhani et al. (2024), Proctor's supervision model serves as a valuable framework for implementing and assessing strategies that promote effective oversight. In the context of this study, supervision is identified as a key factor influencing performance. It involves overseeing organizational activities to ensure tasks are carried out in alignment with established plans (Prihandhani et al. (2024).

Applying this model provides a theoretical lens to explore how UNIMAS undergraduate nursing students perceive effective clinical supervision, the benefits they associate with it, the challenges they face, and how they cope with those challenges in clinical settings.

Normative Function of Supervision

The normative function focuses on the regulatory, organizational, and accountability aspects of clinical supervision (Litherland et al., 2023). It involves ensuring that students and

supervisors adhere to professional standards, institutional policies, ethical frameworks, and legal requirements. Students may describe effective supervision in normative terms when supervisors demonstrate consistency, ensure adherence to clinical protocols, and clearly delegate responsibilities (Litherland et al., 2023).. A structured environment where supervisors follow hospital rules and provide clarity in task assignments helps students feel safe, guided, and professionally supported. However, difficulties such as lack of supervision, unclear supervisory roles, or inconsistent expectations may reflect a breakdown in normative supervision (Litherland et al., 2023). Students may feel lost or unsupported when supervisors fail to adhere to institutional guidelines or when clinical teaching is disorganized.

Formative Function of Supervision

The formative function pertains to the educational and developmental aspects of supervision (Litherland et al., 2023). It focuses on enhancing students' clinical knowledge, technical skills, critical thinking, and reflective abilities. Students often associate effective supervision with supervisors who actively teach, explain procedures, encourage critical thinking, and provide meaningful feedback (Akram et al., 2018). Supervisors who take time to guide students through clinical reasoning processes, assess their performance constructively, and support reflective practice are typically perceived as effective educators. Besides that, students may report improved clinical competencies, enhanced communication skills with patients and healthcare teams, and greater confidence in their decision-making abilities as a result of hands-on, educational supervision (Dehghani et al., 2016). When supervisors fail to provide feedback, skip teaching moments, or treat students as passive

observers rather than active learners, it signifies a deficiency in formative supervision (Kaphagawani & Useh, 2018). Such experiences can hinder students' learning progression, limit opportunities for skill development, and reduce engagement in clinical activities (Kaphagawani & Useh, 2018).

Restorative Function of Supervision

The restorative function addresses the wellbeing (emotional and psychological support) needs of students and personhood development (Litherland et al., 2023). Clinical practice can be demanding and emotionally taxing, especially for students transitioning into real-world healthcare environments. In this study, students may describe effective supervision as involving emotional availability, empathy, and encouragement from clinical supervisors (Mahasneh et al., 2020). Supervisors who are approachable, patient, and non-judgmental contribute to students feeling valued, supported, and emotionally safe (Hardie et al., 2022). Negative experiences such as being scolded in front of patients or staff, feeling intimidated to ask questions, or emotional fatigue due to lack of support illustrate failures in restorative supervision. These issues can reduce students' morale, self-esteem, and willingness to engage in learning activities. Restorative function of supervision also includes the use of peer support, self-reflection, internal motivation, and emotional expression to manage stress highlights. In cases where supervisors do offer emotional support, students may develop stronger coping mechanisms and a more positive outlook toward clinical challenges.

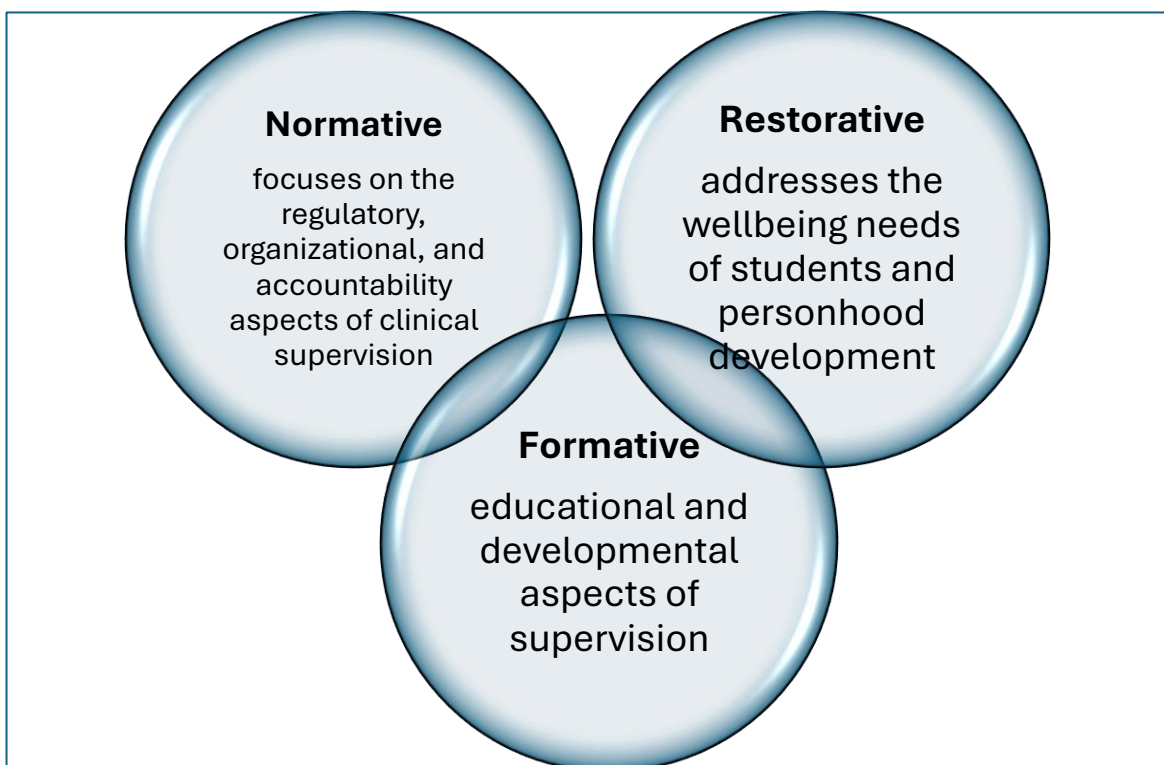


Figure 2. 1 Proctor's Supervision Model 2008

2.3.Summary

The literature review examined studies from 2015 to 2024 on undergraduate nursing students' perception towards effective clinical supervision. The literature highlights that effective clinical supervision enhances nursing students' confidence, skill development, and motivation through supportive guidance and constructive feedback. However, challenges such as inadequate supervision, unapproachable instructors, and limited learning opportunities negatively affect their experience. Students cope by seeking peer support, building positive relationships, or using problem-solving and emotional regulation strategies.

Proctor's Model offers a comprehensive framework for understanding the dynamic and multidimensional nature of clinical supervision. By aligning the three supervisory functions

with the four research questions, this study captures how undergraduate nursing students at UNIMAS perceive, benefit from, and navigate the realities of clinical supervision. The model not only informs the design and interpretation of the research but also provides practical insights into how clinical educators and institutions can enhance the quality of supervision to better support student learning, development, and well-being.

CHAPTER 3

METHODOLOGY

3.0. Introduction

This chapter includes research design in Section 3.1, research setting in Section 3.2, sampling method and sample size in Section 3.3, inclusion and exclusion criteria in Section 3.4, followed by research instruments in Section 3.5. Ethical considerations are explained in Section 3.6, data collection procedures in Section 3.7 and data analysis method in Section 3.8.

3.1. Research Design

In this study, a descriptive qualitative research design was utilized to inquire data from the sample being studied who are the nursing students on their opinions and perceptions towards effective supervision. Qualitative descriptive research generates data that describe the ‘who, what, and where of events or experiences’ from a subjective perspective (Doyle et al., 2020). Qualitative research studies human experiences in naturalistic environments and seeks meanings that guide theory, practice, tool creation, and future study (Ahmed & Mohamed, 2019). Hence, qualitative research is being used in this study to help the researcher explore valuable insights into the specific concerns of nursing students. such as gaining a deeper understanding of nursing students' perceptions, experiences, and reactions (knowledge, attitudes, feelings, and views) toward clinical supervision to highlight the factors that either support or obstruct the effectiveness of clinical supervision, as well as its influence on students' learning outcomes and clinical skill development (Atashi et al., 2023). Fundamentally, qualitative research poses open-ended questions with difficult-to-quantify responses (Tenny et al., 2022). This will help the

researcher to cover the key topics as well as probe further into participants' responses. One benefit of qualitative research is its ability to elucidate human behavior patterns and processes that can be challenging to measure because of the open-ended nature of the research questions (Tenny et al., 2022). In general, this study explores the perception of UNIMAS undergraduate nursing students on effective clinical supervision.

3.2. Research Setting

This study was conducted at the Universiti Malaysia Sarawak (UNIMAS), Faculty of Medicine and Health Sciences (FHMS) which is located at Jalan Datuk Mohammad Musa, 94300 Kota Samarahan Sarawak. Interviews were conducted at empty tutorial rooms to maintain privacy and confidentiality.

3.3. Sampling method and Sample Size

The process of choosing a sample group from the target population is referred to as the "sampling method" (Elfil & Negida, 2017). Purposive sampling is the sampling technique employed in this study. It is a non-random approach that doesn't require specific theories or a fixed number of participants (Campbell et al., 2020). In simple terms, the researcher determines what information is needed and seeks out individuals who possess the relevant knowledge or experience and are willing to share it. In this study, a small, deliberately chosen sample is used by selecting individuals who are specifically knowledgeable or experienced with clinical supervision to enhance the depth of understanding, focusing on detailed insights rather than broad generalizations (Campbell et al., 2020). To guarantee that the features of the phenomenon of interest were present in every

unit under study, sampling processes established precise selection criteria (LoBiondo-Wood & Haber, 2018).

Sample is the subset of the population that contains characteristics of the population. A total of ten participants were chosen to participate in the interview until it reached data saturation, and such that new data no longer emerged during the data collection process. Saturation can be achieved in a small number of focus groups (4–8) or interviews (9–17), according to a variety of methodologies for assessing saturation, particularly in studies with broadly homogeneous study populations and well-defined objectives (Hennink & Kaiser, 2022).

3.4. Inclusion and Exclusion Criteria

3.4.1. Inclusion Criteria

This study included Year 4 undergraduate nursing students studying full time at Universiti Malaysia Sarawak (UNIMAS) and has consented to participate in this study. These students were included because they had long and broad exposure to clinical supervision who by then were expected to isolate learning issues related to clinical supervision (Kamphinda & Chilemba, 2019).

3.4.2. Exclusion Criteria

Year 1,2, and 3 UNIMAS undergraduate nursing students were excluded due to their limited clinical experience and developmental stage. According to Baba et al. (2024), students in earlier years encounter particular difficulties during clinical training, including anxiety, interpersonal problems, and trouble putting theoretical knowledge into practice.

3.5. Research instruments

In this study, the researcher is the most important research instrument, playing an essential role in the collection, interpretation, and presentation of data as noted by qualitative researchers (Yoon & Uliassi, 2022). Semi-structured interviews served as the main tool for gathering data for this study because it allows for a thorough exploration of participants' experiences while guaranteeing that important subjects are covered (Donough et al., 2018). The interview protocol consisted of open-ended questions to prompt detailed responses regarding participants' perceptions of effective clinical supervision. The interview guide was adapted from a study by Donough et al. (2018) with the author's permission and some additions were made to the interview guide to ensure that it answers the objectives of this research. By acquiring comprehensive information and supporting documentation from interviews while taking the study's topic into consideration, the semi-structured method enabled the researcher to follow up on intriguing or surprising comments, offering a better insight of participants' perspectives. (Mashuri et al., 2022). Other than that, an audio recording app was used to record the interview session.

3.6. Ethical Considerations

The ethical approval of the study was obtained from the Research Ethics Committee of Faculty of Medical and Health Sciences, Universiti Malaysia Sarawak. Prior to the interviews, the researcher provided a Participant's Informed Consent Form that includes the contents of the research prior to signing the informed consent to give autonomy to the participant (Cosac, 2017). Then, written consent was distributed, and confidentiality was strictly upheld throughout the process to create a safe space for participants to share their perspectives openly. Participant's Informed Consent Form included explanations about data

privacy, the duration of data retention, and who will have access to it. Additional permission to audio record was obtained. Participants also have the freedom to leave this study at any moment. Personal identifiers (names, contact details, etc.) were removed and replaced with pseudonyms (Wang et al., 2024). The digitalized data will be stored in OneDrive as authentication is required for access.

3.7. Data collection procedures

The interviews were conducted in English. The data collection process was done physically by which face-to-face interview in the faculty specifically in any available tutorial rooms or the library and includes Year 4 nursing students. The interviews were conducted by the researcher and took approximately 25 to 50 minutes per interview. The selection of the participants for pilot and actual study was done through approach method towards the year 4 UNIMAS undergraduate nursing students in person as it is important in identifying individuals involved in the study, ensuring proper ethical guidelines are followed, and maintaining transparency. Prior to the study, informed consent was obtained from each participant. They were informed about the goal of the study, how their data would be used, and their freedom to discontinue participation at any moment. During the pilot study, the researcher interviewed two participants to evaluate and review the interview guide structure. Both participants for pilot study were final year UNIMAS nursing students interviewed at empty tutorial rooms in the Faculty of Medicine and Health Sciences, UNIMAS. Conducting a pilot study enables the researcher to be better equipped and prepared to handle potential challenges in the main study, while also increasing confidence in the data collection instruments (Malmqvist et al., 2019). A thorough evaluation of the procedures and outcomes of the pilot helps identify any limitations or issues that can be

addressed prior to the full-scale research (Malmqvist et al., 2019). The pilot study did not necessitate any major modifications to the interview guidelines, as the questions were found to be clear and relevant to the actual study.

For the actual study, the semi-structured interview guide was used to facilitate the conversation while allowing for flexibility based on the participants' responses. The total participants for the actual study were 10 nursing students. The full, precise details of the discussion were recorded using an audio recording app. It guaranteed that throughout the interview, no information is overlooked or misunderstood. Prior to recording, participants were asked for their verbal consent after being informed of the recording's purpose, the data's intended use, and its secure storage.

3.8. Data analysis method

Thematic analysis was used in this study to analyze the data obtained from the participants. According to Braun and Clark (2006) as cited in Bryne (2021), a six-phase approach laid out might aid in the analysis and assist the researcher in discovering and addressing the essential parts of a theme analysis. The first step of analysis is the "familiarization" step. Familiarization involves attentively reading the transcriptions and listening to the audio recordings multiple times. Creating the basic building elements of what would eventually become themes, or first codes, is the second step. Creating succinct, descriptive or interpretive labels for data points that may be relevant to the study questions is the aim of the coding process. The third step involves examining and analyzing the coded data to see how different codes could be combined based on shared meanings to produce themes or sub-themes. Next, reviewing prospective themes is the fourth step, which entails

checking that the themes that have been found appropriately represent the data and the research questions. It helps ensure the internal consistency of each theme and that the themes as a whole form a coherent narrative. The next stage after going over and honing the themes is to appropriately name and define what it stands for. For the analysis to be transparent, precise definitions and succinct names are essential. The last step for thematic analysis is to produce a detailed report that includes the findings, supported by relevant quotes and excerpts from the data

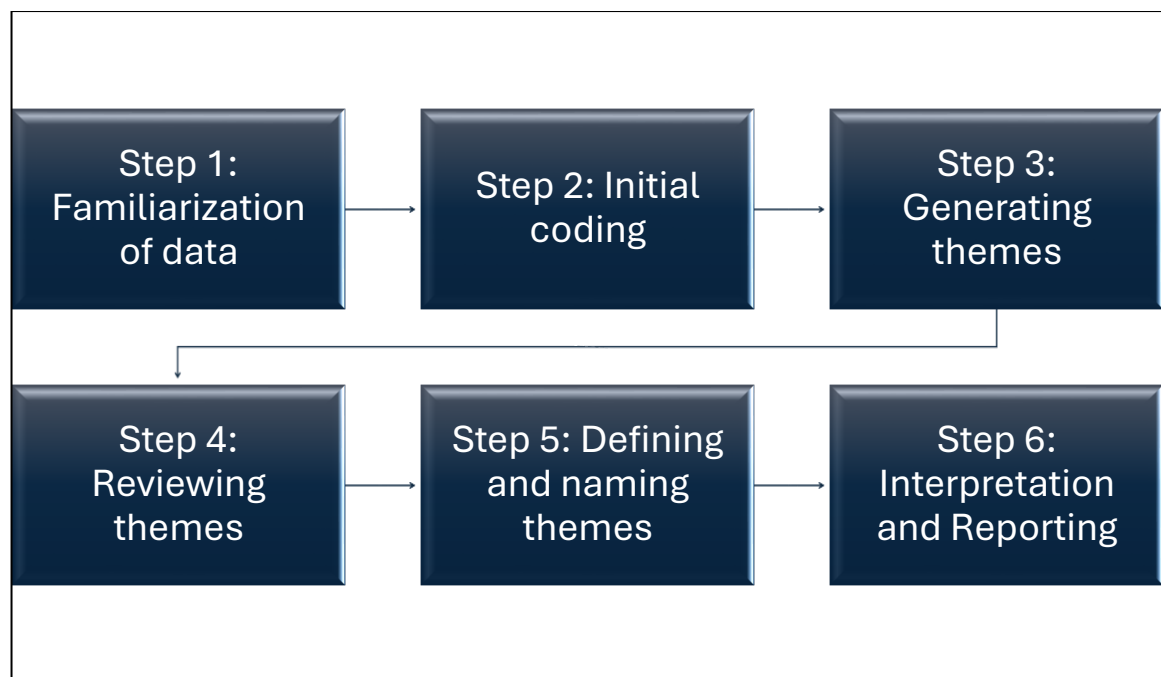


Figure 3. 1 Braun & Clarke Six Steps of Thematic Analysis 2006

3.9. Summary

To summarize, this study employs qualitative description as the research design. Next, the interview sessions with 10 purposively sampled participants took place in the library and tutorial room in the Faculty of Medicine and Health Sciences. In addition, the inclusion criteria for this study are third-year and fourth-year UNIMAS undergraduate nursing students. Meanwhile, the exclusion criteria have also been listed. Furthermore, the

researcher utilizes semi-structured interview guidelines and a voice recorder app for the interview process. Then, the researcher in this study applied for ethical approval from the Research and Ethical Committee. Moreover, the data analysis method used in this study is thematic analysis. Lastly, several strategies will be implemented to achieve the rigor of this research.

CHAPTER 4

RESULTS/ FINDINGS

4.0. Introduction

This chapter includes the sociodemographic characteristics of the study sample and results or findings of the study.

4.1. Socio-demographic characteristics of the study sample

In this study, a total of ten year 4 undergraduate nursing students from UNIMAS participated in this study. The participants comprised six females and four males, aged between 22 and 23 years. All participants were in their final year of the Bachelor of Nursing program and had completed multiple clinical placements in various healthcare settings, including medical, surgical, mental health, obstetrics and gynecology, community health practicum and more.

Table 4. 1 Socio demographics characteristics

Participant ID	Gender	Year of Study	State of Origin
	<i>Undergraduate</i>		
Participant 1 (Rizal)	Male	4	Perak
Participant 2 (Malik)	Male	4	Sarawak
Participant 3 (Mira)	Female	4	Selangor
Participant 4 (Fatin)	Female	4	Sabah
Participant 5 (Simone)	Female	4	Sarawak
Participant 6 (Frenny))	Female	4	Sarawak
Participant 7 (Adilah)	Female	4	Negeri Sembilan
Participant 8 (Ayu)	Female	4	Perak
Participant 9 (Andrew)	Male	4	Sarawak
Participant 10 (James)	Male	4	Sarawak

4.2.Present study results/findings

Thematic analysis of the interview transcripts revealed four main themes: (1) Perception of Clinical Supervision Among Nursing Students, (2) Perceived Benefits of Clinical Supervision, (3) Perceived Constraints during Clinical Supervision, and (4) Adaptive Mechanisms and Strategic Responses to Supervisory Challenges. Each theme is supported by illustrative quotes from participants.

Table 4. 2 Themes and Subthemes

Research Objectives	Themes	Subthemes
To explore UNIMAS undergraduate nursing students' perceptions of effective clinical supervision.	Perception of Clinical Supervision	Multifaceted Supervisory Encounters
		Expectations of Ideal Supervision Practices
		Functions of Clinical Instructors in Clinical Settings
		Incorporating Interactions with Healthcare Personnel during Supervision Experience

Table 4. 3 continued

To comprehend the perceived impact of clinical supervision on the development of clinical skills among UNIMAS undergraduate nursing students.	Perceived benefits of Clinical Supervision	Professional Growth
		Integration of Theoretical Knowledge with Practical Application
To identify specific challenges UNIMAS undergraduate nursing students face during clinical supervision on the students' learning experience.	Perceived Constraints during Clinical Supervision	Lack of Constructive Guidance from Clinical Instructors
		Inconsistencies in Pedagogical Approaches of Clinical Instructors
		Organizational and Workforce related impediments
		Challenging Relationships with Supervisors and Peers

Table 4. 4 continued

To identify how UNIMAS undergraduate nursing students cope and respond to various components of clinical supervision	Adaptive Mechanisms and Strategic Responses to Supervisory Challenges	Mobilization of Peer Support
		Emotional Regulation and Stress Management
		Engaging in Reflective Practice and Self Directed Learning Behavior

Research Objective 1: To explore UNIMAS undergraduate nursing students' perceptions of effective clinical supervision.

Theme 1: Perception of Clinical Supervision

This theme investigates how clinical supervision is viewed by nursing undergraduates. The variety and range of experiences show that whereas some students gain from structured and encouraging supervision, others struggle because of inconsistent supervision. Additionally, students show differing levels of comprehension regarding the components of successful clinical supervision. Clinical instructors' responsibilities become crucial in determining how students learn. Students' overall impression of clinical supervision is also impacted by the influence of other healthcare professionals, which can either improve or degrade the quality of the supervision they get. This theme highlights the complex nature of clinical supervision

from the viewpoint of the students with four emerging subthemes which are diversity and variability in experience, understanding effective clinical supervision, supervisor roles in clinical settings and influence of other healthcare staff on supervision experience.

Subtheme 1: Multifaceted Supervisory Encounters

The participants described their experience as neutral or mixed as the supervisions they received, emphasizing the positive and negative encounters, largely dependent on individual instructors. Three of the participants articulated as follows.

“...generally my experience with the clinical supervisions during my nursing program is um quite neutral because there's a lot of differences on each of the supervision.... like a pros and cons for certain supervisions....supervisors....” (Participant 1, Rizal)

“I can say there have been a mix of positive and negative experience. As for positive experience in some placements I had meet supervisors that are quite approachable...but for my negative experience I do also have some experience in which my supervisors are... seems unapproachable because they are quite strict... overall it depends a lot on the individuals, supervisor...” (Participant 5, Simone)

“Throughout these four years, I have ups and downs in clinical supervision. There are good and there are... not bad but less clinical supervision. For example, some clinical supervisor really guide us very well stand next to us, wherever we did any procedures and some are just busy with their own business, coming late, go back early...” (Participant 10, James)

Other than that, clinical supervision was predominantly perceived positively by one participant, who described supervisors as friendly, encouraging, and supportive, despite having previously heard negative accounts from seniors or peers. That participant mentioned that:

"I am someone that I don't look negative uh perspective to people because you know I heard from my colleagues, they said like this lecturer, this CI is not good, talk something bad something like that...but they (the CIs) always be there whenever I do procedures...my clinical supervisors tend to be very motivating..." (Participant 4, Fatin)

Subtheme 2: Expectations of Ideal Supervision Practices

Effective supervision involves balancing direct teaching with encouraging students to learn independently and apply their knowledge by emphasizing the importance of supervisors providing guidance, allowing students to engage in hands-on procedures and provide clear constructive feedback to help students understand their strengths and areas for improvement. These were mentioned by a few participants.

"Letting us do the procedures ourselves unless we ourselves do not feel confident only then they would assist us..." (Participant 3, Mira)

"Effective clinical supervision is where the supervisor actually takes time to guide you or mentor you and also evaluate your performance and it involves regular feedback so that you know whenever you make mistakes so you can actually correct them and not doing the same things over again." (Participant 5, Simone)

"Effective clinical supervision is when a supervisor or CI provides clear guidance, constructive feedback and also emotional support. It also involves creating a safe learning environment where students can actually ask questions, make mistake and reflect back on their experiences...." (Participant 7, Adilah)

For few other participants, effective clinical supervision is associated with having trusting, respectful and open relationship between the students and clinical instructors. One participant articulated:

"...they should respect, open communication and also trust which is more important. Students should feel comfortable when we ask questions and also when we are expressing concerns to the CIs. So when CIS or supervisors are approachable and very supportive, students will be more confident and also motivated to learn..." (Participant 7, Adilah)

Subtheme 3: Functions of Clinical Instructors in Clinical Settings

According to the participants, clinical instructors' roles are to observe students' performance, provide constructive feedback, and assess their competencies to help them improve.

"They also demonstrate our clinical skills, monitored my performance and also give back some feedback for me to help me improve."(Participant 7, Adilah)

"The CIs or clinical supervisors played a key role by observing my performance and providing feedback..." (Participant 8, Ayu)

Not only that, clinical instructors are also seen as supporters and motivator during the clinical practicum by most of the participants. This role is characterized by providing guidance, support, and encouragement, making students feel included and motivated to achieve their best. These participants stated that:

"Their role during clinical placements is also being the motivator, I can say because they can help us to build our confidence..." (Participant 5, Simone)

"I think that the clinical supervisor is there to sort of give support to you...exert our independence especially now since my myself I am a final year student as well..... So I believe that supervisors are there to give support to the students but also to really support their growth as they are going towards that role of becoming a registered nurse." (Participant 9, Andrew)

Subtheme 4: Incorporating Interactions with Other Healthcare Personnel during Supervisory Experience

The influence of other healthcare staff on supervision experience is significant. Supportive healthcare staff, including nurses and doctors, play a crucial role in enhancing the learning experience for nursing students. They provide guidance, teach procedures, and create opportunities for students to practice and learn. Positive interactions with healthcare staff can make a chaotic or challenging environment more conducive to learning. Most of the participants mentioned that the healthcare staff are mainly very supportive of them.

"So basically the the nurse that allowed us to do our report on the table because yeah because there's actually there's no table for the students there was only for staff so this the

nurse is actually supportive that she's helping us in doing all that report and she helped us with assessing the mother's health condition all that." (Participant 6, Frenny)

"The staff was the one who actually guided me through the procedures and then for the first few they actually guided me they taught me how to do it properly but then as the week went by towards the end of the week they actually allowed me to do the procedure on my own while they just supervise instead of teaching me." (Participant 9, Andrew)

"I find it very interesting that that is the first time that I interfere with good doctor. Yeah so I feel like when they really put us as a person rather than just a nurse who is a with the same mindset as they put us like umm kuli la" (Participant 1, Rizal)

Conversely, unsupportive or biased staff can hinder the learning experience and ultimately affect the students' development. This was articulated as:

"... the hospitals sometimes they play favorites. They have some favorite institution that they prefer, that they give favors to and then it was quite saddening to see that..." (Participant 2, Malik)

"So actually we uh there's thing in year 3 we have posted to ward in GH which the staff there is actually quite rude and they're not allowing us to do some procedures..." (Participant 6, Frenny)

Research Objectives 2: To comprehend the perceived impact of clinical supervision on the development of clinical skills among UNIMAS undergraduate nursing students.

Theme 2: Perceived Benefits of Clinical Supervision

The positive findings and advantages that nursing students encounter as a result of efficient supervision during their clinical assignments are referred to as perceived benefits of clinical supervision. This theme encompasses various aspects such as quality of feedback, bridging theory and practice, and the development of confidence and independence. The analysis revealed that effective clinical supervision provides high-quality feedback, helps students apply theoretical knowledge to practical situations, and fosters the development of confidence and independence. The analysis will address how these subthemes contribute to the overall benefits of clinical supervision for nursing students.

Subtheme 1: Professional Growth

The quality of feedback provided by clinical supervisors is crucial for the professional development of nursing students. The participant finds supervision most effective when it includes individualized feedback that encourages reflection, and guidance that promotes critical thinking and skill refinement. Feedback, even when critical, was viewed as instrumental for growth, helping the student reflect and improve.

"Even though criticism sometimes really upset you, sometimes make you wanna cry from time to time. But it is important for us to receive criticism because sometimes it is a constructive criticism for us to reflect on what we've done wrong what should be improved on and in general criticism helps us to become a better person and in this context criticism from clinical instructors will really help us on how to become a better nurse." (Participant 2, Malik)

"I do like to receive feedback however there is sometimes where maybe the style that the CI gives the feedback, maybe some people take it to heart but you all in all you need to remember that it's just feedback you need to remember that this is for your own good."
(Participant 9, Andrew)

Positive feedback boosts confidence, while constructive criticism helps students reflect on their performance and make necessary adjustments. Additionally, feedback that is delivered with emotional support and encouragement helps students feel more confident and motivated. However, feedback that is too standardized or not personalized can be less effective as claimed by one participant.

"I wouldn't say so because usually the feedback I think it's based on the rubric. So whenever I read the rubrics, it doesn't make aa... I don't trust the rubrics sometimes because of course certain madam, they really need the rubric but sometimes I feel like they just umm... I don't know they just play safe I guess." (Participant 1, Rizal)

From the interview, participants mentioned that they were aided by their clinical instructors to develop confidence and independence in their clinical skills. Instructors who trust and encourage students to perform tasks independently help build their confidence. Participants were satisfied with the positive reinforcement and opportunities to practice skills provided by the instructors. This excerpt shows how continuous positive feedback and advice from CIs help boost students' confidence, especially in specialized areas where they may initially feel less confident.

"Not gonna lie, when in my junior era, I am like very lack of confidence compared to now my confidence will raise as I said earlier when my CIs allow me to perform tasks independently and praises my efforts" (Participant 8, Ayu)

"Of course, throughout the four years compared to the year 1, my confidence performing especially the basic nursing has greatly improved now let's say but in some specialized area but it's still lack of confident it needs continuous learning. You need to learn about it. I could say that by gaining good feedback or advice from the CIs that we received is more positive then surely it will boost my confidence more." (Participant 10, James)

Not only that, supervision was seen as a platform for students to develop their growth in nursing through a positive environment that encouraged them to be comfortable reaching out to instructors for help. One participant articulated:

"CI provides clear guidance constructive feedback and also emotional support. It also involves creating a safe learning environment where students can actually ask questions, make mistake and reflect back on their experiences without being feared or judgement."(Participant 7, Adilah)

Subtheme 2: Integration of Theoretical Knowledge with Practical Application

Clinical supervision plays a vital role in helping students bridge the gap between theoretical knowledge and practical application. Supervision was seen as essential for transformative learning, encouraging self-improvement and the integration of classroom knowledge into real practice. All participants agreed that supervisors help students apply theoretical concepts to practical situations, such as understanding the rationale behind certain procedures and medications.

"...clinical instructor during our like emergency posting they really give us the insight on how what what does this medication does and how does it work and why is it given and and during emergency care, patient are crashing out, patient are flat lining and they explained really well on why we should administer, this how much we're gonna administer."
(Participant 2, Malik)

"For example I learned about.... for example infection control in class. But during posting practical I get to apply it through proper handwashing." (Participant 8, Ayu)

Research Objective 3: To identify specific challenges UNIMAS undergraduate nursing students face during clinical supervision on the students' learning experience

Theme 3: Perceived Constraints during Clinical Supervision

Challenges in clinical supervision encompass the various difficulties and obstacles that nursing students face during their clinical placements. These challenges can significantly affect their learning experience and the development of their clinical skills. The aim of exploring this theme is to pinpoint the specific challenges encountered by UNIMAS undergraduate nursing students during clinical supervision and to comprehend their impact on the students' learning journey. The objectives include investigating ineffective supervision, variability in clinical instructors' approaches, institutional and staff barrier as well as interpersonal challenges. The insights gained from this exploration are crucial for enhancing clinical supervision practices and nursing education programs.

Subtheme 1: Lack of Constructive Guidance from Clinical Instructors

Ineffective supervision refers to situations where the guidance and support provided by clinical instructors (CIs) are insufficient or counterproductive. This can include a lack of constructive feedback, overly strict or rigid supervision, and insufficient presence or availability of supervisors. Ineffective supervision can hinder students' learning experiences, reduce their confidence, and limit their opportunities to develop clinical skills. It is crucial to address these issues to ensure that students receive the support they need to grow and succeed in their clinical placements.

Supervision was seen as ineffective as feedbacks provided by the clinical instructors were not helpful to the students. Standardized feedback rubrics, too, were criticized for being impersonal for self-improvement. These were mentioned by the participants respectively.

“..the negative the most ridiculous one I ever received is that she she gave me a lower marks just because I don't know how to speak Bahasa Sarawak. That's quite ridiculous for me because I think this the comments should like only include for the skills it's not about the language because I don't think the language interrupt...” (Participant 6, Frenny)

“I don't trust the rubrics sometimes because of course certain madam, they really need the rubric but sometimes I feel like they just umm... I don't know they just play safe I guess.” (Participant 1, Rizal)

Other than that, lack of supervision is also a significant challenge that nursing students face during their clinical placements. This issue arises when clinical instructors (CIs) are not present or available to provide the necessary guidance and support. When CIs are not

available, students miss out on valuable opportunities to practice procedures and receive feedback. This can impede their skill development and confidence.

"So the challenges for me is actually the time when staff nurse asks you to do this urgently but then you your CI's not around. So you want to do the procedure but since there's no CI uh this staff nurse need to take overI really want to try that procedure but I cannot do it because no supervision..." (Participant 4, Fatin)

"...we cannot practice ourselves in other skills like other procedures... CIs are too busy to get students one by one because we go by groups right. So CIs can only you know attend to see students one at each time only not all." (Participant 8, Ayu)

Subtheme 2: Inconsistencies in Pedagogical Approaches of Clinical Instructors

Variability in clinical instructors' approaches highlights the differences in teaching styles and methods used by different supervisors. While some CIs may be supportive and encouraging, others may be strict or inconsistent in their supervision. This variability can create confusion and anxiety among students, as they must constantly adapt to different expectations and methods. Participants mentioned that clinical instructors strict approach made them feel anxious of being supervised and demotivated during clinical supervision.

"... this one strict clinical instructor. So I every time I and placed in a group where I get that CI, actually I actually feel very anxious every night before the shift and even during the shift, even if you know the answer you the moment that she asked you you you will go blank.""
(Participant 5, Simone)

“...it sort of made me feel down because instead of teaching and guiding she was more of scolding...” (Participant 9, Andrew)

“...some very strict one I would say that they're they're really like they really nag us a lot they're really makes us nervous and jittery and all of that...” (Participant 2, Malik)

Participants also mentioned that the way clinical instructor relayed the information was very unpleasant, causing the students to feel afraid of the clinical instructor.

“the way she teaches she teach or she speaks it's kind of harsh” (Participant 10, James)

One participant articulated that clinical instructor that is too forceful and it made the participants felt being pressured and unable to concentrate on the tasks.

“...there's another madam who sometimes pressurizes in a way of when I was doing a procedure and then they are pushing by pressuring us...I really don't like ...my mind cannot focusing on what should I do rather I just focusing on my emotions...how to control it” (Participant 1, Rizal)

Subtheme 3: Organizational and Workforce related impediments

Institutional and staff barriers refer to the systemic challenges and obstacles within the clinical environment that hinder students' learning experiences. These can include issues such as favoritism towards certain institutions, unwelcoming or unsupportive staff, and high-pressure settings. These barriers can prevent students from gaining practical experience and receiving the necessary support to develop their clinical skills. Identifying and addressing these barriers is crucial for creating a more equitable and supportive learning environment.

For some participants, the busy and high pressure environment was a challenge and it affected their learning. It may be due to the ward staffs did not prefer to work together with the students. The busy environment also prevents the students from improving their skills as busy wards lead students to help with the all tasks, may it be related to nursing or not, quickly without learning them step by step.

“Busy wards also one of the challenges because if the ward is busy, the nursing students tend to do things fast without proper, the correct procedures.” (Participant10, James)

“so there's time where we very busy in the wards...I never get even a half a 10 minutes break during that 7 hour shift” (Participant 3, Mira)

Not only that, the environment will also leads to the unavailability of clinical instructors to supervise every students all at once. Due to this, the nursing staffs' help are needed to help with the supervision. However, not every nursing staffs are available or willing to help share those responsibilities with the clinical instructors

“sometimes there's a procedure that we can do and since we don't have CI we can ask the staff nurse to supervise us instead but somehow some of them don't want.” (Participant 4, Fatin)

“the CI is only one person so he or she actually cannot cover all these students that are available at that moment” (Participant 7, Adilah)

Healthcare staffs have bias over other institutions while providing teaching and supervisions.

“They have some favorite institution that they prefer, that they give favors to...” (Participant 2, Malik)

Subtheme 4: Challenging Relationships with Supervisors and Peers

Interpersonal challenges encompass the difficulties that arise from interactions with supervisors, staff, caregivers, and peers. These can include conflicts, miscommunications, and negative attitudes that impact students' confidence and learning experiences. Interpersonal challenges can create a stressful and demotivating environment, making it difficult for students to focus on their learning and development. Addressing these challenges involves fostering positive relationships, effective communication, and a supportive atmosphere within the clinical setting. The following excerpts illustrate the students' perceptions of these interpersonal barriers and how such challenges influenced their clinical supervision experiences.

“Sometimes you are paired with group members that you might not be able to work well with you know because of the different styles...” (Participant 9, Andrew)

Several students expressed fear or anxiety when approaching their CIs, preferring instead to rely on staff nurses for guidance and clarification during clinical placements. This behavior was often driven by a fear of negative judgment, perceived lack of approachability from the CIs, and a desire to avoid uncomfortable interactions. The following excerpts illustrate the students' coping strategies in navigating these interpersonal challenges during clinical supervision.

“I am afraid to my CI and discuss the situations with my peers...” (Participant 8, Ayu)

“I also find it hard to actually approach CI. I felt even more comfortable approaching the staff nurses more than the CI because I feel... I feel like if I make mistakes and then sampai situ saja lah.” (Participant 5, Simone)

Research Objective 4: To identify how UNIMAS undergraduate nursing students cope and respond to various components of clinical supervision

Theme 4: Adaptive Mechanisms and Strategic Responses during Supervision

Throughout the interviews, students shared various ways they coped with the challenges experienced during clinical supervision. Coping strategies were often adaptive, aiming to maintain their learning, well-being, and professional growth despite barriers. Three key subthemes emerged from the analysis which are seeking social support, emotional regulation and stress management as well as self-improvement.

Subtheme 1: Mobilization of Peer Support

Students consistently turned to peers for emotional and practical support, particularly when they felt intimidated by clinical instructors or faced stressful clinical environments. Peer discussions and venting frustrations were common coping methods.

“I always vent to my group mates... they would share their perspective on how they see things because they weren't the one who experienced it.” (Participant 9, Andrew)

“I usually talk to my peers during or after posting. They usually have similar experiences and it really helps to cope with my stress.” (Participant 8, Ayu)

My way of coping with this kind of experience is to hang out hang out with friends, your peers or your friend... sometimes I play games sometimes I play books but then there's like I watch movies and so that's my overall strategy on how to cope with such stressful experience.” (Participant 2, Malik)

Subtheme 2: Emotional Regulation and Stress Management

Clinical environments often presented stressful and unpredictable challenges, including making procedural mistakes, encountering difficult patients, and managing demanding family members.

Maintaining emotional composure during difficult clinical situations was identified as a crucial coping strategy by many students. Clinical environments often presented stressful and unpredictable challenges, including making procedural mistakes, encountering difficult patients, and managing demanding family members. Students emphasized that their initial response to such situations had a significant impact on both patient outcomes and their own learning experiences. Rather than reacting impulsively, students highlighted the importance of regulating their emotions by consciously remaining calm and composed. By staying calm, they were better able to engage in critical thinking, assess the situation rationally, and implement appropriate intervention.

“You need to calm yourself, do not panic because when you panic you lose your rational thinking and your critical thinking.” (Participant 9, Andrew)

“I try to stay calm and composed by focusing only on what I can control just like if I cannot answer then I just think quietly and focusing on what you can do.” (Participant 5, Simone)

For some participants, they find something to distract themselves from the stresses and to reduce the negative impact from those stressors.

“sometimes I play games sometimes I play books but then there's like I watch movies and so that's my overall strategy....” (Participant 2, Malik)

“I will go for a jog and also I like cats right then I would just pat the cat because they give me energy”. (Participant 6, Frenny)

Subtheme 3: Engaging in Reflective Practice and Self Directed Learning Behavior

Self-improvement emerged as a key coping mechanism among UNIMAS undergraduate nursing students during clinical supervision. Students described how they actively reflected on feedback, evaluated their own clinical performance, and adapted their behaviors to overcome weaknesses. Rather than relying solely on external validation, many students took personal responsibility for their professional growth by engaging in continuous self-assessment and learning from their mistakes. The following excerpts illustrate how self-improvement was perceived and practiced:

“I have two sides, my positive and negative. If it's positive I actually try to calm down and try to talk to my friends and evaluate back what did I do wrong...” (Participant 7, Adilah)

“I mostly will think first, if I make mistake I ask for guidance, I reflect on what happened and try to learn from it. I will mirror the feedback to myself, what I have learned and what I have lacked, and practice to improve.” (Participant 10, James)

Students demonstrated a proactive attitude by reflecting on their mistakes, accepting feedback constructively, and adapting their behaviors to enhance their clinical skills and professional competence. Rather than becoming discouraged by challenges or negative experiences, they utilized self-assessment and continuous learning to foster personal growth.

“I think really reflecting on your own mistakes your own actions really helps to improve yourself overall.” (Participant 9, Andrew)

Some students also described proactive preparation as part of their self-improvement strategies. They emphasized the importance of self-directed learning before clinical postings to build confidence and enhance performance during supervision.

As one participant shared:

“my strategy is usually you learn a day after a day before... at least you you have the idea what to be asked...” (Participant Fatin)

4.3. Summary

In this study, a total of ten Year 4 undergraduate nursing students from UNIMAS participated. The sample comprised six females and four males, aged between 22 and 23 years. All participants were in their final year of the Bachelor of Nursing program and had completed a variety of clinical placements across multiple healthcare settings. The findings illustrate that while UNIMAS nursing students value clinical supervision for its role in enhancing their learning and confidence, they also face significant challenges. Nonetheless,

their proactive coping strategies demonstrate resilience and adaptability in the clinical environment.

CHAPTER 5

DISCUSSION AND CONCLUSIONS

5.0. Introduction

In this chapter, it includes the interpretation and significant findings from the previous chapter. The main goal of this chapter is to relate the findings from this study with relevant literature from other research. In addition, this chapter will address the limitations of this research and give recommendations for future reference.

5.1. Discussion of the findings/results

Theme 1: Perception of Clinical Supervision

This study aimed to explore the perceptions of UNIMAS undergraduate nursing students regarding effective clinical supervision. Under the first theme Perception of Clinical Supervision Among Nursing Students, four subthemes emerged from this study. The findings show that students shared mixed experiences indicating that clinical supervision is not uniformly experienced across placements. Students also have different views on what constitutes effective clinical supervision and instructors roles in clinical settings. Not only that, throughout supervision, students experienced various influences from other healthcare professionals.

Multifaceted Supervisory Encounters

The experiences of the students varied from being inconsistent and disappointing to being really encouraging and enriching. Participants acknowledged that the experiences were mainly influenced by the clinical instructors but also by the students' own expectations and attitudes. While some participants valued instructors who were personable and interested in their education, others felt abandoned or unsupported because their instructors were unapproachable or preoccupied with other students or works. This reflects findings from Donough & van der Heever (2018), who note that clinical supervision that students came across both negative and positive experiences particularly related to supervisor behavior and competence. It is also mentioned in a study by Nota et al. (2024) where several students appreciated the active presence of clinical instructors during the early years of training but there was a decline in supervisory involvement beginning in the senior years. It is because when teaching or accompanying students in patient care, clinical instructors are expected to have flexible schedules and be prepared to give student evaluations of clinical practice (Pa & Musharyanti, 2024).

Expectations of Ideal Supervision Practices

Despite the variability in experiences, participants demonstrated a common understanding of what effective supervision should involve such as providing regular and constructive feedback, skill guidance, adequate knowledge sharing and emotional encouragement by clinical instructors. Feedbacks from the instructors allowed participants to reflect and reevaluate their goals, skills and actions in patient care. Participants also emphasized the value of safe and respectful learning environment where mistakes are seen as learning opportunities under supervision by the instructors. Clear and constructive feedback was emphasized as essential for helping students recognize both their strengths and areas needing improvement. This aligns with a study by Russell (2019) as feedback helps students

understand their current level of competent and guides focused learning. It offers clarity on performance and when delivered promptly with consideration, will enhance clinical practices and students' development as future nurses. Besides that, providing feedback encourages students to actively engage in the learning process by promoting self-assessment, reflection, critical thinking, creativity, and independence (Silva et al., 2023). The finding in this study is also supported by Shahzeydi et al. (2024) where effective clinical supervision involves trained clinical instructors guiding nursing students, providing feedback, and sharing knowledge and experience to enhance clinical performance. Regular sessions offer support and opportunities for learning and professional growth.

Function of Clinical Instructors in Clinical Settings

The findings reveal that nursing students perceive clinical instructors as playing multifaceted roles in the clinical learning environment. Participants described instructors not only as evaluators of clinical competency but also as educators, motivators, and sources of emotional support. Their primary responsibilities were seen to include observing clinical performance, offering constructive feedback, communicating well and fostering good supervisory relationships with students as well as guiding students through procedures to ensure patient safety and student learning. This supports the view by AlMekkawi et al. (2020) that clinical instructors should be well-versed in educating the content of theoretical courses and stay updated with accurate and consistent information to ensure students gain the essential knowledge and skills for effective clinical practice.

Besides that, participants emphasized that supervisors who provided timely feedback helped them reflect on their clinical actions and improve future performance. This supports the view that supervision helps students to receive constructive feedback in a supportive

environment, allowing them to address mistakes and ask questions openly. This process boosted their motivation, critical thinking, and quality of care for the next supervision session (Shahzeydi et al., 2024).

Incorporating Interactions with Other Healthcare Personnel during Supervisory Experience

In addition to clinical instructors, other healthcare staff, such as ward nurses and doctors played a significant role in shaping students' clinical learning experiences. Many participants described positive interactions with staff members who were willing to guide, teach, and supervise them during procedures. These professionals often stepped in to provide practical support when clinical instructors were unavailable, helping to bridge gaps in supervision and maintain a conducive learning environment.

Supportive staff were appreciated for creating opportunities for hands-on learning and for treating students as valued members of the clinical team. Students felt a sense of inclusion and learned to collaborate with various healthcare teams during clinical practicum. This aligns with the research by Zenani et al., (2023) emphasizing that nursing students become part of the interprofessional team in their assigned clinical settings, where they learn to show mutual respect and acknowledge authority gradients by understanding the roles and scopes of various health professionals. This awareness is crucial for effective decision-making and minimizing power imbalances and conflicts within the team (Zenani et al., 2023). Additionally, interprofessional collaboration helps students uphold confidentiality in team-based care and develop effective communication skills across diverse cultures (Zenani et al., 2023).

However, the findings also revealed instances where unsupportive or biased behavior from healthcare staff negatively impacted students' learning. Participants recounted experiences of being denied opportunities to perform procedures or being treated unfairly compared to students from other institutions. Such experiences created feelings of exclusion, frustration, and demotivation. This is supported by a study by Joffe (2024) where students also shared negative experiences, expressing feelings of being unwanted, undervalued, unsupported, and even bullied. They felt inadequately mentored and highlighted a lack of trust, noting that some nurses did not allow them to participate in patient care.

Theme 2: Perceived Benefits of Clinical Supervision

The findings of this study provide valuable insights into the perceived impact of clinical supervision on the development of clinical skills among undergraduate nursing students at UNIMAS. This theme captures students' reflections on how supervision has enhanced their learning, practical competence and professional confidence during clinical postings. Three subthemes were identified, and these findings reinforce the importance of structured, supportive, and reflective supervision practices in nursing education.

Professional Growth

Students evolve not just in skills but in other competencies that led to professional growth such as professional values, identity, and leadership potential. Feedback was identified by participants as a crucial component in enhancing their clinical competencies. Individualized and constructive feedback, even when critical, was regarded as essential for reflection, learning, and skill improvement. Despite initial emotional responses to criticism, students acknowledged its importance in promoting self-awareness and professional growth. This

aligns with a study by Nuuyoma (2021) as nursing students valued the feedback provided during clinical placements, even though receiving critics and managing the emotional responses it triggered posed some difficulties. When feedback is not provided, it can have consequences. The students may believe their performance is adequate, resulting in a misguided evaluation of their skills and development of inaccurate self-perception (Hardavella et al., 2017). Conversely, feedback perceived as overly standardized or rubric-based was seen as less helpful, suggesting the need for more personalized and dialogic feedback practices. The aim of this feedback is to shift the emphasis from inputs to outcomes, positioning feedback not merely as a supplement to grading or as an adjunct to marking but as an integral part of a continuous, interactive relationship between the teacher and the student (Ajjawi & Boud, 2017). Therefore, clinical instructors must balance formal assessment requirements with individualized, developmentally appropriate feedback strategies that engage students in active learning and reflection.

This subtheme also highlights the significant role of clinical supervision in fostering both the psychological and professional development of nursing students. Participants shared that being trusted with responsibilities, encouraged to make autonomous decisions, and receiving constructive feedback contributed greatly to building their self-confidence. As noted by Hardavella et al. (2017), constructive feedback is essential for strengthening learners' competencies and self-belief throughout various stages of their professional journey.

Regular, purposeful feedback not only reinforces positive behaviours but also encourages self-reflection and motivates students to pursue their learning objectives (Burgess et al., 2020). Through this process, students begin to evaluate their own performance, becoming less reliant on instructors for guidance. Over time, this repeated practice in self-assessment

fosters the development of internal feedback mechanisms, enabling students to make more sophisticated academic and clinical judgments (Carless & Boud, 2018).

Additionally, participants emphasized the importance of a supportive, non-judgmental learning environment in building their confidence and promoting professional growth. The ability to ask questions and learn from mistakes without fear of criticism was repeatedly highlighted as crucial. Hardie et al. (2022) reinforce this perspective, stating that when clinical instructors cultivate an atmosphere of respect and recognize students' contributions, it enhances the learning experience by promoting inclusivity and psychological safety within the clinical setting.

Integration of Theoretical Knowledge with Practical Application

Another central benefit of clinical supervision identified by students was its role in bridging the gap between theoretical learning and practical application. Participants consistently reported that clinical instructors helped them connect classroom concepts to real-world clinical scenarios, thereby reinforcing their understanding of procedures, clinical reasoning, and patient care management. This aligns with a study by Silva et al. (2023) where due to its practical, real-world context, clinical supervision supports the development of professional competencies by bridging the gap between theoretical knowledge and clinical application, especially when students adopt a proactive approach to learning. The strategies used in clinical supervision can significantly impact the growth of nursing students' skills, which are crucial for effective care delivery.

Clinical instructors serve as key facilitators in nurturing students' professional development, placing greater emphasis on the cultivation of practical skills over the exclusive transmission

of theoretical knowledge (Al-Daken, 2024). Their role within the clinical setting is instrumental in bridging the gap between classroom learning and real-world application, enabling students to internalize professional standards and develop clinical competence through direct experience and guided practice.

Theme 3: Perceived Constraints during Clinical Supervision

Clinical supervision is a cornerstone of nursing education because of its perceived benefits to the students on the guidance and experience. However, as illustrated by the narratives of UNIMAS undergraduate nursing students, multiple challenges can hinder the effectiveness of clinical supervision. This can impact their learning outcomes and emotional wellbeing. This theme explores the range of difficulties students encounter under four key subthemes: ineffective supervision, variability in clinical instructors' approaches, institutional and staff barriers, and interpersonal challenges.

Lack of Constructive Guidance from Clinical Instructors

Students' experiences revealed that ineffective supervision marked by the lack of constructive feedback, absenteeism of clinical instructors (CIs), and rigid or impersonal evaluation practices can undermine their clinical learning. For instance, participant expressed frustration over the use of standardized rubrics, which they felt were detached from their individual performance and did not promote meaningful self-improvement.

Furthermore, the lack of CI availability during procedures was a major concern. Participants recounted missed learning opportunities due to the unavailability of supervisors, particularly when performing tasks that require direct observation. This is supported by Wan Mamat et al., (2023) as it was mentioned that the lack of availability of clinical instructors was found

to cause difficulty in the learning process at the ward, as assignments and clinical books were required to be completed. However, when no clinical instructor was present or available at the time procedures needed to be performed, the learning process was interrupted. Proper guidance was not provided, and procedures were not supervised to ensure they were done correctly. The skills of the nursing profession were not effectively learned by the students, resulting in incompetence and potential risks to patient safety, as no role modeling, direction, or guidance was provided (Kaphagawani & Useh, 2018).

Inconsistencies in Pedagogical Approaches of Clinical Instructors

Students highlighted that the inconsistent styles and attitudes of clinical instructors significantly affected their clinical experience. While some instructors were supportive and approachable, others exhibited overly strict, harsh, which led to anxiety and emotional distress. Dread before every shift was experienced when placed under a particularly strict clinical instructor as articulated by one of the participants, she experienced anxiousness every night before the shift and constantly thinking about the clinical instructors illustrating how psychological burden can be created by inconsistent and harsh supervision styles. According to Cruz Araújo et al. (2022), anxiety and fear can arise as a result of preceptors' attitudes, with interactions between students and preceptors identified as a major source of stress for undergraduate nursing students. These emotional responses can have either constructive or detrimental effects, depending on how students cope. Those who respond negatively often withdraw or become self-conscious around peers, which can hinder both their learning process and academic success (Cruz Araújo et al., 2022). It was noted that scolding or overly critical tones were perceived as discouraging to engagement and learning. The psychosocial and interactive elements of the clinical setting include the communication

styles, behaviors, and attitudes of healthcare professionals, clinical instructors, and students, all of which impact the clinical learning experience. One study found that verbally abusive behavior by clinical instructors contributed to a hostile atmosphere, discouraging students from carrying out clinical procedures in the ward (Mbakaya et al., 2020).

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Organizational and Workforce related Impediments

In this study, busy or high-pressure wards were identified as a significant barrier to effective supervision. A high-pressure ward environment was described, where the pace of work often resulted in procedures being rushed and performed without adherence to correct steps, thereby compromising both learning and patient safety. This is supported by Benny et al. (2023) as opportunities for learning were often missed by students during clinical placements due to the limited time available for teaching. It was frequently observed that support and guidance were not adequately provided, as clinical instructors and students were constrained by heavy workloads and demanding shifts (Benny et al., 2023). Student nurses reported that they were not given the opportunity to negotiate their workload during ward placements. This led to experiences of working under pressure, which potentially hindered their ability to perform at their best (Salakpi et al., 2022). The demanding nature of these clinical placements was further highlighted by reports of full shifts being completed without adequate rest, contributing to physical exhaustion and reduced focus.

As previously mentioned, limited availability of clinical instructors was frequently cited. In clinical settings, student supervision is done by the clinical instructors from faculty. However, unavailability of clinical instructors is frequently encountered by the students during supervision (Jacob et al., 2023). This leads to increased dependence on ward staff for supervision. However, it was reported that support was not consistently provided by all staff

members. The development of student nurses' clinical skills was hindered by poor communication and the absence of rapport with staff nurses who were unwilling to engage in teaching (Allen & Molloy, 2017). In some cases, staff nurses were not only unapproachable but also dismissive or even hostile toward students. Such negative attitudes from dissatisfied staff nurses during practicum placements can significantly impede both the transfer of knowledge and the overall skill acquisition of student nurses (Nafarrete, 2020). When student nurses work with disgruntled staff nurses throughout their practicum education experience, their attitudes can have a negative impact on knowledge transfer and the development of their skills (Allen & Molloy, 2017).

Challenging Relationships with Supervisor and Peers

Peers are one of the keys to clinical learning because they are able to help, support and contribute to career growth as well. When students network, they can share and learn from each other's experience. Interpersonal dynamics were found to significantly influence clinical learning experience. In this study, tensions during group-based placements were noted when collaboration among peers was ineffective. According to Ädel et al. (2021), students have reported challenges such as having to share limited resources with peers, which can hinder learning. Additionally, mismatches in personalities or learning styles were identified as potential drawbacks, along with the presence of unhealthy competition. Many students expressed that constantly being in each other's company was mentally exhausting and stressful, and they found the need to divide tasks frustrating. However, they emphasized the importance of supportive relationships with both colleagues and supervisors, noting that mutual encouragement among peers significantly contributed to a more positive and effective learning experience (Ädel et al., 2021).

More notably, hesitation to approach clinical instructors was commonly expressed, often due to fear of judgment or the anticipation of negative interactions (Hardie et al., 2022). As a result, support was more frequently sought from staff nurses rather than from assigned supervisors, reflecting a lack of psychological safety within the supervisory relationship.

Theme 4: Adaptive Mechanisms and Strategic Responses during Supervision

In response to the various challenges encountered during clinical supervision, a range of coping strategies were employed by UNIMAS undergraduate nursing students. These strategies were primarily adaptive and were used to maintain learning effectiveness, emotional well-being, and professional development despite supervisory or environmental obstacles.

Mobilization of Peer Support

Seeking social support was commonly utilized as a primary coping mechanism. Emotional and practical assistance was frequently sought from peers and nursing staff, particularly in circumstances where clinical instructors were perceived as intimidating or unapproachable. Emotional and practical assistance was frequently sought from peers and nursing staff, particularly in circumstances where clinical instructors were perceived as intimidating or unapproachable. In a study by Abdul Latiff & Mat Nor (2019), stresses from clinical instructors who is very strict or harsh for example reprimands have sometimes been given by clinical instructors in the presence of patients, leading to feelings of embarrassment and a diminished sense of professional confidence. Hence, students spent time with nursing staff who demonstrated interest in their learning, as efforts were made to seek students' opinions on clinical matters and provide constructive feedback (Jack et al., 2017). Students were

further motivated when their mistakes were tolerated and their abilities were trusted, fostering a supportive environment (Jack et al., 2017).

Peer discussions were regularly engaged in to share perspectives and validate personal experiences. The sharing of frustrations and emotional venting served as a form of psychological relief, with peer companionship often helping to normalize stressful clinical encounters. Releasing stress-related emotions through verbal expression is a coping strategy that has been validated by previous research by Rafati et al. (2017). Discussion with peers can also provide solutions to dealing with stressful situations, as these discussions involve efforts to gain information or emotional support to solve a problem (Lavoie-Tremblay et al., 2022). It was reported that the most commonly used strategies for managing perceived stress included discussing negative emotions with peers and positively reframing challenging situations (Onieva-Zafra et al., 2020). These approaches fall within the domains of social support and emotional expression.

Emotional Regulation and Stress Management

Regarding emotional regulation and stress management, participants made efforts to remain calm and composed during high-pressure clinical scenarios. These included moments involving procedural errors, uncooperative patients, or demanding family members. According to Rafati et al. (2017), some students actively confronted their fears during clinical tasks, understanding that avoidance would only intensify their stress. By taking prompt action, even in challenging situations, they managed their emotional responses more effectively. It was mentioned that students would become more stressed if they hesitated hence, it was an effective method for them to stay calm and composed (Rafati et al., 2017). Emotional regulation was viewed as essential for maintaining clear thinking and effective patient care (Rafati et al., 2017).

Conscious strategies to prevent panic and focus attention on controllable aspects of a situation were reported. Another example of this coping approach is emotional self-control, which involves adjusting one's emotional responses and behaviors according to the demands of the situation. Findings from the present study indicate that nursing students across all years of the program employed positive, problem-focused coping strategies to manage stress (Lavoie-Tremblay et al., 2022).

Additionally, recreational activities—such as gaming, jogging, or engaging with pets were adopted to decompress and prevent prolonged emotional distress following difficult shifts. In this study, majority of students attempted to divert their attention from stressful thoughts by engaging in their preferred activities (Rafati et al., 2017).

Engaging in Reflective Practice and Self Directed Learning Behavior

Self-improvement was also recognized as a significant method of coping. Participants actively engaged in reflection following clinical experiences, particularly after receiving feedback or making mistakes. Participants in this study mentioned that mistakes were not simply viewed as setbacks but as opportunities for growth. Feedback was internalized and used to guide future behavior and clinical practice. Students engaged in reflection on stressful situations for two main purposes which are to analyze the circumstances that led to the stress and to mentally rehearse the appropriate nursing interventions in order to prevent similar errors in the future (Rafati et al., 2017). Many students demonstrated responsibility for their own learning by practicing self-directed study prior to clinical postings. As evidenced by Bazrafshan et al. (2024), the commitment to learning, including proactive review of theoretical content and practice of clinical skills before placements, enhanced students' preparedness and confidence in managing real-world challenges. Consequently, many advocated for stronger theoretical and practical training prior to clinical postings,

recognizing that early exposure to realistic scenarios and feedback supports both emotional regulation and error prevention (Bazrafshan et al., 2024).

5.2. Summary of the findings of the study

Clinical supervision experiences reported by UNIMAS undergraduate nursing students were varied and diverse. Some said that their experiences were enriching and supportive, but others experienced uneven supervision, especially from clinical instructors who were thought to be unavailable and harsh (Donough & van der Heever, 2018; Nota et al., 2024; Pa & Musharyanti, 2024). According to Russell (2019), Silva et al. (2023), and Shahzeydi et al. (2024), students typically see successful supervision as encompassing direction, prompt feedback, and emotional support in a safe learning environment. As key players in clinical education, clinical instructors were in charge of professional role modeling, mentoring, and assessment (Akram et al., 2018). Other healthcare professionals also had a big impact on students' experiences; both good and bad interactions were mentioned (Zenani et al., 2023; Joffe, 2024).

Participants acknowledged numerous benefits of clinical supervision, including skill development, increased clinical confidence, and emotional support. It was believed that supervision was crucial for developing critical thinking skills, strengthening professional identity, and bridging the gap between theory and practice (Donough & van der Heever, 2018; Silva et al., 2023). While supportive supervision reduced stress and promoted resilience, constructive criticism from clinical instructors increased students' motivation and competency (Russell, 2019; Shahzeydi et al., 2024). According to Akram et al. (2018), enhanced clinical performance and satisfaction with clinical learning were highly correlated with a positive supervisory relationship.

Participants encountered several challenges during clinical supervision, including inadequate supervision, limited instructor availability, and negative attitudes from healthcare staff. Some reported feeling ignored or unsupported, especially when instructors were occupied with other students (Nota et al., 2024; Pa & Musharyanti, 2024). The absence of consistent supervision led to uncertainty and reduced learning opportunities. Additionally, unwelcoming behavior from some staff members created a hostile environment for students' learning. This negatively impacted students' confidence and learning (Zenani et al., 2023; Joffe, 2024).

In response to supervision challenges, students employed various coping mechanisms, such as peer support, self-directed learning, and developing professional resilience. Many sought help from peers or relied on nursing staff to navigate stressful clinical environments (Silva et al., 2023). Others adapted by taking initiative in learning, managing emotions, and setting personal goals to remain motivated despite unsupportive supervision (Shahzeydi et al., 2024). These strategies reflected students' growing independence and capacity to adapt to the complexities of clinical practice.

5.3. Implications, recommendations, future research

5.3.1. Implications

The first implication of this study is the need for enhanced training for clinical instructors. This study emphasizes how important clinical instructors are in determining how students learn. Variability in the level of supervision, however, suggests that instructor competency needs to be increased. Therefore, comprehensive professional development programs that go beyond technical skills should be implemented by nursing institutions for clinical

instructors periodically and recommended for newly appointed clinical instructors (Mallek & El-Hosany, 2020). In addition to helping students learn new skills, a qualified teacher is essential in lowering stress levels and boosting clinical confidence and satisfaction (Tabriz et al., 2024).

Participants in the study identified emotional challenges, lack of preparedness, and stress as key barriers of being supervised during clinical placement. Nursing programs should integrate emotional resilience training, stress management strategies, and coping mechanisms into the curriculum (Rayani et al., 2024). These enhancements can prepare students more holistically for real-world clinical settings, equipping them not only with clinical competencies but also with the mental agility to adapt and thrive.

The results highlight the emotional and educational advantages of peer support, as many students report feeling at ease discussing their struggles and experiences with their classmates. Institutions should establish peer mentorship programs to take advantage of this, as they can offer a useful layer of practical guidance and emotional support, particularly in situations where supervisory assistance is limited. According to Cust & Guest (2019), students recommended incorporating regular, structured timetable meetings into the curriculum to guarantee consistent opportunities for interaction. Gilmour et al. (2007) as cited in Cust & Guest (2019) mentioned that it is important that individuals receiving support maintain realistic expectations of their peers.

5.3.2. Recommendations

To enhance the quality and consistency of clinical supervision, nursing programs should implement structured and ongoing professional development for clinical instructors. This training should go beyond clinical expertise and focus on pedagogical strategies, communication skills, and mentorship. According to Mallek & El-Hosany (2020), it is recommended that institutions implement an orientation program for newly appointed clinical instructors to ensure they are well-prepared in clinical teaching and supervision. Regular assessment of clinical instructors' performance and learning needs is also essential to maintain the quality and consistency of clinical supervision (Mallek & El-Hosany, 2020). Monthly workshops on clinical supervision topics should be conducted regularly, aside from having reflective practice groups for supervisors where they can share experiences and opinions in supervising students (Mallek & El-Hosany, 2020).

Many students experience stress, uncertainty, and emotional fatigue during clinical placements. To address this, nursing curricula should include structured training that builds emotional resilience, stress management, and adaptive coping mechanisms. Modules such as selfcare or workshops on managing time, stress and anxiety should be included in the curriculum to help students manage their emotional and mental health (Romaneschi, 2020).. A nursing program in Columbus, Ohio, introduced a stress-management initiative for its students, emphasizing the value of self-care and effective stress control early in their training (Romaneschi, 2020).. The initiative taught students practical relaxation techniques such as meditation and deep breathing (Romaneschi, 2020).

Establishing peer mentorship programs could help students in handling academic and emotional well-being. Peer mentorship can foster a sense of community, reduce student anxiety, and promote shared learning (Cust & Guest, 2019). Institutions should formalize

peer mentorship programs, where senior students or recent graduates help to mentor junior students during clinical placements. Not only that, a suggestion was also made to create a profile of senior students, allowing junior students the option to choose their peer supporter (Cust & Guest, 2019). Strengthening these peer connections fosters a collaborative learning environment and contributes to student well-being and confidence in clinical settings.

5.3.3. Recommendations for future research

Future studies should explore and compare the clinical supervision experiences of nursing students across different universities or nursing programs. This comparative approach can reveal institutional-level factors such as resource allocation, supervisor-student ratios, faculty training, and clinical placement policies that influence the quality and effectiveness of supervision. Different institutions may adopt varying educational models, supervision frameworks, and support systems, all of which shape how students experience clinical learning. For instance, students in a well-resourced university may receive more structured supervision and individualized guidance compared to students in an institution with limited staff or clinical placement availability.

To gain a comprehensive understanding of clinical supervision, future research should also include the voices of clinical instructors. While students' experiences provide valuable insight, clinical supervisors face their own set of expectations, challenges, and constraints that shape the supervision process. Clinical instructors are responsible not only for ensuring safe patient care but also for guiding and evaluating students. Balancing these dual roles can lead to challenges such as time constraints, lack of formal training in

educational methods, unclear expectations from academic institutions, and limited institutional support. By investigating their perspectives, researchers can uncover systemic and practical issues that impact their ability to provide effective supervision.

5.4. Limitations of the study

One of the main limitations of this study is its exclusive reliance on the perspectives of Year 4 undergraduate nursing students. While their experiences are central to understanding clinical supervision, the absence of voices clinical supervisors and faculty members of nursing department limits the comprehensiveness of the findings. Including these perspectives could have provided a more holistic view of the supervisory process, including how supervisors perceive their roles, challenges they encounter, and their expectations of students. As a result, the study may not fully capture the reciprocal nature of clinical supervision, where both students and supervisors contribute to the overall experience.

The study was conducted with a small, purposive sample of Year 4 undergraduate nursing students from a single public university which is UNIMAS. This narrow sample scope may restrict the transferability and generalizability of the findings to other settings, such as students in different years of study, private institutions, or universities located in different regions of Malaysia or internationally (Mayor-Silva et al., 2024). Furthermore, cultural, institutional, and curriculum differences may influence students' perceptions of clinical supervision, and these factors were not varied within the sample. A more diverse sample could have revealed a broader range of experiences and insights.

5.5. Conclusions

Overall, the study revealed that UNIMAS undergraduate nursing students perceive clinical supervision as a vital component of their learning and professional development as the importance of supportive, approachable, and knowledgeable supervisors were highlighted. However, challenges including inconsistent supervision, lack of supervisor engagement, and negative attitudes from clinical staff were perceived to hinder learning and affect students' emotional well-being. Despite these obstacles, students demonstrated resilience by employing various coping strategies such as peer support, self-reflection, and proactive communication with supervisors. The study recommends training for clinical instructors, stress management support for students, and peer mentorship programs. Future research should include diverse institutions and supervisor perspectives. Limitations include a small, single-university sample and lack of input from supervisors.

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Appendices

Appendix A: ETHICAL APPROVAL

Pejabat Akademik
Fakulti Perubatan dan Sains Kesihatan
Academic Office
Faculty of Medicine & Health Sciences
☎: 581000 samb 7768
📠: 665152

UNIVERSITI MALAYSIA
SARAWAK
94300 Kota Samarahan

MEMORANDUM

Reference : UNIMAS/NC-21.05/03-03 Jld. 8(102)

To : Scholastica Antonia binti Steven (78515)
Bachelor of Nursing with Honours
Faculty of Medicine and Health Sciences

From : Dean
Faculty of Medicine and Health Sciences

Date : 05 March 2025

Subject : **Final Year Project - Research Approval: Exploration of UNIMAS Undergraduate Nursing Students' Perception of Effective Clinical Supervision**

The above matter is referred.

The Faculty of Medicine and Health Sciences, Universiti Malaysia Sarawak (UNIMAS) has granted the **RESEARCH APPROVAL** for this Final Year Project research based on the appraisal by the Department of Nursing, Faculty of Medicine and Health Sciences, Universiti Malaysia Sarawak (UNIMAS) on 24 February 2025. The Final Year Project research details stated below:

Student Name : Scholastica Antonia binti Steven

Student ID : 78515

Programme : Bachelor of Nursing with Honours

Research Title : *Exploration of UNIMAS Undergraduate Nursing Students' Perception of Effective Clinical Supervision*

Supervisor Name : Miss Chen Ai Ling

Supervisor H/P : +60 19-849 2699

All records and data are to be kept strictly **CONFIDENTIAL** and can only be used for the purpose of this study. All precautions are to be taken to maintain data confidentiality. Permission from the all relevant heads of departments/units where the study will be carried out must be obtained prior to the study.

Please note that the approval is valid from **February 2025** to **November 2025** only. The reference number for this letter must be stated in all correspondence related to this study to facilitate the process.

Thank you with regards and well wishes.

Yours sincerely,



Professor Dr. Asri bin Said
Dean

c.c : Deputy Dean of Undergraduate
: Head of Nursing Department
: Bachelor of Nursing with Honours
: MDJ4653 Final Year Project 1 Course Coordinator

Appendix B: COVER LETTER FOR ETHICAL APPLICATION

Scholastica Antonia binti Steven

Faculty Medicine and Health Sciences,
Universiti Malaysia Sarawak,
94300 Kota Samarahan,
Sarawak.

The Chairman,

Medical Research Ethics Committee,
Faculty Medicine and Health Sciences,
Universiti Malaysia Sarawak,
94300 Kota Samarahan,
Sarawak.

15th December 2024

Professor/Associate Professor/Dr/Sir/Madam,

REQUEST FOR APPROVAL TO CONDUCT RESEARCH PROJECT

I am a final-year student pursuing a Bachelor of Nursing with Honours at the Faculty of Medicine and Health Sciences, UNIMAS. I enrolled in MDJ 4653 Final Year Project I, in which the course is coordinated by Madam Shalin Lee Wan Fei. Please find my details as follows:

Full name: Scholastica Antonia binti Steven

Matrix number: 78515

IC No.: 020731-13-0342

I would like to request for the kind approval from the Faculty of Medicine and Health Sciences Medical Research Ethics Committee to conduct the following study:

Research title: Exploration of UNIMAS Undergraduate Nursing Students' Perception of Effective Clinical Supervision

Supervisor's name: Miss Chen Ai Ling

Email address: alchen@unimas.my

Supervisor's HP number: 019-8492699

Please find the required documents as appended for your kind consideration and approval.

Thank you.

Yours sincerely,

ScholasticaA.

(Scholastica Antonia binti Steven)

Appendix C: PARTICIPANT'S INFORM CONSENT FORM

Participant Information Sheet for Intervention Phase



PARTICIPANT INFORMATION SHEET/ *MAKLUMAT KAJIAN PESERTA*

1. Title of the study/ *Tajuk kajian* : Exploration of UNIMAS Undergraduate Nursing Students' Perception on Effective Clinical Supervision.
2. Main Researcher/ *Penyelidik utama* : Scholastica Antonia binti Steven
3. Supervisor/ *Penyelia* : a) Course coordinator: Shalin Lee Wan Fei
b) Main research supervisor: Miss Chen Ai Ling
4. Institution/ *Institut* : Department of Nursing
Faculty of Medicine & Health Sciences
Universiti Malaysia Sarawak
5. Name of sponsor/ *Nama Penaja* : No external funding/ *Tiada penaja luar*

PARTICIPANT INFORMATION SHEET AND INFORMED CONSENT FORM

(for adult subjects)

6. Introduction:

This brochure explains the details and specifics regarding the research in more depth and detail. It is important that you understand why the research is being done and what it will involve. Please take your time to read through and consider this information carefully before you decide if you are willing to participate. Ask the study staff if anything is unclear or if you would like more information. After you are properly satisfied that you understand this study, and that you wish to participate, you must sign this informed consent form.

Your participation in this study is voluntary. You do not have to be in this study if you do not want to. You may also refuse to answer any questions you do not want to answer. If you volunteer to be in this study, you may withdraw from it at any time. If you withdraw, any data collected from you up to your withdrawal will still be used for the study. Your refusal to participate or withdrawal will not affect any medical or health benefits to which you are otherwise entitled.

This study has been approved by the Medical Research and Ethics Committee.

7. What is the purpose of the study?

This qualitative study aims to explore the perceptions of undergraduate nursing students at Universiti Malaysia Sarawak (UNIMAS) regarding effective clinical supervision. The focus will be on understanding how these students perceive the role and effectiveness of clinical supervisions during their clinical placements. The research will examine the challenges the students faced during clinical supervision by clinical instructors, as well as the impact such supervision has on their learning and skill development. This study also aims to understand how the students cope on various components of clinical supervision. Data will be gathered through interviews, providing in-depth insights into their experiences during clinical supervisions, communication and feedback, and the overall clinical learning environment. The study will be limited to nursing students from UNIMAS, thus offering a focused perspective on their experiences within the context of this institution, and the findings may offer valuable insights for improving clinical supervision in nursing education.

This research will be conducted for duration of 9 months (October 2024 – June 2025). The expected number of participants is 10 individuals.

8. Who can participate in this study?

The inclusion criteria for this study is year 4 UNIMAS undergraduate nursing students that has experienced extensive clinical practicum and additionally, eligible participants must proficiently communicate fully in English. Conversely, the exclusion criteria for this study are year 1, 2 and 3 UNIMAS undergraduate nursing students as well as the post-registration nursing students.

9. What are my responsibilities when taking part in this study?

It is important that you answer all of the questions asked by the study staff honestly and completely which will take about 30 to 60 minutes of your time.

You will be interviewed face-to-face, fully in English by the main researcher of this study, Scholastica Antonia binti Steven at the Faculty of Medicine and Health Sciences, UNIMAS specifically at the library or any available tutorial rooms at the time of the interview.

10. What are the potential risks and side effects of being in this study?

Participation to this study will not affect your treatment, and the risk is minimal. You are free to decline to answer any of the questions that you feel uncomfortable with.

11. What are the benefits of being in this study?

There may or may not be any benefits to you. Information obtained from this study will help improve clinical supervision practices by giving nursing students a platform to express how clinical supervisions influence their learning. Students' insights could influence nursing education policies and strategies at UNIMAS, potentially leading to improved support structures and clinical learning environments that better meet students' needs.

However, it is important to note that feedback on study findings will not be provided at the end of the study.

12. Who is funding the research?

This study does not receive any external funding, is fully sponsored by the main study researcher. You will not be paid for participating in this study. There are also no plans to develop commercial products through this study.

13. Will my medical information be kept private?

All your information obtained in this study will be kept and handled in a confidential manner, in accordance with applicable laws and/or regulations. When publishing or presenting the study results, your identity will not be revealed without your expressed consent. Individuals involved in this study, qualified monitors and auditors, and governmental or regulatory authorities may inspect the study data, where appropriate and necessary. Your privacy and autonomy are highly respected throughout this research process. Your information will solely be utilised for the specified purposes of this study, collected through face-to-face interviews by the researchers and their assistants. Subsequently, the data will be transformed into a softcopy format for analysis purposes. All collected information will be handled with strict confidentiality, adhering to applicable laws and regulations, and will be stored securely until December 31, 2030, by the study's researchers. Your identity will remain confidential, and your consent will be sought before disclosing any information in study publications or presentations. In the future, if there is a need for additional storage or use of the collected specimen/data, you retain the right to refuse, respecting your autonomy and privacy. Inspection of study data may be carried out by qualified monitors, auditors, and relevant authorities involved in the study.

14. Who should I call if I have questions?

If you have any questions about the study or if you think you have a study related injury and you want information about this study, please contact the study researcher Scholastica Antonia binti Steven at telephone number 012-8501654 or supervisor of this study, Miss Chen Ai Ling, who can reach through the email address: alchen@unimas.my.

If you have any questions about your rights as a participant in this study, please contact: The Secretary, Medical Research & Ethics Committee, Ministry of Health Malaysia, at telephone number 03-3362 8407/8205/8888.

Appendix D: INFORMED CONSENT FORM

INFORMED CONSENT FORM

Title of Study: Exploration of UNIMAS Undergraduate Nursing Students' Perception of Effective Clinical Supervision

By signing below I confirm the following:

- I have been given oral and written information for the above study and have read and understood the information given.
- I have had sufficient time to consider participation in the study and have had the opportunity to ask questions and all my questions have been answered satisfactorily.
- I understand that my participation is voluntary and I can at anytime free withdraw from the study without giving a reason and this will in no way affect my future treatment. I am not taking part in any other research study at this time. I understand the risks and benefits, and I freely give my informed consent to participate under the conditions stated. I understand that I must follow the study doctor's (investigator's) instructions related to my participation in the study.
- I understand that study staff, qualified monitors and auditors, the sponsor or its affiliates, and governmental or regulatory authorities, have direct access to the data obtained from this study in order to make sure that the study is conducted correctly and the data are recorded correctly. All personal details will be treated as **STRICTLY CONFIDENTIAL**
- I will receive a copy of this subject information/informed consent form signed and dated to bring home.

Subject:

Signature:

I/C number:

Name:

Date:

Investigator conducting informed consent:

Signature:

I/C number:

Name:

Date:

Impartial witness:

Signature:

I/C number:

Name:

Date:

Appendix E: DATA COLLECTION INSTRUMENT

Opening	Hi, Mr/Mrs/Miss ... My name is Scholastica Antonia, I am a UNIMAS final year undergraduate nursing student. As I have explained earlier, this interview gathers information about your perceptions on clinical supervision
Body	RQ1: 1. Tell me about your experiences with clinical supervision during your nursing program at UNIMAS (general). 2. How would you define effective clinical supervision? 3. How would you describe the role of your clinical supervisor during your clinical placements? 4. How do you think the relationship between clinical supervisors and students should be for effective supervision? 5. How does the clinical environment (e.g., hospital, clinic, or community setting) support or hinder your learning? How does your clinical supervisor play a role in this environment? 6. Have you had experiences where other healthcare staff influenced your learning positively during your clinical placements? RQ2: 7. How do you feel about the feedback you receive during clinical supervision? Do you feel it helps you improve your clinical skills? 8. Do you feel that the supervision you receive helps you apply theoretical knowledge to practical situations? Can you give examples? 9. How do you think the role of the clinical supervisor in assessing your skills affects your growth as a nursing student? 10. How has clinical supervision affected your confidence in your nursing abilities? 11. Can you share an experience where clinical supervision positively influenced your professional growth? RQ3: 12. What are some of the main challenges you face during your clinical placements that affect your learning experience? 13. Have you ever felt unsupported during clinical supervision? If so, what could have been done differently to support you better? RQ4: 14. Can you share a specific situation where you struggled with a clinical instructor's supervisory style? How did you handle it?

	15. How do you respond when you face difficult clinical situations, such as a challenging patient, a high-pressure environment, or making mistakes in front of staff and supervisors? 16. Are there specific strategies (e.g., talking to peers, self-reflection, relaxation techniques) that help you cope with difficult supervisory experiences?
Closing	Thank you Mr/Mrs/Miss ... for your time in answering my questions. Thank you once again for your willingness to participate in this study. I appreciate your time and effort.

Appendix F: PERMISSION TO ADAPT INTERVIEW GUIDE

SA

Scholastica Antonia
To: gabiebadonough@gmail.com

Mon 11/11/2024 5:08 PM

Good day, Dr.

My name is Scholastica Antonia Steven, a final-year undergraduate nursing student. I am currently in the process of writing a proposal for my Final Year Project (FYP). I will be conducting a qualitative research on "Exploring the perception of effective clinical supervision among UNIMAS undergraduate Nursing Students".

I have read a few of your research studies on clinical supervision and those articles really helped me to understand my research topic better. For this, I would like to request your permission to adapt the interview guide in my research study. Additionally, if you could provide me with the interview guide on your work for "Perception and experiences of undergraduate nursing students of clinical supervision" (2014) and "Undergraduate nursing students' experience of clinical supervision" (2018).

Thank you very much for considering my request. I look forward to your response.

Best regards,
Scholastica Antonia Steven
Final year nursing student,
University of Malaysia Sarawak (UNIMAS)

GD

Gabieba Donough<gabiebadonough@gmail.com>
To: You

Mon 11/11/2024 7:33 PM

 GDonough_MCur_Focus Gr...
186 KB

✓

Dear Scholastica

Yes, you are most welcome to use it and or adapt it.
I have attached the interview guide.
All the best with your proposal writing.

--
Best Regards
Gabieba Donough (*PhD*,
MCur, *PgDNE*, *PgDNM*, *BCur*)
(*SANC Assessor*, *SANC Moderator*)

...

Appendix G: GANTT CHART

Activity		Month								
		2024				2025				
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Determine research title										
Meeting supervisor										
Submit oral defense slides										
Proposal Defense										
Ethical Approval										
FYP 1: Submission of research proposal.										
Data Collection										
Data Analysis										
Written report.										
Research Poster Presentation										
Submit final draft										
FYP 2: Submission of final project										

Appendix H: TURNITIN SIMILARITY INDEX REPORT

78515 FYP 2			
ORIGINALITY REPORT			
6%	4%	3%	3%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS
PRIMARY SOURCES			
1	ir.unimas.my Internet Source	<1 %	
2	Submitted to Our Lady of Fatima University Student Paper	<1 %	
3	Submitted to Universiti Malaysia Sarawak Student Paper	<1 %	
4	www.coursehero.com Internet Source	<1 %	
5	McGhee, Felicia Consoweller. "Surgical Technology Faculty Perceptions of Using High-Fidelity Simulation in Teaching.", Walden University Publication	<1 %	
6	Submitted to University of Worcester Student Paper	<1 %	
7	etd.uwc.ac.za Internet Source	<1 %	
8	Submitted to University of South Africa Student Paper	<1 %	
9	africadailynews.net Internet Source	<1 %	
10	pmc.ncbi.nlm.nih.gov Internet Source	<1 %	

11	Balaraj, Christie Deepa. "From Ideation to Convergence: A Descriptive Phenomenological Analysis of the SaaS Roadmapping Journey in Evaluating and Incorporating New Knowledge", Westcliff University, 2024 Publication	<1 %
12	Submitted to Capella University Student Paper	<1 %
13	Xu, Minglu. "The Impact of Political and Cultural Factors on the Success of Microfinance Institutions", University of Derby (United Kingdom), 2024 Publication	<1 %
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16	Alabed, Usama Alabed K.. "A Knowledge Management Approach to the Libyan Public Procurement of Construction Projects", European University of Cyprus (Cyprus), 2024 Publication	<1 %
17	McKenney, Michael Terry. "A Qualitative Descriptive Study of Athletic Training Educator Preparation for Using Simulation.", Grand Canyon University Publication	<1 %
18	Submitted to Adana Bilim ve Teknoloji Universitesi	<1 %

19	Submitted to University of Hull Student Paper	<1 %
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21	Motsilanyane, Pelegamotse Tabea. "Exploring the Clinical Accompaniment Challenges Second-Year Students Experience at a Nursing Education Institution in North West", University of Pretoria (South Africa), 2023 Publication	<1 %
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40	repository.tml.nul.ls Internet Source	<1 %

41	Fajemidagba, Adesumbo Grace. "Exploring the Workplace Experiences of Nigerian Female Migrant Care Workers: An Examination of the Intersectional Factors Involving Ethnicity, Race, Gender, and Migration Status.", University of Salford (United Kingdom) Publication	<1 %
42	Submitted to Teachers' Colleges of Jamaica Student Paper	<1 %
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Exclude quotes Off Exclude matches Off Exclude bibliography On		

Appendix VII: Expenditures

Expenditure	Items	Unit Price (RM)	Quantity	Amount (RM)
Materials	Notebook A4 Paper	RM 3 RM 10	1 1 ream	RM 3 RM 10
Printing and binding	Binding Printing Poster Ink -Colour Ink -Black Ink	Rm 5 RM 40 RM 39 RM 60 Rm 45	1 1 unit 1 unit 1 unit 1 unit	RM 5 RM 40 RM 39 RM 60 RM 45
Transportation	Grab/Max im/ Maria Transport ation	RM 8/trip RM 1/trip	5 trips 5 trips	RM 40 RM 5
Internet plan	Internet plan	RM 60	3	RM 180
Total				RM 427