

The Relationship between Self-Confidence in Learning and Clinical Educators' Characteristics by Nursing Students

Abeer Mohamed Abdelkader¹, Naglaa Saad Abed El-Aty², Safaa Mohamed Abdelrahman³

¹Assistant Professor, Faculty of Nursing/ Minia University, Egypt, College of Applied Medical Sciences, King Faisal University, Saudi Arabia, ²Assistant Professor, Faculty of Nursing/ Assiut University, Faculty of Nursing/ Assiut University/ Assiut/ Egypt, ³Professor, Faculty of Nursing/ Minia University, Faculty of Nursing / Minia University / Minya / Egypt

Abstract

Background: Student nurses need to building up self-confidence in learning in order to cope with the complex clinical situations. Individuals with self-confidence be certain of themselves to have the capability to manage a situation or provide nursing care in accurate, relevant and efficient method. Equipping student nurses to provide patients care in getting more complicated healthcare setting is a challenge face nursing instructor, self-confidence is one of the important determinants of successful learning.

Objectives: The aim of the present study is to identify the relationship between Self-confidence in learning and clinical educators' characteristics by nursing students.

Method: Correlation research design was utilized in the present study. A convenience sample of 179 nursing students was included in the study. The Nursing Clinical Teacher Effectiveness Inventory and Self-Confidence in Learning scale were used to collect the data.

Results: The results of the study showed that the majority of study participants had high level of self confidence in learning. Also, the participants reported that their clinical educators had high level of teaching abilities, nursing competences, and personal traits. Moreover, significant positive relationship was existed between self-confidence in learning and clinical educators' characteristics.

Conclusion: Self-confidence in learning is an essential goal in nursing education. Assessing clinical competence and investigating factors influencing it might be helpful in increasing Self-confidence of nursing students.

Keywords: Clinical teaching; Learning; Nursing students, Self-confidence.

Introduction

Student nurses need to building up self-confidence

Corresponding Author:

Abeer Mohamed Abdelkader, PhD

Assistant Professor, Faculty of Nursing/ Minia University, Egypt. College of Applied Medical Sciences, King Faisal University, Saudi Arabia.

Postalcode 61519 PermanentAddress: Faculty of Nursing / Minia University / Minya / Egypt

PhoneNumber: 002/01114326248

Email: Abeermabdel@mu.edu.eg.

in learning in order to cope with the complex clinical situations. Individuals with self-confidence be certain of themselves to have the capability to manage a situation or provide nursing care in accurate, relevant and efficient method. Equipping student nurses to provide patients care in getting more complicated healthcare setting is a challenge face nursing instructor, self-confidence is one of the important determinants of successful learning. Therefore, various methods should be used by nursing instructors to promote student nurse's self-confidence (Ma, 2013).¹

Self-confidence is theoretically known as a confidence in the integrity of governance and conduct. Ravert and McAfoos (2014) stated that self-confidence was essential aspect probably impact the critical thinking development, the ability to solve problems, and the ability to judge among student nurses during practicing in the clinical setting. However, Yeom (2016) noted that student nurses have noticed that they have a high level of anxiety and were lacking self-confidence during their work in clinical setting. Anxious students perhaps avoid to cope with the complex or threatening condition that students perceived they were not able to cope; nonetheless once students have self-confidence to deal with this complex or threatening condition effectively, they may do their tasks.^{2,3}

Clinical learning experience gives chance to student nurses for application of their knowledge and psychomotor skills as well safely, that might be support feeling of self-confident and ultimately eliminating feelings of anxiety and fear. In academic environment individuals with positive self-confidence have good feeling for selves. In addition, they make proper academic selections, spend effort on suitable actions, and keep on in behaviors that enable succeeding academic activities. (Lundberg, 2008).⁴

Teaching facilitate learning and focuses on meet the needs of the learners and assisting them to grow as self-directed learner (Stevens and Brenner, 2010; Anderson and Stillman, 2010). Also, it is focus on the development of the learner as a whole, instead of on particular information or skill. Learning occurs as students accept and utilize new knowledge and skills.^{5,6} It reflects personal change, and the change is promoted by a continuous process from verbatim memorization and rote learning, to understanding and constructing meanings (Yeom, 2016).³

Effective clinical teaching is essential for qualified nursing. Clinical nursing instructor have responsibility to teach novice nurses in the clinical area. Clinical instruction prepares novice nurses for practicing their professional roles. Furthermore, real life clinical practices assist nursing students to improve their competences. Therefore, clinical experiences empower nursing students to become qualified practitioners. Clinical instructor work as advisor for beginner nursing

students in the progress of clinical learning (Gaber, 2011).⁷

Seven criteria of effective clinical instruction are: (1) ability to analyze and knowledge; (2) ability to organize and present clearly; (3) ability to stimulate interest and enthusiasm; (4) ability to interact with groups; (5) abilities to supervise in clinical setting; (6) clinical competences; and (7) professional behaviors. Aspects enables learning in clinical environment such as learning experiences accessibility and availability, resource availability and placement, sufficient staff with qualification who engaged in training of students, suitable and qualified role model for patient care, availability and engagement of clinical instructor in teaching, group work and participation of students in the group, helpful relations among clients, staff and students, were recognized as required for learning. Yet, it was noticed that these aspects insufficient or unreachable to students (Goodwin, 2014; Indra et.al., 2016).^{8,9}

A study a study carried out by Chandekar (2015) to examine aspects that impact learning by students in nursing education. The studied sample were 162 nursing students. His results reveled that the curriculum and practical learning setting with self-efficacy had the broad influence on practical competencies and learning in nursing profession.¹⁰

Moreover, another study done by Niederriter (2017) to determine criteria and instructional methods of good clinical educators. The sample of his study were 14 nursing students. His findings revealed that clinical educators played a significant role in preparation of the nursing students to become a qualified nurse in the clinical environment.¹¹

Also, Costa et.al. (2020) conducted a study to assess and compare satisfaction and self-confidence in the learning of student nurses from the usage of simulating and tradition instruction. The results of their study indicated that tradition instruction strategies and simulation increase self-confidence and satisfaction in learning.¹²

Hsu et.al. (2014) carried out a study to develop and test an inventory which measure nursing preceptors' competencies in clinical teaching. Their study sample was

389 clinical nursing preceptors. Their results revealed that the clinical nursing instructor have essential role in nursing students learning and development through helping to produce a supportive learning environment.¹³

Confident students involve in challenging outcomes, committed to utilize their clinical skills and handle difficult tasks with less anxiety. Clinical confidence learning take place at clinical setting through practicing nursing skills and experiencing success. Consequently, clinical instructors are responsible to promote student's confidence through building a confidence rich learning environment. Clinical instructors should able to identify students with low confidence and develop suitable teaching practices that help in promote self-confidence. The clinical nurse educator is an essential component of an effective clinical nursing education. They facilitate students to apply knowledge and skills in the practical environment. The necessity for an additional thorough inquiry of students' perceptions of the features and instructional behaviors that much better help their understanding and learning will assist educators to enhance learning practices in the clinical environment (Niederriter, 2017; Warren et.al., 2016).^{11,14}

Significance of the study

Faculty of Nursing in Minia University have six scientific departments named as medical surgical, community health, obstetric, pediatric, and psychiatric nursing. Also, nursing administration department. Moreover, these departments offer Bachelor in nursing and postgraduate educational program as well. Fourth year nursing students experience almost the required training practices inside (e.g. laboratory teaching) and outside (e.g. hospitals and community settings) the faculty campus. Feedback of students should be utilized effectively as having proper knowledge about what assists students to promote their learning. Self-confidence is central and required in academic settings. Nevertheless, unexpectedly slight concern has been given to the practical implications, quality, and levels of nursing students self-confidence and their own personal learning needs, interests and abilities. This study may provide information that can be used as basis in generating an educational chance to update clinical nurse instructors in the methods to improve teaching behaviors and strategies for increasing self-confidence

on nursing students.

Purpose of the Study: The present study aims to identify the relationship between Self-confidence in learning and clinical educators' characteristics by nursing students.

Research questions:

- What is the perception of self-confidence in learning among nursing students?
- What is the perception of clinical educators' characteristics by nursing students?
- What is the relationship between Self-confidence in learning and clinical educators' characteristics by nursing students?

Method

Research Design: Research design that utilized in this study was correlation design.

Setting: The study was carried out at department of nursing administration, Minia University, Faculty of Nursing, Egypt.

Subjects and sampling: A convenient sample of 179 fourth year nursing students who were enrolled in nursing administration course and available at the time of data collection within first semester in the academic year 2019-2020

Tool of data collection: Self -administer questionnaire was utilized to collect the data. The questionnaire was scored according to a 3-point Likert scale ranges from 0-2 (zero for disagree, 1 for neutral, and 2 for agree). It composed of three parts as follows; *Part I:* Sociodemographic variables such as age, marital status, previous academic performance, and residence place, *Part II:* Inventory of clinical nursing educator effectiveness that prepared by Knox and Mogan (1985).¹⁵ The Inventory composed of 47 important educators' criteria subdivided into five sub-scales. The sub-scales are ability of teaching [19 items], personal characters [7 items], nursing competence [8 items], interpersonal relationships [6 items], and students' evaluation [7 items], and *Part III:* Scale of self-confidence in learning scale prepared by The National League for Nursing.

It consists of eight items to assess nursing students' perceptions of their abilities in providing nursing care (Jeffries, 2005; Ravert and McAfoos, 2014).^{16,2}

Procedures of data collection:

- Inventory of Nursing Clinical Teacher Effectiveness and Self-Confidence in Learning scale were translated into Arabic language and its validity of content was tested by three specialists in the related fields namely medical-surgical nursing, administration, and nursing education.

- The reliability value of the study tool was 0.97 and was measured using Alpha Cronbach test.

- The applicability and clarity of the study tool were examined through a pilot study on a sample of fourteen students (10%). necessary modifications of the study tool were done in the light of pilot results. the pilot study sample were not included in the main sample of the study.

- The study sample completed self-administered questionnaire during their class time (the time needed was 10 to 15 minutes)

- Data were collected from November 10-30, 2019.

Ethical Consideration: The study purpose was explained to all responsible authorities in the study setting (nursing administration department council and vice dean of students' affairs). Then, the official permission to carry out the study was obtained. In addition, disclosure of the study purpose was discussed to all level four nursing students in the study setting. After obtaining their consent, they were free to withdraw at any time without any penalty. The identity, privacy and confidentiality of the participants and their data were also guaranteed anonymously.

Statistical Analysis: Descriptive statistic such as frequency and percentage utilized for the data analysis. Furthermore, inferential statistics as Pearson correlation, mean, and standard deviation were used for analysis of the data. Also, the significance level was measured at P value of ≤ 0.05 .

Results

Table 1: Distribution of the study participants according to their general characteristics. N = 179

General Characteristic	No	%
Age		
19-20	40	22.35
21-22	120	67.1
23-25	19	10.6
Total	179	100%
Gender		
Male	39	21.8
Female	140	78.2
Total	179	100
Marital status		
Married	9	5.03
Single	170	94.97
Total	179	100%
Having children		
Yes	3	1.7
No	176	98.3

Cont... Table 1: Distribution of the study participants according to their general characteristics. N = 179

General Characteristic	No	%
Total	179	100%
Previous academic achievement:		
Excellent	72	40.2
Very good	82	45.8
Good	18	10.06
Bass	7	3.9
Total	179	100%
Residence		
Rural	129	72.07
Urban	50	27.9
Total	179	100%

By extrapolating the results table 1 shows that the majority of the study participants (67.1%) aged 21-22 years old. Moreover, 21.8 % male and 78.2 female. Also, 94.97% of the participants are not married. Moreover, this table shows that 98.3% not have children, 45% achieved very good grades in the previous academic achievement. In addition, this table demonstrates that 72.07% of them lived in rural areas.

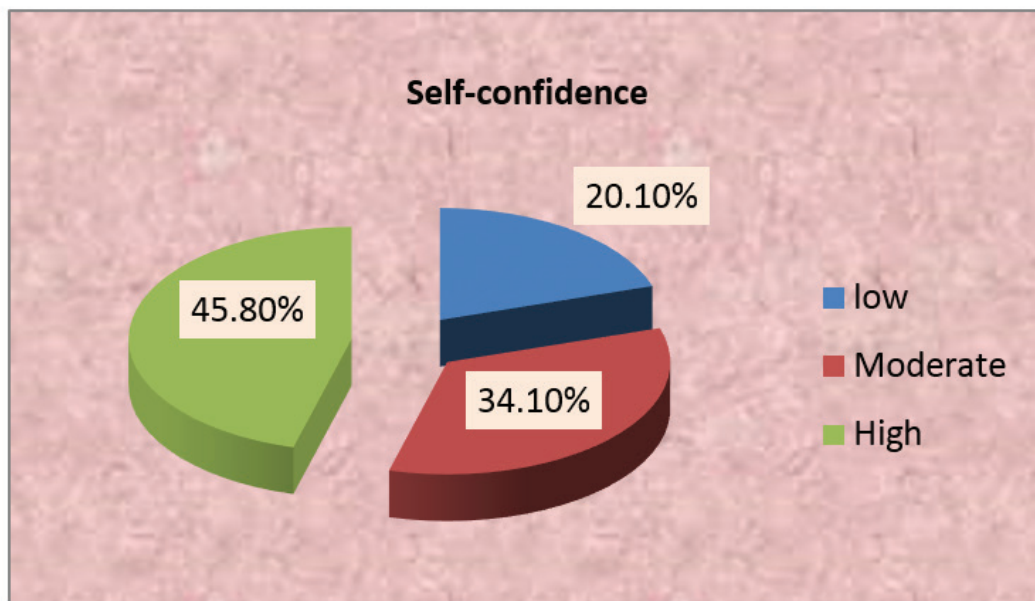
**Figure 1: Self – confidence level as perceived by the study participants. N= 179**

Figure 1 illustrates self – confidence level as perceived by the study participants. It was noticed that the highest percentage (45.80%) of the participants have high level of self -confidence (Sample item includes “ It is my responsibility as the student to learn what I need to know from this course teaching activity” , “ I know how to get help when I do not understand the

concepts covered in the course”, and “ I am confident that I am developing the skills and obtaining the required knowledge from this course to perform necessary tasks in a clinical setting”. Also, 34% of them have moderate level of self-confidence. On the other hand, 20.10% of the study participants have low level of self-confidence.

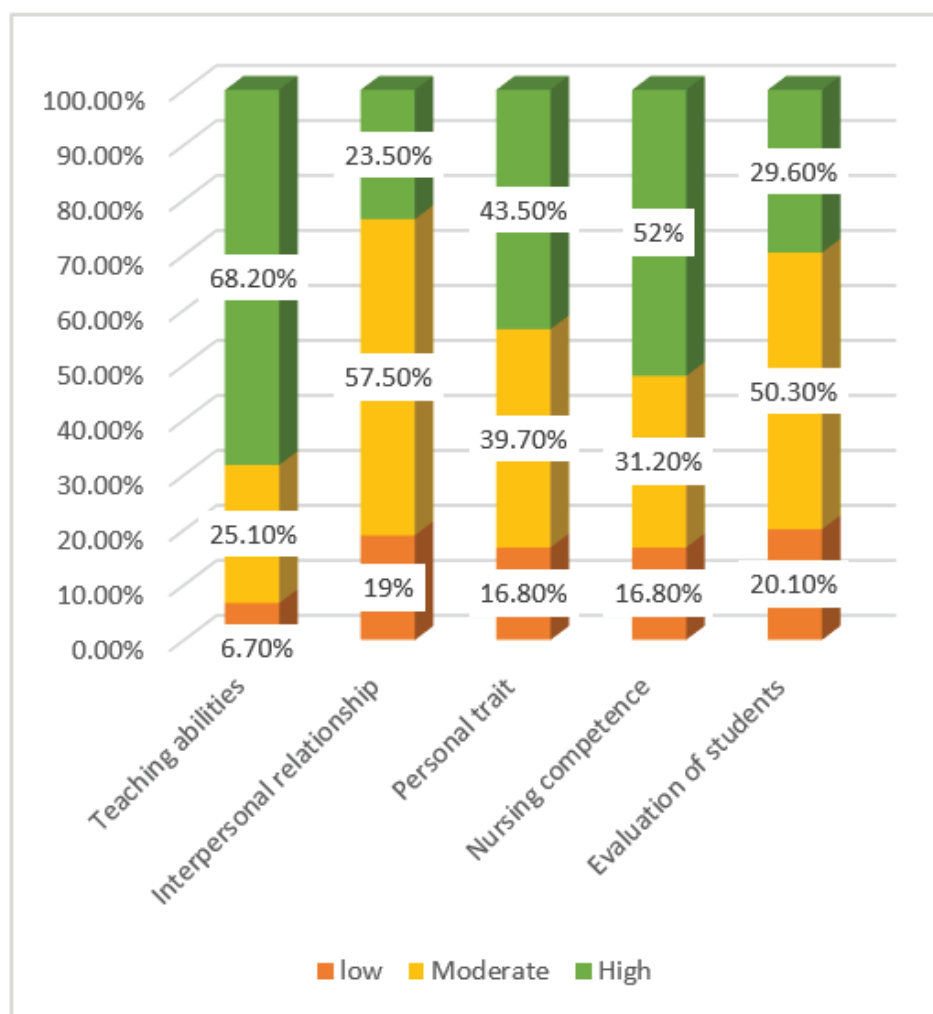


Figure 2: Level distribution of clinical educators' characteristics as perceived by participants. N = 179.

Extrapolating results figure 2 indicates level distribution of clinical educators' characteristics as Perceived by participants. It was observed that the participants perceived their clinical educators' characteristics positively. The highest percent (68.20%) with high level was obtained with teaching abilities characteristics (sample item includes "Encourages active participation in discussion" and "Is well prepared for teaching"). Also, regarding nursing competences characteristics it was clear that 52% of participants perceived it as high level compared to 16.80 % with low level. (sample item field includes "discusses current development in his/her field" and "reveals broad reading in area of interest". Moreover, it was observed that 43.50% of the participants reported high level perception

about personal trait characteristics of their clinical educator (sample item includes "self -confidence" and " is a dynamic and energetic person". On the other hand, this table shows that 57.50% of the respondents had moderate level perception toward interpersonal relationship of their clinical educators compared to 19% who had low level perception (sample item includes "encourages a climate of mutual respect " and " listens attentively". Furthermore, the same table revealed that 50.30% of the participants had moderate level perception about evaluation of students by their clinical educators compared to 20.10% who had low level perception (sample item includes" corrects students' mistakes" and " makes specific suggestions".

Table 2: Pearson Correlation (r) of self-confidence in learning and clinical educators' characteristics by the study participants. N=179

Domain	Teaching abilities	Interpersonal relationship	Personal trait	Nursing competence	Evaluation	self-confidence
Teaching abilities		0.821**	0.808**	0.797**	0.696**	0.738**
Interpersonal relationship			0.811**	0.852**	0.657**	0.783**
Personal trait				0.837**	0.716**	0.824**
Nursing competence					0.722**	0.799**
Evaluation						0.740**
self-confidence						

* Significant at $p \leq 0.05$. ** Highly significant $p \leq 0.001$.

$r = 0.00$ to 0.24 weak or no correlation $r = 0.25$ to 0.49 Fair correlation

$r = 0.50$ to 0.74 moderate correlation $r = 0.75$ + strong correlation

By looking at the table 2 we find that, there was high statistically significant and positive relationship ($p = 0.001$) between all characteristics of clinical educators and self-confidence in learning of the study participants. It was found that high statistically significant difference and strong correlation were existed among self-confidence, Interpersonal relationship, Personal trait, and Nursing competence ($r = .783, .824$, and $.799$ respectively). Also, it was observed that high statistically significant difference and moderate correlation were existed among self-confidence, Teaching abilities, and Evaluation ($r = 0.738$ and 0.740). Moreover, it was clear from this table that high statistically significant and positive relationship ($p = 0.001$) between all characteristics of clinical educators were existed.

Discussion

Clinical educator should use creative techniques to achieve the curriculum goals and keeping a secure environment for clients. Clinical educator should also achieve the learning needs of a diversity of students.

The role of the clinical instructor turns from being a mentor to a facilitator and to interactions with students and among students themselves. Though, the truth of educational setting, teachers and students needs a lot of improvement is not pessimistic but this is the reality (Ibrahim, 2020; Aljohani and Karim, 2016).^{17,18}

Results of the present study revealed that the majority of the study participants have high level of self -confidence in learning. This finding agrees with Ma, (2013) who noted that the greater number of the respondents had self-confidence in their capability in the content mastering of the simulation teaching method. Furthermore, it was clear that fourth year nursing students in Minia University passed through their three previous academic years with major nursing courses that provide them with essential knowledge and psychomotor skills that help them to be confidence in clinical assignment.¹

In addition, the participants perceived their clinical educators have high level of teaching abilities. This finding supported with the study of Gaber (2011) who

stated that nurse educators have a responsibility to provide nursing students with clinical instruction that is most effective at facilitating learning.⁷ Also, the clinical nurse educators are responsible to use their teaching and clinical competences to support student nurses apply their knowledge that gained during theoretical classes, laboratory sessions, and simulation activities to the complex clinical conditions. Moreover, Biffu et.al. (2018) reported that teaching ability and clinical competence were the most effective teaching behaviors among nursing students.¹⁹

Also, concerning nursing competences characteristics of clinical educators it was clear that participants perceived it highly. This result in line with Hsu et.al. (2014) and Buchanan et.al., (2013). They explained that nurses should have the ability of assessment, diagnosis, care planning, communication with clients and families, and application of scientific nursing theories to patient care.^{13,20} Competencies of professional practice for patient-centered care comprises the ability to communicate; empowerment in the profession role; awareness of others' profession role; management; group work; and conflict management.

Moreover, personal trait of clinical educators was highly perceived by the participants. This result agrees with the findings of EL-Banan and Elsharkawy (2017). They clarified that it is important to maximize clinical education for nurses' students by competent nursing clinical educators. In addition, A clinical nursing educator is a tool that assist students to integrate knowledge, skills and emotions required to provide patient care as the student transfers from teacher dependence to self-reliance.²¹

Furthermore, regarding interpersonal relationship characteristics of nursing clinical educators, it was noticed that the participants provide positive perception. This finding in accordance with Moses (2017) who stated that knowledge and skill transition, which is at the focus education, based deeply on the interpersonal success of the educator. His/her interaction and communication successfully with patients, staff, and students is an important factor of his/her success. The educator adapts his/her relations to accomplish the various needs of the conditions in which students are learning nursing. He/she struggles to continue her authenticity as individual

and as a professional nurse.²²

Also, the study participants reported positive perception about their clinical educators in relation to evaluation of students. This finding in the line with Yeom (2016) who mentioned that evaluation of performance is also an significant part of the educator's role therefore educators support students to make the associations between theory and practice.³

Additionally, the current study showed that there were statistically significant and positive relationship between all characteristics of clinical educators and self-confidence. This finding supported with Moses (2017) who stated that teaching process composed of a set of activities as explanation, demonstration, guidance and counselling by the instructor in order to bring about permanent change in behaviors of the learner. Also, teachers must possess a sense of competence, self-confidence, and a belief in themselves as teachers, to be optimally effective.²²

The teaching and learning process is related to each other; if no one learns, this means that no one teaches. Consequently, the instructor role is to assist learners to learn by intentional and mindful handling of data, principles, competences, ideals, attitudes and behaviors with the purpose of achieving desirable changes in character. Based on the above, no effective teaching could be said to have taken place if learning has not occurred. Also, Colleges are the gateway of the career. They responsible to make certain nursing students are skilled to practice the profession in the future EL-Banan and Elsharkawy (2017).²¹

There is rising recognition, across numerous diverse contexts, that self -confidence views can have vital effects on enthusiasm and behavior. So, assisting individual to trust in selves is considered often to be the more important, but also the most challenging, aspect of promote successful results in many settings. Health care team members acknowledge the important of positive self- confidence in several rehabilitation and health or fitness-enhancing contexts (Cummings and Connelly 2016).²³

Recommendations

- Provide Training courses for nursing educators

to develop clinical educators' characteristics mentioned in the present study.

- The need for application of clinical educators' characteristics mentioned in the current study in different nursing department and courses and measure its effectiveness to ensure the validity of the findings of this study.

- Provide positive reinforcement for clinical nursing educators who comply with characteristics mentioned in the present study.

- Replicate the study in the future with large sample size to generalize the finding.

- Further researches are recommended to examine the influence of teacher factors on students' learning outcomes for example cognitive, psychomotor, and critical thinking skills.

Limitations: The study has two limitations; first limitation regarding to the study instrument which measure clinical educators' characteristics. Based on that much better in the future study to examine additional related factors as clinical setting, course content, subject matter, teaching style, and learning style. Second limitation concerning convenience and small sample size that threaten generalizability of finding.

Conclusion

Self-confidence in learning is an essential goal in nursing education. Assessing clinical teaching behaviors and investigating factors influencing it might be helpful in increasing Self-confidence of nursing students. The results of current study provide insights that clinical teaching behaviors which identified in the present study namely teaching abilities, interpersonal relationship personal trait, nursing competence, and evaluation of students could have a significant influence on self-confidence in learning and training of qualified nursing students. By looking at the study findings, it was concluded that the majority of studied nursing students had self-confident in their learning. Also, they perceived that their clinical educators have high level of teaching ability, professional competence, and personality characteristics.

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