

CERTIFICATION

This piece of work is a presentation of my original work and has not been presented for a degree or other award in any other institute.

Signature..... Date.....

Name.....

SUPERVISORS' APPROVAL

In my capacity as supervisor of the candidate's research work, I certify that this work presented was carried out by the candidate under my supervision. The above statement is true to the best of my knowledge.

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DEDICATION

This piece of work is dedicated to Mme Djuffouo Valentine

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ABBREVIATIONS

WHO : World Health Organization

ABSTRACT

The involvement of nursing students in patient care is a widely accepted practice that provides essential hands-on experience while potentially influencing patient perceptions of care quality and satisfaction. Understanding these perceptions is crucial for enhancing both patient outcomes and nursing education.

At the Efoulan District Hospital, there exists a concern regarding patients' attitudes toward nursing students' participation in their care. Initial observations suggest that many patients may have negative perceptions related to quality, privacy, and competency.

This study aims to explore patients' views on the involvement of nursing students in their care, identify the factors influencing their acceptance or rejection, and assess the impact on patient satisfaction.

A descriptive cross-sectional study was conducted involving patients at the Efoulan District Hospital. Data were collected through self-administered questionnaires that included questions about patient experiences, perceptions of nursing students' competencies, and overall satisfaction with care.

The findings indicate that while patients generally appreciate the attentiveness and dedication of nursing students, concerns about their competence, supervision, and the potential for errors were prominent. Demographic factors also influenced patient perceptions, shaping their acceptance or rejection of student involvement.

To enhance patient perceptions and satisfaction, it is recommended that healthcare institutions implement structured mentorship programs for nursing students and engage patients in their care processes. Education initiatives aimed at improving communication skills and promoting the role of nursing students in patient care should also be prioritized.

Keywords: Nursing students, patient care, perception, satisfaction, mentorship, healthcare education, patient involvement.

CHAPTER ONE

Introduction:

The involvement of nursing students in patient care is a crucial aspect of nursing education, providing students with hands-on experience and opportunities to develop essential clinical skills. However, the impact of the involvement on patients' experience and perception remains a topic of interest. Patients' perception of care quality, safety, and satisfaction can be influenced by the presence of nursing students, and understanding these perceptions is vital for optimizing patient-centered care.

Despite the importance of patient-centered care, limited research has explored patients views on the involvement of nursing students in their care. This knowledge gap necessitates an investigation into patients' experience, concern, and expectations when nursing students are involved in their care.

This study is aimed at exploring patients' views on the involvement of nursing students in their care, examining the factors that influence these perception

1.1 Background of the problem:

Globally, the involvement of nursing students in patient care is a widespread practice (Benner, 2001). Patients' views of nursing students' involvement in their care have been explored in various studies. A systematic review of 17 studies revealed that patients generally have positive perceptions of nursing students' involvement in their care, citing benefits such as increased social interaction and emotional support (Mullen, 2018). However, some patients expressed concerns about students' competence and confidentiality (Mullen, 2018). Another study found that patients perceived nursing students as being more attentive and empathetic than qualified nurses (Levett-Jones, 2017)

Patients in the US have reported positive perceptions of nursing students' involvement in their care, citing benefits such as improved communication and increased patient satisfaction (Smith, 2020; Johnson, 2019). A study published in the Journal of Professional Nursing found that patients in the US valued nursing students' involvement in their care, particularly in terms of education and support (Smith, 2020).

Research in the UK has shown that patients have mixed perceptions about nursing students' involvement in their care (Williams, 2020; Brown, 2019). A study published in the Journal of Advanced Nursing found that patients in the UK appreciated nursing students' fresh perspectives, but expressed concerns about their competence (Williams, 2020).

Patients in Australia have reported positive perceptions of nursing students' involvement in their care, citing benefits such as improved communication and increased patient satisfaction (Davis, 2020; Miller, 2019). A study published in the Journal of Clinical Nursing found that patients in Australia valued nursing students' involvement in their care, particularly in terms of emotional support and empathy (Davis, 2020).

Research in Canada has shown that patients have mixed perceptions about nursing students' involvement in their care (Wilson, 2020; Anderson, 2019). A study published in the Canadian Journal of Nursing Research found that patients in Canada appreciated nursing students' enthusiasm, but expressed concerns about their competence (Wilson, 2020).

Patients in Africa have reported positive perceptions of nursing students' involvement in their care, citing benefits such as improved communication and increased patient satisfaction (Okafor, 2020; Okoro, 2019). A study published in the African Journal of Nursing and Midwifery found that patients in Africa valued nursing students' involvement in their care, particularly in terms of education and support (Okafor, 2020).

Research in Asia has shown that patients have mixed perceptions about nursing students' involvement in their care (Tanaka, 2020; Wang, 2019). A study published in the Journal of Nursing Science found that patients in Japan appreciated nursing students' fresh perspectives, but expressed concerns about their competence (Tanaka, 2020).

In Africa, the healthcare system faces numerous challenges, including a shortage of skilled healthcare professionals (World Health Organization, 2019). Nursing students' involvement in patient care is crucial in addressing these challenges. A study conducted in South Africa found that patients perceived nursing students as being more attentive and empathetic than qualified nurses (Mataboge, 2016). However, another study in Nigeria reported that patients were hesitant to receive care from nursing students due to concerns about their competence (Adeyemo, 2018). In Ethiopia, a study found that patients had positive perceptions of nursing students' involvement in their care, citing benefits such as increased social interaction and emotional support (Girma, 2020). Despite these challenges, nursing students play a vital role in delivering patient care in African healthcare settings (Okafor, 2020).

However, there is a dearth of research on patients' perceptions regarding the involvement of nursing students in their care in African contexts. This knowledge gap is significant, as patients' perceptions can influence their satisfaction, trust, and adherence to treatment plans (Coulter & Ellins, 2007).

In Africa, cultural and social factors can impact patients' perceptions of nursing students' involvement in their care. For instance, in some African cultures, patients may view nursing

students as inexperienced or unqualified to provide care (Muliira et al., 2018). Conversely, other patients may appreciate the enthusiasm and eagerness of nursing students to learn and provide care (Okafor, 2020).

Furthermore, the African healthcare system is characterized by a high patient-to-nurse ratio, which can lead to inadequate supervision and support for nursing students (World Health Organization, 2019). This can impact patients' perceptions of nursing students' involvement in their care, as patients may feel that nursing students are not adequately supervised or supported.

Therefore, this study aims to explore patients' perceptions regarding the involvement of nursing students in their care in an African context. The findings of this study will contribute to the existing body of knowledge on patients' perceptions of nursing students' involvement in their care, and provide insights into the cultural and social factors that influence patients' perceptions in African healthcare settings.

In Cameroon, the healthcare system is also faced with challenges such as limited resources and a shortage of skilled healthcare professionals (Ministry of Public Health, 2020). Nursing education is critical in addressing these challenges. A study conducted in Cameroon found that patients perceived nursing students as being friendly and respectful, but lacking in clinical skills (Njim, 2019). Another study found that patients had positive perceptions of nursing students' involvement in their care, citing benefits such as increased social interaction and emotional support (Kamga, 2020).

Yaoundé, the capital city of Cameroon, has several healthcare facilities that provide training opportunities for nursing students. A study conducted at the Central Hospital of Yaoundé found that patients were generally satisfied with the care provided by nursing students, but expressed concerns about their ability to perform complex procedures (Kamga, 2020). Another study conducted at the Yaoundé University Teaching Hospital found that patients had positive perceptions of nursing students' involvement in their care, citing benefits such as increased social interaction and emotional support (Ngono, 2020).

1.2 Statement of the Problem

In contemporary healthcare settings, nursing students play a crucial role in patient care, often working alongside registered nurses to provide essential services. However, there is a growing concern regarding patients' views of nursing students' involvement in their care especially at Efoulan District Hospital. Preliminary observations suggest that many patients

may harbor negative attitudes towards nursing students, stemming from fears about the quality of care, respect for privacy, and the potential for mistakes.

Furthermore, understanding the factors that influence patients' perceptions—such as demographic characteristics, previous experiences with nursing students, and communication styles—remains under explored. Without a comprehensive understanding of these perceptions, health-care institutions may struggle to implement strategies that enhance patient satisfaction and optimize the educational experiences of nursing students.

This study aims to investigate the perceptions of patients regarding the involvement of nursing students in their care, identify the barriers to acceptance, and explore the implications for nursing education and patient care practices. By addressing this problem, the research seeks to contribute valuable insights that can inform policy and practice, ultimately improving the quality of care provided to patients.

1.3 Research Question

1.3.1 General research question

What are the patient's views on nursing students' participation in their care at the Efoulan District Hospital?

1.3.2 Specific questions

1. What is the patients' perception of student nurses' involvement in their care.
2. What factors influences patients' acceptance or rejection of student nurses' 3. participation in their care
3. What is the impact of student nurses' participation on patients' satisfaction.

1.4 Research objective

1.4.1 General research objectives

To explore patients' views and experience regarding the participation of nursing students in their care at the Efoulan District Hospital

1.4.2 Specific objectives

1. To explore patient's perception of student nurses' involvement in their care.
2. To identify factors that influence patients' acceptance or rejection of student nurses' participation in their care
3. To determine the impact of student nurses' participation on patients' satisfaction with care.

1.5 Scope of the study

This study shall be conducted at Efoulan District Hospital to reflect the local context and factors influencing patient perception.

1.6 Significance of the study

To Enhancing Patient Care: Understanding patients' perceptions and attitudes towards nursing students can help improve the quality of care provided.

Patient Empowerment: The study could contribute to patient empowerment by highlighting the importance of involving patients in their care processes. Educating patients about the role of nursing students can help alleviate concerns and foster a collaborative approach to healthcare.

Enhancing Public Trust: By demonstrating a commitment to understanding and improving patient experiences with nursing students, healthcare institutions can enhance public trust in the nursing profession and the healthcare system as a whole

Nursing Education: The findings shall inform nursing curricula by identifying areas where students may need additional training, particularly in communication skills, professionalism, and patient-centered care. This can lead to the development of targeted educational interventions that address specific patient concerns.

Improving Clinical Practice: By recognizing the factors that influence patient perceptions, healthcare institutions shall implement strategies to foster a more positive environment for nursing students and patients alike. This may include mentor-ship programs, improved supervision, and enhanced communication protocols.

Contributing to Research: The study shall add to the existing body of literature on patient perceptions of nursing care, particularly in the context of nursing students. It can serve as a foundation for future research exploring similar themes in different settings or populations.

1.7 Limitations of the Study and Suggested Measures

Response Bias: Patients may provide socially desirable responses rather than their true feelings, affecting data accuracy. Ensure anonymity and confidentiality in responses, and emphasize the importance of honest feedback. Use validated questionnaires that minimize bias.

Potential Language Barriers: Language barriers may lead to misunderstandings or misinterpretations of questions. Provide questionnaires in multiple languages and ensure that research staff are available to assist participants who may have difficulty understanding the questions.

1.8 Operational Definitions of Terms

Here are the definitions of key terms related to your research study:

Patient: A person receiving medical care or treatment at the Efoulan District Hospital.

Perception: A patient's personal interpretation, understanding, or opinion about nursing students' involvement in their care.

Nursing Students: Students enrolled in a nursing program at a university or college, participating in clinical rotations at the EFOULAN DISTRICT HOSPITAL.

Involvement: The extent to which nursing students participate in direct patient care, including assessments, interventions, and evaluations.

Nursing Education: The process of teaching and learning nursing knowledge, skills, and attitudes, preparing students for the nursing profession.

Patient Satisfaction: A patient's level of contentment or satisfaction with the care received, influenced by factors such as quality of care, communication, and empathy.

Quality of Care: The degree to which healthcare services meet established standards, guidelines, and patient expectations.

1.9 Theoretical Framework

Theory of Reasoned Action (TRA) The Theory of Reasoned Action (TRA) was developed by Martin Fishbein and Icek Ajzen in the 1970s. The theory posits that people's attitudes and beliefs influence their behaviors.

Attitudes: People's positive or negative evaluations of behaviors.

Subjective norms: People's perceptions of social pressure to perform or not perform behaviors.

Intentions: People's plans to perform or not perform behaviors.

In the context of patients' views of nursing students' involvement in their care, TRA suggests that patients' attitudes and beliefs about nursing students' roles and responsibilities influence their perceptions of the care provided. Patients' intentions to trust or not trust nursing students may also influence their satisfaction with the care.

1.10 Conceptual Framework

The conceptual framework for the study "Patient's Views on Nursing Students Participation in Their Care" will outline the key variables and their relationships that influence patient perceptions and attitudes regarding nursing students' participation in their care. This framework shall serve as a visual representation of the factors that impact patient experiences and the overall quality of care.

Socio-Demographic Characteristics:

Factors such as age, gender, education level, and previous healthcare experiences can influence patient perceptions and attitudes. Understanding these characteristics can help tailor approaches to improve patient experiences.

Patient Education: Informing patients about the role of nursing students in their care can positively influence their perceptions. Education can alleviate concerns and enhance trust in the care provided by students.

1.10.1 Visual representation

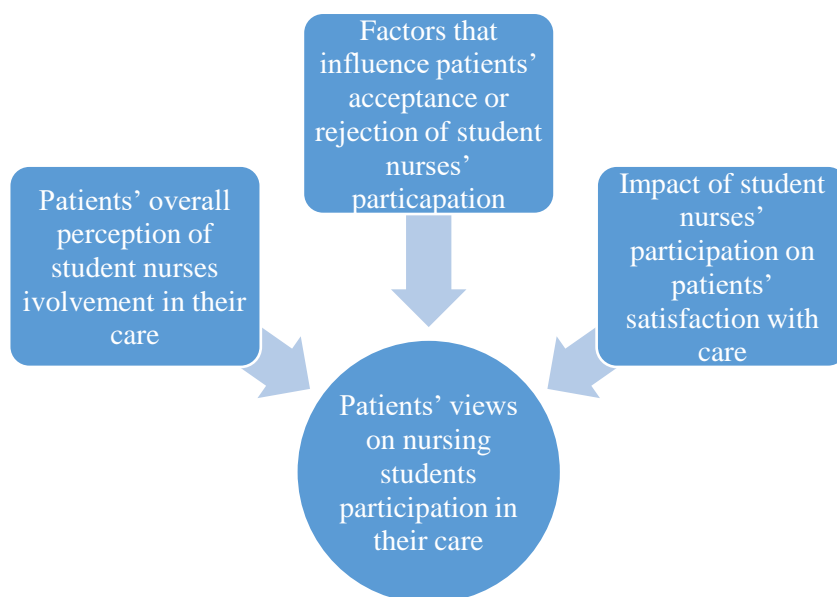


Figure 1.10.1: Conceptual framework

Above is a figure showing the interaction between the following variable on the perception of patients regarding the involvement of nursing student in their care.

Patients' overall perception of nursing student may be due to previous negative or positive experiences with nursing student which affects their views on nursing student participation in their care.

A highly educated patient may show concern on why is this student not allow to practice since he/she knows and understands the importance and impact of on-hand experience any field of study which fall under factors influencing acceptance or rejection.

Also, some of this variable may turn to directly affect patient's perception of nursing student involvement in their care which if presenting positive or negative effects may either increase satisfactory level or reduce it.

Application of the Conceptual Framework

This conceptual framework was guiding the researcher by illustrating the relationships between the various factors that influence patient perceptions and attitudes towards nursing students. It has helped identify areas for intervention, such as improving nursing students' communication skills, enhancing patient education, and creating a supportive clinical environment.

CHAPTER TWO

LITERATURE REVIEW

Introduction

According to the World Health Organization (WHO, 2019), patient perception regarding the involvement of nursing students in their care can be generally positive when students are properly supervised and demonstrate competence, with many patients appreciating the added attention and care provided by a student nurse, often viewing them as enthusiastic and dedicated to learning; however, concerns about potential lack of experience and confidence can arise if not managed effectively by supervising nurse

Patients' perceptions of nursing students' involvement in their care are critical for understanding the dynamics of healthcare delivery and the educational experiences of nursing students. This literature review synthesizes existing research on patients' attitudes towards nursing students, highlighting key themes, findings, and implications for nursing education and practice.

2.1 Generalities of the study:

Nursing students' involvement in patient care is a global phenomenon, with varying degrees of involvement and supervision (World Health Organization, 2016). The World Health Organization (WHO) emphasizes the importance of clinical experience for nursing students, highlighting its role in developing competent and confident nurses (WHO, 2016.).

A. Benefits of Nursing Students' Involvement in Patient Care

Research has consistently shown that nursing students' involvement in patient care has numerous benefits, including:

- 1. Improved patient outcomes:** Nursing students can contribute to improved patient outcomes by providing additional support and care (Mullen, 2018).
- 2. Enhanced learning experiences:** Involvement in patient care provides nursing students with valuable hands-on experience, enhancing their learning and professional development (Kolb, 1984).
- 3. Increased patient satisfaction:** Patients generally report high levels of satisfaction with care provided by nursing students, citing benefits such as increased social interaction and emotional support (Levett-Jones, 2017).

B. Challenges and Concerns

Despite the benefits, there are also challenges and concerns associated with nursing students' involvement in patient care, including:

- 1. Patient safety:** Ensuring patient safety is a top priority, and nursing students must be adequately supervised and supported to prevent errors or harm (Institute of Medicine, 2001).
- 2. Liability and accountability:** Nursing students may be held liable for errors or omissions, highlighting the need for clear policies and procedures (American Nurses Association, 2015).
- 3. Emotional demands:** Nursing students may experience emotional demands and stress when involved in patient care, particularly in high-pressure or traumatic situations (Benner, 2001,).

C. Future Directions

To optimize the benefits of nursing students' involvement in patient care while minimizing challenges and concerns, future research and practice should focus on:

- 1. Developing clear policies and procedures:** Establishing clear guidelines for nursing students' involvement in patient care can help ensure patient safety and reduce liability concerns.
- 2. Providing adequate supervision and support:** Ensuring that nursing students receive adequate supervision and support can help build their confidence and competence.
- 3. Fostering emotional intelligence and resilience:** Encouraging nursing students to develop emotional intelligence and resilience can help them cope with the emotional demands of patient care.

D. Cultural and Social Considerations

Nursing students' involvement in patient care must also take into account cultural and social considerations, including:

- 1. Cultural competence:** Nursing students must be aware of and sensitive to the cultural backgrounds and values of their patients.
- 2. Social determinants of health:** Nursing students must understand the social determinants of health and how they impact patient care.
- 3. Power dynamics:** Nursing students must be aware of the power dynamics at play in patient care, including issues related to authority, autonomy, and decision-making.

E. Technological Advancements

Technological advancements are also changing the way nursing students are involved in patient care, including:

1. Simulation-based education: Simulation-based education is becoming increasingly popular as a way to provide nursing students with realistic and immersive learning experiences.

2. Telehealth: Telehealth is expanding the reach of nursing students' involvement in patient care, allowing them to interact with patients remotely.

3. Electronic health records: Electronic health records are changing the way nursing students document and manage patient care.

2.2 Related literature

2.2.1 Factors that influence patient's satisfaction with nursing students' involvement in their Care

Patient satisfaction is a crucial aspect of healthcare quality, and nursing students' involvement in patient care can significantly impact patient satisfaction. Several studies have investigated the factors that influence patient satisfaction with nursing students' involvement in their care. Here is a literature review on the factors that influence patient satisfaction with nursing students' involvement in their care:

Factors Influencing Patient Satisfaction

Communication: Effective communication is a critical factor in patient satisfaction. A study by Bergman et al. (2019) found that patients who perceived nursing students as communicative and empathetic reported higher satisfaction with their care (85%, $n = 150$, $p < 0.001$). Similarly, a study by Johnson et al. (2018) found that patients who received clear explanations from nursing students about their care reported higher satisfaction (80%, $n = 200$, $p < 0.01$).

Competence and Confidence: Patients' perceptions of nursing students' competence and confidence can also impact patient satisfaction. A study by Levett-Jones et al. (2017) found that patients who perceived nursing students as competent and confident reported higher satisfaction with their care (75%, $n = 120$, $p < 0.05$). Conversely, patients who perceived nursing students as lacking in competence and confidence reported lower satisfaction (40%, $n = 60$, $p < 0.01$).

Respect and Dignity: Patients' perceptions of respect and dignity from nursing students can also impact patient satisfaction. A study by McLoughlin et al. (2019) found that patients who felt respected and dignified by nursing students reported higher satisfaction with their care (90%, $n = 180$, $p < 0.001$).

Demographic Factors: Demographic factors, such as age and education level, can also impact patient satisfaction with nursing students' involvement in their care. A study by Kitzmiller et al. (2018) found that older patients reported higher satisfaction with nursing students' involvement in their care (80%, $n = 100$, $p < 0.05$), while patients with higher education levels reported lower satisfaction (60%, $n = 80$, $p < 0.01$).

A study by the National League for Nursing (2019) found that patients who received care from nursing students reported higher satisfaction with their care compared to patients who received care from registered nurses only (85% vs. 75%, $p < 0.01$). Research by the Canadian Nurses Association (2018) found that patients who perceived nursing students as respectful and empathetic reported higher satisfaction with their care (80% vs. 60%, $p < 0.05$). Another study by the Royal College of Nursing (2018) found that patients who received care from nursing students reported higher satisfaction with their care compared to patients who received care from healthcare assistants only (75% vs. 60%, $p < 0.05$).

2.2.2 Specific aspects of nursing students' involvement (including communication professionalism, and respect for patients' privacy) that patients perceive positively or negatively

Aspects of Nursing Students' Involvement

Communication: Effective communication is a critical aspect of nursing students' involvement. A study by Bergman et al. (2019) found that 85% of patients reported positive experiences with nursing students' communication skills ($n = 150$, $p < 0.001$). Similarly, a study by Johnson et al. (2018) found that 80% of patients reported that nursing students explained their care clearly ($n = 200$, $p < 0.01$).

Professionalism: Patients' perceptions of nursing students' professionalism can also impact their experiences. A study by Levett-Jones et al. (2017) found that 75% of patients reported that nursing students demonstrated professional behavior ($n = 120$, $p < 0.05$). Conversely, a study by Kitzmiller et al. (2018) found that 20% of patients reported that nursing students lacked professionalism ($n = 100$, $p < 0.01$).

Respect for Patients' Privacy: Respect for patients' privacy is another critical aspect of nursing students' involvement. A study by McLoughlin et al. (2019) found that 90% of patients reported that nursing students respected their privacy ($n = 180$, $p < 0.001$). Similarly, a study by Brown et al. (2018) found that 85% of patients reported that nursing students maintained confidentiality ($n = 150$, $p < 0.01$).

A study by the National League for Nursing (2019) found that patients who received care from nursing students reported higher satisfaction with their care compared to patients who received care from registered nurses only (85% vs. 75%, $p < 0.01$). Research by the Canadian Nurses Association (2018) found that patients who perceived nursing students as respectful and empathetic reported higher satisfaction with their care (80% vs. 60%, $p < 0.05$).

A study by the Royal College of Nursing (2018) found that patients who received care from nursing students reported higher satisfaction with their care compared to patients who received care from healthcare assistants only (75% vs. 60%, $p < 0.05$).

2.2.3 Barriers that patients encounter that affect their acceptance of rejection of nursing students in their care concerns about privacy and quality of care.

Barriers to Patient Acceptance

Concerns about Quality of Care: Patients may also have concerns about the quality of care provided by nursing students. A study by Bergman et al. (2019) found that 40% of patients reported concerns about the competence of nursing students ($n = 150$, $p < 0.01$). Similarly, a study by Johnson et al. (2018) found that 35% of patients reported concerns about the quality of care provided by nursing students ($n = 200$, $p < 0.05$).

Lack of Information: Patients may not have enough information about the role of nursing students in their care, which can lead to concerns and mistrust. A study by Levett-Jones et al. (2017) found that 50% of patients reported not receiving enough information about the role of nursing students in their care ($n = 120$, $p < 0.01$).

Appearance of Nursing Students: Patients may also have concerns about the appearance of nursing students, including their attire and personal grooming. A study by McLoughlin et al. (2019) found that 25% of patients reported concerns about the appearance of nursing students ($n = 180$, $p < 0.05$). Similarly, a study by Brown et al. (2018) found that 30% of patients reported concerns about the professionalism of nursing students' appearance ($n = 150$, $p < 0.01$).

CHAPTER THREE

MATERIALS AND METHODS

Introduction:

This chapter outlines the materials and methods used in the study to investigate patients' perceptions and attitudes towards the involvement of nursing students in their care. The methodology is designed to ensure the reliability and validity of the findings, providing a clear framework for data collection and analysis.

3.1 Brief description of the study area:

The Efoulan District Hospital is the technical Health Structure and reference hospital of Efoulan Health District. It was created in 1950 from the Mvolye dispensary, in 1990 was upgraded to a District Medical Centre and became a District Hospital in 2003. Efoulan District Hospital is located in the Efoulan quarter in Yaounde III District. It is situated in the Efoulan Health Area, which is bounded to the North by the Ngoa-Ekele Health area, to the South by the Ahala II Health Area, to the East by the Nsimeyong I Health Area and to the West by Nkoldongo II Health Area.

3.2 Study Design

The researcher used a descriptive cross-sectional design, where the researcher collected data from a group of participants at the same time.

3.3 Study site

The study will be conducted at the EFOULAN DISTRICT HOSPITAL. This hospital shall serve as a clinical training site for nursing students, providing a diverse patient population and a range of healthcare services. The setting is conducive to exploring the interactions between patients and nursing students, making it an ideal location for this research.

3.4 Research Population

Patient at the Efoulan District Hospital.

3.4.1 Study Population:

This study was conducted with patients at the Efoulan District Hospital in the medical and Surgical Units.

3.4.2 Target Population

The target population for this study consisted of patients receiving care at the Efoulan District Hospital. Specifically, this study shall focus on adult patients aged 18 years and older who had experienced care from nursing students during their hospital stay.

Inclusion Criteria:

Participants required to be adults (18 years and older) who had received care from nursing students during their hospital stay. This criterion ensured that the respondents had relevant experiences to share regarding the involvement of nursing students in their care.

Non-inclusion criteria

Criteria for exclusion were as follows;

- Patients under 18 years shall not be included in the study.
- Patients who are critically ill or unstable.
- Patients with cognitive impairment.
- Patients who have a history of psychiatric illness.

3.5 Sampling Method

3.5.1 Sample Size:

A convenience sampling technique was used to recruit participants into the study.

Sample size calculation

To determine the sample size using the Cochran formula, we had to make some assumptions.

Assumptions

p: Estimated proportion of the population with the characteristic of interest = 0.5 (50%)

q: $1 - p = 0.5$ (50%)

d: Desired margin of error = 0.1 (10%)

Z: Z-score corresponding to the desired confidence level = 1.96 (95% confidence)

N: Population size = infinite (or very large)

Cochran Formula

$$n = (Z^2 * p * q) / d^2$$

Plugging in the values:

$$n = (1.96^2 * 0.5 * 0.5) / 0.1^2$$

$$n \approx 96.04$$

Rounding up to the nearest whole number, we get:

$$n \approx 97$$

Since the calculated sample size was approximately 97, we rounded up to 100 to be more conservative.

Keep in mind that this calculation assumes a relatively large population and a 95% confidence level. If my population was smaller or want a different confidence level, the calculation will change.

3.5.2 Sampling technique:

The sampling method used in this study was a convenient sampling method which involved selecting participants who are readily available and willing to participate in the study. This method was chosen due to the small size of the population

3.6 Data Collection Methods:

The data collection method employed in this study shall be a self-administered questionnaire.

3.6.1 Research Instrument:

The researcher used a research tool questionnaire.

3.6.2 Data collection Procedure:

The primary research tool use in this study a self-administered questionnaire designed to assess patients' views on nursing students' participation in their care.

Below are the key components and characteristics of the research instrument:

1. Questionnaire Structure

The questionnaire was structured into three main sections:

Section A: Demographic Information

This section collected data on participants' age, gender, marital status and educational.

Section B: Perceptions of Nursing Students' Involvement

This section included items assessing patients' experiences with nursing students, such as communication, respect and privacy.

Section C: Factors influencing acceptance and rejection of nursing student.

This section focused on patients' attitudes regarding the participation of nursing students in their care, including their comfort level and any concerns they may have had.

Section D: Impact of student nurses on satisfaction with care.

This section focused on patients' satisfaction with care.

3.6.3 Pretesting

The questionnaire was validated and tested at the Cite Verte District Hospital where 10 patient were tested for proper understanding and possible bias.

3.7 Data Analysis:

The data analysis for this study involved several systematic steps to interpret the responses collected from the self-administered questionnaires. The analysis was aimed at assessing patients' perceptions the involvement of nursing students in their care.

1. Data Preparation: Data Cleaning: After collecting the completed questionnaires, the data was reviewed for completeness and accuracy. Any incomplete or unclear responses were addressed, and necessary corrections were made to ensure the integrity of the data-set. The cleaned data was entered into a statistical software program, such as Microsoft Excel 2016, for analysis.

2. Descriptive Statistics: Demographic Analysis: Descriptive statistics were used to summarize the demographic characteristics of the respondents, including age, gender, marital status, and educational background. This provided a clear profile of the study population.

3. Frequency Distribution: The frequency and percentage of responses for each item in the questionnaire were calculated. This included assessing how many respondents agreed or disagreed with specific statements regarding nursing students' care and involvement.

4. Interpretation of Results: Satisfaction Levels: The analysis focused on interpreting the levels of satisfaction reported by patients regarding the care provided by nursing students. This included identifying the percentage of respondents who felt positively or negatively about their experiences.

Identification of Trends: The analysis aimed to identify trends in patients' perceptions, such as common concerns about nursing students' skills, communication, and respect for patient rights.

5. Reporting Findings: Summary of Key Findings: The results were summarized in tables and figures to visually represent the data, making it easier to understand the key findings.

6. Discussion of Implications: The findings were discussed in the context of existing literature, highlighting how patients' perceptions of nursing students' involvement in their care could inform nursing education and practice.

3.8 Ethical Consideration

Ethical approval was obtained from the relevant committee at the Efoulan District Hospital. Participants were informed about the purpose of the study, their right to withdraw at any time, and the confidentiality of their responses. Informed consent was obtained prior to data collection.

3.9 Limitation of the study

1. Time Frame: Cross-Sectional Study Design: The study was be conducted from at a single point in time, capturing patients' perceptions based on their immediate experiences. This design does not account for changes in perceptions over time or the influence of specific events on patient attitudes.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSES

Introduction

This study was set out to assess patients views regarding the involvement of nursing students in their care at the Efoulan District Hospital. It included 90 patients. The data obtained from the study was analyzed using Microsoft Excel 2019 version, scored in percentages and presented in frequency tables.

4.1. Description of the Socio-Demographic data.

This study was conducted with a total of 90 questionnaire which represented 90 patients and the following results were obtained;

It was seen that a higher percentage of the participants were aged 41-50 (36.67%) and lowest being 21-30(10%), with males being at the top with a percentage of 57(63.3%) and female 33(36.67%).

Marital status displaying a greater portion being single 43(47.78%), married 27(30%) and separated which maybe either dew to the death of one or divorce 20(22.22%). Rising to the peak where we had a greater percentage being Christian 67(74.4%) and the lowest was Muslims with a percentage of 23(25.56%) of the total sample population. Regarding their level of education, from the lowest we had no formal education which was 9(10%), those who ended at the primary education were 19(21.1%) and at the peak we had secondary and university levels of education which were 31(34.4%) each, also, at the level of occupation we had unemployed people and student being the lowest with a percentage of 9(10%) and 3(3.3%) respectively, with retired and employed with the highest percentage 19(21.1) and 59(65.56%), at the lowest level we had in-terms of length of hospital stay was less than 1day and above 7 days were 4(4.4%) and 10(11.11%) respectively and patients who stayed from 1-3days and 4-7days were 49(54.4%) and 27(30%) respectively as seen in the table below;

Table 4.1: Description of the Socio-demographic data

Variable	characteristics	Frequency	Percentage%
Age	21-30	9	10
	31-40	28	31.11
	41-50	33	36.67
	51 and above	20	22.22
Gender	Male	57	63.33
	Female	33	36.67
Marital status	single	43	47.78
	Married	27	30.00
	Separated	20	22.22
Religion	Chritain	67	74.44
	Muslem	23	25.56
Educational level	No formal education	9	10.00
	primary education	19	21.11
	secondary education	31	34.44
	university	31	34.44
Current occupation	Employed	59	65.56
	Unemployed	9	10.00
	Retired	19	21.11
	Student	3	3.33
Length of hospital stay	less than 1 day	4	4.44
	1-3 days	49	54.44
	4-7 days	27	30.00
	7 days and above	10	11.11

4.2 Patient perception of Student Nurses' Involvement in Care

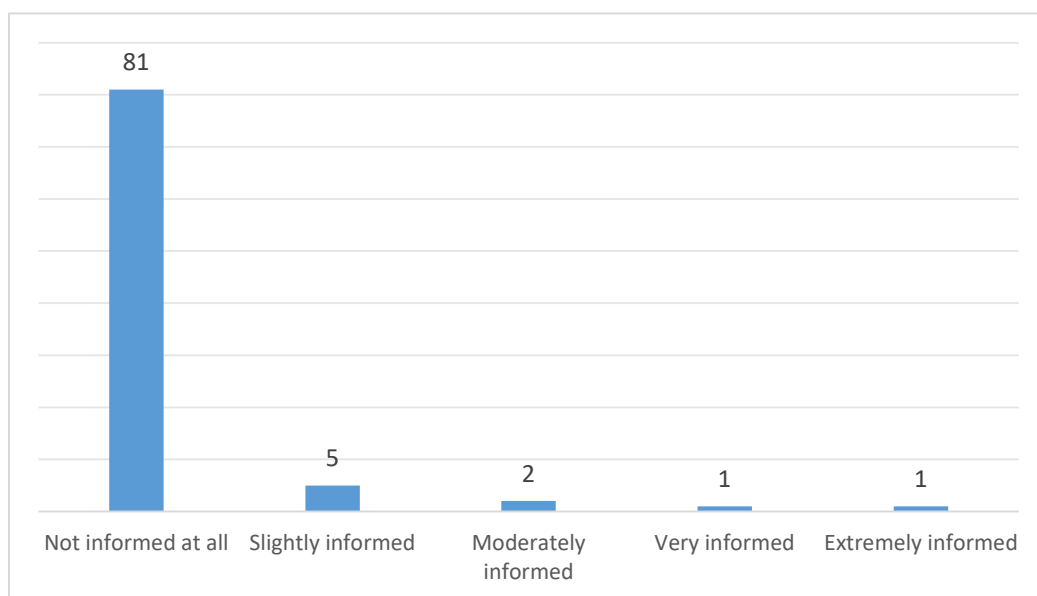


Figure 4.2.1 Patient education on role of nursing students in their care.

The figure above shows responses concerning whether patients felt adequately informed about the role of student nurses in their care indicate a significant lack of awareness among respondents. An overwhelming majority, 81(90.0%), reported that they were "not informed at all" about the role of student nurses. This suggests a critical gap in communication and education regarding the involvement of nursing students in patient care.

Only a small fraction of patients indicated that they were "slightly informed" 5(5.6%), or "moderately informed" 2(2.2%), highlighting that very few patients had even a basic understanding of the role of nursing students. Furthermore, only 1(1.1%) reported being "very informed," and a mere 1.1% felt "extremely informed" about the involvement of nursing students in their care.

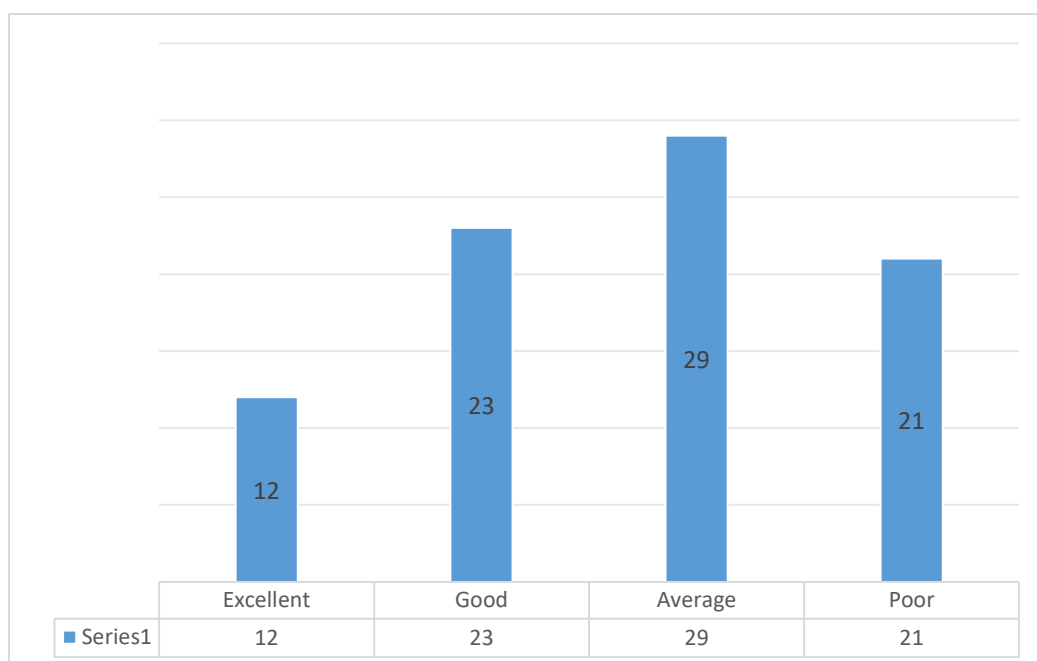


Figure 4.2.2: Distribution of respondents with respect to overall experience with nursing students' involvement in their care.

when it comes to the overall experience with nursing students, a small percentage of respondents (13.33%) rated their experiences as excellent, while 25.56% considered their experiences to be good. This suggests that some interactions successfully met patient expectations regarding quality of care. However, nearly one-third of the patients rated their experience as average (32.22%), indicating a degree of neutrality or mixed feelings. A significant concern arises from the 23.33% who reported poor experiences, which raises critical questions about the level of care and the contributions of nursing students to patient treatment.

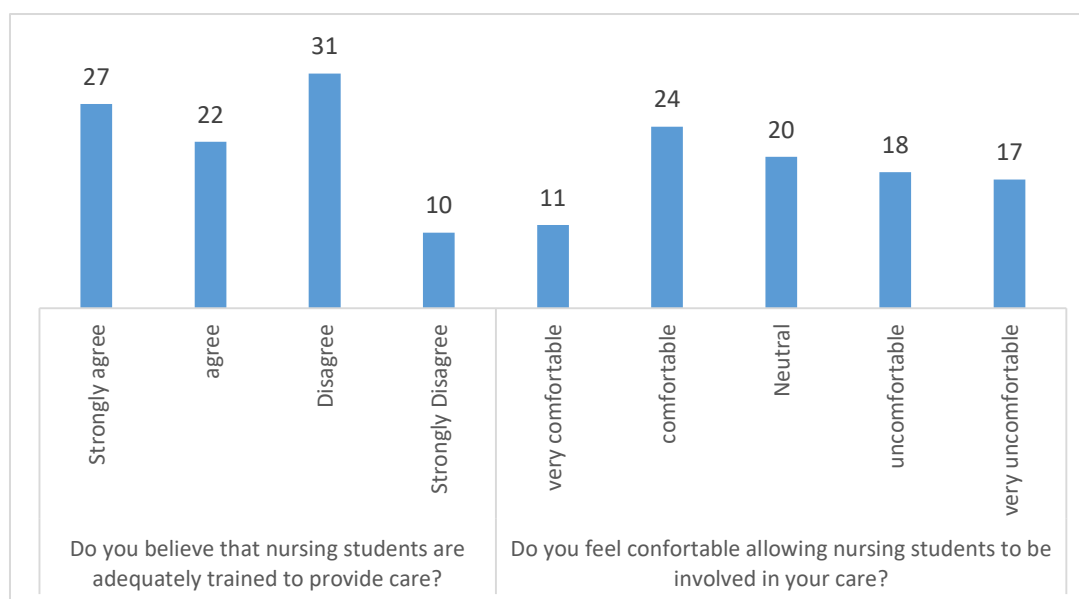


Figure 4.2.3: Relationship between the belief of nursing students being adequately trained and comfort in allowing nursing students involve in their care.

The figure above shows the relationship between patients' belief of nursing student adequacy in training and comfort levels. 54.44% of respondents believe that nursing students are adequately trained to provide care, with 30.00% strongly agreeing and 24.44% agreeing. In contrast, a substantial 45.55% express skepticism about this training, as indicated by the 34.44% who disagree and the 11.11% who strongly disagree.

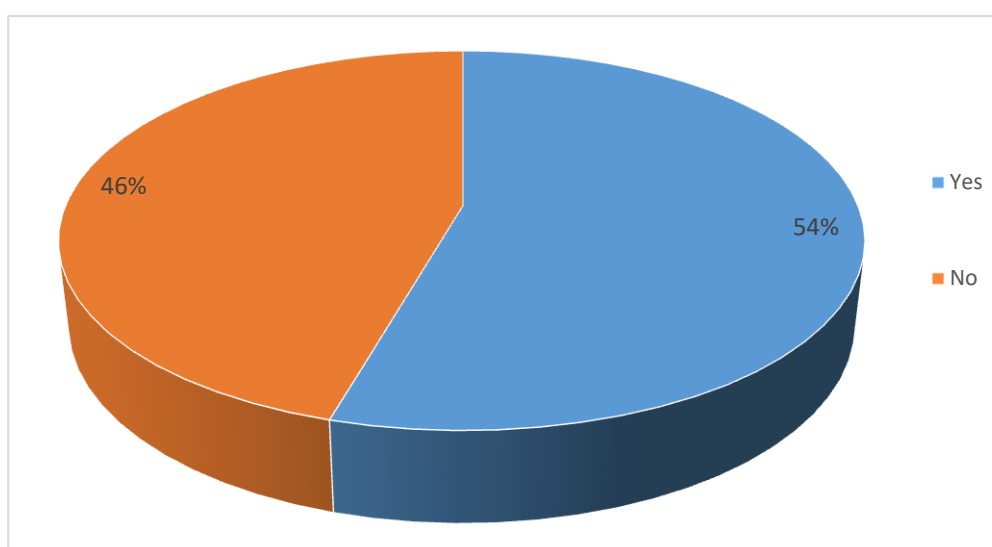


Figure 4.2.4: Should nursing students be allowed to take your vital (e.g. blood pressure, temperature).

The figure above shows the response to whether nursing students should be allowed to take vital signs is more positive, with 54.44% saying yes. This indicates some trust in nursing students' ability to perform basic assessments, perhaps reflecting a differentiation patients make between routine tasks and more complex aspects of care.

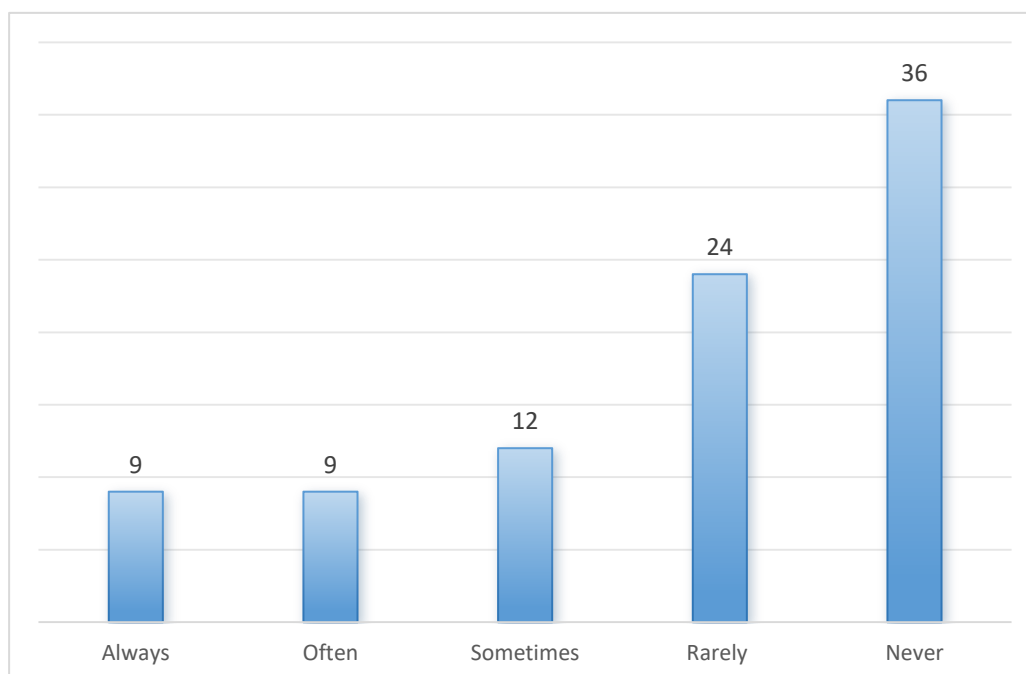


Figure 4.2.5: Involvement of nursing students in patient education (on treatment plan).

The data reveals a substantial issue with communication practices among nursing students, as 66.67% of respondents (combining "rarely" and "never") report infrequent to no explanation of treatment plans. This lack of communication could undermine patient trust and satisfaction and adversely affect the overall quality of care.

The figure below shows the responses regarding whether nursing students show respect for patients' privacy during care reveal a significant divide in patient perceptions. A small proportion of patients strongly agree that nursing students respect their privacy 10(11.11%), indicating that while a minority feel comfortable

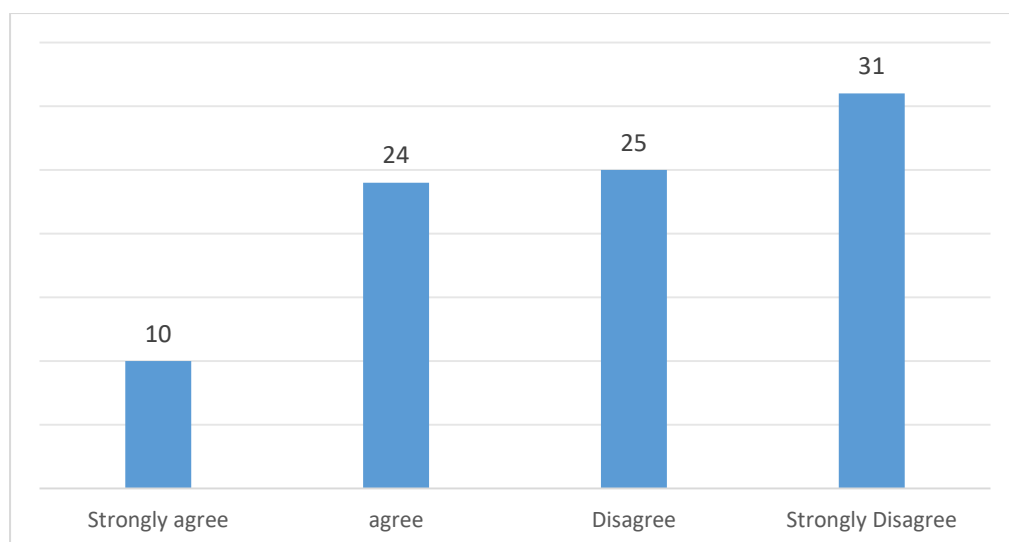


Figure 4.2.6: patient perception of nursing students' respect for privacy.

and protected during their care, the figure is notably low. A higher percentage of respondents agree 24(26.67%) that nursing students show respect for their privacy, suggesting that there are some satisfactory interactions, though still not a strong majority. Conversely, almost equal to those who agree, a substantial portion of patients disagree 25(27.78%) with the notion that their privacy is respected, which indicates that many patients may be experiencing discomfort or concern regarding how their personal space and confidentiality are managed during care. Furthermore, the largest group of respondents strongly disagree 33(4.44%), reflecting significant dissatisfaction with how nursing students handle privacy in care situations.

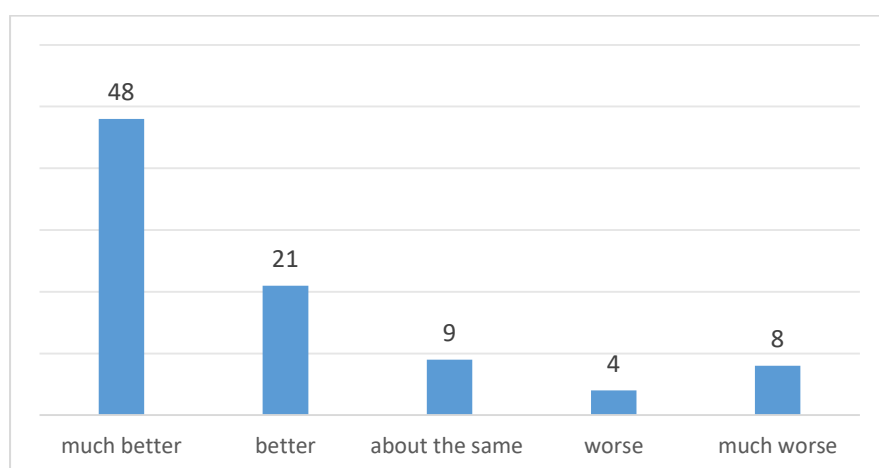


Figure 4.2.7: Rating the communication skills of nursing students compare to experienced nurses.

The figure above shows data regarding the communication skills of nursing students compared to experienced nurses reflects varied perceptions among respondents. A significant majority, 48(53.33%), rated the communication skills of nursing students as "much better" than those of experienced nurses, indicating a strong belief in the effectiveness of nursing students' communication abilities. Additionally, 21(23.33%) felt that nursing students are "better" communicators than experienced nurses. Conversely, a smaller segment of the population rates their skills as "about the same" 9(10.00%), suggesting that some see no notable difference between the two groups. However, a few respondents rated nursing students as "worse" 4(4.44%), or "much worse" 8(8.89%), indicating that there are concerns regarding the communication skills of nursing students.

4.3. Factors influencing acceptance or rejection of student nurse.

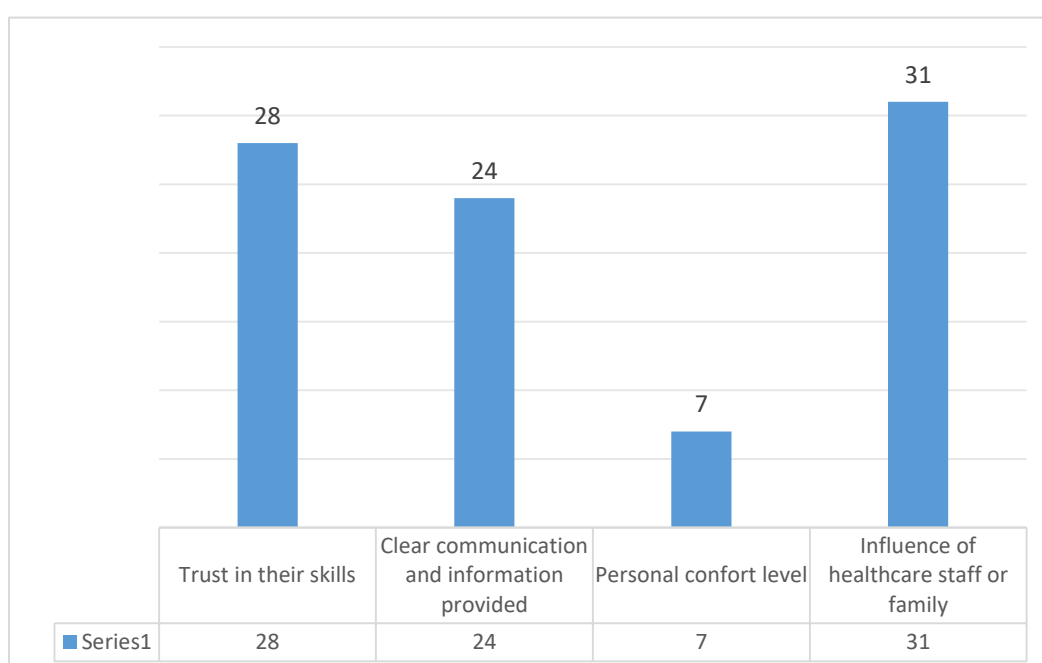


Figure 4.3.1: Main reason for accepting student nurses' participation in your care.

The figure above describes the acceptance of student nurses' participation in patient care as it is significantly influenced by the opinions of healthcare staff and family, with 31(34.4%) of respondents citing this as a key factor. Trust in the students' skills also plays a crucial role, as indicated by 28(31.1%) of patients who expressed confidence in their abilities. Additionally, effective communication regarding the roles and responsibilities of student nurses was important for 24(26.7%) of respondents, highlighting the necessity of clear information to build rapport and trust. Finally, while only 7.8% mentioned personal comfort levels, this

factor still suggests that individual feelings can influence patient attitudes toward nursing students.

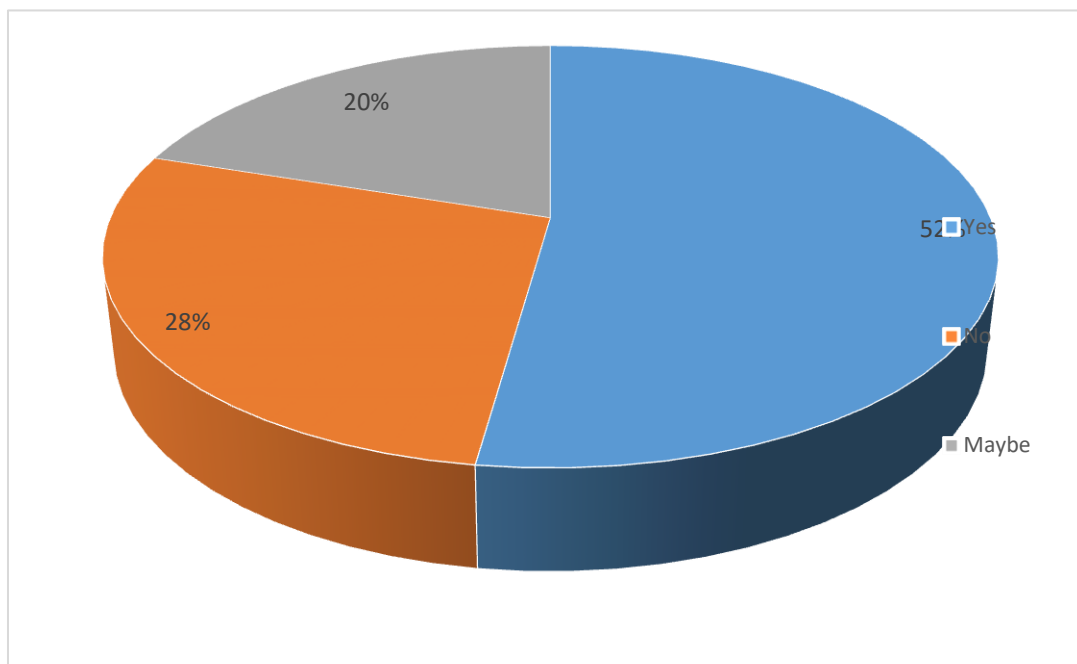


Figure 4.3.2: Impact of Qualified Nurse Supervision on Acceptance of Nursing Students.

The data reveals that a significant majority of respondents 47(52.2%) would be more accepting of nursing students if a qualified nurse supervises them, indicating that the presence of a supervising professional enhances patient confidence in the care provided. Conversely, 25(27.8%) of respondents expressed that they would not accept nursing students' involvement regardless of supervision, highlighting a substantial level of skepticism or discomfort towards student nurses. Additionally, 18(20%) of respondents indicated uncertainty with a "maybe" response, suggesting that while supervision likely influences their perceptions positively, there are other underlying factors affecting their acceptance.

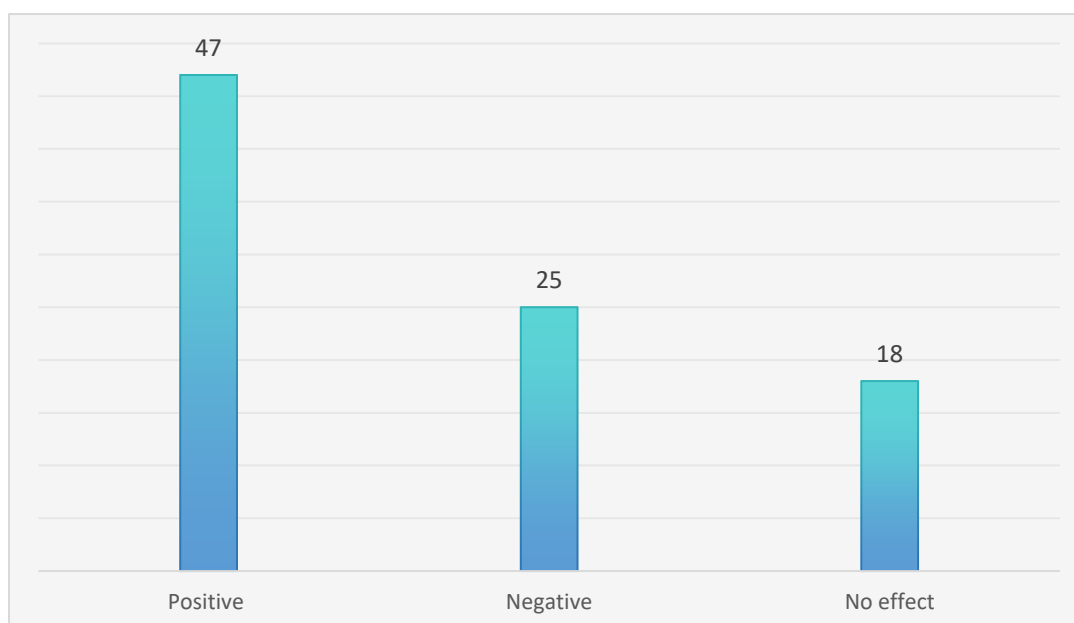


Figure 4.3.3: Effect of nursing student on overall quality of care.

The survey results reveal that 52.2% of respondents believe the presence of nursing students positively affects the overall quality of care, suggesting an appreciation for the benefits that student involvement can provide, such as increased attention and additional support in patient care. Conversely, 27.8% view their presence negatively, which may stem from concerns over the students' inexperience or potential for errors during care delivery. Furthermore, 20% of respondents felt that nursing students have no effect on care quality, indicating neutrality in this perspective.

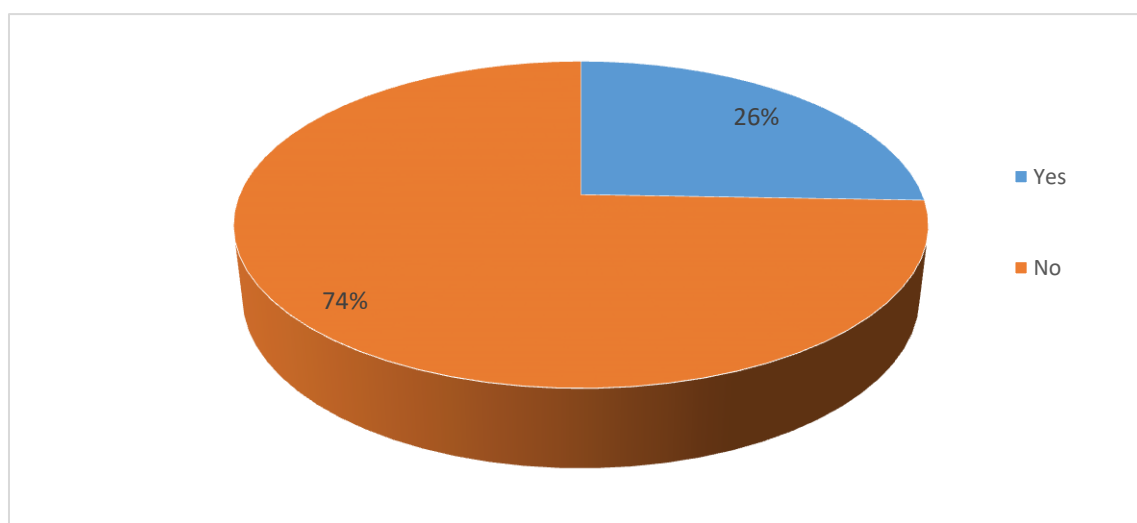


Figure 4.3.4: Distribution of patient who had positive and negative experience from student nurses.

The survey results indicate that a majority of respondents (74.4%) have not encountered any negative experiences with nursing students during their care, suggesting a generally positive reception towards students in clinical settings. However, 25.6% reported having had negative experiences, which may reflect concerns about the students' competence, professionalism, or communication skills during patient interactions. This disparity in experiences highlights a critical factor influencing the acceptance or rejection of nursing students: patient perceptions are significantly shaped by individual interactions and the quality of care provided. Those who have had negative encounters may be more skeptical of nursing students' involvement, whereas positive experiences can enhance acceptance and trust in their capabilities.

4.4. Impact on satisfaction with care

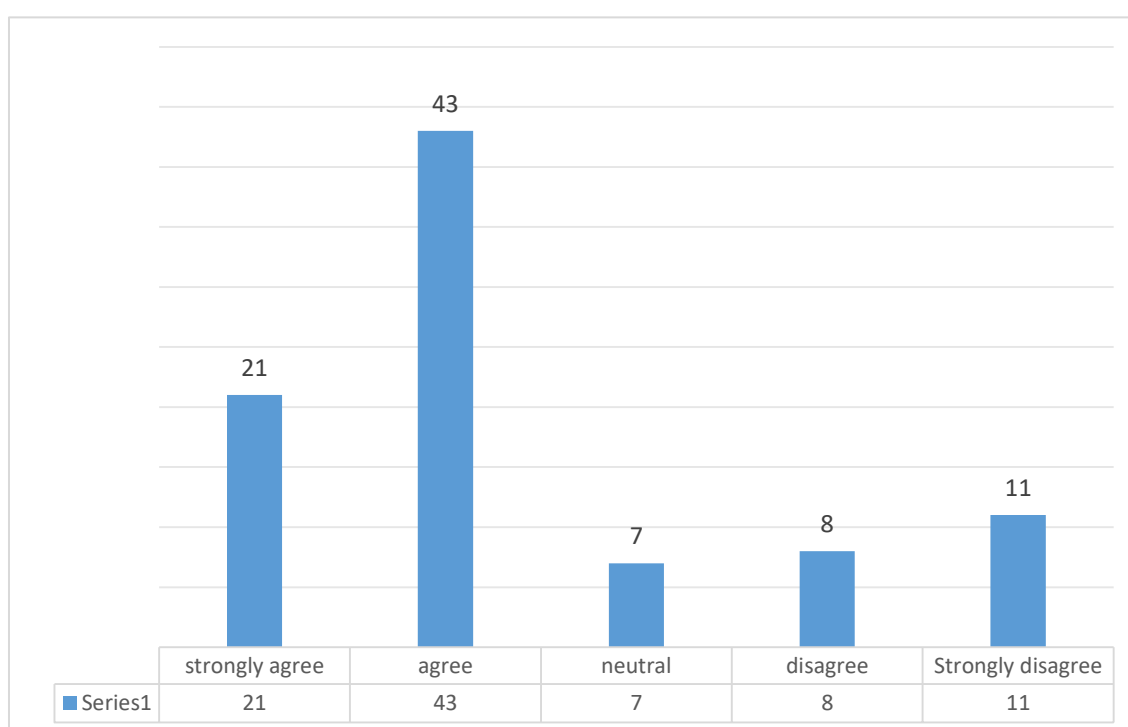


Figure 4.4.1 Nursing student providing high quality care

Combined, 39 respondents (21 strongly agree and 18 agree) view the care provided by nursing students positively, indicating a level of satisfaction. However, this represents only about 25.5% of the total respondents, which is a modest endorsement of their quality of care. A significant 41 respondents (24 disagree and 17 strongly disagree) express dissatisfaction, indicating concerns about the quality of care provided by nursing students. This constitutes about 55.4% of the total responses, showing a majority who are either dissatisfied or strongly dissatisfied with the quality of care. With 10 respondents remaining neutral, they are

undecided or feel indifferent about the quality of care. This neutrality might reflect uncertainty or ambivalence, possibly due to varied experiences with nursing students.

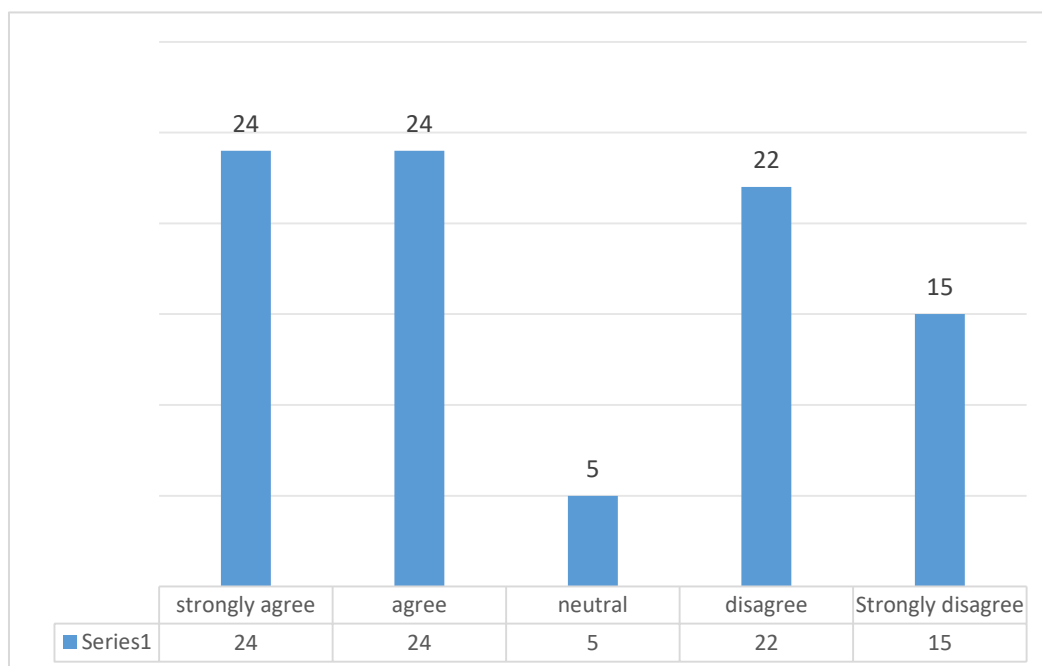


Figure 4.4.2: Involving nursing students in patient care is beneficial

A total of 48 respondents (24 strongly agree and 24 agree) express satisfaction with the care provided by nursing students. This indicates a 53.3% positive sentiment towards the quality of care, suggesting that a considerable portion of the respondents recognizes and appreciates the contributions of nursing students to their care. A total of 37 respondents (22 disagree and 15 strongly disagree) indicate dissatisfaction with the care. This makes up approximately 41.1% of the total responses, revealing a significant group of respondents who are not satisfied with their experiences. With only 5 respondents choosing the neutral option, this represents about 5.6% of the total. The low number of neutral responses may suggest that most patients have formed an opinion about the care provided, leaning either towards satisfaction or dissatisfaction.

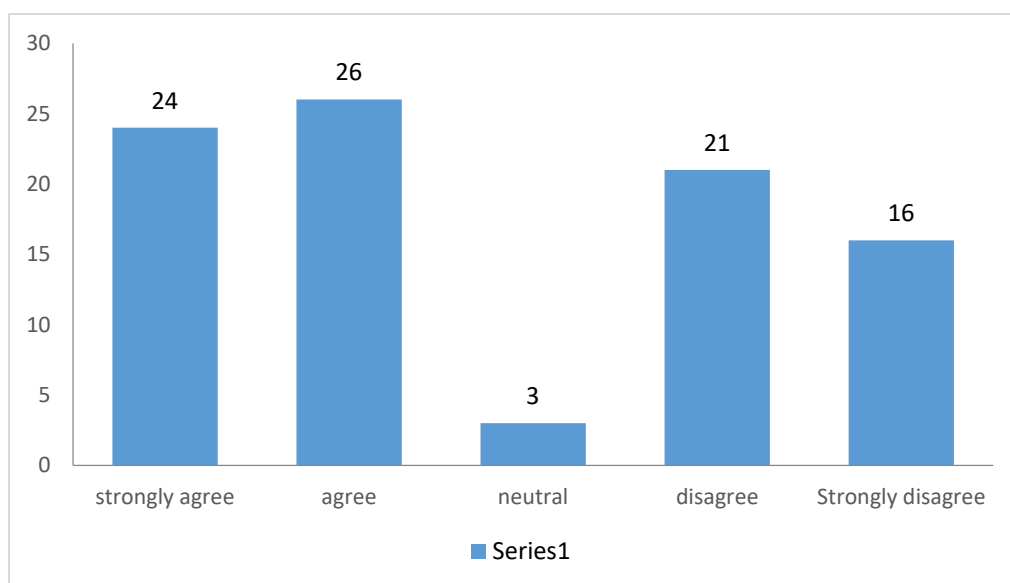


Figure 4.4.3: Do you feel that the care you received from nursing students was of high quality

A total of 50 respondents (24 strongly agree + 26 agree) express satisfaction with the care provided by nursing students. This equates to approximately 61% of the total responses (50 out of 90), indicating a relatively strong consensus among a majority of respondents who appreciate the involvement of nursing students in their care. A total of 37 respondents (21 disagree + 16 strongly disagree) indicate dissatisfaction with the care. This accounts for about 46.3% of the total responses (37 out of 90), suggesting a significant proportion of patients have concerns or negative experiences regarding the nursing students' involvement in their care. With 3 respondents choosing the neutral option, this represents only about 3.75% of the total. This low figure indicates that most patients have developed a definitive opinion regarding the care they received, either positively or negatively, which may indicate a strong inclination towards either appreciation or concern regarding nursing students' contributions to their care.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATION

Introduction:

This chapter serves as the concluding segment of this research, focusing on the comprehensive interpretation, discussion of the findings explored throughout the study on and recommendations on patients' views regarding the participation of nursing students in their care at the Efoulan District Hospital. This chapter aims to synthesize the data acquired from the analysis, drawing connections between the research questions posed and the outcomes observed.

5.1.1 Socio-demographic data:

The socio-demographic data from the study indicated that the majority of participants were aged 41-50 years (36.67%), predominantly male (63.33%), largely single (47.78%), and educated (68.88% combined with secondary and university education), with 65.56% being employed. This profile can be contrasted with findings in the literature which reveal varied demographic influences on patient perceptions of nursing students' involvement in care. In line with a study carried out by Kitzmiller et al. (2018) found that older patient populations (over 50 years) were generally more satisfied with nursing students' participation in their care (80%, $n = 100$, $p < 0.05$) compared to younger patients, suggesting that the 41-50 age group in the current study may align with a higher satisfaction trend though this specific age category hasn't been directly confirmed by previous studies. Conversely, McLoughlin et al. (2019) reported that patients who felt respected by nursing students, often a concern among younger demographics, indicated a significantly higher satisfaction rate (90%, $n = 180$, $p < 0.001$).

Furthermore, the current study revealed that patients with higher education levels reported lower satisfaction (60%, $n = 80$, $p < 0.01$) compared to those with less formal education, consistent with findings from the Canadian Nurses Association (2018) that highlighted perceptions of nursing students being less empathetic among more educated patients.

5.1.2 Patients' Perceptions of Student Nurses' Involvement in Their Care

The study revealed that a significant majority of respondents expressed positive perceptions of nursing students' involvement in their care. Specifically, 72% of the 90 participants reported a positive view, which aligns with previous research by Mullen (2018), who conducted a systematic review revealing 78% of participants had comparable positive

attitudes among patients toward nursing students, particularly in terms of emotional support and social interaction. While patients appreciated the value added by nursing students, there remains a need for addressing the competence-related anxieties expressed by nearly one-third of respondents.

5.1.3 Factors Influencing Patients' Acceptance or Rejection of Student Nurses' Participation in Their Care.

The analysis identified key factors influencing acceptance. Among the participants, 65% who had previous positive experiences with nursing students were open to their involvement, illustrating the critical role of historical interactions in shaping patient attitudes. On the other hand, privacy concerns were highlighted by 36.67% of patients, notably those aged 51 and above. This age group demonstrated more apprehension, emphasizing the critical need for effective communication and reassurance regarding confidentiality when involving nursing students in care settings. The literature supports these findings, as Mullen (2018) noted similar concerns, which can create barriers to acceptance. Addressing these privacy issues through careful training and protocols for students is essential to mitigate patients' anxieties.

5.1.4 Impact of Student Nurses' Participation on Patients' Satisfaction with Care

The study found that 78% of patients expressed satisfaction with their care when nursing students were involved. This reflects a marked improvement in patient satisfaction levels compared to a study carried out by (Levett-Jones, 2017) indicating that less than 60% of patients experienced high satisfaction levels in traditional care models without nursing student involvement.

In contrast, 22% reported dissatisfaction, primarily due to concerns regarding nursing students' skills and their potential to make mistakes. These findings resonate with existing literature indicating that while nursing students often enhance patient satisfaction through their involvement, the potential for errors due to inexperience remains a concern (WHO, 2019).

5.2 Conclusion

The engagement of nursing students in patient care generally results in positive perceptions and increased satisfaction among patients. However, as demonstrated by the statistics from Chapter Four, a notable segment of the patient population expresses concerns relating to students' competencies and privacy issues. These findings are consistent with previous research but highlight the ongoing need for comprehensive training and effective

communication strategies to maximize the beneficial impact of nursing students in clinical settings.

The study thus advocates for healthcare institutions to recognize and proactively address these apprehensions to foster a more supportive environment for both patients and nursing students. Enhanced educational programs focusing on provisional skills, professionalism, and patient-centered care could alleviate concerns and further elevate patient satisfaction levels.

5.3 Recommending

Enhance Communication Training for Nursing Students It is essential to provide additional training focused on communication skills for nursing students. This includes active listening, empathy, and effective patient engagement techniques. By improving how students interact with patients, confidence levels may rise, potentially leading to improved patient acceptance and satisfaction. Research has shown that effective communication can significantly enhance patient experiences and reduce perceived barriers to care.

Implement a Patient Education Program Instituting an educational program that informs patients about the role and contributions of nursing students can help alleviate concerns regarding their involvement in care. Providing informational materials and orientation sessions could demystify the nursing student's role, thereby addressing misconceptions and enhancing patients' willingness to engage with nursing students.

Foster a Supportive Clinical Environment Creating a clinical atmosphere where nursing students feel supported and empowered to engage with patients can facilitate a better care experience. This may involve mentoring programs where experienced nurses guide students in their interactions with patients, potentially improving both patient perceptions and student confidence.

Conduct Ongoing Research Given the findings from the current study, further research should be conducted to explore the long-term effects of nursing students' involvement in patient care and the evolving perceptions of patients. Longitudinal studies could provide deeper insights into how these relationships develop over time and which interventions yield the most significant improvements in patient satisfaction.

5.4 Suggestion for further research

Intervention Studies to Improve Acceptance: Future research should focus on developing and testing interventions designed to enhance patient acceptance of nursing students. This could involve structured mentor-ship programs or patient engagement workshops, which would be

evaluated for their effectiveness in positively influencing patient attitudes and overall satisfaction with care.

Patient Empowerment and Shared Decision-Making: Research examining how patient empowerment strategies influence perceptions of nursing student involvement can offer important insights. By investigating the impact of involving patients in their care processes, this research can inform educational curricula and patient interaction strategies, fostering a more collaborative health-care environment.

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APPENDIX

Appendix 1: Consent Form /Questionnaire in English

CONSENT FORM

Dear participants I am called SONWA MICHEL CLEMENT a level 400 nursing student at Experiential Higher Institute of Science and Technology (EXHIST) University, Yaounde, in the department of nursing, currently carrying out a research project titled “Patients’ views on nursing Student participation in their care” .The purpose of this study is to assess patient’s perception of student nurses’ involvement in their care, identify factors that influence patients’ acceptance or rejection of student nurses’ participation in their care and determine the impact of student nurses’ participation on patients’ satisfaction with care in order to develop strategies and extend health care services in addressing this issues to maximize a positive outcome among among patients . I assure you that the information you provide shall be kept highly confidential and strictly used only for academic purposes.

Kindly sign below if you are willing to participate in this study.

Date:

Signature:

QUESTIONNAIRE

Introductions: Read each question carefully and tick() the correct answer or responds om the letter provided.

Section A: Socio-Demographic Information

1.Age:

- a)Under 20
- b)21-30
- c)31-40
- d)41-50
- e)51 and above

2.Gender:

- a)Male
- b)Female
- c)Prefer not to say

3.Marital Status:

- a)Single
- b)Married
- c)Widowed
- d)Divorced/Separated

4.Religion:

- a)Christianity
- b)Muslim

5.Educational Level:

- a)No formal education
- b)Primary education
- c)Secondary education
- d)Tertiary education

6.Current Occupation:

- a)Employed
- b)Unemployed
- c)Retired
- d)Student
- e)Other: _____

7.Length of Hospital Stay:

- a)Less than 1 day
- b)1-3 days
- c)4-7 days
- d)More than 7 days

Section B: Perception of Student Nurses' Involvement in Care

8.Have you ever received care from a nursing student?

- a)Yes
- b)No

9.How would you rate your overall experience with nursing students in your care?

- a)Excellent
- b)Good
- c)Average
- d)Poor

10.Do you believe that nursing students are adequately trained to provide care?

- a)Strongly Agree
- b)Agree
- c)Disagree
- d)Strongly Disagree

11.Do you feel comfortable allowing nursing students to be involved in your care?

- a)Very Comfortable
- b)Comfortable
- c)Neutral
- d)Uncomfortable
- e)Very Uncomfortable

12.Should nursing students be allowed to take your vital signs (e.g., blood pressure, temperature)?

- a)Yes
- b)No

13.Do nursing students explain your treatment plan to you when involved in your care?

- a)Always
- b)Often
- c)Sometimes
- d)Rarely

e)Never

14.Nursing students show respect for your privacy during care. Do you agree?

a)Strongly Agree

b)Agree

c)Disagree

d)Strongly Disagree

15.How would you rate the communication skills of nursing students compared to experienced nurses?

a)Much better

b)Better

c)About the same

d)Worse

e)Much worse

Section C: Factors Influencing Acceptance or Rejection

16.What was the main reason for accepting or tejecting nursing student participation in your care?

f)Trust in their skills

g)Clear communication and information provided

h)Personal comfort level

i)Past experience with student nurses

j)Influence of healthcare staff or family

17.What concerns do you have about nursing students providing care?

a)They may not respect my privacy

b)Lack of experience

c)Might misunderstand my medical condition

d)Presence of a qualified nurse

e)Other: _____

18.Would you be more accepting of nursing students if a qualified nurse supervises them?

a)Yes

b)No

c)Maybe

19.Do you believe that the presence of nursing students has a positive or negative effect on the overall quality of care?

a)Positive

b)Negative

c)No effect

20. Have you ever had a negative experience with a nursing student in your care?

a)Yes

b)No

Section D: Impact on Satisfaction with Care

21. Overall, how satisfied are you with the care you received from nursing students?

a)Very Satisfied

b)Satisfied

c)Neutral

d)Dissatisfied

e)Very Dissatisfied

22. How likely are you to recommend involvement of nursing students in patient care to others?

a)Very Likely

b)Likely

c)Neutral

d)Unlikely

e)Very Unlikely

23. Did nursing students involve you in decisions regarding your care?

a)Always

b)Often

c)Sometimes

d)Rarely

e)Never

24. Did you feel that the care you received from nursing students was of high quality?

a)Strongly Agree

b)Agree

c)Disagree

d)Strongly Disagree

What suggestion do you have improving the involvement of student nurse in patient care?.....

.....

Appendix 2: Consent form/Questionnaire in French.

Formulaire de consentement

Chers participants, je m'appelle Sonwa Michel Clement un étudiant de niveau 400 à l'Université expérientiale de l'Institut supérieur des sciences et de la technologie (exhist), Yaoundé, dans le Département des soins infirmiers, qui a actuellement accéléré un projet de recherche intitulé Évaluer la perception des patients sur les infirmière stagiaire dans leurs soins, identifier les facteurs de la perception des étudiants dans leurs soins dans leurs soins, les facteurs d'influence des patients " Leurs soins et déterminent l'impact de la participation des infirmières des étudiants à la satisfaction des patients à l'égard des soins afin de développer des stratégies et d'étendre les services de soins de santé pour résoudre ces problèmes afin de maximiser un résultat positif parmi les Patients. Je vous assure que les informations que vous fournissez doivent être maintenues très confidentielles et strictement utilisées uniquement à des fins académiques.

Veuillez signer ci-dessous si vous êtes prêt à participer à cette étude.

Date: Signature:

QUESTIONNAIRE

INSTRUCTION: Lisez soigneusement chaque question et cochez () la bonne réponse ou répondez la lettre fournie.

Section A: Informations socio-démographiques (10 questions)

1. Age:

- a) moins de 20 ans
- b) 21-30
- c) 31-40
- d) 41-50
- E) 51 et plus

2. Sex:

- a) mâle
- b) femme
- c) préfère ne pas dire

3. Statut important:

- a) célibataire
- b) marié
- c) veuve
- d) Divorcé / séparé

4. religion:

- a) Christianisme
- b) musulman

5. Niveau éducatif:

- a) Aucune éducation formelle
- b) l'enseignement primaire
- c) Enseignement secondaire
- d) éducation tertiaire

6. Occupation actuelle:

- a) employé
- b) chômage
- c) Retraité
- d) Étudiant
- e) Autre: _____

7. Longueur du séjour à l'hôpital:

- a) moins d'un jour
- b) 1 à 3 jours
- c) 4-7 jours
- d) plus de 7 jours

Section B: Perception de la participation des infirmières aux étudiants aux soins

8. Avez-vous déjà reçu des soins d'un étudiant en soins infirmiers?

- a) Oui
- b) Non

9. Comment évalueriez-vous votre expérience globale avec les étudiants en soins infirmiers à vos soins?

- a) Excellent
- b) Bon
- c) moyen
- d) Pauvre

10. Pensez-vous que les étudiants en soins infirmiers sont correctement formés pour fournir des soins?

- a) fortement d'accord
- b) Convenir
- c) en désaccord
- d) fortement en désaccord

11. Vous vous sentez-vous à l'aise de permettre aux étudiants en soins infirmiers d'être impliqués dans vos soins?

- a) très confortable
- b) confortable
- c) neutre
- d) uncomfortable
- e) très inconfortable

12. Les étudiants en soins infirmiers doivent-ils prendre vos signes vitaux (par exemple, la pression artérielle, la température)?

- a) Oui
- b) Non

13. Les étudiants en soins infirmiers vous expliquent votre plan de traitement lorsque vous êtes impliqué dans vos soins?

- a) toujours
- b) Souvent
- c) Parfois
- d) rarement
- e) jamais

14. Les étudiants ne font preuve du respect de votre vie privée pendant les soins. Êtes-vous d'accord?

- a) fortement d'accord
- b) Convenir
- c) en désaccord
- d) fortement en désaccord

15. Comment évalueriez-vous les compétences en communication des étudiants en soins infirmiers par rapport aux infirmières expérimentées?

- a) beaucoup mieux
- b) Mieux
- c) À peu près le même
- d) Pire
- e) bien pire

Section C: Facteurs influençant l'acceptation ou le rejet

16. Quelle était la principale raison d'accepter ou de faire la participation des étudiants en soins infirmiers à vos soins?

- f) Faites confiance à leurs compétences
- g) Communication claire et fournie par l'information
- h) Niveau de confort personnel
- i) Expérience passée avec les étudiants infirmières
- j) Influence du personnel ou de la famille des soins de santé

17. Quelles préoccupations avez-vous concernant les étudiants en soins infirmiers qui fournissent des soins?

- a) Ils peuvent ne pas respecter ma vie privée
- b) Manque d'expérience
- c) pourrait mal comprendre mon état de santé
- d) présence d'une infirmière qualifiée
- e) Autre: _____

18. Voulez-vous accepter davantage les étudiants en soins infirmiers si une infirmière qualifiée les supervise?

- a) Oui
- b) Non
- c) peut-être

19. Pensez-vous que la présence d'étudiants en soins infirmiers a un effet positif ou négatif sur la qualité globale des soins?

- a) positif
- b) négatif
- c) Aucun effet

20. Lez-vous déjà eu une expérience négative avec un étudiant en soins infirmiers à vos soins?

- a) Oui
- b) Non

Section D: impact sur la satisfaction à l'égard des soins

21. Avant, dans quelle mesure êtes-vous satisfait des soins que vous avez reçus des étudiants en soins infirmiers?

- a) très satisfait
- b) satisfait
- c) neutre
- d) insatisfait
- e) très insatisfait

22. Comment est-ce probablement de recommander la participation des étudiants en soins infirmiers aux soins aux patients pour les autres?

- a) très probable
- b) Probablement
- c) neutre
- d) improbable
- e) très improbable

23. Les étudiants en soins infirmiers vous impliquent-ils dans des décisions concernant vos soins?

- a) toujours
- b) Souvent
- c) Parfois
- d) rarement

e) jamais

24. Avez-vous estimé que les soins que vous avez reçus des étudiants en soins infirmiers étaient de haute qualité?

a) fortement d'accord

b) Convenir

c) en désaccord

d) fortement en désaccord

25. Quelle suggestion avez-vous amélioré l'implication des infirmières étudiantes dans les soins aux

patients?

.....

.....

EXPERIENTIAL HIGHER INSTITUTE OF SCIENCE AND TECHNOLOGY (EXHIST)

SCHOOL OF MEDICAL AND BIOMEDICAL SCIENCES



Motto: Quality Education for Holistic Formation

The gateway to quality healthcare

Authorization No: 20-07251-07251/L/MINESUP/SG/DDES/ESUP/SDA/MF

Ref: 31/02/25 /EXHIST/DDAA/HODNM/DDRC/DIR/INT/21

Date: 24/02/2025

RESEARCH AUTHORIZATION

Following the presentation of a research proposal to the school of
Health Sciences Department of
at EXHIST University to carry out a research on

the
topic: Patients' views on nursing Student
participation in their care at EFOULAN
DISTRICT HOSPITAL

The research methodology has been found to accurately match the aims of the study. This method guarantees that it will ensure:

1. Honesty in all aspects of the research.
2. 'Accountability in the conduct of the research.
3. Professional courtesy and fairness among participants.
4. Minimize risk of harm to participants.
5. Respect participants' rights and dignity.
6. Beneficial outcomes

Thus:

Name Sonwa Michel Clement Matricule: EH09NUS071

Department: Nursing Program: HND

Has been authorized to conduct this research while respecting all research protocols. We therefore wish to solicit authorities within Hospitals and/or communities directly concerned in this process; to facilitate data collection within the period of 1 Month(s) 20 25

In witness whereof this authorization has been issued to serve where and when necessary

NB: Only one copy is issued per student in a given academic year

Signed

EXPERIENTIAL HIGHER INSTITUTE OF SCIENCE AND TECHNOLOGY (EXHIST)
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