

Factors That Contribute To University Of Namibia's (UNAM) 4th Year Degree Nursing Students Not Completing Their Midwifery Practical Registers Within Allocated Time

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Abstract: Introduction: At the end of practical allocations students run around from lecturer to the next stressing for admission to examination because their practical registers are not complete.

Midwifery practical registers should be completed and handed in for review at the end of the allocation period of clinical but unfortunately, UNAM fourth year degree nursing students fail to complete their Midwifery practical registers within allocated time. This failure leads to chaos-delayed registration of students by the Nursing Council of Namibia by the end of year they are supposed to graduate because administration work was delayed by not completing their Midwifery practical registers within the allocated time. Amongst different reasons due to less acquired skills, forced to finish the register and students ending up not being competent enough.

Methodology: This study aimed at determining the factors contributing to UNAM fourth year degree nursing students not completing their Midwifery practical register within allocated time. The objectives were: to determine the factors contributing to UNAM fourth year degree nursing students not completing their Midwifery practical registers within allocated time; to assess the causes leading to UNAM fourth year degree nursing students not completing their Midwifery practical registers within allocated time and to determine the practical time needed by the UNAM fourth year degree nursing students to complete their Midwifery practical registers within allocated time.

An explorative analytical design with a quantitative approach study was conducted on the 4th year nursing students, Namibia. A sample size of seventy nine (79) students was used. Questionnaires were utilized to obtain data; data collected included socio-demographic data. The target population was the 4th year nursing students. The researcher targeted this population because they are the population who struggle with the mentioned problem earlier on in their final year which is the 4th year. A formal standardized structured questionnaire with a mixed approach of quantitative and qualitative was used, and because it best suited this study as it was a quantitative approach. Data was collected from participants selected randomly from the population so the study was biased. Questionnaires were distributed to participants to complete. Data collected was interpreted for the purpose of drawing conclusions that reflect on the interest and ideas that initiated the enquiry. Data was collected in three sections with section A being the demographic data.

Results: A response rate of 100% was achieved. The majority of the participants were female 83.5% (66) and 16.5% (13) were male, with grade 12 certificates as highest level of qualifications. Overall majority of the participants had a fair experience when they were allocated to midwifery departments. Majority of the participants encountered different challenges to complete their midwifery practical registers in the midwifery departments. Participants indicated the factors that contribute to UNAM fourth year degree nursing students not to complete their midwifery practical registers within allocated time. The factors contributing to UNAM fourth year degree nursing students not to complete their midwifery practical registers within the allocate time were determined.

Discussion: Some challenges like insufficient allocation time in midwifery departments amongst different challenges, that caused the UNAM fourth year degree nursing students not to complete their midwifery practical registers within allocated time were determined and assessed. Recommendation for the University of Namibia (UNAM) midwifery practical register to be reviewed and students' allocation period to midwifery departments to be revisited.

Keywords: Clinical, Logbook, Midwifery, Practical register, Preceptor.

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I. Introduction

Clinical placements are essential for students to develop clinical skills to qualify as nurses. However, various difficulties encountered by nursing students during their clinical education detract from developing clinical competencies. This constructivist grounded theory study aimed at exploring nursing students' experiences in clinical nursing education and to identify the factors that influence the clinical education that students receive.

The researcher determined factors that contribute to the University of Namibia (UNAM) fourth year degree nursing students not completing their Midwifery practical registers within allocated time. In this paper there are different sections broken down to fully explain this report so that it is well understood as vividly portrayed by the table of content in the earlier pages, this is to guide you as a reader and to lay a good foundation of my work.

As argued by Saputra, Llmi & Azidin, (2019) that the system of implementing the logbook as a tool for nurses, performance assessment is not optimal due to the limited socialization to the nurses in the hospital. Besides, the result of the research showed that there are several constraints in the implementation of the logbook such as limited time in filling the logbook, the inadequate understanding of the nurses about the procedure of filling the logbook and a lack of appreciation towards the nurse when they fill the logbook.

As identified by Jae lee, Clarke & Carson, (2018), twenty-one individuals and six group semi-structured interviews were conducted with sixteen fourth year nursing students and four registered nurses. This research identified six factors that influence nursing students' clinical education: interpersonal, socio-cultural, instructional, environmental, emotional and physical factors. The research has developed a dynamic model of learning in clinical contexts which offers opportunities to understand how students' learning is influenced multifactorial during clinical placements. The understanding and application of the model can improve nursing instructional design, and subsequently nursing students' learning in clinical contexts.

II. Material And Methods

Study Design: This study made use of an explorative analytical design with a quantitative approach.

Study Location: This was a study done at the University of Namibia on 4th year Degree Nursing students in Windhoek, Namibia.

Study Duration: August-October 2020

Sample size: Seventy-nine (79) 4th year students participated in this study.

Sample size calculation: In this study the researcher used the simple random sampling to sample participants from the population. Simple random is easy to calculate and there is accuracy in representation of collected data. The researcher used the following formula to calculate the sample size.

$n = N / (1 + N(e)^2)$; where as

n=sample size

N=total population

a=confidence limit (in this case is 0.05)

Subjects & selection method: The population in this study was the 4th year degree nursing students at the University of Namibia main campus, because they are the population that get delayed with registration to the nursing council the year they are supposed to graduate.

Inclusion criteria: 4th year degree nursing students at the University of Namibia main campus.

Exclusion criteria: Students who are not at UNAM 4th year degree nursing students at main campus.

Procedure methodology: Data on factors that contribute to UNAM fourth year degree nursing students not to complete their Midwifery practical registers within allocated time was collected from the 4th years in August 2020 using the earlier mentioned questionnaire which was uploaded on Google and a link sent to the participants for them to fill out the questionnaire. The questionnaire consisted of three sections. Each section had a different scale of questions; one had a 5-point Likert scale with a variety of states ranging from very good to very bad. The scale helps simplify and quantify people's behaviors and attitudes.

Statistical analysis: The researcher used descriptive statistics as means of analyzing the data that was collected (Descriptive statistics are used to summarize/ conclude data from individual responses), then aided it making sense of larger numbers of the individual responses and also to communicate the findings to others. Frequency (a count of the number of times a particular score is found in data set), and percentages (express a set of scores as a percentage of whole set) were used too in this study to analyze collected data. The researcher presented his data in such a way that each hypotheses and research question was addressed.

III. Result

Hundred percentage (100%) of participants was achieved (79 participants).

Age

The following figure shows the participant's age.

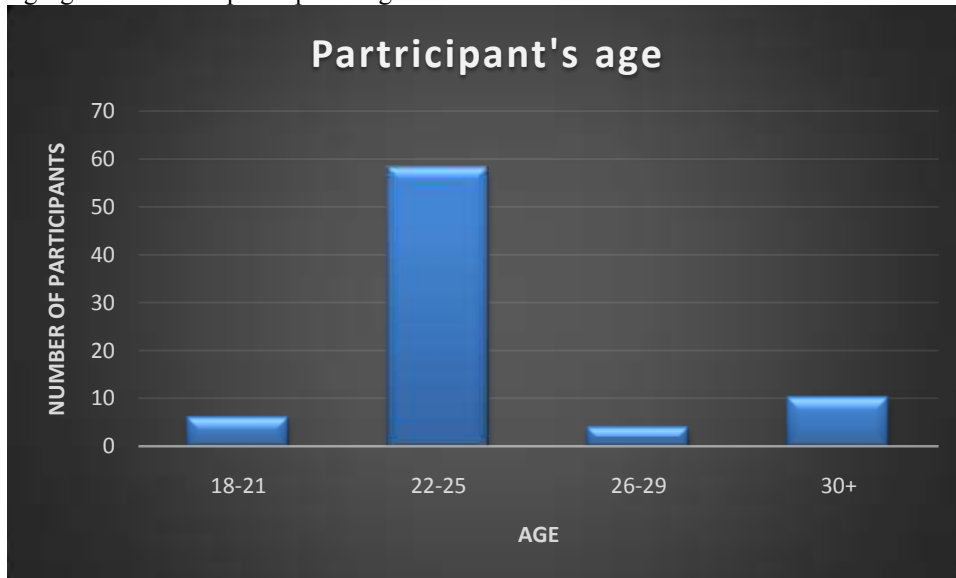


Figure 4.2.1 shows age of participants

From the above figure, most of the participants were from the age range of 22-25 years, while the least participants were from the age range of 26-29 years of age.

Gender

Gender distribution of participants in the study showed that 83.5% (66) were female, while 16.5% (12) were male.

The following figure shows the participant's gender.

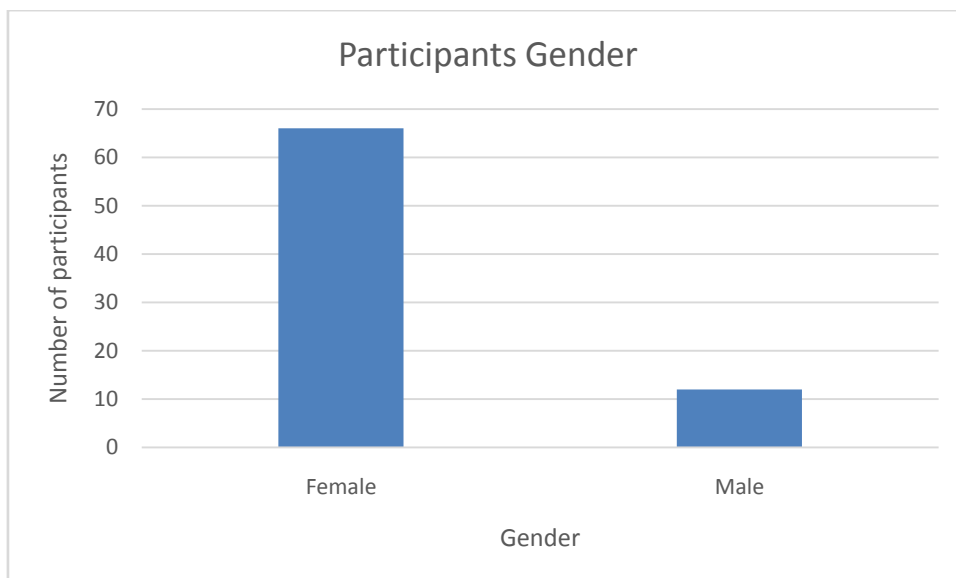


Figure 4.2.2

Highest level of qualification

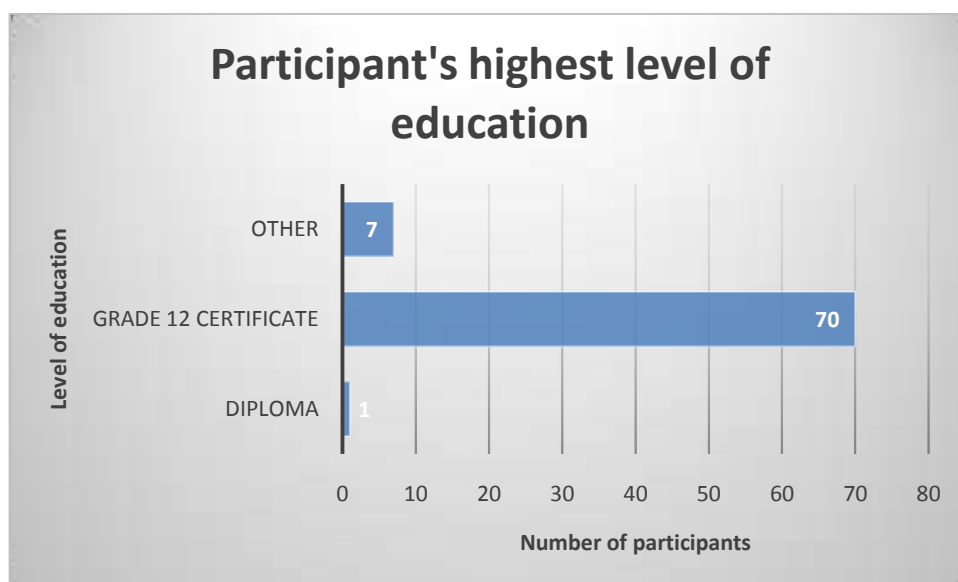


Figure 4.2.3

The above figure indicates that the highest level of qualification of the participants was Grade 12 certificate.

4.3. Section B

	Very good	Good	Fair	Bad	Very bad
1. How was your experience when you were allocated to midwifery departments?	16.5%	36.7%	43%	2.65	1.2%
2. How is the supervision from midwives/preceptors and lecturers when you are allocated in the midwifery departments?	5.1%	48.1%	39.2%	7.6%	0
3. How is the teaching and learning process when allocated in midwifery departments?	12.7%	59.5%	24.1%	3.7%	0
4. How is the midwifery practical register designed to satisfy you as a student?	5.1%	39.2%	34.2%	16.5%	5.1%
5. How is the midwifery curriculum hand in hand or correlating with its practical register?	13.9%	46.8%	29.1%	7.6%	2.6%
6. How is your attitude towards the midwifery practical register?	10.1%	49.4%	30.4%	8.9%	1.2%
7. How is the attitude of the staff in the midwifery departments towards your practical register and learning?	5.1%	38%	39.2%	7.6%	10.1%

Table 4.3.1 shows responses of participants in section B.

A total number of thirty (30) participants indicated they had a ‘Good ‘experience in the Midwifery departments when they were allocated there whilst a total of 1 participant indicated that they had a ‘Very bad’ experience when they were allocated at Midwifery departments. 5.1% of the participants indicated that the midwifery practical register is ‘Very bad’ in regard to its design to satisfy them as students, furthermore, there was a ‘Fair’ response from 39.2% participants when it came to the attitude of the staff in the midwifery departments towards their practical registers and learning.

How is the midwifery curriculum hand in hand or correlating with its practical register?

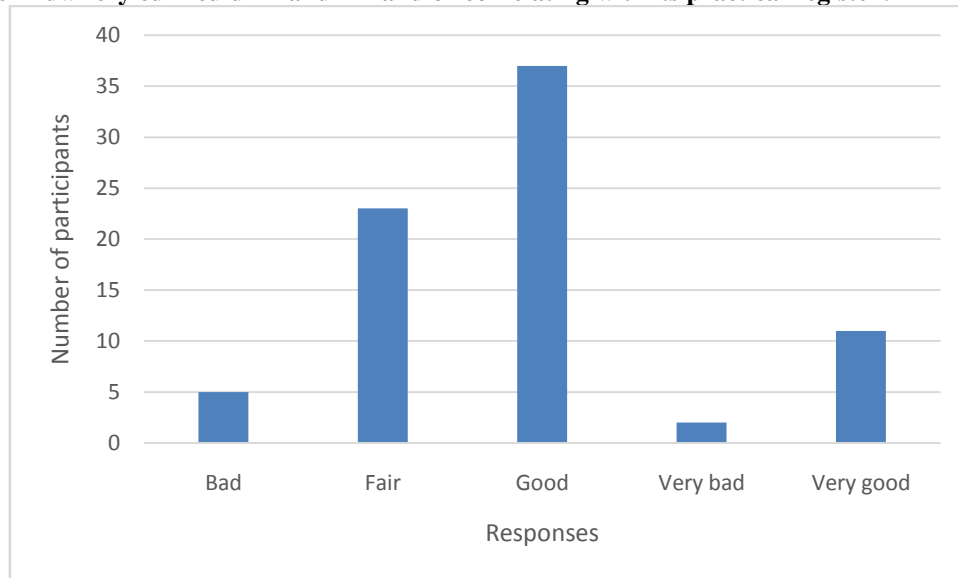


Figure 4.3.1 shows then results of the above question.

4.4. Section C

Section C was made of 6 questions with some follow up question (2-part questions) and they were structured questions. A maximum of seventy-nine (79) responses were recorded on some questions whilst some questions recorded responses lesser than seventy-nine (79).

QUESTION	RESPONSE
Was your practical register completed within the allocated period?	Yes No
How long did it take to complete the book?	1-2 months 3 months+

Table 4.4.1

QUESTION	RESPONSE
Did you encounter challenges to completethe practical register?	Yes No
Challenges encountered to complete practical register.	Less or lack of patients Department overcrowded with students Insufficient allocation time to departments Other challenges
Challenges that affected most.	Insufficient allocation time to department Department overcrowded with students

Table 4.4.2

Figure 4.4.1 below shows the responses to the question below:
What is your overall view on the midwifery practical register?

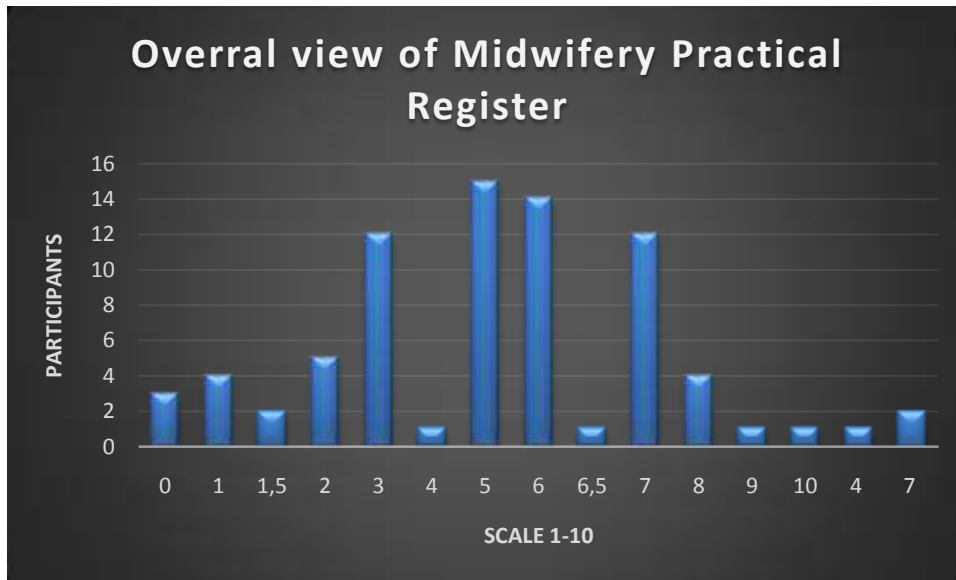


Figure 4.4.1

The table below shows responses to the question of how the midwifery practical register is correlating with what is being practiced in the hospital setting.

QUESTION	RESPONSE
Is the practical register hand in hand with what is being practiced in the hospital setting?	Yes No
Explain	Procedures in book phased out Procedures in book rarely and difficult to find

Table 4.4.3

QUESTION	RESPONSE
Is the preceptors and lecturer's involvement to complete your book beneficial?	Yes, it is beneficial No, it is not beneficial
Explain	Preceptors and lecturers not always there Students are on their own

Table 4.4.4

The table above shows how the participants responded to the involvement of the lecturers and preceptors in the completion of their books.

The table below shows the participants' opinions on what can be considered to be done to avoid late completion of the midwifery practical registers.

QUESTION	RESPONSE
What do you think can be done to avoid challenges or to ensure a smooth completion of the midwifery practical register? (Your own opinion).	More allocation time Allow students to work in regions Nothing Review practical register Small group of students to be allocated to department Other opinions

Table 4.4.5

IV. Discussion

Seventy-nine (79) participants took part in the study. 8.9% (7) were of 18-21 years of age, 73.4% (58) were in age range of 22-25 years, 5% (4) were of 26-29 years of age and 12.7% (10) were 30 years and above of age. Due to the fact that the participants were 4th year university students, the majority of the students fell in the category of 22-25 years of age.

From the study, 83.5% (66) of the participants were female, while 16.5% (13) were male. In the past the nursing profession has been perceived to be a female profession and that still results in fewer males to pursue careers nursing related.

Ross (2017) stated that Florence Nightingale's perception and feminization of the nursing profession into a female only profession has resulted in male nurses to make up about 10% in the modern society. Stereotyping and gender bias of men has contributed in sometimes isolating experiences for men in nursing. Men in nursing are sometimes treated differently compared to females and it is important for male nursing students to learn about the contribution of men in the history of nursing.

89.9% (71) had grade 12 certificates as their highest level of qualification, while 8.9% (7) fell in the category of other and 1.2% (1) fell under diploma. As discussed earlier in the age section, the majorities were between 22-25 years of age and their age corresponds with their highest level of qualification.

Participant's experience in the midwifery department.

36.7% (29) participants indicated to having a good experience when they were allocated in the midwifery departments whilst 43% (34) participants indicated to having a fair experience during their allocation to the midwifery departments. The results further indicated that students still do get bad experiences when they are allocated to the midwifery departments.

As stated by Yigzaw, Ayalew, Mi-kim, Gelagay, Dejene, Gibson, Teshome, Broerse & Stekelenburg, (2015), "we assessed 484 graduating students from 25 public training institutions. Majority of the students rated the learning environment unfavorably on 8 out of 10 questions. The departments still need to be altered to offer good experiences to students.

Supervision of students when they are in midwifery departments.

7.6% (6) participants indicated that the supervision they get from the lecturers and preceptors is bad and 5.1% (4) participants indicated that the supervision they get is very good. . Focus group discussion revealed that nursing students did experience initial anxiety, stress, lack of teaching and guiding support, lack of organizational support and resources, inadequate clinical supervision and role acceptance, (Rajeswaran,2016) outlined. The people responsible for the students when they are in practice should do their work and help the students where ever necessary.

Teaching and learning process in midwifery departments.

A greater percentage of 59.5% (47) participants indicated that the teaching and learning process when allocated to the midwifery departments is good and 12.7% (10) participants indicated that the teaching is very good when they are allocated in the midwifery departments. The results show that there is no big problem when it comes to the students learning and being taught when they are allocated in the departments.

Students' satisfaction with the midwifery practical register.

5.1% (4) participants indicated that the midwifery practical register is designed in a very bad way to satisfy them as students, 16.5% (13) participants responded with 'bad' to the concerned question and 34.4% (27) participants indicated that the book is fairly designed to satisfy them as students. The above results indicate that the book must be reviewed.

Midwifery curriculum's correlation with its practical register.

A good response was recorded from 46.8% (37) participants and 7.6% (6) participants indicated that the midwifery curriculum is not hand in hand correlation with its practical register. Having a trace of bad responses from the results indicates that there is still some faulty with the curriculum or practical register and they should be reviewed.

Students' attitude towards practical register.

10.1% (8) participants recorded to have a very good attitude towards their midwifery practical registers and 49.4% (39) participants indicated that their attitude toward the midwifery practical registers is good. The results show that the students are working very hard to complete the book and they give a positive attitude towards the book to be able to complete it.

Staff's attitude towards the practical register and student learning.

Ruotsalainen, Mikkonen, Miettunein & Kaariainen, (2018), mentors who report lower levels of competence are more likely to be less motivated than mentors who report higher levels of competence. 10.1% (8) participants indicated that the attitude of the staff in the midwifery departments towards their learning and practical registers was very bad and 7.6% (6) participants indicated the staff's attitude to be bad. For this reason, mentoring education should take into account nurses' competence levels so that all nurses obtain a basis from which to build mentoring competence. Mentoring education should also include more focus on the student evaluation process and supporting students' learning processes.

Did you complete your practical register within the allocated time frame? If no, how long did it take you to complete it?

A total of four (4) participants indicated yes, that they completed their practical registers within the allocated time frame whilst a total of seventy-five (75) participants recorded and indicated that they no, they did not

complete their practical registers within the allocated time frame. It took them some extra time to complete the book ranging from 1-2 months and 3 months+, with forty-nine (49) participants finishing their books in the former time frame and the rest who amounted to twenty-six (26) finishing their books in the later time frame.

Did you encounter challenges to complete your practical register? If yes, briefly describe the challenges encountered.

As stated by Cheraghi, (2018), identification of the students clinical learning challenges and actions to remove or modify them will create more learning opportunities for the students, improve the achievements of educational goals, provide training to nursing students with the needed competencies to meet the complex demands of caring for application of theories in practice and improve the quality of healthcare. There are different types of responses that were recorded on this question ranging from Yes to No. Eighteen (18) participants indicated that they had not encounter any challenges to complete their midwifery practical registers whilst a total of sixty-one (61) participants indicated that yes, they had encountered challenges to complete their practical registers. Furthermore they indicated different challenges they encountered to complete their book, students overcrowding in the midwifery departments was at the top of the list as the challenge the participants faced and a total of twenty-six (26) participants mentioned this as the challenge they faced. Fourteen (14) participants indicated that less or lack of patients is also a challenge they encountered, insufficient allocation time was recorded by nineteen (19) students as they say they were only allocated to labour ward for two weeks only and thirty-two (32) students indicated other challenges which include RNs not signing or refusing to sign for what the students did and procedures a lot plus difficult to find. Information is presented concerning the challenges encountered by those responsible for Midwifery pre-service education related to issues in programming including: pathways to midwifery, student recruitment and admission, midwifery curricula, preparation of faculty to engage in academic teaching and clinical mentorship, modes of curriculum dissemination and teaching/learning strategies, programme accreditation, qualifications for entry-into practice and the assessment of continued competence. As explained by Fullerton, Johnson, Thompson & Vivio, (2011), that quality issues must be carefully considered and implementing midwifery pre-service education programmes and planning for the integrations of new graduates into the health workforce.

From your described challenges, which one affected you more?

Majority of the participants, that's over 57% (45) indicated that the challenge they encountered in the midwifery departments that affected them the most was insufficient allocation time to department and overcrowding of students in the department. The results shows these challenges as repeatedly meaning that they are crucial and necessary attention should be given to them.

What is your overall view on the midwifery practical register?

The participants rated the midwifery register on how they view it from a scale of 1-10, sixteen (16) participants rated the book a five (5) which is middle for good and not good. The results show that the students are still to grasp and understand how the practical register is. The midwifery practical register should be reviewed.

Is the practical register hand in hand with what is being practiced in the hospital setting? Explain.

The participants indicated different types of responses to this question, twenty-nine (29) participants responded yes, agreeing to that the practical is in correlation with what is being practiced in the hospital setting. A total of fifty (50) participants responded with a no, disagreeing that the midwifery practical registers is not in correlation with what is being practiced in the hospital. They further gave reasons as to why they stated that the book is not in correlation with practices in the hospital, one of the reasons being that the procedures that are in the practical registers are phased out or they are being discouraged and some procedures in the book are rare and difficult to find.

How is the lecturer, preceptor and the hospital staff involved in helping you complete your practical register, is it beneficial? Explain.

A total of forty-two (42) participants indicated the preceptors and lecturer's involvement in helping them complete their books was beneficial as they could get some demonstrations from them. Twenty-seven (27) participants responded otherwise, indicating that the involvement of the staff was not beneficial as the preceptors were always not there and students were on their own. This might be because the preceptors were less motivated or other reason, Ruotsalainen, Mikkonen, Miettunein & Kaariainen, (2018), mentors who report lower levels of competence are more likely to be less motivated than mentors who report higher levels of competence.

What do you think can be done to avoid challenges or to ensure a smooth completion of the midwifery practical register? (Your own opinion).

The participants gave different types of opinions on what can be done to avoid or reduce challenges in completion the midwifery practical registers within allocated time frame, the opinions are as follows: Increase the allocation period to midwifery departments for at least a month in the labour ward instead of only two

weeks; Allocate smaller groups of students to the departments at a time; Allow students to attend some allocations in the regions; Review the practical register; Nothing; Fully equip the simulation room for better practice and Reduce the intake of students per year to prevent overcrowding of students in clinical practice. As explained by Fatemeh & Alavinia, (2012)'s results, based on content analysis, three advantages and four limitations (students pointed out that being final year students. They must do a lot of practical tasks. Instead they were made to complete logbooks which to them was a time-consuming activity. Participants also found the logbooks stressful, arguing that they worry too much about the possibility of forgetting to enter some activities or print which may adversely affect their grades. Lastly the students found the logbooks to be an invalid assessment tool because some records in logbooks may be fake and the students may not have performed those tasks. "It is better that our tutors don't rely solely on our logbooks for granting grades", said one student.), of logbooks were identified and recommendations were noted. An appropriate logbook should be inexpensive, feasible and acceptable to students and should allow rapid collection of valid, relevant and reliable data. However its methodology needs to be revised.

V. Conclusion

To determine the factors contributing to UNAM fourth year degree nursing students not completing their Midwifery practical registers within allocated time.

- Participants indicated the factors that contribute to UNAM fourth year degree nursing students not to complete their midwifery practical registers within allocated time.
- The factors contributing to UNAM fourth year degree nursing students not to complete their midwifery practical registers within the allocated time were determined.
- Some challenges like insufficient allocation time in midwifery departments amongst different challenges, that caused the UNAM fourth year degree nursing students not to complete their midwifery practical registers within allocated time were determined and assessed. Recommendation for the University of Namibia (UNAM) midwifery practical register to be reviewed and students' allocation period to midwifery departments to be revisited.

To assess the causes contributing to UNAM fourth year degree nursing students not completing their Midwifery practical registers within allocated time.

- The causes contributing to UNAM fourth year degree nursing students not completing their practical registers within allocated time were assessed.

To determine the practical time needed by the UNAM fourth year degree nursing students to complete their Midwifery practical registers within allocated time.

- The participants determined the practical time needed by the UNAM fourth year degree nursing students to complete their midwifery practical registers within allocated time.

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