

Self-Efficacy in Nursing Students

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Senior baccalaureate nursing students would enter nursing profession very soon. Some even jump to the nursing carrier just after their graduation. Self-efficacy in senior nursing students help them to feel competent in meeting the entry level in clinical fields and to accept this challenging role. Self-efficacy is a good indicator to predict nursing students' performance in clinical practice (1). Educating future generations of competent registered nurses requires courage and commitment. Self-efficacy is the belief in one's ability to take actions to manage a future situation (2). Self-efficacy have grounded in social learning theory in humans which has basic primary drives (e.g. hunger and thirst) and secondary drives. Secondary drives evolve as rewarded or reinforced behaviors. Self-efficacy is among the secondary drives. The feeling of "I can do" gives a person a sense of mastery over one's environment (3).

Increasing self-efficacy may foster independence and confidence (4). Evidence suggest that job satisfaction and intention to stay in a profession are enhanced by a strong sense of practice self-efficacy (5, 6). Bandura reported that students with low levels of self-efficacy would tend to avoid situations that led to failure in the past (4). When this occurs in nursing it can lead to an educational catastrophe. This leads to this issue that students would avoid specific tasks that they perceive may result in failure during their education (7, 8). These students would have less clinical self-esteem and may leave their profession. This may describe some part of high attrition in nursing students (9).

If students believe in their capabilities, they would use their maximal efforts in different situations. Self-efficacy is vital for nursing students and clinical nurses. Nurses with low self-efficacy would not take needed actions for their patients. In current situation that nursing errors can have devastating consequences for nurses, they naturally may not initiate tasks that are not sure about their abilities to avoid making mistakes (2).

To overcome this problem, students must see success on the tasks they had expected to fail. McLaughlin et al. examined the association between personality and self-

efficacy to predict academic performance and attrition from nursing programs. Results showed that higher occupational self-efficacy could significantly predict higher final marks as well as higher rates of program completion (9). Gibbons suggests, verbally validating student learning, providing positive feedback and positively supporting can increase students' self-efficacy (10). There are some suggestions to improve self-efficacy of nursing students:

- Students should have this opportunity to practice clinical skills in skill labs under the supervision of a clinical educator
- Students should receive continuous and effective feedbacks throughout their study in clinical courses
- Clinical educators should provide wide range of clinical experiences for nursing students
- Students should be encouraged to act independently and under indirect supervision of clinical educators, when they reached to a certain level of competency.

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