

A Correlational Analysis Between Level of Self-Confidence and Motivation During Hospital-Based Clinical Education of BSN Students of St. Mary's College of Baliuag, Inc.

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ABSTRACT

Clinical education is an essential component of nursing education, allowing students to apply theoretical knowledge in real healthcare settings. However, psychological factors such as self-confidence and motivation may influence students' learning experiences and performance during clinical exposure. This study aimed to determine the level of self-confidence and motivation among Bachelor of Science in Nursing (BSN) students and examine the relationship between these variables during hospital-based clinical education. An embedded correlational design was employed involving BSN Level 3 and Level 4 students at St. Mary's College of Baliuag, Inc. Data were collected using a structured questionnaire utilizing a 4-point Likert scale and analyzed using weighted mean and Pearson's correlation coefficient. Results revealed that the respondents demonstrated a very high level of self-confidence ($M = 3.48$) and motivation ($M = 3.70$). Furthermore, a strong and statistically significant positive relationship was found between self-confidence and motivation ($r = 0.690$, $p < .001$). The findings suggest that students with greater confidence in their clinical abilities are more likely to exhibit higher motivation during clinical learning experiences. Strengthening both self-confidence and motivation through supportive educational interventions may enhance nursing students' clinical competence and professional development.

Keywords: self-confidence, motivation, clinical education, nursing students, correlational study

INTRODUCTION

Hospital-based clinical education serves as a crucial learning environment where nursing students develop professional competence by applying theoretical concepts to actual patient care. During this period, students encounter numerous academic and emotional challenges that may influence their learning outcomes. Among the factors that contribute to successful clinical performance are self-confidence and motivation.

Self-confidence enables nursing students to perform procedures, communicate effectively, and make sound clinical judgments. Motivation, on the other hand, drives students to engage actively in learning activities, persist despite difficulties, and strive toward professional goals. Although both variables have been recognized as important components of nursing education, limited studies have quantitatively examined their relationship among senior nursing students undergoing hospital-based clinical education.

This study investigated the level of self-confidence and motivation among BSN Level 3 and 4 students of St. Mary's College of Baliuag, Inc. and determined whether a significant relationship exists between these variables.

REVIEW OF RELATED LITERATURE

Akbari and Sahibzada (2020) emphasized that self-confidence positively influences students' participation, resilience, and academic achievement. Students who believe in their abilities are more likely to engage actively in learning activities and overcome academic challenges effectively. Furthermore, another research study found

that learning motivation significantly predicts self-efficacy among undergraduate nursing students. This study demonstrated that motivated students tend to exhibit greater confidence in performing clinical responsibilities. (Bahari et al. (2022)

Another significant research conducted by Rashwan (2023) reported that nursing students' perceived self-confidence directly affects their clinical performance. Supportive learning environments and positive instructor feedback contribute to enhancing both confidence and motivation. Bandura's Social Cognitive Theory (1986) proposes that self-efficacy influences individuals' motivation, persistence, and behavioral outcomes. In nursing education, students, who possess strong beliefs in their capabilities, are more likely to engage confidently and enthusiastically in clinical learning experiences.

Statement of the Problem

This study aimed to determine the relationship between self-confidence and motivation among BSN students during hospital-based clinical education.

Specifically, it sought to answer the following questions:

1. What is the level of self-confidence among BSN students during hospital-based clinical education?
2. What is the level of motivation among BSN students during hospital-based clinical education?
3. Is there a significant relationship between self-confidence and motivation among BSN students during hospital-based clinical education?

METHODS

An embedded correlational research design based on Polit and Beck's framework was employed. The study involved BSN Level 3 and 4 students of St. Mary's College of Baliuag, Inc., who were currently engaged in hospital-based Related Learning Experiences (RLE). Purposive sampling was utilized to select participants who met the inclusion criteria. Data were collected through a structured questionnaire consisting of self-confidence and motivation scales using a 4-point Likert format. Open-ended questions were also included to support quantitative findings. Descriptive statistics, including weighted mean and standard deviation, were used to determine the levels of self-confidence and motivation. Pearson's correlation coefficient was employed to examine the relationship between the variables. Ethical principles of informed consent, confidentiality, and voluntary participation were strictly observed throughout the study.

Data Presentation and Analysis

Table 1. BSN Students' Level of Self-Confidence

Item	Statement	Mean	SD	VD
1.	I feel confident performing basic nursing procedures	3.54	0.52	VHL
2.	I am confident in my ability to communicate with patients.	3.56	0.52	VHL
3.	I can make clinical decisions based on patient assessments.	3.34	0.68	VHL
4.	I feel confident when performing more complex nursing skills.	3.31	0.57	VHL
5.	I am confident working under clinical supervision.	3.60	0.55	VHL
6.	I can prioritize patient care tasks effectively	3.52	0.54	VHL

7.	I am composed during emergency situations in clinical duties.	3.41	0.58	VHL
8.	I am confident in documenting patient information accurately.	3.59	0.56	VHL
9.	I can work well with the nursing team during busy shifts.	3.51	0.57	VHL
10.	I am competent in explaining procedure and care to patients and their families.	3.47	0.59	VHL
Overall Mean, Standard Deviation and Verbal Description		3.48	0.52	VHL

Legend:

Scale	Verbal Description
3.26 – 4.00	Strongly Agree (SA) / Very High Level (VHL)
2.51 – 3.25	Agree (A) / High Level (HL)
1.76 – 2.50	Disagree (D) / Low Level (LL)
1.00 – 1.75	Strongly Disagree (SD) / Very Low Level (VLL)

The respondents demonstrated a very high level of self-confidence, obtaining an overall mean score of 3.48 and generally consistent responses with an overall standard deviation of 0.52. Students expressed confidence in performing nursing procedures, communicating with patients, documenting patient information, and collaborating with healthcare professionals.

Table 2. BSN Students' Level of Motivation

Item	Statement	Mean	SD	VD
1.	I am excited to learn new skills during clinical-based duty.	3.83	0.35	VHL
2.	I feel that clinical based duties equip me to reach my career goals.	3.85	0.35	VHL
3.	I study and prepare before clinical-based education to perform well.	3.63	0.50	VHL
4.	feel motivated mainly by personal interest in clinical-based education.	3.66	0.49	VHL
5.	I participate actively in clinical learning opportunities.	3.72	0.47	VHL
6.	I do not feel pressured by grades and evaluations during clinicals.	3.28	0.71	VHL
7.	I feel encouraged during clinical-based duties.	3.64	0.51	VHL
8.	I want to improve because I want to provide good patient care.	3.85	0.36	VHL
9.	I feel eager to perform during my clinical-based duties.	3.65	0.49	VHL
10.	I am inspired by the opportunities to apply my knowledge in real life situation.	3.85	0.36	VHL
Overall Mean, Standard Deviation and Verbal Description		3.70	0.43	VHL

Legend:

Scale	Verbal Description
3.26 – 4.00	Strongly Agree (SA) / Very High Level (VHL)
2.51 – 3.25	Agree (A) / High Level (HL)
1.76 – 2.50	Disagree (D) / Low Level (LL)
1.00 – 1.75	Strongly Disagree (SD) / Very Low Level (VLL)

The findings revealed a very high level of motivation, with an overall mean score of 3.70 and generally consistent responses with an overall standard deviation of 0.43. Students reported enthusiasm in acquiring new clinical skills, improving patient care, and pursuing their professional goals through clinical experiences.

Table 3. The Correlation Analyses on the Relationship between the Level of Self-Confidence and Motivation of BSN Students

Variables	r-value	p-value
Self-Confidence & Motivation	0.690**	<0.001

Legend: ** = highly significant ($p \leq 0.01$) * = significant ($p \leq 0.05$)

Numbers not enclosed with parentheses are computed r-value (Correlation Value)

Numbers enclosed with parentheses are probability values

Pearson's correlation analysis yielded an **r-value of 0.690** with a **p-value less than 0.001**, indicating a strong and highly significant positive relationship between self-confidence and motivation.

These findings suggest that students who possess greater confidence in their clinical abilities tend to demonstrate higher levels of motivation toward clinical learning activities. The results support Bandura's proposition that self-efficacy influences motivational processes and behavioral engagement. Students who believe they can perform clinical skills are more likely to engage actively, set higher goals, and persist through difficulties

Overall, the findings highlight that while BSN students enter clinical education with high confidence and motivation, targeted support is still needed for complex skill development and stress management. Strengthening mastery experiences and supportive supervision can help sustain both confidence and motivation throughout training.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations are proposed:

1. Nursing students should continue developing self-confidence through active participation in clinical experiences and reflective practice.
2. Nursing educators and clinical instructors should implement strategies that foster confidence and motivation, including constructive feedback, mentorship, and supportive supervision.
3. Academic institutions should establish confidence-building initiatives such as simulation-based learning activities and peer mentoring programs.
4. Clinical training facilities should provide positive learning environments that encourage student participation and professional growth.

5. Future researchers should explore additional variables affecting self-confidence and motivation, including stress, anxiety, instructor support, and clinical performance outcomes.

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