CLINICAL LEARNING ENVIRONMENT, RESILIENCE, AND RELATED LEARNING EXPERIENCE PERFORMANCE AMONG NURSING STUDENTS IN OZAMIZ CITY

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In Partial Fulfillment of the
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ABSTRACT

The clinical learning environment presents challenges that demand resilience among nursing students, often perceived as highly stressful, affecting both physical and mental well-being, which in turn impacts their related learning experience performance. This study investigated the relationship between clinical learning environment, resilience, and related learning experience performance among nursing students in Ozamiz City. Using C.S. Holling's Resilience Theory and Sister Calista Roy's Adaptation Model, a quantitative-descriptive correlational research design was employed with 348 nursing students surveyed through purposive random sampling. Two validated tools, the Undergraduate Clinical Education Environment Measure (UCEEM) and the Connor-Davidson Resilience Scale (CD-RISC), were used to gather data. The findings revealed very high ratings from nursing students in the clinical learning environment based on their Preparedness, Engagement, and interaction patterns. Findings showed that most nursing students are very resilient, and their related learning experience performance was very satisfactory. The findings showed a significant relationship between the clinical learning environment and Resilience; however, the clinical learning environment and Resilience showed no significant relationship to the related learning experience performance of nursing students. Nursing educators and students could collaborate to create a supportive and positive clinical learning environment. By developing resilience-building programs, providing individualized feedback and ensuring the availability of resources, they can enhance nursing students' perspectives and help them thrive in the demanding environment. Future research could explore additional factors influencing related learning experience performance and how resilience develops over time in response to changes in the clinical learning environment.

Keywords: *clinical learning environment, engagement, preparedness, resilience, related learning experience performance*

DEDICATION

This research is dedicated to all those who have supported and encouraged us throughout the journey of this study. Your unwavering encouragement have been the driving force behind completion of this study. To our families, whose love and understanding sustained us during during times of sacrifice. To our adviser, Mrs. Rojaida S. Tabanao, whose guidance shaped our research journey, and to our friends, whose support and encouragement kept us motivated. We are also grateful to our fellow researchers for their collaboration and camaraderie, making this journey truly rewarding. Above all, to Almighty God, for His divine guidance and blessings. With deepest gratitude and appreciation, we dedicate this work to each individual who contributed to its fruition.

The Researchers

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The Researchers

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURE

LIST OF APPENDICES

INTRODUCTION

Rationale/Background of the Study

Nursing, as the predominant profession in the medical health field, constitutes approximately 59% of the total medical health workforce (WHO, 2021). Grounded in both theoretical knowledge and practical application, nursing students engage in clinical study to apply their acquired skills (Berhe & Gebreyohannis, 2021). The clinical learning environment presents challenges that demand Resilience among students. It is often perceived as highly stressful, affecting their physical and mental well-being and influencing their integration into the nursing profession (Liang et al., 2019).

According to Jaganath et al. (2022), Clinical Learning Environment (CLE) refers to a predetermined location where nursing students engage themselves in practical experiences, simulation laboratories, and interactions. It plays a vital role in nursing education by significantly shaping student learning outcomes (Alharbi & Alshammari, 2024), as it allows students to meet their learning goals, enhance their knowledge and skills (Ali et al., 2024), and develop professional behavior (Sellberg et al., 2021). This environment is supported by skilled professionals who assist nursing students during practice.

The Clinical Learning Environment (CLE) is underscored by Jeffries et al. (2020), who emphasized the influence of experienced healthcare professionals on shaping students' clinical competence and fostering a professional identity. The CLE fosters essential abilities by integrating cognitive, psychomotor, and affective skills while also playing a key role in building resilience among nursing students. Resilience is vital for those who face high-stress situations and demanding work conditions.

In line with this, Resilience plays a crucial role in managing stress and achieving a balanced life (Vinkers et al., 2020). Fitrah et al. (2020) defined resilience as the ability of the person to increase self-competence in dealing with

adverse situations or the ability to bounce back and return to their original state. In addition, the concept of Resilience as a process of adaptation is associated with what Phillips et al. (2019) have described as deployed in response to complex and challenging events and circumstances, as cited in Aryuwat et al. (2023).

Resilience is essential for students to overcome difficulties in the learning environment (France et al., 2019), contributing to both academic and professional success (Mayer et al., 2022). A study by Dwiastuti et al. (2022) showed that students with higher Resilience achieved better academic performance compared to their peers. This highlights Resilience as a key factor for overcoming challenges in clinical education, which is vital in nursing training. According to Foster et al. (2020), Resilience allows nursing students to respond positively to stressful situations. Smith et al. (2023) found that stress negatively affects nursing students' Resilience, indicating that higher perceived stress reduces Resilience. This suggests that nursing instructors should help students develop coping strategies within the curriculum, treating challenges as opportunities for growth and professional development.

Related Learning Experience (RLE) Performance refers to the extent to which nursing students demonstrate proficiency in the competencies required during clinical rotations, internships, and other field-based learning experiences. Oducado et al. (2019) state that its goal is to help students become more proficient at applying their theoretical knowledge to real-world situations while promoting professionalism, critical thinking, and decision-making abilities. Moreover, RLE performance contributes to students' overall satisfaction with their nursing programs, influencing their likelihood of completing their degrees and pursuing rewarding careers. Related Learning Experience (RLE) Performance, particularly in the field of nursing education, suggests a significant positive correlation between theoretical classroom instruction. A study from Oducado et al. (2019) reported that theoretical classroom instruction explains 64% of the variance in related learning experience performance, indicating that classroom performance is

a strong indicator of success in practical applications. Overall, these findings support the idea that effective classroom instruction plays a crucial role in preparing students for real-world application in healthcare environments.

While numerous studies abroad have explored various facets of clinical learning environments and Resilience (Jaganath et al.,2022; France et al.,2019; Liang et al.,2019 & Guillasper et al.,2019), there is a limited focus on local context especially focusing on their impact on Related Learning Experience (RLE) Performance. The lack of research specifically addressing the interplay between clinical learning environment, Resilience, and related learning experience performance within the local setting highlights a critical need for targeted investigations. This is particularly significant because it is essential to develop a thorough understanding of how the clinical learning environment influences Resilience and how effective these are at enhancing nursing student-related learning experience performance.

Theoretical Framework

This study utilized the Resilience Theory proposed by ecologist C.S. Holling in 1973 and Sister Callista Roy's Adaptation Model from 1976. These theories served as a framework designed to recognize that nursing students require Resilience to endure unexpected challenges and adaptive abilities to effectively navigate difficulties within clinical learning environments and strive for excellence in related learning experience performance.

Resilience theory, according to Van Breda (2018), has two different definitions – Resilience as a process and as an outcome. As a process, Resilience is the capacity to effectively adjust to changes that affect one's life, development, or ability to function. Conversely, Resilience as an outcome emphasizes the adaptive state, focusing on the outcome of Resilience in the face of difficulty. This theory emphasizes the importance of how challenges are managed rather than the nature of the challenges themselves (Moore, 2023). When facing frustrations,

resilience helps people bounce back, survive, thrive, and recover. In the nursing profession, particularly in clinical learning environments, students often encounter significant challenges. Thus, nursing students must resort to positive coping mechanisms to address mental health issues (Foster et al., 2019).

Roy's Adaptation Model suggests that Individuals are made up of interconnected biological, psychological, and social systems that seek balance with their surroundings. This model includes four adaptation modes: physiological, self-concept, role function, and interdependence. The Physiological Mode involves bodily processes and activities, while the Self-Concept Mode encompasses the sense of purpose and how one perceives oneself. The Role Function Mode is about the different roles an individual play in society and their understanding of their societal position. Lastly, Interdependence Mode emphasizes developing connections and effective communication that are marked by the exchange of value, respect, and love. As cited by Alligood (2021), adaptive behaviors promote the individual toward achieving adaptation goals, which include surviving, growing, competence, and the development of oneself.

In this study, the Resilience Theory provides an understanding of the importance for nursing students to have the ability to recover from challenges that may encountered in the clinical learning environment. It helps explain how different experiences in clinical learning environments contribute to enhancing their Resilience with regard to personal competence, trust in their instincts, and control over situations. A resilient person will demonstrate strong coping skills, ask for help sometimes, and find ways to manage any situation (Cherry, 2023), which enables students to thrive in the face of challenges and improve their related learning experience performance.

The Adaptation Model offers insights into the process of adaptation and the factors that influence nursing students' response to changes in the clinical learning environment. Resilience, in turn, enables them to effectively navigate challenges encountered, fostering the ability to adapt and thrive within the clinical

learning environment. Consequently, this enhances the related learning experience performance, enabling them to excel despite encountering adversities. This is particularly important in the context of nursing education, where students need to thrive in demanding clinical areas and high-pressure situations.

Conceptual Framework

The field of nursing demands a unique blend of theoretical knowledge and practical expertise. Well- structured and supportive clinical learning environments can build Resilience in nursing students, allowing them to adapt to the demanding clinical area and its challenges. This Resilience is crucial for effective learning and developing their skills, which, in turn, improves their related learning experience performance. To understand the different variables in the study further, this investigation explored the relationship between clinical learning environment, Resilience, and related learning experience performance among nursing students.

Clinical Learning Environment. These encompasses hospital facilities, classrooms, and simulation labs where students interact with patients, healthcare professionals, and equipment. It provides hands-on experience and exposure to real-life scenarios and utilizes various educational tools and equipment. This includes return demonstration for multiple procedures, patient simulators, and medication administration systems for the opportunity to apply theoretical knowledge to practical settings. As Zhang et al. (2022) pointed out, these experiences not only shape a student's clinical skills but also influence their Preparedness for internship and future career satisfaction.

In a study by Jagannath et al. (2022) on nursing students' perceptions of clinical learning environments, student satisfaction with these settings plays a significant role in the process of instruction and learning. Learning is strongly influenced by how satisfied students are in the clinical circumstance. Similarly, Kalyani et al. (2019) discovered that difficulties nursing students had in the classroom might lead to identity confusion; as a consequence, it was suggested

that educational policymakers give priority to improving the clinical learning environment. This action can be done through promoting positive professional models and professional development among practitioners.

Preparedness is the capacity of a student to successfully transfer theoretical knowledge to application in actual patient care situations. Nursing students can exhibit the attitudes, knowledge, and abilities needed to safely and successfully provide patient care. The primary focus is the attainment of knowledge and competency, wherein students are expected to possess an understanding of fundamental nursing principles and skills acquired through classroom teaching and simulated pre-clinical simulations.

Moreover, the notion of student preparedness extends beyond mere technical proficiency to encompass professional attributes and skills essential for effective clinical practice (Benamer et al., 2023). This includes but is not limited to critical thinking, adept communication, time management, and cultural competence, all of which are imperative for delivering safe, patient-centered care and collaborating within interdisciplinary healthcare teams. An important element of student preparedness includes having confidence in performing clinical skills, asking for clarification when needed, being aware of their limitations, and actively seeking opportunities for growth and development. Recognizing that student preparedness in the clinical area is an evolving process brings out the importance of nursing programs' role in equipping students with the requisite knowledge, skills, and personal attributes (Benamer et al., 2023). Nursing education aims to build student confidence and competence through customized curricula, immersive simulations, and gradual integration in the clinical learning environment. This approach fosters the best learning environments that enable nursing students to significantly contribute to the delivery of healthcare.

Engagement describes a student who actively participates in learning activities and demonstrates a strong learner mindset in the clinical area. This concept includes behavioral, cognitive, and emotional facets and

connections within the clinical learning environment.

Central to Engagement is active participation, which involves demonstrating initiative by asking questions, assisting in patient care under supervision, and seizing additional learning opportunities. Understanding that student engagement is a dynamic and ongoing process emphasizes the importance of various facilitating factors within nursing education. These encompass supportive learning environments, nurturing faculty-student relationships, and pedagogical approaches that promote active learning and reflection (Wang & Ji, 2021). Encouraging student interaction gives them the confidence to take charge of the clinical learning environment, where they may develop their critical thinking skills and broaden their knowledge for future roles. Engaging in such activities not only improves students' success but also gives them the resources they need to become effective healthcare providers in the future.

Interaction Pattern refers to the student's characteristic behaviors and communication styles displayed during interactions with various individuals and entities within the clinical learning environment. This construct encompasses behaviors and communication styles demonstrated by nursing students as they engage with various individuals, patients, and healthcare teams in the clinical learning environment. This gives the students competencies, social skills, and professional demeanor during their clinical rotations. When interacting with patients, students exhibit their ability to communicate effectively, demonstrate empathy, and uphold professional boundaries while attending to patient needs and providing emotional support. This interaction pattern reflects not only the student's clinical skills but also their capacity for building rapport and fostering therapeutic relationships (Xue et al., 2021). Similarly, interactions with healthcare teams shed light on the student's collaborative abilities, willingness to seek feedback, and integration into the interdisciplinary care environment. The student's adherence to established hierarchies and contributions to patient care reflects their potential as future members of the healthcare workforce (Dunbar et

al., 2019).

The interaction pattern within the clinical learning environment encompasses students' Engagement with educational resources, clinical simulations, and the physical space itself. Active participation in learning activities, effective utilization of resources, and demonstration of professionalism in conduct are indicative of the student's commitment to learning and readiness for clinical practice (Kassab et al., 2023). By understanding and analyzing these interaction patterns, educators and clinical preceptors can tailor their support and guidance to address individual student needs, ultimately fostering the development of essential professional skills and behaviors required for successful nursing practice.

Resilience. This refers to the capacity to adapt to and recover from difficulties, obstacles, and challenging circumstances. In nursing education, Resilience is the ability of students to continue learning and growing despite difficulties, maintain a positive attitude, and continue to learn and grow despite obstacles. As a nursing student undergoing clinical rotations, Resilience is the capacity of a nursing student to manage challenges while in the clinical learning environment.

The transition from theoretical knowledge to application in real life is a vital phase in nursing education. It is an essential aspect that prepares nursing students' application of theories they learn in real-world situations. However, nursing students perceive this practice as highly stressful and impedes their physical and mental well-being and integration into the nursing profession (Liang et al., 2019). Resilience is essential at this point in helping nursing students be able to handle challenging circumstances. Therefore, it is advised that Resilience may be fostered through practicing favorable attitudes and behaviors, as well as by improving nursing knowledge and abilities (Liang et al., 2019).

Guillasper et al. (2019) explained that Filipino nursing students encounter different types of challenges during clinical practice as they strive to enhance their

profession. These challenges pertain to patient care, nursing diagnoses, and the negative interaction between hospital staff and clinical instructors (Bhurtun et al., 2019). In the research of Dwiastuti et al. (2022), it was disclosed that students with high Resilience had a higher level of improving their academic grades compared to other students. Likewise, the ability to overcome different kinds of challenges, especially and adapt positively to stressful situations, will result in psychological well- being (Foster et al., 2020).

Related Learning Experience (RLE) Performance. It is the assessment of a nursing student's performance throughout their clinical rotations in the clinical learning environment. It refers to a student nurse's performance in the clinical area, specifically their ability to apply knowledge and skills gained in traditional classrooms to the clinical area. The demonstration of competency happens through return demonstrations and experiences in the clinical area, where students revisit and showcase a learned skill, and clinical rotations, which immerse them in real-world healthcare settings. RLE Performance will be measured based on RLE Grade obtained during the midterm of the second semester of A.Y. 2023-2024.

In the Philippines, Related Learning Experience Performance is known as clinical practice. It is a teaching and learning opportunity aimed at improving the skills of nursing students (Colindres et al. (2018). These hands-on experiences, as highlighted by Chan et al. (2019), are demanding as they require students to not only apply knowledge but also manage complex patient situations and navigate the realities of the nursing profession. An assessment of the effectiveness of Ghanaian nursing and midwifery students' clinical learning environments was carried out by Amoo & Innocentia in 2022. It was revealed that despite acknowledging the influence of clinical learning environment, it was certain that some students faced challenges in achieving their objectives because of a lack of needed materials and human resources to help them during their training.

According to a study by Michael et al. (2019), there is a strong connection

between theoretical classroom discussions and related learning experience performance. The study highlighted the importance of good classroom discussion and training and further contended that success in transferring knowledge to students contributes to their actual practice.

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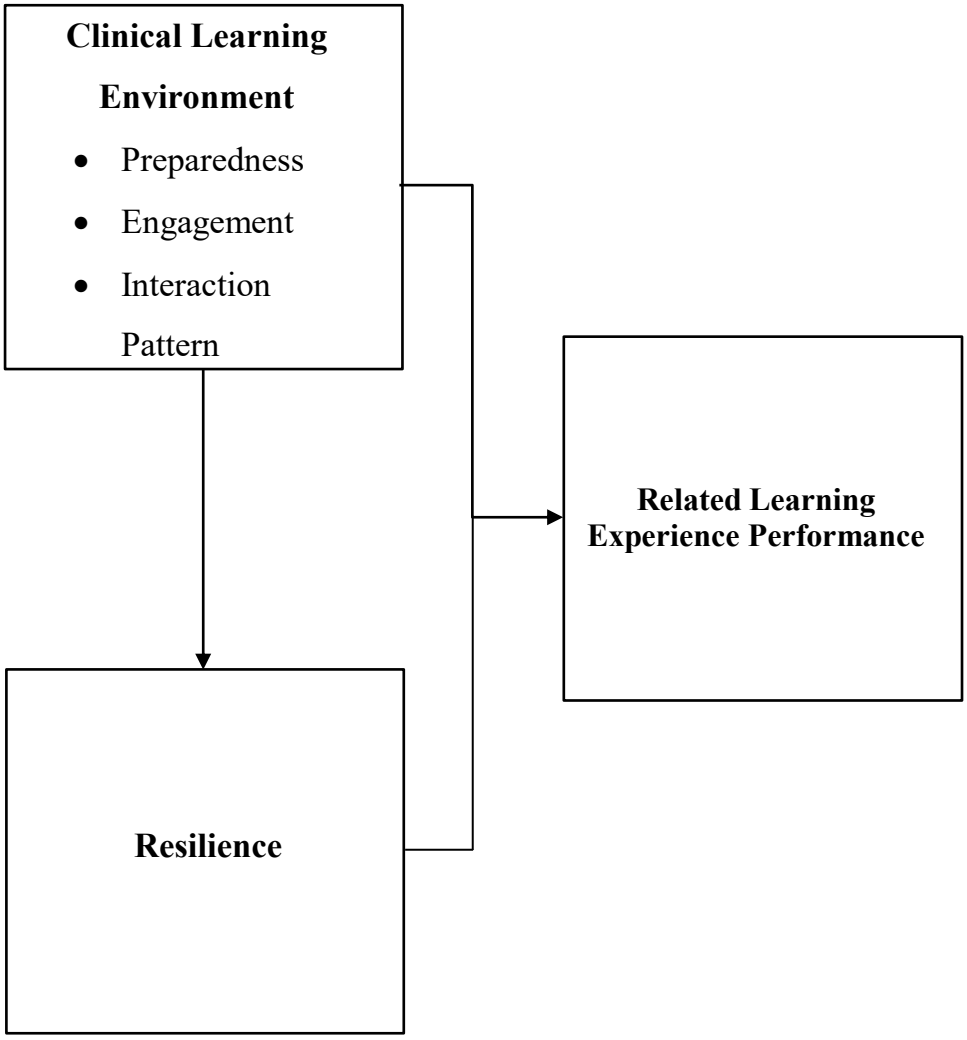

Figure 1. Schematic Presentation of the Study

Objectives of the Study

The study explored clinical learning environment, Resilience, and related learning experience performance among nursing students in Ozamiz City. Specifically, it sought to: (1) explore the Clinical Learning Environment among nursing students in Ozamiz City; (2) investigate Resilience among nursing students in Ozamiz City; (3) examine Related Learning Experience Performance among nursing students in Ozamiz City; (4) assess whether there is a significant relationship between the Clinical Learning Environment and Resilience among nursing students in Ozamiz City; (5) assess whether there is a significant relationship between Clinical Learning Environment and Related Learning Experience Performance among nursing students in Ozamiz City; and (6) assess whether there is a significant relationship between Resilience and Related Learning Experience Performance among nursing students in Ozamiz City.

This study formulated the following hypotheses:

H_{01}. There was no significant relationship between Clinical Learning Environment and Resilience among nursing students in Ozamiz City.

H_{02}. There was no significant relationship between Clinical Learning Environment and Related Learning Experience Performance among nursing students in Ozamiz City.

H_{03}. There was no significant relationship between Resilience and Related Learning Experience Performance among nursing students in Ozamiz City.

Significance of the Study

The study's findings could give relevant information on how nursing students' clinical learning environment helps them build resilience, which is an important quality for managing the challenges and stressors they may encounter. It might shed light on how these experiences and traits can enhance nursing students' ability to adapt and thrive in clinical learning environments, help sustain their studies and improve their related learning experience performance.

In a clinical learning environment, nursing students often encounter significant levels of stress and challenges. Therefore, their capacity to handle and adjust is essential for their success and well-being, particularly in enhancing their related learning experience performance. Analyzing the interplay between these variables may reveal approaches for curriculum development that promote a supportive and beneficial clinical learning environment, enhancing the perspective and developing Resilience, which may help them thrive in demanding environments and improve their related learning experience performance.

METHODOLOGY

Research Design

The study employed quantitative research using a descriptive-correlational design. A descriptive research design aims to accurately and systematically describe a population, situation, or phenomenon (McCombes, 2023), while a correlational research design measures the degree to which two or more variables are associated. It can identify associated factors that enable predictions based on the discovered relationships (Seeram, 2019). Therefore, a descriptive-correlational research design is suitable for evaluating the correlation between the clinical learning environment, Resilience, and related learning experience performance among nursing students in Ozamiz City.

Locale of the Study/Research Environment

The study was conducted at a tertiary university in Ozamiz City, Misamis Occidental, which provides higher- quality education and paramedical programs, including the Bachelor of Science in Nursing. It is well-known for its exceptional academic programs and commitment to student excellence and holistic development. Nearby were a variety of amenities such as restaurants, cafes, shops, and recreational facilities, offering students opportunities for relaxation and socialization supportive of both academic and personal growth.

Respondents of the Study/Unit of Analysis, and Sampling Procedure

This study comprised 348 nursing students from a school in Ozamiz City. Purposive random sampling was used to select the respondents, and the Raosoft Calculator was utilized to determine the sample size of the nursing students. The respondents were chosen according to the following criteria: 1) Currently enrolled in a Bachelor of Science in Nursing program; 2) enrolled in a related learning experience subject; and 3) Provided Consent provided for

participation in the study. Researchers and participants involved in the pilot testing of the instruments were excluded. The researchers ensured that all criteria were met prior to conducting the survey.

Data Gathering Instruments/Data Gathering Procedure

Researchers used a modified research questionnaire to assess the clinical learning environment, Resilience, and related learning experience performance among nursing students. Two modified instruments were utilized: (1) Undergraduate Clinical Education Environment Measure (UCEEM) to assess the clinical learning environment, including the Preparedness, Engagement, and interaction pattern, and (2) Connor-Davidson Resilience Scale (CD-RISC) to measure Resilience. The UCEEM questionnaire consisted of 30 items addressing the three identified parameters, while the CD-RISC comprised 10 items to assess the degree of Resilience among nursing students. Evaluation of Related Learning Experience Performance will begin during the midterm of the second semester of A. Y. 2023-2024.

During the final data gathering, the initiation of the data collection process involved reaching out to selected respondents via room visitation. Consent was obtained, and any disinterested parties were replaced following the same consent procedure. To ensure complete cooperation and easier data retrieval access, the researchers personally distributed printed researcher-made questionnaires to respondents. After the completion of the questionnaires, responses were automatically recorded. The researchers made sure to safeguard the students' details to prevent unauthorized access, unforeseen breaches, or theft. The study's findings were relevant exclusively to the nursing students who were enrolled in the second semester of A.Y. 2023-2024.

The researchers secured permission from the Dean of the College of Nursing, Midwifery, and Radiologic Technology and Level Coordinators for the respondent's RLE grade to conduct the study. With the Dean's approval, a pilot

test was performed to evaluate the validity and reliability of the instruments. The pilot test involved second-year to fourth year students enrolled in a Bachelor of Science in Nursing program, with at least 30 participants. The researchers identified qualified participants through messenger to request their participation. A link to the online questionnaire was sent via Facebook Messenger, and respondents completed and submitted their answers through Google Forms, with responses automatically recorded upon submission. The respondents were given a consent letter by the researchers, which outlined the significance of the study and their role, and this was included in the online questionnaire. Additionally, respondents could share the questionnaire link within a classroom group chat if the members met the study's eligibility criteria. The pilot test results were then assessed to determine the instrument's validity and reliability, and any required modifications were made based on the findings. After confirming validity and reliability, the researchers moved forward to data collection implementation.

Validity and Reliability of the Instruments

The study utilized two modified research questionnaires to evaluate the nursing students: (1) clinical learning environment: Undergraduate Clinical Education Environment Measure (UCEEM) (Sellberg et al., 2021) and (2) resilience: Connor-Davidson Resilience Scale (CD- RISC) (Parizad et al., 2022). These modified research questionnaires are commonly utilized in various studies across different fields on the same subject.

Pilot testing for the questionnaires was conducted in order to ensure the reliability and validity of the instruments. The pilot test involved second to fourth-year nursing students, consisting of at least 30 respondents who were not part of the main study, to assess the feasibility, clarity, and comprehensiveness of the instruments. The result of the pilot testing revealed a Cronbach's alpha of 0.87, demonstrating outstanding internal consistency. Any necessary adjustments based on the pilot test results were implemented to finalize the instruments for the main

data collection phase of the research.

Scoring Guidelines

With the modified research questionnaire, the scoring guidelines are as follows:

A. Undergraduate Clinical Education Environment Measure (UCEEM) Questionnaire. In assessing the clinical learning environment among nursing students, including preparedness, engagement and interaction patterns, the following scale was used:

Weight	Continuum	Responses	Interpretation
5	4.20 – 5.00	Strongly Agree	Very High (VH)
4	3.40 – 4.19	Agree	High (H)
3	2.60 – 3.39	Undecided	Moderately High (MH)
2	1.80 – 2.59	Disagree	Low (L)
1	1.00 – 1.79	Strongly Disagree	Very Low (VL)

B. Connor-Davidson Resilience Scale (CD-RISC) Questionnaire. In assessing the resilience among nursing students. , the following scale was used:

Weight	Continuum	Responses	Interpretation
5	4.20 – 5.00	True Nearly All the time	Very Highly Resilient
4	3.40 – 4.19	Often true	Highly Resilient
3	2.60 – 3.39	Sometimes true	Moderately Resilient
2	1.80 – 2.59	Rarely true	Low Resilient
1	1.00 – 1.79	Not true at all	Very Low Resilient

C. Related Learning Experience Performance Questionnaire. In assessing the related learning experience performance among nursing

students during midterm of the second semester of A.Y. 2023- 2024. The point grades and their interpretations are outlined in the following continuum:

Point Grade	Continuum	Interpretation
1.0	98-100	Excellent
1.25	95-97	Superior
1.50	92-94	Very Good
1.75	88-91	Good
2.0	85-87	Very Satisfactory
2.25	83-84	Satisfactory
2.50	80-82	Average
2.75	78-79	Fair
3.0	75-77	Passed
5.0	Below 75	Failed

Mode of Analysis/Statistical Treatment

The data collected using the questionnaire were accurately tabulated, evaluated, analyzed and interpreted using the following statistical tools.

Frequency Count and Percentage were used to determine the occurrence of each variable. This process helped to establish the quantitative relationship of the data to the entire set of responses.

Weighted Mean was used to derive the central tendency of the data in question. These focused on assessing the clinical learning environment and resilience among the respondents.

Standard Deviation measures the average spread of data around the Mean, indicating the distribution of the data.

Pearson Product – Moment Correlation Coefficient measures the degree of correlation between two variables. It was used to determine the significant relationships between the clinical learning environment and Resilience among nursing students, between the clinical learning environment and related learning experience performance, and between Resilience and related learning experience performance.

Ethical Consideration

The researchers request permission from the Dean of the College of Nursing, Midwifery, and Radiologic Technology for the execution of the study, as well as Level Coordinators for respondents' RLE grades. Informed Consent was secured and obtained from all respondents before taking part in the study. This consent form outlined the study's goals, purpose, potential risks and benefits, and the rights of the participants, emphasizing that participation was voluntary. Respondents were made aware of their right to withdraw from the study at any time, for any reason, without facing any consequences. By obtaining Informed Consent, the researchers upheld the principle of autonomy and ensured that participants were empowered to make voluntary and informed choices about their involvement in the research. Additionally, the researchers prioritized respondents' privacy, ensuring the confidentiality and anonymity of all collected data. The intention was clearly stated that the results would be exclusively utilized for research purposes. The collected data and physical copies of research instruments were securely stored until the study's conclusion to prevent unauthorized access. Only authorized personnel were allowed access to the data, and precautions were implemented to prevent data breaches or unauthorized sharing. Throughout the research process, fairness and just treatment were maintained for all involved parties. Furthermore, this research strictly adhered to the guidelines outlined in Republic Act 10173, the "Data Privacy Act of 2012”.

RESULTS AND DISCUSSION

This presents the findings and discussions related to the six specific research questions of the study. The respondents' Clinical Learning Environment, Resilience, and Related Learning Experience Performance were determined. Then, the relationship between the respondents' Clinical Learning Environment and Resilience, the relationship between the respondents' Clinical Learning Environment and Related Learning Experience Performance, and the relationship between the respondents' Resilience and their Related Learning Experience was evaluated. The findings were presented in the following order:

Students’ clinical learning environment.

Students’ resilience.

Students’ related learning experience performance.

Significant relationship between students’ clinical learning environment and resilience.

Significant relationship between students’ clinical learning environment and related learning experience performance.

Significant relationship between students’ resilience and related learning experience performance.

Students’ Clinical Learning Environment

Table 1 presents the clinical learning environment, presenting mean scores and standard deviations (S.D.) across various dimensions, including Preparedness, Engagement, and Interaction Patterns. Clinical Learning Environment results fall within the "Very High" with an overall mean of 4.43 and a standard deviation of 0.69, confirming a highly positive perception expressing a high degree Preparedness, Engagement, and interaction within the clinical learning environment among respondents. The mean score for "Preparedness" is 4.43, with a standard deviation of 0.70, suggesting a very high level of readiness among

nursing students. Likewise, "Engagement" achieves a mean score of 4.38 with a slightly higher standard deviation of 0.73, suggesting high Engagement. The aspect of "Interaction Pattern" receives the highest mean score of 4.49, accompanied by a standard deviation of 0.65, indicating notably high interaction patterns within the clinical learning environment among respondents. The students reported feeling particularly well-prepared, with a mean score of 4.43, indicating strong familiarity with rules, regulations, and learning objectives, as well as confidence in their clinical responsibilities. The highest- rated statement under student preparedness was "I am oriented in rules and regulations in my clinical area," with a mean of 4.80, reflecting an excellent orientation process. Conversely, the lowest-rated statement in this category was "There is sufficient physical space for the number of nursing students in the clinical area," with a mean of 4.02, which, although still high, suggests that physical space could be a potential area for improvement.

In terms of Engagement, the overall mean score was 4.38, indicating a very high level of Engagement. Students felt included and welcomed by both staff and peers, with the highest-rated statement being "I have the opportunity to learn alongside other nursing students in the clinical area" at 4.56. This underscores the value of peer learning in clinical settings. The lowest-rated statement in this category was "My suggestions are welcomed by the clinical staff in the clinical area," with a mean of 4.13, suggesting that while student generally, feel engaged, there might be room to enhance the receptiveness to their input.

Regarding interaction patterns, the mean score was 4.49, again reflecting a very high level. The highest-rated statement was "I believe that the skills and knowledge gained during clinical exposure are relevant to my future chosen career," with a mean of 4.74, highlighting the perceived relevance of clinical experiences. The lowest- rated statement in this category was "I try to provide feedback to my supervisors regarding their supervision methods," with a mean of 4.13, suggesting that while interaction patterns are generally strong, there could be

more emphasis on encouraging students to provide feedback on supervision.

Research has shown that nursing students' perceptions of their clinical learning environment are positively correlated with their mental health, emphasizing the importance of a high-quality clinical learning environment for students' emotional well-being and academic performance (Pienaar et al., 2022). Key factors such as clinical instructor support and peer collaboration were identified as crucial for creating a positive clinical learning environment. These findings highlight the importance of a supportive and engaging clinical learning environment for nursing students. Additionally, Zhang et al. (2022) believed that nursing students' clinical learning environment experiences can affect their learning outcomes and satisfaction. Supportive and challenging clinical learning can offer opportunities for active learning and participation (Xu et al., 2024) and improve learning outcomes (Belay et al., 2024), particularly in related learning experience performance.

Table 1. Students' Clinical Learning Environment

Clinical Learning Environment	**Mean**	**SD**	**Interpretation**
Preparedness	4.43	0.48	Very High
Engagement	4.38	0.55	Very High
Interaction Pattern	4.49	0.46	Very High
Overall Clinical Learning Environment	**4.43**	**0.50**	**Very High**

Clinical Learning Environment Scale: *4.20-5.00(Very High); 3.40-4.19 (High); 2.60-3.39 (Moderately High); 1.80-2.59(Low);1.00-1.79(Very Low)*

Students' Resilience

Table 2 presents the Resilience among nursing students, reflecting a very high resilience among the respondents, with most statements falling within the

Highly Resilient (4 out of 10) to Very Highly Resilient (6 out of 10). The statements that received a "Very Highly Resilient" interpretation included "I view mistakes as learning experiences rather than failures" with a mean of 4.37 and an SD of 0.77. This indicates that respondents generally perceive mistakes constructively, seeing them as opportunities for growth. Similarly, the statement "I have a strong sense of purpose in life" scored a mean of 4.26 with an SD of 0.87, suggesting that a high sense of purpose serves as a motivational force for many individuals. The statement "I seek out feedback and constructive criticism to improve my performance, rather than letting it discourage me" also fell into this category with a mean of 4.30 and an SD of 0.76, highlighting a proactive approach to personal and professional development. Moreover, "I give my best effort in every task, regardless of the circumstances" had a mean of 4.47 and an SD of 0.68, indicating a strong commitment to effort and perseverance. The statements "I seek solutions to problems rather than dwelling on them" and "I am adaptable in adjusting to unexpected obstacles in the clinical area" both scored a mean of 4.29 with S.D.s of 0.75 and 0.73, respectively, reflecting a high level of problem-solving skills and adaptability. In the "Highly Resilient" category, the statement "I find it easy to maintain a positive outlook during difficult times in clinical exposure" scored a mean of 4.08 with an SD of 0.78, indicating that most respondents are capable of maintaining positivity in challenging situations. The statement "I am not easily discouraged by failure" had a mean score of 3.76 and an SD of 0.96, suggesting a strong ability to withstand setbacks. "I am able to manage my emotions when facing difficulties in the clinical area" scored a mean of 4.17 with an SD of 0.83, showing effective emotional regulation skills. Lastly, "Under pressure, I remain focused and think clearly" had a mean of 4.09 with an SD of 0.86, demonstrating the ability to maintain clarity and focus under stress. Overall, the mean resilience score was 4.21 with an SD of 0.57, classifying the respondents as "Very Highly Resilient." This suggests that nursing students possess a remarkably high level of resilience, which may contribute positively to

their ability to cope with the demands and challenges and thrive in the clinical learning environment effectively. Overall, the data imply that nursing students possess resilient qualities that enable them to navigate and overcome difficulties encountered in the clinical learning environment, ultimately fostering personal and professional growth essential for success and well-being in the clinical learning environment, as well as excellence in the related learning experience performance. At the individual level, which stated that attributes like positive temperament, intelligence, self-efficacy, and enduring values contribute to resilience (Aryuwat et al., 2023). The nursing students' high scores on items related to maintaining a positive outlook, managing emotions, and seeking solutions suggest the presence of these individual-level protective factors. Resilient individuals are better equipped to cope with challenges, maintain their well-being, and provide high-quality patient care. By understanding the factors that contribute to Resilience in nursing students, educators, and healthcare organizations can develop targeted interventions to foster resilience and support the well-being of future nurses (Senocak et al., 2023). It is important to note that Resilience is not a fixed trait but rather a dynamic process that various factors can influence. While the nursing students in this study exhibited high levels of Resilience, it is crucial to continue supporting their development and providing resources to help them navigate the challenges of their profession (Chow et al., 2018).

Table 2. Students' Resilience

Resilience	Mean	SD	Interpretation
I find it easy to maintain a positive outlook during difficult times in clinical exposure.	4.08	0.78	Highly Resilient
I am not easily discouraged by failure.	3.76	0.96	Highly Resilient
I view mistakes as learning experiences rather than failures.	4.37	0.77	Very Highly Resilient
I have a strong sense of purpose in life	4.26	0.87	Very Highly Resilient
I have a strong sense of purpose in life.	4.26	0.87	Very Highly Resilient
I am able to manage my emotions when facing difficulties in the clinical area.	4.17	0.83	Highly Resilient
I seek out feedback and constructive criticism to improve my performance, rather than letting it discourage me.	4.30	0.76	Very Highly Resilient
I give my best effort in every task, regardless of the circumstances.	4.47	0.68	Very Highly Resilient
I seek solutions to problems rather than dwelling on them.	4.29	0.75	Very Highly Resilient
I am adaptable in adjusting to unexpected obstacles in the clinical area.	4.29	0.73	Very Highly Resilient
Overall Resilience	**4.21**	**0.57**	**Very Highly Resilient**

Resiliency Scale: *4.20-5.00(Very Highly Resilient); 3.40-4.19 (Highly Resilient); 2.60-3.39 (Moderately Resilient); 1.80-2.59(Low Resilient);1.00-1.79(Very Low Resilient*

Students' Related Learning Experience Performance

Table 3 presents the Related Learning Experience Performance among nursing students, detailing frequencies and percentages for different performance grades. Many students received grades falling within the "Very Satisfactory" to "Satisfactory" range, with "Very Satisfactory" being the most common grade, accounting for 39.94% of the total. Specifically, 16 students (4.60%) received an "Excellent" grade, 139 (39.94%) received a "Very Satisfactory" grade, and 168 (48.28%) received a "Satisfactory" grade. A smaller proportion of students received "Fair" grades, constituting 7.18% of the total, while none received a "Poor" grade. The overall performance score is calculated at 1.92, indicating an average performance falling within the "Very Satisfactory" category based on the Performance Scale provided. This suggests that most nursing students performed well in their related learning experiences performance. Overall, the data implies that nursing students have demonstrated competency and effectiveness in their related learning experiences, reflecting positively on their related learning experience performance.

The results indicate that the majority of students are performing well in their clinical experiences, with a significant proportion achieving high grades. This suggests that the RLE component of the nursing program is effective in providing students with the necessary skills and knowledge to perform well in their clinical area (Ramel et al., 2018). The fact that no students received a "Poor" grade further supports the effectiveness of the related learning experience performance of nursing students. It is essential to continue monitoring and evaluating students' performance to identify areas for improvement and ensure ongoing enhancement of the educational experience.

The findings suggest that there is still room for improvement, as nearly half of the students scored in the "Satisfactory" range. This could be due to various factors, such as the complexity of clinical cases, the need for more hands-on practice, or the need for more guidance and support from instructors (Mendoza

et al., 2019). Addressing these areas could help improve the overall performance of nursing students in their related learning experiences. Overall, the table presents a positive picture of nursing students' performance in their clinical learning experiences, with a significant proportion achieving high grades. However, there is still room for improvement to ensure that students are fully prepared for their future roles in the nursing profession.

Table 3. Students' Related Learning Experience Performance

STUDENT'S RELATED LEARNING EXPERIENCE PERFORMANCE (RLE Grade)	**Frequency**	**Percentage**
Excellent (E)	16	4.60
Very Satisfactory (VS)	139	39.94
Satisfactory (S)	168	48.28
Fair (F)	25	7.18
Poor (P)	0	0
Overall Performance	**1.92**	**Very Satisfactory**

Related Learning Experience Performance Scale*: 1.25-1.0 (Excellent); 1.75-1.5 (Very Satisfactory); 2.25-2.0 (Satisfactory); 2.75-2.5 (Fair); 3.0 and below (Poor)*

Significant Relationship Between Students' Clinical Learning Environment and Resilience

Table 4 shows that there is a significant relationship between clinical learning environment and Resilience among nursing students. Specifically, the R-values of 0.51, 0.46, and 0.54 for student preparedness, student engagement, and

interaction pattern, respectively, demonstrate highly significant correlations with Resilience, as indicated by the p-values of 0.00. The correlation coefficients indicate a strong positive relationship between each aspect of the clinical learning environment (Preparedness, Engagement, and Interaction Pattern) and Resilience, which rejects the null hypothesis. As the clinical learning environment improves, students feel more prepared and engaged and experience better interaction patterns, and their levels of Resilience also increase.

Preparedness and Resilience. The relationship between student preparedness and Resilience was found to be highly significant, with an R-value of 0.51 and a p-value of 0.00. This indicates a strong positive correlation, suggesting that students who feel more prepared for clinical tasks are also more resilient. Preparedness likely equips students with the confidence and competence needed to handle the challenges of clinical environments, thereby enhancing their resilience.

Engagement and Resilience. The correlation between student engagement and Resilience was also highly significant, with an R-value of 0.46 and a p-value of 0.00. This positive correlation implies that higher levels of Engagement in clinical activities are associated with greater Resilience. Engaged students may be more motivated, actively participating in their learning, and seeking opportunities to apply their skills. This active participation can foster a sense of control and efficacy, contributing to their overall resilience.

Interaction Pattern and Resilience. The study found a highly significant relationship between interaction patterns and Resilience, with an R-value of 0.54 and a p- value of 0.00. This strong positive correlation suggests that positive interaction patterns within the clinical setting are linked to higher resilience among students. Effective communication, support from peers and supervisors, and a collaborative learning environment likely provide emotional and psychological support, bolstering students' ability to cope with stress and adapt to challenges.

These findings align with Silva et al. (2024), who suggest that nursing students demonstrate higher Resilience as the clinical learning environment improves. These findings imply that fostering a supportive and conducive clinical learning environment can positively impact the resilience levels of nursing students, potentially enhancing their ability to cope with challenges and setbacks in the clinical learning environment. This correlation is particularly significant in nursing education, where Resilience is essential for students to cope with the demands of clinical training. Therefore, fostering a positive clinical learning environment may be crucial for developing Resilience and overall well-being among nursing students.

The significant relationships observed highlight the crucial role of a supportive and conducive clinical learning environment in fostering students' Resilience. This result is essential, as Resilience is critical in helping nursing students navigate the challenges of their clinical training and future careers (Walsh et al., 2020). A supportive environment can help students develop coping strategies and build confidence, leading to better Resilience. Furthermore, a positive clinical learning environment can enhance students' motivation and Engagement, which are critical components of Resilience (Alkaissi et al., 2023).

The results of this study highlight the importance of creating clinical learning environments that prioritize student preparedness, Engagement, and positive interaction patterns. By doing so, nursing programs can help foster Resilience in their students, better preparing them for the demands of the nursing profession (Asp et al., 2023). The significant relationships emphasize the importance of promoting Resilience among nursing students, as it positively impacts their ability to engage effectively in learning experiences related to their clinical training (Kotera et al., 2021).

Table 4. Significant Relationship Between Students' Clinical Learning Environment and Resilience

Variables	r- value	p-value	Interpretation
Preparedness & Resilience	0.51	0.00	Highly Significant
Engagement & Resilience	0.46	0.00	Highly Significant
Interaction Pattern & Resilience	0.54	0.00	Highly Significant

H_{01} *: There was no significant relationship between Clinical Learning Environment and Resilience Among Nursing Students.*

Note: p<0.01 (Highly Significant; p<0.05 (Significant); p>0.05 (Not Significant)

Significant Relationship Between Students' Clinical Learning Environment and Related Learning Experience Performance

Table 5 shows that there is no significant correlation between clinical learning environment and related learning experience performance among nursing students. The clinical learning environment constructs Preparedness (r – values = 0.06, p = 0.24), Engagement (r-value=0.09, p=0.11), and Interaction Pattern (r-value=0.02, p=0.72), and related learning experience performance all indicate very weak positive correlations, none of which are statistically significant as their p-values are greater than 0.05. Therefore, the null hypothesis was not rejected. This implies that factors such as student preparedness, Engagement, and interaction patterns, at least as measured in this study, do not have a notable impact on the students' related learning experience performance. The absence of statistically significant correlations between these variables and RLE performance implies that other factors have a greater impact on how well students perform in clinical settings (Soriano et al., 2020). This is in line with earlier studies that emphasize the significance of elements that influence students' experiences and outcomes, including the clinical learning environment, the teacher-student dynamic, and the general caliber of clinical training. (Mazalova et

al., 2022). The study's findings are significant because they highlight the need for a more thorough comprehension of the variables that affect nursing students' success in clinical settings. Nursing educators and healthcare organizations can create focused interventions to enhance students' readiness, involvement, and overall performance in clinical placements by identifying and addressing these factors. In conclusion, even though the study's variables did not significantly correlate with related learning experience performance, the findings highlight the significance of considering a variety of factors when comprehending the intricate dynamics of clinical learning environments and how they affect nursing students' related learning experience performance.

Table 5. Significant Relationship Between Students Clinical Learning Environment and Related Learning Experience Performance

Variables	r- value	p-value	Interpretation
Preparedness & RLE Performance	0.06	0.24	Not Significant
Engagement & RLE Performance	0.09	0.11	Not Significant
Interaction Pattern & RLE Performance	0.02	0.72	Not Significant

H_{02} : *There was no significant relationship between Clinical Learning Environment and Related Learning Experience Performance Among Nursing Students.*

Note: p<0.01 (Highly Significant; p<0.05 (Significant); p>0.05 (Not Significant)

Significant Relationship Between Students' Resilience and Related Learning Experience Performance

Table 6 shows the results that there is no significant correlation between Resilience and related learning experience performance among nursing students. Based on the correlation coefficient (r-value = 0.06; p-value = 0.24, the p-value is greater than 0.005. Therefore, the null hypothesis was not rejected. Resilience among nursing students does not significantly predict their related learning

experience performance. While Resilience is an important attribute for navigating challenges and setbacks, this data suggests that it may not directly influence related learning experience performance.

The finding shows that there is no relationship between respondents' Resilience and related learning experience performance among nursing students. While Resilience is often regarded as a vital attribute in nursing education, it may not be a determinant of related l earning experience performance among nursing students. For nursing students undergoing clinical rotations, Resilience refers to their ability to cope with problems in the clinical learning environment (France et al., 2019). It has been considered a factor in their academic and professional success (Mayer et al., 2022). However, the current study suggests otherwise. This outcome implies that other factors may play a more significant role in shaping nursing students' performance in their related learning experience performance. This is consistent with recent research that highlights the importance of factors such as the clinical learning environment, teacher-student relationships, and the overall quality of clinical training in shaping students' related learning experiences performance (Alatawi et al., 2021). These findings align with the study from the Philippines, which found that while Resilience was important, there was no significant relationship between resilience and learning outcomes in related learning experience performance (Rivera et al., 2022). This supports the current study results, suggesting that while Resilience is a valuable trait for coping with stress and challenges, it may not directly improve the related learning experience performance. Previous studies have highlighted the importance of Resilience in nursing students, as it helps them cope with the challenges and stressors encountered during their nursing education (Aryuwat et al., 2023; Mayor-Silva et al., 2024). However, it does not imply its relationship with related learning experience performance.

Table 6. Significant Relationship Between Students' Resilience and Related Learning Experience Performance Among Nursing Students

Variables	r- value	p-value	Interpretation
Resilience & RLE Performance	0.06	0.24	Not Significant

H_{03} *: There was no significant relationship between Clinical Learning Environment and Related Learning Experience Performance Among Nursing Students.*

Note: p<0.01 (Highly Significant; p<0.05 (Significant); p>0.05 (Not Significant

CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the problem addressed, the method utilized, and the findings. It then presents the conclusions, recommendations for students and nursing educators, and suggestions for future researchers.

Conclusions

Based on the findings of the study, the following conclusions are made:

1. Most nursing students had a very high perception of the clinical learning environment in regard to Preparedness, Engagement, and Interaction Pattern. This indicates that they have strong positive perceptions, demonstrating high levels of readiness, involvement, and interaction in the clinical learning environment.
2. The majority exhibit a very high level of Resilience, indicating their ability to cope with the demands and stressors in the clinical area. This research highlighted important attributes such as a strong sense of purpose, emotional management skills, adaptability, and problem-solving abilities, which are essential for thriving in challenging situations.
3. Most nursing students have very satisfactory related learning experience performance, suggesting competence and effectiveness in applying their theoretical knowledge into practice in clinical areas.
4. These results emphasize the vital role of a supportive clinical learning environment in enhancing Resilience among nursing students, which is crucial for their ability to navigate the challenges.
5. Despite their very high level in the clinical learning environment, it may not be the sole determinant of nursing students' related learning experience performance.
6. Despite resilience being an important personal attribute for

managing challenges and overcoming setbacks in the clinical area, it does not directly influence nursing students' related learning experience performance. Hence, Resilience alone does not account for highly related learning experience performance, suggesting the presence of other contributing factors.

Recommendations

A researcher made recommendations are made based on the findings of this study.

1. Nursing educators and nursing students could collaborate in continuous evaluation and improve the clinical learning environment to make sure that students feel adequately prepared, engaged, and supported. Strategies such as reflective writing, collaborative problem-solving, and mentorship programs can be employed, alongside maintaining open channels for feedback and communication. This can help identify areas for enhancement and promote a positive learning environment.
2. Nursing educators may develop resilience-building practices or programs aimed at supporting nursing students in acquiring the coping strategies they need to effectively navigate challenges. By focusing on resiliencedevelopment, nursing educators can empower students to thrive in the demanding environment of nursing education.
3. Nursing educators can offer individualized feedback and support to help students further develop their skills and competencies through effective teaching techniques, resource availability, and academic support services. Nursing students may have self-reflection and goal-setting to facilitate continuous improvement and strive for excellence in related learning experience performance.
4. Nursing educators may actively promote collaboration to students for effective communication, and mentorship within clinical learning

environment to cultivate resilience among nursing students. It would also be advantageous for nursing educators to develop programs and resources aimed at enhancing both clinical learning environment and Resilience. Future researchers could focus on further exploring through into how Resilience develops over time in response to changes in the clinical learning environment.

5. Future researchers could conduct research investigating other potential factors influencing related learning experience performance beyond the clinical learning environment. This could involve examining individual student characteristics, teaching methodologies, or the influence of external factors on the clinical learning environment and related learning experience performance.
6. Nursing educators could acknowledge that while Resilience is essential, other factors such as clinical competence, critical thinking skills, and effective communication also contribute to related learning experience performance. Encouraging a holistic approach to student development can better prepare them for the challenges they may face in their nursing education.

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APPENDICES

APPENDIX A. Survey Questionnaire

CLINICAL LEARNING ENVIRONMENT, RESILIENCE, AND RELATED LEARNING EXPERIENCE PERFORMANCE AMONG NURSING STUDENTS

Sellberg, M., Palmgren, P. J., & Riitta Möller. (2021). –A cross-sectional study of clinical learning environments across four undergraduate programs using the undergraduate clinical education environment measure. BMC Medical Education, 21(1). Retrieved on December 6, 2023, at https://tinyurl.com/mt8ssj3m. https://doi.org/10.1186/s12909-021-02687-8

Parizad, N., Soheili, A., Powers, K., Mohebbi, I., Moghbeli, G., & Hosseingolipour, K. (2021). Level of resilience in nurses working at COVID-19 referral centers in Iran. Nursing Forum, 57(3), 344–351. Retrieved on December 6, 2023, at https://tinyurl.com/mv6tsvh6. https://doi.org/10.1111/nuf.12685

Part I: Clinical Learning Environment
Direction: Please check the appropriate box for your answer based on the following:

5- Strongly Agree 4- Agree 3- Neutral 2- Disagree 1-Strongly Disagree

Criteria	**5**	**4**	**3**	**2**	**1**
Preparedness					
I am oriented in rules and regulations in my clinical area.					
I anticipate myself being present in the clinical area.					
I have a Clinical Instructor whom I can rely on.					
I have adequate access to supervision.					
I feel prepared to fulfill my responsibilities in the clinical area.					
I am familiar with the learning objectives of this clinical exposure.					
I have adequate access to learning resources in the clinical area.					

APPENDIX A, Cont'd

There is sufficient physical space for the number of nursing students in the clinical area.					
I know where to seek assistance if I encounter problems in the clinical area.					
I know where to turn if my clinical placement does not correspond to my expectations.					
Engagement					
I have the opportunity to learn alongside other nursing students in the clinical area.					
I have the chance to learn alongside the clinical staff in the clinical area.					
I am warmly welcomed by the staff.					
I feel included in the team of individuals working in the clinical area.					
Communication among those working in the clinical area is good.					
I am able to communicate effectively with patients.					
Everyone is treated equally in the clinical area, regardless of cultural background.					
Everyone is treated equally, regardless of gender.					
I feel welcomed in the staff room/lunchroom in the clinical area.					
My suggestions are welcomed by the clinical staff in the clinical area.					
Interaction Pattern					
I am satisfied in my current clinical area.					
I have a clear understanding of the learning outcomes for my clinical exposure.					
I try to take the initiative to actively participate in tasks within the clinical area.					
I try to provide feedback to my supervisors regarding their supervision methods.					
I have gained valuable experiences in the clinical area.					
I have a clear understanding of the objectives I will undertake in this clinical exposure.					

APPENDIX A, Cont'd

I feel adequately supported by my clinical instructors during clinical exposure.					
I actively engage in reflective practices to enhance my learning in the clinical area.					
I am proactive in seeking additional learning opportunities beyond the minimum requirements in the clinical area.					
I believe that the skills and knowledge gained during clinical exposure are relevant to my future chosen career.					

Part II: Resilience

Direction: Please check the appropriate box for your answer based on the following:

5- True Nearly All the Time 4- Often True 3- Sometimes True
2- Rarely True 1- Not true at all

Criteria	**5**	**4**	**3**	**2**	**1**
I find it easy to maintain a positive outlook during difficult times in clinical exposure.					
I am not easily discouraged by failure.					
I view mistakes as learning experiences rather than failures.					
I have a strong sense of purpose in life.					
I am able to manage my emotions when facing difficulties in the clinical area.					
I seek out feedback and constructive criticism to improve my performance, rather than letting it discourage me.					
I give my best effort in every task, regardless of the circumstances.					
I seek solutions to problems rather than dwelling on them.					
I am adaptable in adjusting to unexpected obstacles in the clinical area.					
Under pressure, I remain focused and think clearly.					

APPENDIX A, Cont'd

Part III. Related Learning Experience Performance

Instructions: Please write your respective YEAR LEVEL and MIDTERM grades in RLE on the space provided. We ensure that all information is kept confidential.

Year Level: _____

Clinical Experience Grade (RLE): _____

(2nd Semester, Midterm A.Y. 2023-2024

APPENDIX B. Sample of the Filled-out Questionnaire

CLINICAL LEARNING ENVIRONMENT, RESILIENCE, AND RELATED LEARNING EXPERIENCE PERFORMANCE AMONG NURSING STUDENTS

Sellberg, M., Palmgren, P. J., & Riitta Möller. (2021). –A cross-sectional study of clinical learning environments across four undergraduate programs using the undergraduate clinical education environment measure. BMC Medical Education, 21(1). Retrieved on December 6, 2023, at https://tinyurl.com/mt8ssj3m. https://doi.org/10.1186/s12909-021-02687-8

Parizad, N., Soheili, A., Powers, K., Mohebbi, I., Moghbeli, G., & Hosseingolipour, K. (2021). Level of resilience in nurses working at COVID-19 referral centers in Iran. Nursing Forum, 57(3), 344–351. Retrieved on December 6, 2023, at https://tinyurl.com/mv6tsvh6. https://doi.org/10.1111/nuf.12685

Part I: Clinical Learning Environment

Direction: Please check the appropriate box for your answer based on the following:

5- Strongly Agree
4- Agree
3- Neutral
2- Disagree
1- Strongly Disagree.

Criteria	5	4	3	2	1
Preparedness	✓				
I am oriented in rules and regulations in my clinical area.	✓				
I anticipate myself being present in the clinical area.	✓				
I have a Clinical Instructor whom I can rely on.	✓				
I have adequate access to supervision.	✓				
I feel prepared to fulfill my responsibilities in the clinical area.	✓				
I am familiar with the learning objectives of this clinical exposure.	✓				
I have adequate access to learning resources in the clinical area.	✓				
There is sufficient physical space for the number of nursing students in the clinical area.	✓				
I know where to seek assistance if I encounter problems in the clinical area.	✓				
I know where to turn if my clinical placement does not correspond to my expectations.	✓				
Engagement					
I have the opportunity to learn alongside other nursing students in the clinical area.	✓				
I have the chance to learn alongside the clinical staff in the clinical area.		✓			
As a student, I am warmly welcomed by the staff.	✓				
I feel included in the team of individuals working in the clinical area.		✓			
Communication among those working in the clinical area is good.		✓			
I am able to communicate effectively with patients.		✓			
Everyone is treated equally in the clinical area, regardless of cultural background.	✓				
Everyone is treated equally, regardless of gender.	✓				
I feel welcomed in the staff room/lunchroom in the clinical area.		✓			
My suggestions are welcomed by the clinical staff in the clinical area.		✓			
Interaction Pattern					
I am satisfied in my current clinical area.			✓		
I have a clear understanding of the learning outcomes for my clinical exposure.		✓			
I try to take the initiative to actively participate in tasks within the clinical area.		✓			

APPENDIX B, Cont'd

Criteria	5	4	3	2	1
I try to provide feedback to my supervisors regarding their supervision methods.		/			
I have gained valuable experiences in the clinical area.	//				
I have a clear understanding of the objectives I will undertake in this clinical exposure.	/				
I feel adequately supported by my clinical instructors during clinical exposure.	/				
I actively engage in reflective practices to enhance my learning in the clinical area.		/			
I am proactive in seeking additional learning opportunities beyond the minimum requirements in the clinical area.		/			
I believe that the skills and knowledge gained during clinical exposure are relevant to my future chosen career.	/				

Part II: Resilience

Direction: Please check the appropriate box for your answer based on the following:

5- True Nearly All the Time
4- Often True
3- Sometimes True
2- Rarely True
1- Not true at all

Criteria	5	4	3	2	1
I find it easy to maintain a positive outlook during difficult times in clinical exposure.		/			
I am not easily discouraged by failure.		/			
I view mistakes as learning experiences rather than failures.	/				
I have a strong sense of purpose in life.		/			
I am able to manage my emotions when facing difficulties in the clinical area.		/			
I seek out feedback and constructive criticism to improve my performance, rather than letting it discourage me.		/			
I give my best effort in every task, regardless of the circumstances.	/				
I seek solutions to problems rather than dwelling on them.		/			
I am adaptable in adjusting to unexpected obstacles in the clinical area.		//			
Under pressure, I remain focused and think clearly.	/				

Part III. Related Learning Experience Performance

Instructions: Please write your respective YEAR LEVEL and MIDTERM grades in RLE on the space provided. We ensure that all information is kept confidential.

Year Level: 3rd Year

Clinical Experience Grade (RLE): 2.0

(2nd Semester, Midterm A.Y. 2023-2024)

APPENDIX C. Sampling Computation

NUMBER OF RESPONDENTS

Year Level	Total Representatives	Percent (%)	Sample
Second Year	257	45%	155
Third Year	165	33%	116
Fourth Year	95	22%	77
Total	N = 517	100%	n = 348

APPENDIX D. Informed Consent Form

RESEARCH INFORMED CONSENT FORM

Title

This study is titled "Clinical Learning Environment, Resilience, and Related Learning Experience among Nursing Students" in partial fulfillment of the requirements for the degree of Bachelor of Science in Nursing.

Researcher

This study is to be conducted by Julie Ashley S. Lesmoras, Fea Cardylle S. Magsayo, Diocille C. Manapsal, Keisha Oudinne C. Mutia and Aia B. Octao who is pursuing the degree of Bachelor of Science in Nursing at Misamis University College of Nursing, with Ms. Rojaida S. Tabanao as the adviser. The researchers can be contacted through this mobile number +639615733626 or email address: Julielesmoras@gmail.com, magsayofea@gmail.com, fmanapsal13@gmail.com , keisha.mutia1216@gmail.com and aiabucooctao@gmail.com.

Purpose of the Research

This study aims to investigate and understand the relationship between clinical learning environment, resilience, and related learning experience performance of nursing students at a Tertiary University in Ozamis City.

Description of the Research

This study is a descriptive-correlational type of research, and the data will be gathered through Undergraduate Clinical Evaluation Environment Measure (UCEEM) and with the use of Connor-Davidson Resilience Scale (CD-RISC) questionnaire.

Potential Benefits

The relationship between the clinical learning environment, resilience, and learning experience performance in nursing students can yield several benefits. A positive clinical learning environment can enhance resilience in students, leading to improved learning experiences and performance. Resilient students are better equipped to handle challenges, adapt to new situations, and persevere through difficulties in the demanding field of nursing. Fostering adaptability in nursing students that allows students to navigate diverse clinical scenarios effectively, positively impacting their overall learning experience. Moreover, enables nursing students to develop effective coping mechanisms which contributes to a more positive and constructive response to challenges encountered during clinical exposure, ultimately influencing their related learning experience performance. This interplay creates a dynamic where positive factors reinforce each other, contributing to improved educational outcomes and preparing students for successful career in nursing.

APPENDIX D, Cont'd

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Confidentiality

During the study, confidentiality will be maintained. Your identity will not be disclosed or published in any form without your explicit consent, unless necessary. The materials containing the raw data collected from you will be disposed of after data processing from April to July.

Publication

The result of this study is eligible for dissemination in any manner intended for public and academic consumption, or for integration into educational curricula to enhance learning and contribute to the advancement of knowledge for future research endeavors.

Participation

Your involvement in this study must be voluntary, and you reserve the right to withdraw if you experience any discomfort during the information gathering process.

_____

_____

Informed Consent

Given the information above, I confirm that the potential harms, benefits, and alternatives have been explained to me. I have read and understood this consent form, and I understand that I am free to withdraw from my involvement in the study any time I deem it to be necessary or to seek clarifications for any unclear steps in the research process.

By participating in this research, I understand that I will be required to provide access to my Grades and Clinical Experience Record book throughout the duration of the study. I affirm that I have been fully informed about the potential risk, benefits, and alternatives associated with this study. Having thoroughly reviewed and comprehended this consent form, I acknowledge that my grades will be used solely for research purposes and will be kept confidential. By choosing below, I willingly agree to participate in the study, demonstrating my voluntary consent to do so.

_____ _____

Printed Name and Signature of the Research Respondent Date

APPENDIX E. Letter of Consent for Access of Grades

MISAMIS UNIVERSITY
Ozamiz City 7200, Philippines
College of Nursing, Midwifery and Radiologic Technology
Tel No. +63 88 521-0367 / Telefax No. +63 88 521-2917
E-mail Address: mu@mu.edu.ph

CERTIFIED: ISO 9001:2015 Quality Management System – DNV
ACCREDITED: Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA)
GRANTED: AUTONOMOUS STATUS by the Commission on Higher Education (CHED)

MISAMIS UNIVERSITY
Ozamiz City
College of Nursing, Midwifery and Radiologic Technology

RESEARCH INFORMED CONSENT FORM

Title: Request for Permission to Access Student Midterm Grades from Clinical Instructors and Students Clinical Experience Record Book for Pilot Testing, extending until the duration of the study.

May 6, 2024

JESUS G. OCAPAN JR., PhD, RN
Dean, College of Nursing, Midwifery and Radiology Technology
Misamis University

BSN LEVEL COORDINATORS
College of Nursing, Midwifery and Radiology Technology
Misamis University

Dear Level Coordinators,
Sheila Mae L. Manlegro, MAN, RN, LPT
Anna Grace A. Zacal, MAN, RN, LPT
Susan Ng-Santos, MAN, RN

Good day!

We, the Third Year Nursing Students of Misamis University, are writing to request permission to access the grades of Second Year to Fourth Year Students enrolled in Bachelor of Science in Nursing S.Y. 2023-2024 for our study entitled "CLINICAL LEARNING ENVIRONMENT, RESILIENCE, AND RELATED LEARNING EXPERIENCE PERFORMANCE AMONG NURSING STUDENTS". This research aims to explore the correlation between the clinical learning environment, resilience, and learning experience performance of nursing students.

APPENDIX E, Cont'd

We plan to conduct this study in Ozamiz City, Philippines, between April and May 2024. Specifically, we seek to collect data from Clinical Instructors and Clinical Experience Record Books of students, which contain pertinent information such as grades, evaluations, and instructor feedback.

Please note that participation in this study is voluntary, and all student identities will be kept strictly confidential. Furthermore, any data obtained will be used exclusively for research purposes and will be securely stored in compliance with data protection regulations.

Thank you for considering our request. Your cooperation is greatly appreciated.

Sincerely yours,

por

JULIE ASHLEY H. LESMORAS

KEISHA OUDINNE C. MUTIA

FEA CARDYLLE S. MAGSAYO

por **AIA B. OCTAO**

DIOCILLE C. MANAPSAL
Researchers

Noted by:

ROJAIDA S. TABANAO, MAN, RN
Research Adviser

Approved by:

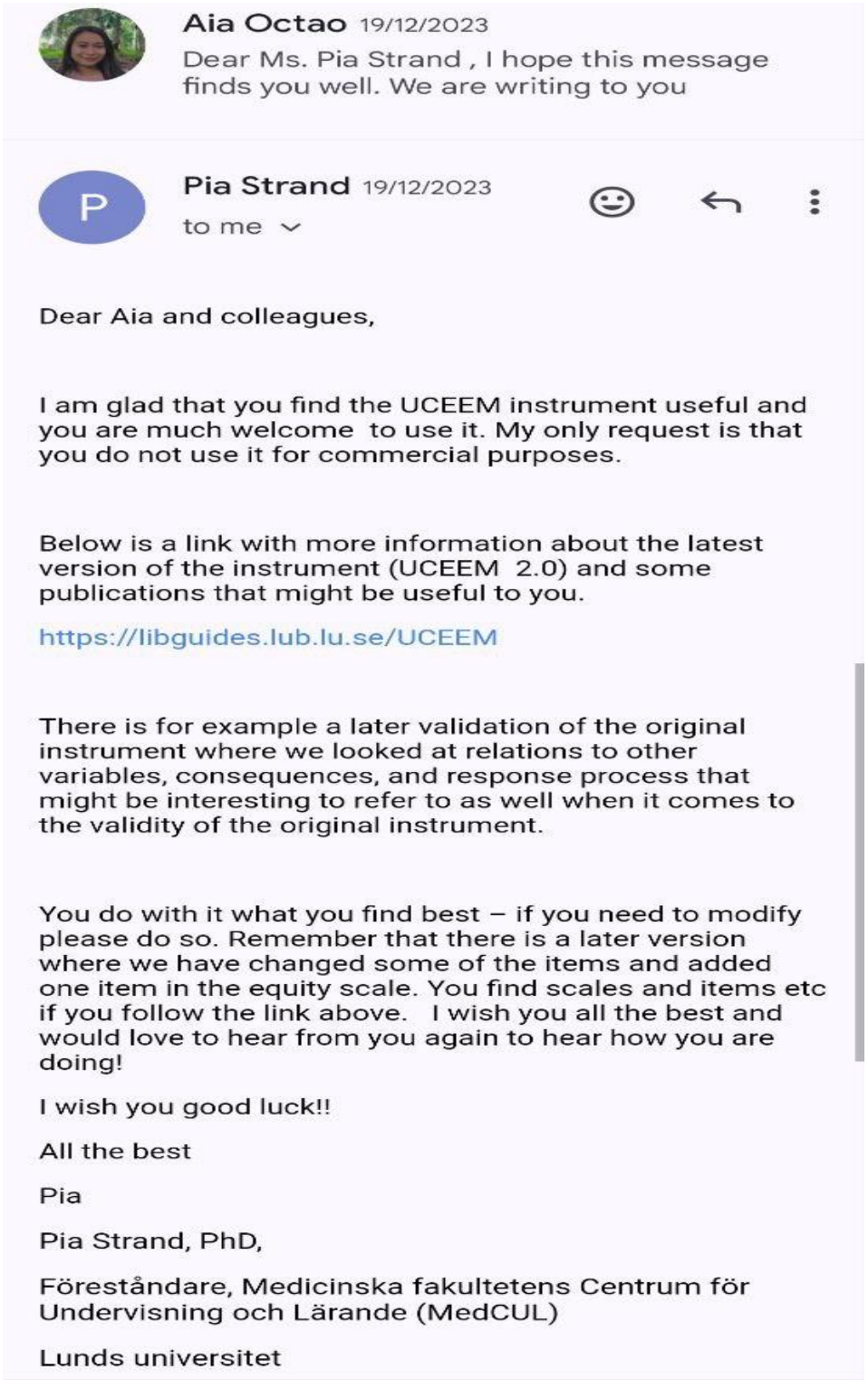
SHEILA MAE L. MANLEGRO, MAN, RN, LPT
BSN Level 2 Coordinator

ANNA GRACE A. ZACAL, MAN, RN, LPT
BSN Level 3 Coordinator

SUSAN NG-SANTOS, MAN, RN
BSN Level 3 Coordinator

DR. JESUS G. OCAPAN JR., PhD, RN
College Dean

APPENDIX F. Letter of Consent to the Authors



Aia Octao 19/12/2023

Dear Ms. Pia Strand , I hope this message finds you well. We are writing to you

Pia Strand 19/12/2023

to me

Dear Aia and colleagues,

I am glad that you find the UCEEM instrument useful and you are much welcome to use it. My only request is that you do not use it for commercial purposes.

Below is a link with more information about the latest version of the instrument (UCEEM 2.0) and some publications that might be useful to you.

https://libguides.lub.lu.se/UCEEM

There is for example a later validation of the original instrument where we looked at relations to other variables, consequences, and response process that might be interesting to refer to as well when it comes to the validity of the original instrument.

You do with it what you find best – if you need to modify please do so. Remember that there is a later version where we have changed some of the items and added one item in the equity scale. You find scales and items etc if you follow the link above. I wish you all the best and would love to hear from you again to hear how you are doing!

I wish you good luck!!

All the best

Pia

Pia Strand, PhD,

Föreståndare, Medicinska fakultetens Centrum för Undervisning och Lärande (MedCUL)

Lunds universitet

APPENDIX F, Cont'd

Aia Octao <aiabucooctao@gmail.c... Sat, Dec 23, 2023, 5:18 PM

to jonathan.davidson

Dear Mr. Jonathan Davidson,

I hope this message finds you well. We are writing to you regarding the Connor-Davidson Resilience Scale (CD-RISC). We are Nursing students from Philippines and we came across your tool and believe that it would be an excellent addition to our research.

We are currently conducting a research study on the relationship between clinical learning environment, resilience and related learning experience performance among nursing students. After careful consideration, we believe that your questionnaire would greatly benefit our research study.

We would like to request your permission to utilize and, if necessary, modify the questionnaire for our research. I assure you that proper attribution will be given to your original work, and any modifications will be done with utmost respect to the integrity of the questionnaire. Your contribution to the field has been invaluable, and I believe that incorporating your questionnaire will significantly enhance the depth of my research.

If you grant us permission, please let me know if there are any specific conditions or requirements you would like us to adhere to. Thank you for considering our request. We eagerly await your response and look forward to the possibility of collaborating with you on this research study.

Best regards,
AIA B. OCTAO
DIOCILLE C. MANAPSAL
FEA CARDYLLE S. MAGSAYO
JULIE ASHLEY H. LESMORAS
KEISHA OUDINNE C. MUTIA

APPENDIX G. Approved Letter of Consent

MISAMIS UNIVERSITY
Ozamiz City 7200, Philippines
College of Nursing, Midwifery and Radiologic Technology
Tel No. +63 88 521-0367 / Telefax No. +63 88 521-2917
E-mail Address: mu@mu.edu.ph

CERTIFIED: ISO 9001:2015 Quality Management System – DNV
ACCREDITED: Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA)
GRANTED: AUTONOMOUS STATUS by the Commission on Higher Education (CHED)

May 16, 2024

JESUS G. OCAPAN, JR., PhD, RN
Dean, College of Nursing, Midwifery and Radiology Technology
Misamis University

Dear Dr. Ocapan:

Good day!

The undersigned are 3rd year students of Misamis University, Ozamiz City taking up Bachelor of Science in Nursing and are currently working on research study entitled "CLINICAL LEARNING ENVIRONMENT, RESILIENCE, AND RELATED LEARNING EXPERIENCE PERFORMANCE AMONG NURSING STUDENTS'. This study aims to discover the relationship between the clinical learning environment, resilience, and related learning experience performance of nursing students. With this, we would like to ask approval from your good office to allow us to conduct the study. It will be conducted in one of the tertiary universities in Ozamiz City, Philippines from April to May 2024.
Rest assured that all information derived herein will be treated with utmost confidentiality. Thank you very much and God Bless.

Sincerely yours,

JULIE ASHLEY H. LESMORAS

FEA CAROLLE S. MAGSAYO

DIOCILLE C. MANAPSAL

KEISHA OUDINNE C. MUTIA

AIA B. OCTAO
Researchers

Noted by:

ROJAIDA S. TABANAO, MAN, RN
Research Adviser

Approved by:

JESUS G. OCAPAN, JR., PhD, RN
College Dean

APPENDIX H. Statistical Computations

Descriptive Statistics: 1A. STUDENT PREP, 1B.STUDENT ENGAG, 1C. INTERACTION , 2. RESILIENCE

Variable	Mean	StDev
1A. STUDENT PREPAREDNESS	4.4313	0.4844
1B.STUDENT ENGAGEMENT	4.3776	0.5495
1C. INTERACTION PATTERN	4.4868	0.4627
2. RESILIENCE	4.2086	0.5710

Descriptive Statistics: Q1, Q2, Q3, Q4, Q5, Q6, Q7, Q8, Q9, Q10

Variable	Mean	StDev
Q1	4.0833	0.7827
Q2	3.7644	0.9553
Q3	4.3707	0.7727
Q4	4.2557	0.8726
Q5	4.1695	0.8334
Q6	4.3017	0.7617
Q7	4.4741	0.6764
Q8	4.2931	0.7518
Q9	4.2874	0.7307
Q10	4.0862	0.8613

5/29/2024 8:02:52 AM

```
Welcome to Minitab, press F1 for help.
Retrieving project from file: 'C:\Users\Staff\Desktop\NURSING STAT
2024\Minitab-OCTAO.MPJ'
```

Tally for Discrete Variables: RLE-CODE

RLE-CODE	Count	Percent
1	16	4.60
2	139	39.94
3	168	48.28
4	25	7.18
N=	348	

Descriptive Statistics: RLE GRADES

Variable	Mean
RLE GRADES	1.9179

Correlation: 1A. STUDENT PREP, 1B.STUDENT ENGAG, 1C. INTERACTION , 2. RESILIENCE

	1A. STUDENT PREP	1B.STUDENT ENGAG	1C. INTERACTION	
1B.STUDENT ENGAG	0.694			
	0.000			
1C. INTERACTION	0.654	0.753		
	0.000	0.000		
2. RESILIENCE	0.514	0.458	0.536	
	0.000	0.000	0.000	

Cell Contents: Pearson correlation
P-Value

APPENDIX H, Cont'd

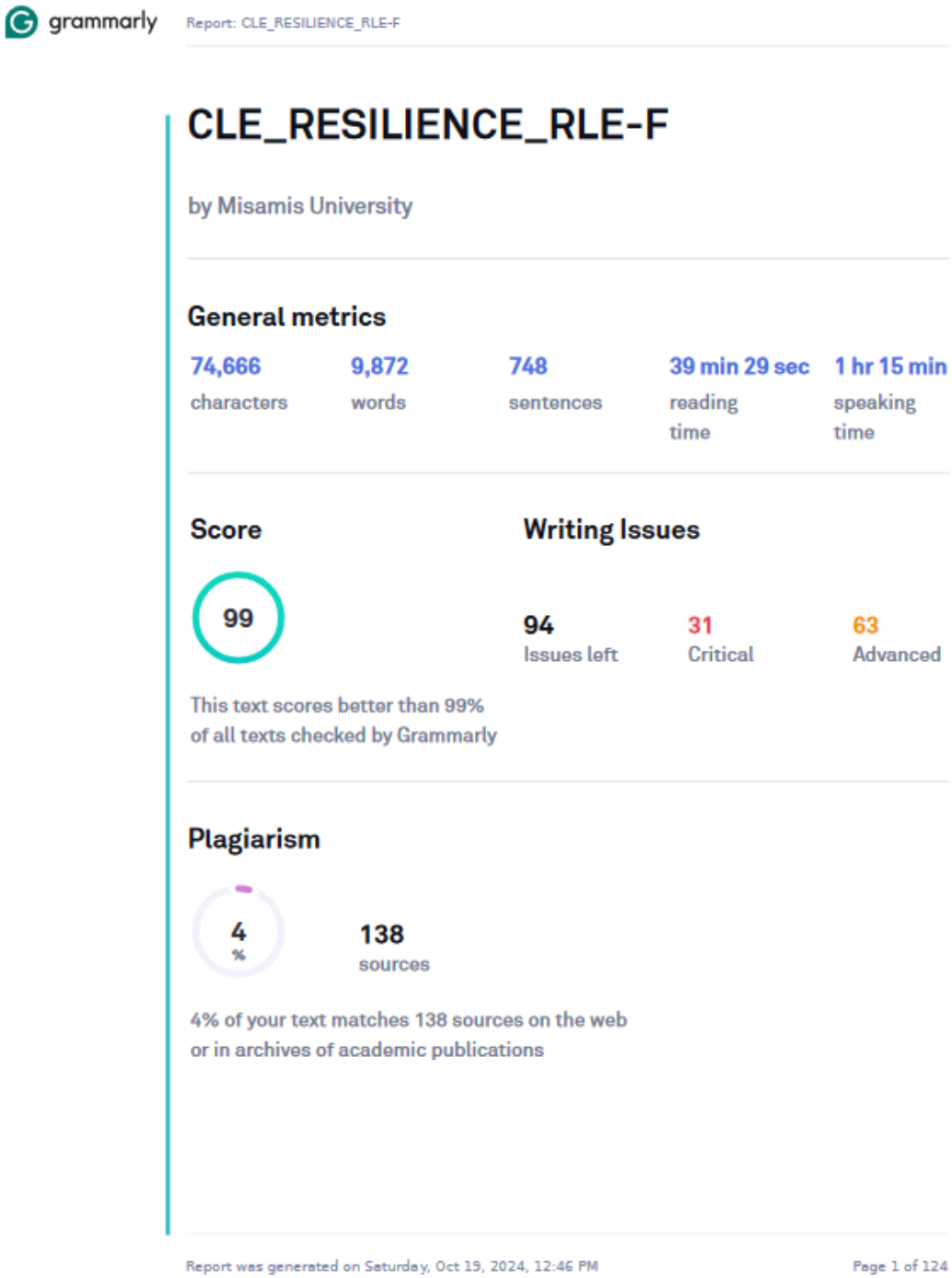
Correlation: 1A. STUDENT PREP, 1B.STUDENT ENGAG, 1C. INTERACTION , RLE GRADES

	1A. STUDENT PREP	1B.STUDENT ENGAG	1C. INTERACTION
1B.STUDENT ENGAG	0.694		
	0.000		
1C. INTERACTION	0.654	0.753	
	0.000	0.000	
RLE GRADES	-0.063	0.087	0.020
	0.243	0.107	0.716

Cell Contents: Pearson correlation
P-Value

APPENDIX I. Documentations

APPENDIX J. Grammarly Report and Turnitin Results



grammarly Report: CLE_RESILIENCE_RLE-F

CLE_RESILIENCE_RLE-F

by Misamis University

General metrics

74,666	9,872	748	39 min 29 sec	1 hr 15 min
characters	words	sentences	reading time	speaking time

Score

99

This text scores better than 99% of all texts checked by Grammarly

Writing Issues

94	31	63
Issues left	Critical	Advanced

Plagiarism

4 %

138 sources

4% of your text matches 138 sources on the web or in archives of academic publications

Report was generated on Saturday, Oct 19, 2024, 12:46 PM

Page 1 of 124

APPENDIX J, Cont'd

turnitin **Similarity Report ID:** oid:28447:67444916

PAPER NAME
AIA B. OCTAO.docx

WORD COUNT **9149 Words**	CHARACTER COUNT **57717 Characters**
PAGE COUNT **43 Pages**	FILE SIZE **108.4KB**
SUBMISSION DATE **Sep 24, 2024 10:35 AM GMT+8**	REPORT DATE **Sep 24, 2024 10:37 AM GMT+8**

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CURRICULUM VITAE

PERSONAL DATA

Name	:	Julie Ashley H. Lesmoras
Date of Birth	:	July 01, 2002
Place of Birth	:	Ozamiz City Misamis Occidental
Home Address	:	P-1 Balintawak, Ozamiz City Misamis Occidental
Gender	:	Male
Civil Status	:	Single
Contact No	:	09562951765
Email	:	Julielesmoras@gmail.com

EDUCATIONAL BACKGROUND

Elementary	:	Balintawak Elementary School Balintawak, Ozamis City Misamis Occidental 2009-2015
Secondary	:	Pulot National High School Pulot, Ozamis City, Misamis Occidental 2015-2019
Senior High School	:	Lasalle University H.T. Feliciano St., Aguada, Ozamiz City 2019-2021
College	:	Misamis University H.T. Feliciano St., Aguada, Ozamiz City, Misamis Occidental 2021- present

CURRICULUM VITAE

PERSONAL DATA

Name	:	Fea Cardylle S. Magsayo
Date of Birth	:	September 21, 2002
Place of Birth	:	Misamis Occidental Provincial Hospital
Home Address	:	P-1 Western Poblacion Lopez Jaena, Misamis Occidental
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Civil Status	:	Single
Contact No	:	09319946674
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EDUCATIONAL BACKGROUND

Elementary	:	Lopez Jaena Central Elementary School Lopez Jaena, Misamis Occidental 2009-2015
Secondary	:	Misamis Occidental National High School Oroquieta City, Misamis Occidental 2015-2019
Senior High School	:	Misamis University H.T. Feliciano St., Aguada, Ozamiz City 2019-2021
College	:	Misamis University H.T. Feliciano St., Aguada, Ozamiz City, Misamis Occidental 2021- present

CURRICULUM VITAE

PERSONAL DATA

Name : Diocille C. Manapsal

Date of Birth : April 01, 1984

Place of Birth : Maranding Lala,
Lanao Del Norte

Home Address : Baybay Triunfo,
Ozamiz City

Gender : Female

Civil Status : Single

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Email : fmanapsal13@gmail.com

EDUCATIONAL BACKGROUND

Elementary : Ozamiz City Central School
General Vicente Ostia Avenue, Ozamiz City,
Misamis Occidental
1991- 1996

Secondary : Ozamiz City National High School
Don A Bernad Avenue, Ozamiz City,
Misamis Occidental
1997- 2001

College : Misamis University
H.T. Feliciano St., Aguada, Ozamiz City,
Misamis Occidental
2021- present

CURRICULUM VITAE

PERSONAL DATA

Name	:	Keisha Oudinne C. Mutia
Date of Birth	:	December 16, 2003
Place of Birth	:	Ozamiz City, Misamis Occidental
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Gender	:	Female
Civil Status	:	Single
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EDUCATIONAL BACKGROUND

Elementary	:	Oro Christian Grace School Macasandig, Cagayan de Oro City 2009-2015
Secondary	:	Firm Foundation Christian Academy Bitoon Circumferential Road, Aguada, Ozamiz City, Misamis Occidental 2015-2019
Senior High School	:	Firm Foundation Christian Academy Bitoon Circumferential Road, Aguada, Ozamiz City, Misamis Occidental 2019-2021
College	:	Misamis University H.T. Feliciano St., Aguada, Ozamiz City, Misamis Occidental 2021- present

CURRICULUM VITAE

PERSONAL DATA

Name	:	Aia B. Octao
Date of Birth	:	July 13, 2003
Place of Birth	:	Sominot, Zamboanga del Sur
Home Address	:	Purok Mahogany, Sominot, Zamboanga del Sur
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Civil Status	:	Single
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EDUCATIONAL BACKGROUND

Elementary	:	Sto Nino Elementary School Sto. Nino, Sominot, Zamboanga del Sur 2009-2015
Secondary	:	Sominot National High School Sominot, Zamboanga del Sur 2015-2019
Senior High School	:	Misamis University H.T. Feliciano St., Aguada, Ozamiz City 2019-2021
College	:	Misamis University H.T. Feliciano St., Aguada, Ozamiz City, Misamis Occidental 2021- present