



RESEARCH ARTICLE

KNOWLEDGE, SELF-PERCEPTION, AND LEARNING CHALLENGES TOWARDS PATIENT CARE OF LEVEL II NURSING STUDENTS IN A PRIVATE UNIVERSITY IN CEBU CITY

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ABSTRACT

The research identifies the students' challenges in their learning process and how these challenges impact their patient care practices. Results showed that the respondents' knowledge is not influenced by their perception and the challenges they face in online learning. It is seen that the student's knowledge based on their grades does not affect their perception of providing patient care. Therefore, there is no significant relationship between the students' knowledge and their perception of providing patient care. This research sheds light on the gaps in nursing education and highlights the need for a more holistic approach to nursing education that goes beyond knowledge acquisition. The study's conclusions showed no correlation between nursing students' perceptions of their knowledge gaps and their difficulties in learning about patient care. Despite being proven to be unrelated, several of the three variables have been shown to be significant. The research provides recommendations for nursing students, educators, and institutions on addressing these challenges and improving the quality of nursing education to prepare students for their future roles as healthcare providers. Ultimately, this research aims to contribute to the development of competent nursing professionals who can provide quality care to their patients.

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INTRODUCTION

Students place a high value on their grades, believing that achieving a high grade will lead to success, a better job, and skill development. College grades are a good reflection of your academic ability, while you may believe that your grades do not reflect your skills, the data may show otherwise. Although you may assume you are more capable, your cumulative GPA may indicate how a student performs (Boardman, Lawrence, & Polacsek, 2019). There have been many different points of view on grades and how they influence a student's performance in school and in life. A large portion of the curriculum has been converted to an online version (Celo-Delariarte, & Rosana, 2019) and as the educational system transitions, many learners struggle to keep up with their studies because of the pandemic and even before it; some were experiencing difficulties studying through online classes, which has a substantial impact on their grades. As Artino & Jones (2012) stated, online students who can regulate self-learning are skilled enough to establish a productive work environment and were seeing positively their beliefs about their capabilities, factors that affect learning, and value of learning. However, students cannot be always self-regulated for different tasks, as online learning increases the need for autonomy and self-discipline as cited in Hensley et al. (2022).

As experienced and observed by the researchers, the pandemic is not the only barrier; there is also the internet, financial position, and personal issues that make their studies difficult. Many of these learning opportunities have been disrupted, particularly those involving large groups or in-person connections with peers and patients. Regarding today, to offer safe and high-quality ethical care, nurses must now have knowledge and understanding of professional values as standards thus, imploring how important education is on student nurses given that nurses' perspective on professional values has an impact on decision-making and patient care. This is where our study comes in handy. The purpose of this research is to learn more about students, with a concentration on nursing students, to better understand how their issues, affect their learning, how these challenges affect their grades, and how their grades affect their skills and capacities to deliver care. This study utilized the grade as the bases for their knowledge and the perception of their nursing skills as assessed on the fundamentals of nursing. Given that difficulties were a necessary but often inevitable aspect of the learning process. This appears to be especially true for complicated conceptual learning. Challenges in the learning process were especially difficult to detect and respond to in educational settings, where teachers were unable to provide nuanced and

personalized feedback and support to help students overcome their difficulties due to growing class sizes and increased use of digital technologies (Berhe, & Gebretensaye, 2021). In an academic setting, the students' perceptions about their abilities to perform at a high level are frequently cited as a major element in academic success. The core premise was that students who have a positive self-perception of their academic ability would do better in the long run on accomplishment indicators such as grades and tests (Susperreguy et al., 2017). This was backed by King's Theory of Goal Attainment, which claims that establishing relationship with the right knowledge is crucial for students to reflect on their learning environment objectively, as it goes with setting goals, and then taking actions to achieve those goals. With these notions in hand, researchers intend to investigate the implications of academic self-perception in school-related variables and how online learning influences students' self-perceptions of their capacity to provide patient care in the given circumstances considering the capability and competency of the researchers to conduct the study. Challenges in appraising the technicalities and depth of knowledge regarding the scope of the topic with the allowances of theories and reputable sources collected. As nursing students, the standing point of knowing the problem was enable the researchers to gather data on the ground to support the research. In view of this, learners can obtain suitable and efficient coping skills that they can employ to adjust to change as to how this study allows appraisals from the institution in learning ways to produce quality education.

Despite the extensive literature exploring the factors affecting the quality of patient care provided by nurses, there is a lack of studies that specifically investigate the relationship between novice nurses' knowledge, self-perception, and learning challenges towards patient care. Although it is widely acknowledged that level II student nurses face a steep learning curve when they enter the workforce, there is limited research on the specific challenges they encounter in developing the necessary competencies to provide high-quality patient care. Moreover, there is a paucity of research that investigates the role of level II nursing students' self-perception and its impact on their learning experiences and the quality of patient care they deliver. While some studies have explored the link between self-perception and nursing performance, these studies have mostly focused on experienced nurses, leaving a research gap in our understanding of the relationship between novice nurses' self-perception and their ability to provide effective patient care. Therefore, this research aims to address this gap by exploring the knowledge, self-perception, and learning challenges of novice nurses towards patient care. By addressing these research questions, this study will contribute to a better understanding of the factors that influence novice nurses' ability to provide high-quality patient care and inform the development of targeted interventions to support their learning and development. This study has important implications and values for nursing education, particularly in supporting the learning and development of level 2 nurses. It highlights the knowledge gaps of level 2 nurses in providing high-quality patient care and can be used to inform the development of targeted educational interventions aimed at addressing these knowledge gaps. Additionally, the study findings highlight the importance of self-perception in shaping the learning experiences of level 2 nurses. Finally, the study findings shed light on the learning challenges that level 2

nurses face in developing the competencies necessary to provide high-quality patient care. By addressing the knowledge gaps, self-perception, and learning challenges of level 2 nurses, nursing education programs can ensure that nurses have the competencies necessary to provide high-quality patient care and contribute to improved patient outcomes. In terms of competence in conducting the study, the authors have acquired foundational knowledge and skills that enabled them to conduct the study. The researchers learned the basics of research methods and statistics, such as quantitative and qualitative research, study design, data collection, and analysis. Additionally, the researchers have received training in patient-centered care, communication, and critical thinking skills. Additionally, the researchers have the advantage of being in close proximity to the target population for the study, allowing them to easily access and recruit level 2 nurses to participate in the study. Additionally, the researchers draw on their personal experience as a nursing student to understand the learning challenges and self-perception of novice nurses towards patient care.

Research Design: This study utilized a descriptive quantitative correlational design. Quantitative methods involve the processes of collecting, analyzing, interpreting, and writing the results of a study (Creswell, 2003). Descriptive research was a purposive process of gathering, analyzing, classifying, and tabulating data about prevailing conditions, practices, processes, trends, and cause-effect relationships and then making adequate and an accurate interpretation of data with or without or sometimes minimal aid of statistical methods (Calderon, 2006). The researchers distributed a Google form quantitative questionnaire on their grades in Fundamentals of Nursing and Health Assessment was given to each respondent from the Level 2 nursing students- the responses to the questionnaire would be evaluated, and statistical measures would be obtained and analyzed during correlative measures to assess the level of knowledge and self-perception of Southwestern University- PHINMA level 2 nursing students (Calderon, 2006). As a result, the data obtained rated the performance of Southwestern University- PHINMA second-year nursing students towards patient care and their learning challenges.

Research Environment: The qualified respondent of the study was second-year nursing students who had already taken and received the grades of Fundamentals of Nursing and Health Assessment. The study took place at Southwestern University PHINMA, located at Urgello Street, Cebu City, Cebu, Philippines. Researchers also utilized Google Forms in gathering the respondent's answered questionnaires, surveys, and test since it has easy access to gather information from the participants. Southwestern University PHINMA has 1064 nursing student enrollees in the school year 2022-2023. The school helps its students in becoming the best version of themselves and be globally competitive professionals that can contribute to the world. For safety and mechanism for organizing and confirming appointments, the school's premises and google form served as the valuable area for obtaining data of the second-year nursing students.

Research Respondents: The participants of this study are nursing students who were second-year level and are now enrolled in Southwestern University PHINMA.

Currently, there are 1064 second-year nursing students. The participants in the given sample size should prove to fit the profile for this study. The researchers have laid out criteria that need to be followed for a participant to be appropriate enough to participate in the study. In particular, the data collected from researchers on experiences of selected study subjects such as Fundamentals of Nursing and Health Assessment. Lecture and Related Learning Experience. With the guarantee that no other questions, not related to the topic, would ask nor demanded. With, students who have not the taken Fundamentals of Nursing and Health Assessment Lecture and Related Learning Experience have been excluded from the study.

The researchers used stratified random sampling with a n of 3 to reach the respondent. Stratified sampling is a type of non-probability sampling technique. This means that not all members of the population were randomly selected, and not all members of the population were equally likely to be selected as part of the sample group. Krejcie & Morgan (1970) have produced a table for determining sample size. They did this in response to an article called "Small Sample Techniques" issued by the research division of the National Education Association. In this article a formula was provided for the purpose, but, according to Krejcie & Morgan, an easy reference table had not been provided. 285 students were selected as a sample from 1064 second-year nursing students in Southwestern University PHINMA according to the Krejcie and Morgan table. The table was applicable to any population of a defined (finite) size. The sample size 285 was determined to be the quota as 1100 was the closest population size for the 1064 second-year nursing students as the researchers based on the population size in the predetermined table.

Research Instrument: This study utilized the use of a survey questionnaire that is based on a related study and literature. The study involved second year nursing students from Southwestern University PHINMA, and the data has been collected via google form which was accessible and easy to utilize due to the current online learning setup. It was composed of four parts- the very first component of the questionnaire evaluated their demographic data, which includes their age, gender, and socioeconomic status. The second component involved the students of their "General Weighted Average" or GWA in every course studied that was relevant to this research to assess the participants' knowledge, mainly on Fundamentals of Nursing (Lecture), Fundamentals of Nursing (Related Learning Experience), Health Assessment (Lecture), and Health Assessment (Related Learning Experience), respectively. Lastly, the third part of the questionnaire compasses 48 questions categorized into nine different parts: Nursing Assessment, and Diagnosis, Vital Signs, Planning, Implementing, and Evaluating Nursing Care, Infection Control, Skin Integrity and Wound Care, Medication Therapy, Promoting Mobility, Hygiene, and Urinary elimination, respectively, which assessed the students' "Self-perception on Their Capability to Provide Patient Care" presented in a five-point Likert scale format ranging with responses from 1-5 being 1 is far below standards, 2 is below standards, 3 meets standards, 4 is above standards and 5 is far above standards. The following scale of means helped the researchers interpret the students' general knowledge and self-perception in providing patient care. Lastly, the fourth component determined the Challenges Student Nurses Face in Online

Learning in terms of: Self-Regulation, Technological literacy and competency, Student isolation, Technological sufficiency, Technological complexity, learning resource, and Learning environment challenges. In preparation for this larger investigation, a pilot study was done as a "minor survey" to test research methodologies, data collection instruments, sample recruitment strategies, and other factors. It was used to evaluate the tools' validity. The researchers used a Google form questionnaire kind of descriptive research approach to collect data for the pilot study from the 20 % of the main sample size in level 2 nursing students, which allowed them to collect information without the respondents having any difficulty answering the questions in this current learning setup. This interpretation method was performed by computing the average or mean. This study utilized a statistician which assessed the reliability by comparing the amount of shared variance, or covariance, between the items that make up the instrument and the overall variance.

The Cronbach's alpha result of reliability in each category is: Nursing Assessment, and Diagnosis (.969), Vital Signs (.952), Planning, Implementing, and Evaluating Nursing Care (.977); Infection Control (.888); Skin Integrity and Wound Care (.980); Medication Therapy (.969); Promoting Mobility (.949); Hygiene (.961); and the last was Urinary Elimination (.989). For the challenges faced in online learning: Self-regulation challenges (SRC) (.828), Technological literacy and competency challenges (TLCC) (.948), Student isolation challenges (SIC) (.915), Technological sufficiency challenges (TSC) (.889), Technological complexity challenges (TCC) (.931), Learning resource challenges (LRC) (.897), and lastly, the Learning environment challenges (LEC) (.934). The overall result which is .928 indicates that the self-perception of students corresponds to their capability in providing patient care. Contrarily, lower results imply that self-perception has a low impact on providing patient care. Hence, the higher confidence in the student nurse in themselves, the more confident they are in providing patient care. The following parametric scores and interpretation were used for the knowledge and self-perception of the second-year nursing students at Southwestern University PHINMA. To evaluate if observed differences are statistically significant, the following statistical tests were utilized. The confidence interval's range was specified by the following equation: from 1.00 to 1.80 represents (far below standards), from 1.81 until 2.60 represents (below standards), 2.61 until 3.40 represents (meets standards to some extent), from 3.41 until 4.20 represents (meets standards), and from 4.21 until 5.00 represents (far above standards). Deviation indicated that data points are above or below the mean, respectively. This provided five alternative responses to a statement that was given, which allowed respondents to indicate their level agreement or sentiment about the topic or statement on a negative-to-positive scale. For "Challenges of the Student Nurses Faced in Online Learning," this section contained checklists of statements and collections of challenges categories where respondents chose 1 to 3 and rank them with 1 as the greatest reason and 3 as the least. A rating scale can be used to gather data on these quantitative aspects. The data extraction checklist's goal gave reviewers a reference to the types of important data that can be collected from primary aspects. The checklist compasses 37 statements categorized into seven different parts: Self-regulation challenges (SRC), Technological literacy and

competency challenges (TLCC), Student isolation challenges (SIC), Technological sufficiency challenges (TSC), Technological complexity challenges (TCC), Learning resource challenges (LRC), and lastly, the Learning environment challenges (LEC).

Research Procedures: To form the foundation for the study, the following were the preliminary steps that the researchers followed. First, the researchers discussed several study topics before deciding on which one to focus on. For approval, the researcher submitted the topic to the subject adviser. Once the topic was approved, the researchers created a thesis statement, afterwards, the researchers submitted it to the research adviser for approval. Following the approval of the topic and thesis statement, the researchers generated and validated the questionnaire. Once it was complete, the researchers passed it for approval. Following that, the researchers crafted the rationale, significance of the study, and statement of the problem, and the researchers submitted it for approval. The researchers created a permission letter with the adviser's approval and then requested permission from the school principal of Southwestern University PHINMA using a letter to conduct the study questionnaire for the second-year nursing students with allotted time to complete the questionnaire.

For the preparatory phase, the researchers formally wrote a letter to the College Dean of Southwestern University PHINMA for the faculty profile and individual workload which determined the respondents included in the study. A request letter was prepared by the researchers to this effect, after which they delivered by the researcher for approval. But, due to the current health crisis brought by COVID 19 pandemic, the researchers were not allowed to go to school and opted to send this formal letter via the dean's official email address. Upon having the request granted, a letter of request with attached informed consent have been sent to the instructor and students. The researchers used online Google Forms and disseminated it to the 2nd year nursing students and allowed them to answer the questions, then the researchers collected. All the responses of the respondents were tabulated, analyzed, and interpreted appropriately. The data are presented in tables and verbal descriptions. The results helped the researchers conclude and understand more about the study. The interpretation of the study was based on the gathered data. Each respondent from the Level 2 nursing students was asked to fill out a quantitative questionnaire about their grades in the Fundamentals of Nursing and Health Assessment and then sign A Non-Disclosure Agreement (NDA) that established the legal framework for preventing the theft or sharing of ideas and information with competitors or third parties. An online survey was done due to its advantage of self-administered, cheap, and very low probability errors. Filling out a questionnaire on Google form is a straightforward process that gave the researchers direct access to data collection. The procedure of collecting, measuring, and evaluating correct insights for a study using established approved procedures is known as data collection. Based on the evidence gathered, the researchers assessed the hypotheses.

RESULTS AND DISCUSSION

The age bracket of these respondents fell under 17-20 years old and above, with 99 being males and 186 being females.

Most of the respondents belong to the range of 5,000-10,000 socioeconomic status, which may be due to unequal resource access, problems with privilege, power, and control, and other factors. The data shows that most of the respondents are in the range of 5,000-10,000, with 101 respondents in the range of 5,000-10,000, 66 in the range of 11,000-20,000, 81 in the range of 21,000-50,000, 24 in the range of 51,000-80,000, 11 in the range of 81,000-100,000. The lowest respondents comprise 2 students in the range of 101,000 and above. The Fundamentals of Nursing (Lecture) grades had a maximum frequency of 132 and a percentage of 46.32, meaning that the students had good grades. A very good grade was given by a frequency of 104 and the percentage of 36.49, while the students were ranked third with a frequency of 28 and a percentage of 9.82, they received fair grades. For the Health Assessment (Related Learning Experience), the highest frequency was 160 and a percentage of 56.14, which indicated a very good grade. The students received a fair mark in third rank with a frequency of 15 and a percentage of 5.26. The students received an excellent mark in fourth place with a frequency of 13 and 4.56%. According to Tumala, Almazan, Alabdulaziz, Felemban, Alsolami, Alquwez, Alshammari, Tork, & Cruz, (2019), assessments are critical to patient safety because lack of nursing assessments can pose a patient safety risk. Higher levels of nursing assessment and diagnosis would increase nurses' capability to monitor the changes in patient's health and contribute to an achievable short-term and long-term goal.

The most important details in this text are that students have a wider understanding of the concept of vital signs, and that they are more and often assigned tasks to measure vital signs during clinical rotation. The first rank that yields the highest score is for measuring body temperature, which has a mean score of 4.20 and a standard deviation of 0.855. The second rank is for measuring oxygen saturation, which has a mean score of 4.04 and a standard deviation of 0.907. The third rank is for assessing radial and apical pulses, which has a mean score of 3.99 and a standard deviation of 0.866. The fourth rank is for assessing respirations, which has a mean score of 3.98 and a standard deviation of 0.890. The fifth rank is for measuring blood pressure, which has a mean score of 3.87 and a standard deviation of 0.882. The factor mean of all the mean scores is 4.01 and the factor mean of all the standard deviations is 0.795. The most important details in this text are that the nursing students' perception regarding Planning, Implementing, and Evaluating Nursing Care meets the standard. According to Gray, & Bunte, (2021), planning is used for the development of goals and outcomes, as well as a plan of care designed to assist the patient in resolving the diagnosed problems and achieving the identified goals and desired outcomes. Implementation is an actualization or carrying out of the plan of care through nursing intervention, and evaluation is determination of the patient's responses to the nursing interventions and the extent to which the outcomes have been achieved. Hand washing with a mean score of 4.18 and a standard deviation of 0.910 could be extrapolated that the students' mastery of the most fundamental infection control is in this area. The most important details in this text are the results of a cross-sectional study conducted by Oh, 2021. The study found that nursing students who successfully completed an infection control education program had improved attitudes about infection control measures. The factor mean of all mean scores is 3.56 and a standard deviation of 0.845.

Self-perception of student nurses and their awareness of skin integrity and wound healing is above the standards. According to Kuan (2020), injury causing wounds is a frequent event and inadequate or inappropriate treatment of injuries can threaten individual health. Students can provide skin integrity and wound care to wounded patients, and their self-awareness and perception aid them in doing a better job at providing care. Administering oral medication has a mean score of 3.95 and a standard deviation of 0.922, while administering injections has a mean score of 3.81 and a standard deviation of 0.943. Administering medications by intravenous fluid containers has a mean score of 3.56 and a standard deviation of 0.924, while administering medications by intermittent infusion and ophthalmic medications sets a mean score of 3.06 and a standard deviation of 0.968.

Administering nasal instillations has a mean score of 2.99 and a standard deviation of 0.944, while administering vaginal medications has a mean score of 2.96 and a standard deviation of 0.9. Experts estimate that 50% of patients in the United States of America are not taking their medication the way it should. Proper medical management has many benefits for both the patient and the health and social care staff and organizations, including reducing medication management and providing targeted care and achieving the best outcome for patients. According to Memarian, Vanaki, & Baraz,(2020), nurses perceive they have an active role in the promotion of physical activity and consider it as important and part of their professional role. It is proven that students have a wider idea in the concept of promoting mobility as they have acquired an above standard level. Additionally, increasing physical activity and improving function and mobility are possible even for the frailest person and are essential to health and quality of life. Nurses must be prepared to support patients in enhancing physical activity and mobility. Nurses can assess beliefs and understanding about exercise and provide education. They can also design and lead exercise and restorative programs in many settings and teach others best practices in physical activity.

Oral hygiene has a mean score of 3.70 and a standard deviation of 1.006. How to make an occupied bed, has a mean score of 3.59 and a standard deviation of 1.043. Nail and foot care, has a mean score of 3.54 and a standard deviation of 0.994. The need of monitoring and maintaining hygiene knowledge among nurses was established in this study. Abd Rahim & Ibrahim (2022) state that individual characteristics such as behavior and psychological determinants (knowledge, attitude, intentions, beliefs, and perceptions) may provide additional information on hygiene performance. Hygiene knowledge has been identified as a critical factor in improving compliance rates. Lack of awareness has been identified as a self-reported factor and barrier that may impact hygiene and flow compliance. Studies regarding the status of hygiene knowledge, perception, and performance among nursing students were first required. In conclusion, it is demonstrated that students have a broader understanding of hygiene. It is the responsibility of the health care professional to balance the proper amount of grooming. Applying a sheath/condom drainage device has a mean score of 2.63 and a standard deviation of 1.066 which produces the highest mean score and indicates the area that the pupils have mastered. Self-perception regarding the capability in urination has a factor mean of 2.61 and 1.028 which suggests that the participant is meeting the standard level of self-perception

regarding the capability in urination. The study conducted by Mazzo et al. (2015) showed that students were more confident in carrying out measures related to communication, consent, preparation of the material, patient and professional and after catheter removal than in the objective assessment of urinary retention. These results corroborate the studies of several authors, which point out the difficulties of the objective assessment of urinary retention and problem factors related to trauma to catheter insertion for delayed urinary catheterization as the main difficulties presented by the professionals. This text discusses the incorporation of scientific evidence into clinical practice and the use of existing and little disseminated technological resources, such as the portable ultrasound of the bladder. Urinary catheterization is one of the most common procedures of nursing care in urinary retention, and when performed improperly or because it is an invasive intervention, it can lead to complications such as UTI, urethral trauma, pain, and wrong urinary path. Nurses need to assist with healthy elimination patterns to ensure patients are having regular soft bowel movements and adequate urination, and to identify abnormal patterns such as flatulence, constipation, diarrhea, incontinence, fecal impaction, hemorrhoids, and polyuria, anuria, and other abnormalities.

The data shows that students often lack the ability to control their own thoughts, emotions, and actions during online classes. The highest mean score is 2.91 with an SD of 1.098, which means that students lack the ability to control their own thoughts, emotions, and actions during online classes. The lowest mean score is 2.56 with an SD of 1.014, which indicates that students delay tasks related to their studies, so they are either not fully completed by their deadline or had to be rushed to be completed. The data about the challenges faced in Online Learning by the Students in Technological Literacy and Competency Challenges (TLCC) shows that the highest mean score is 2.64 with an SD of 1.100, which students are distracted by an overly complex technology. The results of a survey conducted by Jamshidi, Molazem Z, Sharif, Torabizadeh, & Najafi, Kalyani, (2019) showed that students have poor understanding of directions and expectations during online learning. The lowest mean score is 2.18 with an SD of 1.050 which students lack knowledge and training in the use of technology. Additionally, the factor mean has a total of mean score 2.34 and SD of 0.866 which interprets slightly as a challenge to students. The highest mean score is 3.44 with an SD of 1.239 which students feel uncomfortable being the center of attention during online classes. The lowest mean score is 2.90 with an SD of 1.118 which students feel emotionally disconnected or isolated during online classes. The most important details in this text are that students often feel uncomfortable being the center of attention during online classes, and that some students are not used to working alone or being in isolation. Additionally, students that belong to the age bracket of 17-20 and above experience social anxiety and tend to feel less confident with a large group of people. Additionally, students experience inequalities about access to and use of technologies during online classes due to their socioeconomic, physical, and psychological condition, an outdated technology, lack of Internet access, low bandwidth and slow processing speeds, and low bandwidth and slow processing speeds. The overall factor mean is 2.50 and SD 0.858, which imply that the Challenges faced in Online Learning by Students in Technological sufficiency challenges

(TSC) are slightly a challenge to students. The duration of online learning depends on the accessibility of the internet and the cost of internet packages. The highest mean score is 2.99 and SD is 1.120, which means that students experience difficulties when using longer videos for learning. I am distracted by the complexity of the technology during online classes rank second with a mean score of 2.72 and SD 1.086, and the lowest mean score is 2.57 and SD 1.024. The data imply that the challenges faced in Online Learning by the Students in Technological complexity challenges (TCC) by the respondents are sometimes. In certain subjects, students recorded and took videos of themselves such as return demonstrations as part of their class activities. However, the students can move past that and solve these issues because they only find it somewhat challenging. The most important idea is that students from lower socioeconomic strata often face financial challenges when accessing learning resources and technology, such as online distractions, limited access to textbooks, and insufficient access to learning library resources. Online learning is moderately challenging due to distractions, limited resources, lack of motivation, and lack of laboratory resources. Challenges include work environment, self-motivation, and finances. Data rejects null hypothesis. Socioeconomic status influences the level of knowledge and related learning experience of nursing fundamentals and related learning experience.

Women's engagement in online discussions and e-learning is closely correlated with how comfortable they are using computers. Young adults from low-SES backgrounds are at a higher risk of accruing student loan debt burdens. A recent study found that socioeconomic status has a significant impact on students' academic level of self-perception. This validates Tinto's theory that academic achievement could be accounted for by socioeconomic status. Socioeconomic background has an impact on students' academic level of self-perception in distance learning, with those from lower socioeconomic backgrounds having better access to digital technology and more commonly possessing the abilities needed to use it. This study aimed to advance knowledge of socioeconomic aspects and mechanisms connected to various stages in the usage of distant learning. Most responses were unfavorable due to the cost of data and access to internet networks. Students raised alarm about the impact gap in their nursing education on their ability to practice. Infection Control, Skin Integrity and Wound Care, Medication Therapy, Promoting Mobility, and Hygiene are Not Significant, except for Proper Urinary Elimination. Grades and self-perception are not significant, and there is no prevailing relationship between adult achievement and grades.

CONCLUSION

The findings of the study confirmed there is no significant relationship between the knowledge, perception, and learning challenges toward patient care among nursing students. Although it is found to have no significant relationship, some of the three variables have been found to be significant. First is the Fundamentals in Nursing both Lecture and Related Learning Experience are significantly related to socioeconomic status. Next is Skin Integrity and Wound Care is found to be significantly related to age. The third significant relationship is between socioeconomic status and perception. Although it is found to have no significant relationship in every factor under

the category of perception, it yields an overall significant relationship. Lastly, is the four courses namely, Fundamentals of Nursing (Lecture), Fundamentals of Nursing (Related Learning Experience), Health Assessment (Lecture), and Health Assessment (Related Learning Experience), gain a significant relationship in Proper Urinary Elimination. Therefore, the knowledge based on grades of the level II nursing students at Southwestern University PHINMA is not affected by their perception and the challenges they faced in online learning. The study encourages the school to have an enhancement plan and for the other researchers to see the significance between the knowledge, perception, and challenges faced by the students.

Recommendations

Based on the findings, the following were recommended by the researchers, first is the future researchers are recommended to conduct further studies on the following areas particularly in (a) effect of socioeconomic to the performance of the students (b) level of understanding towards different subject areas (c) perception and Competency of students towards subject areas. (d) effects of perception on the knowledge of the students. Second, it is recommended to determine the significant differences between the variable of the study. Lastly, Adopt an enhancement plan.

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