The Influence of Personal Characteristics of Preceptor on Professional Grooming of Nursing Students

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ABSTRACT

Background: *Professional grooming and professional development are important for growth not just positive image but also respect in the place of work.* **Objectives:** *The objective of the study was to check the influence of personal characteristics of preceptor on professional grooming of nursing students.* **Materials and methods:** *A cross-sectional, descriptive, qualitative, correlational study design was used to check the relationship between preceptor characteristics and professional grooming of nursing students. The study was carried out in 117 students of under graduation from LSN, the University of Lahore. Convenient sampling technique was used for data collection. Inventory of Learning Environment (CLEI=19), preceptorship relationship scale, self-esteem scale, assessment of clinical professional competence questionnaire and registered nurse 'readiness' for work questionnaire were used in this study after informed consent.* **Results:** *The results of the study was positive significant relationship was found between personal characteristics of preceptor and professional grooming of student nurses which was checked by Pearson correlational test on SPSS version 23. The responses of significant values of preceptor personal characteristics and professional grooming were 1 and 0.616 and significant values were p>0.000. Above values showed the positive significant relationship between variables.* **Conclusion:** *Preceptor knowledge based on theoretical and practical, and personal characteristics of the preceptor was proved important components in this study. Most of the students, who participated in this research, have perceived the positive significant relationship between preceptor characteristics and professional grooming which enhanced the self-esteem, nursing professional behavior/competence and readiness for work related to the clinical learning environment. Moreover, according to the results of the study, efforts should be involved by stakeholders to develop the relationship between preceptor and students for the production of competent nurses in the future.*

Keywords: Personal characteristics, Professional grooming, Self-esteem, Nursing professional behavior, Readiness to work as a registered nurse, Communication skills

INTRODUCTION

Professional grooming and professional development are most important for growth not just positive image but also respect in the place of work [1-4]. Professional development and appearance are important for all professional workers. Professional grooming entails not only for individuals to positive kind of behavior but also includes speaking, dressing and looking. If someone has no professional grooming may lead to poor image and may inhibit your chance of getting a good impression and positive feedback from your colleagues and directors [5].

Professional grooming is also most important in the development of professional standards and the delivery of quality care. It also influences the appearance of patient care as well as the public image of nursing [6]. Grooming process of professional nurses should be originated at the student stage and these students should recognize the expected tasks and responsibility while they are preceptors. The qualities of an excellent teacher as personal qualities, effective teaching technique, and interpersonal communication are related to enhance self-esteem, clinical competence or clinical behavior and support to work as a clinical nurse. So preceptor role effectiveness is an important component in the successful alteration of newly licensed registered nurses to clinical nursing practice [7].

Preceptor role is essential in teaching and complex job for developing skills, as well as in guiding, training, role modeling, counseling, assessing, motivating, and supporting growth for professional competence and development,

especially for new graduate nurses who have no previous experience working as registered nurses. For this purpose, preceptor has faced many challenges, including balancing their responsibilities, competent, creative, good listener, encourage, approachable, fair dealing with student's various issues and keep their knowledge current. Clinical training and communication skills have the main contributors to improve the role of preceptor. Preceptors should also be consistent in their ability and should have good communicator with students who perceived as unsafe or incompetent [8].

Preceptor serves as the right source person for students. They have a responsibility to clearly communicate the rationale behind their decisions and actions. So, these decisions become helpful for nursing students to learn and perform as professionals. Good preceptor communicates their understanding by an explanation of difficult problems or concepts and encourages students to feel free to ask questions. However, preceptor communication skills are the most important feature in a student's perception of teachers. These skills should include responsiveness towards students, develop skills, thoughtful manners, manage anxiety, enhance self-esteem, enthusiasm for teaching, respect and had the opportunity to build confidence in students [9].

Self-esteem is an important personality feature for healthcare professionals including nursing. A self-esteem is a measurement tool about self-confidence, self-worthiness, and self-acceptance. So that, nurse preceptor should not only improve the students' skills and knowledge but should also try to enhance self-esteem by using effective teaching methods, allowing for students' feedback, positive attitude, respect and also trying to improve clinical competency [10].

Clinical competence and professional behavior are defined as the ability to solve difficult problems by using knowledge, attitude and practical clinical skills. Nursing students should have adequate knowledge about their professional qualifications when graduating and also their attitudes should be positive towards the clinical competence in order to be effective in their clinical performance. Educational planning and curriculum development of nursing, employing new clinical training methods, and clinical evaluation by concern departments and so that they are able to show a more positive attitude towards students' performance and competence in clinical settings. Furthermore, it can be used by nursing students to enhance professional behavior and competence in clinical setting and performance [11].

According to the student's perspective, professional values have influence decision making and caring behavior for the patients. Similarly, instructors can influence on professional standards in the students' performance by evaluating the role of nursing students in the clinical setting. Most of the students do not have adequate knowledge about the importance and significance of components related to clinical duties. Such values as respecting human, privacy, disclosure of patients, support and care with high quality that all are related to patient care are worthy for the students and nurses perspective [7].

Professional attitude and clinical competence in clinical environments are very important for practical implications. Effective professional behavior is a relatively common problem among nurses and might be related to the working environment. So, a professional nurse should have the ability to maintain a positive behavior, respect the opinions of others, welcome constructive criticism and solve problems, good communication skills, cultural competence, ethical and legal standards of practice, knowledge about patient's rights, team leader and should also have capacity to accept change as a mean of professional growth. Professional behavior is important to work as registered nurses for new graduate nursing students in the clinical environment [7].

Preceptor personal characteristics like effective communication skills are most significant for the development of professional grooming in nursing students. Therefore good student preceptor relationship helps to develop confidence in nursing skills, accountable, improve quality of clinical practice, ability to manage workload, good clinical behavior and evaluate the impact of health care delivery. In this stage, the role of the preceptor is very important for professional role development of the new graduate nurses and managing the formal aspects of preceptorship [12]. So, there is a need to develop a relationship between preceptor personal characteristics on professional grooming which helps the graduated nursing student to become a registered nurse through effective communication skills, self-esteem, and clinical competence.

Problem Statement

Professional grooming is most important for the development of professional appearance and the delivery of quality care. Like other professions, professional grooming is also very important for nursing students which may help to develop a good image and positive attitude. A low professional image is a relatively common issue among nurses

and might be related to their clinical condition and clinical environment, because, nurses do not take part in clinical training programs and workshops due to a shortage of time. This might be the reason for the lack of professional development and professional appearance among nurses. Moreover, the common problem of nursing students in the clinical environment is poor communication skills, low self-esteem, ineffective clinical competence and clinical behavior [5]. Among the factors that affect professional development in nursing students, the role of the nursing preceptor is very important. However, a study was conducted to address the preceptor characteristics of new graduate nurses in the context of a preceptorship program is very poor [9]. Preceptor weakness in professional knowledge and practical skill might be a major hurdle, which is significant in front of nursing students to become qualified professional nurses. So, there is a need of establishing and developing educational courses and training workshops for the improvement of clinical knowledge and skills, effective communication skills in nursing preceptors, which might be helpful to develop professional skills and professional behavior in nursing students. That's why it is important to check the personal characteristics of preceptor on professional grooming in nursing students.

Significance of the Study

The study defines factors that can be effective and more significant to the nurses who strengthen and consolidate their professional improvement and appearance. Various factors like social, political, cultural, scientific, and technological factors which may obstruct the professional development of nurses and their professional behaviors [13].

The findings of the study will give awareness to the policymakers of health care institutions to formulate strategies that foster personal characteristics of preceptor for enhancing professional grooming of the nursing students, which is based on the organize workshops to discuss the improvement of the preceptor personal characteristics and how it can help the nursing students to work at clinical as a professional nurse.

The findings of the study will provide information to the researcher about the influence of personal characteristics of preceptors on professional grooming of the nursing students. So the knowledge of professional improvement and development will help nurses to become professionals.

The results of the study will also help the study participants to improve clinical competence and will work to improve the self-worthiness and professional behavior of the nursing students.

Purpose of the Study

The purpose of the study is to check the influence of personal characteristics of preceptor on professional grooming of nursing students of LSN, University of Lahore.

Research Hypothesis

- H_1: There is a relationship between personal characteristics of preceptor on professional grooming in nursing students

- H_0: There is no relationship between personal characteristics of preceptor on professional in nursing students

Literature Review

Preceptor role is essential in teaching and for the development of the new skills in nursing students like guiding, evaluating, assessing, counseling, role modeling and problem-solving because new graduate nursing students have no experience of working in a clinical setting and professional competence. A study was conducted on the role and responsibilities of preceptor towards nursing students. The results of the study indicated that high scores for the preceptor role as protector were obtained. Which have received the highest score value (x ¼ 3.81). The mean score of other roles of the preceptor as an educator (x ¼ 3.76), role model (x ¼ 3.48), the facilitator (x ¼ 3.75), and evaluator (x ¼ 3.21) was rated respectively. So that effectiveness of the role of the preceptor is an important element in the success of graduate nursing students in their clinical practice [14].

Self-esteem is an important feature which is used as a tool to assess the self-worthiness, self-acceptance, and self-confidence. Clinical nursing preceptors require good personal characteristics to promote clinical behavior as well as nursing competence, knowledge, clinical expertise and personality. A study was conducted on the relationship between self-esteem, self-efficacy, anxiety, empathy, communication skill and clinical competency of nursing students. The results of the study indicated that a significant relationship was found between general communication skills and self-

esteem (F=37.010, p<0.001). However, the most powerful predictor was communication skill (ββ=0.384, p<0.001) and self-esteem (ββ=0.283, p<0.001). These values showed a significant relationship between communication skills and self-esteem among nursing students. For the enhancement of clinical competency in nursing students, it is essential to develop and utilize a program that helps to develop communication skills and self-esteem [11].

Clinical competence in the clinical environment is very important for practical implications of nursing skills especially in the nursing students like preceptor teaching abilities, personality traits, relationship and skills impact on nursing professional behavior and competence. Similarly, a study was directed on preceptor-student relation, clinical effective behavior and competent skills of nursing students in a teaching hospital. The results of the study revealed the following relationship with students (3.51, 0.88), teaching abilities (2.70, 0.81), evaluation (3.39, 0.93), nursing competencies (3.39, 0.93), personal traits (2.80) and teaching ability (2.70, 0.81) on student's professional behavior. A good relationship with students, effective evaluation, constructive criticism, and suggestions are important characteristics of a preceptor. These are important for the development of nursing professional skills in nursing students in the clinical setting [15].

Nursing students graduate with the statement that they were ready to begin practice as a registered nurse in the clinical setting. Another study showed the impact of the clinical learning environment on nursing students. The findings of the study showed that effective learning activities (mean=3.19, SD=0.719), traditional preceptorship activities (mean=3.14, SD=0.848), professional nurse (mean=3.40, SD=0.765) have a significant impact on nursing students to work as a professional nurse. Furthermore, the sense of safety in nursing students developed when preceptor has effective communication skills and a good relationship with nursing students in the area of practice [16].

Nursing professional development and value depend on preceptor behavior, communication skills, and professional skills. A study was conducted on evaluating theory and practice on professional development, value, and identity in nursing students. The study was held in nurses of hospital setting and data was collected through group discussion. So, the results of the study showed that theory and practice are closely related to each other. Majority of the students have given suggestions for the improvement of clinical skills and professional behavior for the development of the nursing profession. Moreover, to enhance the ability to work for the identification of the nursing profession, there is a core need to have a good relationship with preceptor and nursing students [17].

MATERIALS AND METHODS

Research Design

The quantitative, correlational, cross-sectional study design was used to check the influence of personal characteristics of the preceptor (communication skills, interactions with others and preceptor-student relationship) on professional grooming (self-esteem, professional behaviors/competencies and readiness for work as a registered nurse) in nursing students.

Research Setting

The study was conducted in Lahore School of Nursing, University of Lahore.

Duration of the Study

The study was done in 3 months from February 2019 to April 2019.

Study Population

The study population for this research was students of 4-year Bachelor of Science in Nursing (BSN) and 2-year Bachelor of Science in Nursing (post RN) from Lahore School of Nursing, University of Lahore.

Sampling Technique

Convenient sampling technique was used, which is a non-probability sampling method.

Sampling Size

The sample size was find out by using the formula of Slovin, as follows [18]:

n=Sample size, N=Population size, e=Margin of error

n=117

N=166

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

$n=166/1+166(0.05)^2$

$n=166/1+166(0.0025)$

$n=166/1+0.415$

$n=166/1.415$

n=117

Inclusion Criteria

- The study subject was those who were willing to participate and present at the time of data collection
- Students from 4-year Bachelor of Science in Nursing and 2-year bachelor of science in Nursing (Post RN) participated in the study
- Students between the age group 18-40 years

Exclusive Criteria

- Students who were not present and not willing to participate
- Students from the master of nursing in science
- Students above the age of 40 years

Research Instrument

The data collection instrument was used for personal characteristics of preceptor which consists of several reported scales including an inventory of learning environment (CLEI=19), preceptorship relationship scale and stages of the relationship between students and preceptor [1,2]. This scale, composed of 32 items, investigated the communication skills in undergraduate nursing students and included 3 aspects: preceptor general and communication skill, perception interactions with others and preceptor-students relationship (interactions with me). Self-esteem scale was used to measure the student's perception regarding self-esteem. This scale composed of 10 items [3]. For measurement of nursing professional behaviors/competencies, 16 items scale of the assessment of the clinical professional competence questionnaire was used [4]. The last instrument was used on registered nurse 'readiness' for work questionnaire which consists of 15 items to assess the feeling about working as a registered nurse position. These aspects were measured by 5-point Likert scale which consists of choices from strongly disagree to strongly agree. The instrument also had an initial part with the characterization of subjects and included socio-demographic, academic and clinical characteristics.

Data Collection

Data were collected in the classrooms between March 2019 and April of 2019. The instrument was handed out to students, after a previous authorization from principle, and then collected, along with informed consent form properly signed. Then, participants were asked to fill socio-demographic questions and after that questionnaire related to preceptor personal characteristics and professional grooming, nurses self-concept and clinical performance questionnaire. So, this data served as baseline information for the data collection procedure.

Data Analysis

Data were analyzed by using IBM SPSS statistics version 23. Data related to socio-demographic variables were analyzed in frequency and percentage procedure by using pie charts. Data related to personal characteristics of preceptor and professional grooming of the nursing students were analyzed by using Pearson's correlation test.

Ethical Considerations

The guidelines and principles set by the ethical committee of the University of Lahore were followed while conducting the research and the rights of participants in the research.

RESULTS

Overall 117 nursing students participated in the study. This chapter consists of 4 sections. Section 1 represented the socio-demographic characteristics of the participants. Which were represented in the terms of frequency, percentage and pie charts. Section 2 was about normality test of the instrument and Section 3 consist of reliability and validity of the research instrument, which was checked by Cronbach's alpha test and KMO and Bartlett's test to check the instrument consistency and sampling adequacy individually. Moreover, Section 4 discussed the relationship of independent and dependent variables and subcategories of independent variables and subcategories of dependent variables by coefficient correlation statistical test with significant of the results

Section 1

Section 1 represents the socio-demographic characteristics of nursing students. Demographic characteristics include the gender, age group, type of nursing program, size of the institution and duty hours. The data was represented in terms of frequency and percentage.

Table 1 showed the socio-demographic characteristics of the participants. About 12 (10.3%) of the study participants were male and 105 (89.7%) were female. Most of the students 66 (56.4%) were in the age group of 26-30 years and 20 (17.1%) were in 31-35 years of age. Others 19 (16.2%) were in the age group of 20-25 years and the remaining 12 (10.3%) were in the age group of 36-40 years. Similarly, many students 73 (62.4%) were in nursing diploma and 29 (24.8%) were from 2-year BSN degree. Only 15 (12.8%) were from baccalaureate in science in nursing degree. About 78 (66.7%) were from small (300-500) size of institution, 26 (22.2%) were medium (600-1000) size and 13 (11.1%) were from large (over 1000) size of institution. Most of the students 81 (69.2%) were at 6 hours of duty and 18 (15.4%) were at 12 hours of duty. Remaining 14 (12%) were at 8 hours of duty and 4 (3.4%) were at 10 hours of duty.

Table 1 Socio-demographic data

S/N	Variables	Category	Number of Respondents	Percent
1	Gender	Male	12	10.30%
		Female	105	89.70%
2	Age	1.20-25.00	19	16.20%
		2.26-30.00	66	56.40%
		3.31-35.00	20	17.10%
		4.36-40.00	12	10.30%
3	Type of Nursing Program	Baccalaureate in Science in Nursing	15	12.80%
		Nursing Diploma	73	62.40%
		2-year BSN Degree	29	24.80%
		Master in Nursing	0	0.00%
4	Size of Institution	Small (300-500)	78	66.70%
		Medium (600-1000)	26	22.20%
		Large (over 1000)	13	11.10%
5	Duty Hours	1.6 Hours	81	69.20%
		2.8 Hours	14	12%
		3.10 Hours	4	3.40%
		4.12 Hours	18	15.40%

Section 2

Table 2 demonstrated the reliability scales used for the measure of internal consistency of the research instrument. If the Cronbach alpha value is above 0.7, which showed that research instrument items are reliable for research [19]. So, the questions on personal characteristics (preceptor general communication skills, preceptor interaction with others and student preceptor relationship) of preceptor's Cronbach alpha values were 0.84, 0.88, 0.90 respectively. The values were above 0.7 which means that the instrument was reliable. Similarly, Cronbach alpha values of professional grooming instruments (self-esteem, professional competence, readiness to work as registered) were 0.89, 0.85, 0.83 respectively. Which showed that the results of the study were clear and comparable.

Table 2 Cronbach alpha values of research instrument for reliability

Variables	Number of Items	Cronbach's Alpha Value
Personal Characteristics of Preceptor		
Preceptor general communication skills	8	0.84
Preceptor interaction with others	7	0.88
Student preceptor relationship	17	0.90
Professional Grooming		
Self-esteem	9	0.89
Professional competence	16	0.85
Readiness to work as a registered nurse	15	0.83

Section 3

Table 3 showed the sampling adequacy of the research sample, which was checked by KMO and Bartlett's test. KMO normal value is 0.8-1 which indicated that the sample was adequate [20]. So, that KMO values of personal characteristics of preceptor were 0.849, 0.878 and 0.867 respectively, and the values of professional grooming were 0.848, 0.856 and 0.867. Which were above 0.8 so that the sample was adequate for data collection and also showed that results were clear and according to the participants perspective.

Table 3 KMO and Bartlett's test for sampling adequacy

S/N	Variables	KMO	Approx. Chi-square	Df	Sig.
	Personal Characteristics of Preceptor				
1	Preceptor general communication skills	0.849	1257.828	215	0.000
2	Preceptor interaction with others	0.878	1305.873	218	0.001
3	Student preceptor relationship	0.811	232.71	220	0.003
	Professional Grooming				
1	Self-esteem	0.848	153.743	219	0.000
2	Professional competence	0.856	168.458	213	0.000
3	Readiness to work as registered nurse	0.867	145.536	212	0.002

Section 4

Table 4 showed a correlation between the preceptor general characteristics and self-esteem, nursing professional behavior and readiness to work as a registered nurse in the nursing students. The findings of the above table represented that strength of variables (0.348, 0.224 and 0.354) respectively and $p > 0.005$. Which showed the positive significant relationship between the above-mentioned variables.

Table 4 Coefficient correlation between preceptor general characteristics and self-esteem, nursing professional behavior and student's readiness to work

N=117	R	p-value
Correlation between preceptor personal characteristics and student's self-esteem	0.348	0.000
Correlation between preceptor personal characteristics and nursing professional behavior	0.224	0.000
Correlation between preceptor personal characteristics and student's readiness for work	0.354	0.001
Correlation is significant at 0.005 level (2-tailed)		

Table 5 represented the linear relationship strength and parametric values between variables which were mentioned in the table. The findings of the table showed the R-values of variables (0.313, 0.324 and 0.358) and p-values were (0.001, 0.004 and 0.001) respectively. So, there was a positive significant relationship between the variables.

Table 5 Coefficient correlation between preceptor interaction with others and self-esteem, nursing professional behavior and student's readiness to work

N=117	R	p-values
Correlation between preceptor interaction with other and student's self-esteem	0.313	0.001
Correlation between preceptor interaction with other and nursing professional behavior	0.324	0.004
Correlation between preceptor interaction with other and student's readiness for work	0.358	0.001
Correlation is significant at 0.005 level (2-tailed)		

Table 6 showed a correlation between preceptor-student relationship and student's self-esteem, nursing professional behavior and student's readiness to work. The findings of the table represented the linear relationship between variables because the p-value was >0.005, which showed the positive relationship between the variables.

Table 6 Coefficient correlation between preceptor-student relationship and self-esteem, nursing professional behavior and student's readiness to work

N=117	r	p-value
Correlation between preceptor-student relationship and student's self-esteem.	0.318	0.002
Correlation between preceptor-student relationship and nursing professional behavior.	0.327	0.003
Correlation between preceptor-student relationship and student's readiness for work.	0.368	0.004

Table 7 showed a positive significant relationship between preceptor personal characteristics and professional grooming in nursing students. The responses of Pearson correlation of preceptor personal characteristics and professional grooming 1 and 0.616 and significant values were >0.000. So, the null hypothesis was rejected and the alternative hypothesis was accepted. Personal characteristics of the preceptor like general communication skills, interaction with others and student preceptor relationship have influenced the professional grooming like self-esteem, professional behavior and competence and readiness to work as a registered nurse of nursing students. Clinical education, workshops, and educational sessions might be helpful to enhance clinical skills, competence and clinical behavior of the preceptor. Which were also helpful to develop professional grooming of the study participants.

Table 7 Coefficient correlation between preceptor personal characteristics (general communication skills, attraction with others and preceptor-student relationship) and professional grooming (self-esteem, nursing professional behavior and student's readiness to work)

Variables	Pearson correlation	Sig
Preceptor personal characteristics	1.000	0.000
Professional grooming	0.616	0.000

DISCUSSION

The descriptive, correlational study find outs the positive influence of preceptor personal characteristics on professional grooming in 117 undergraduate nursing students in LSN, the University of Lahore. The results of this study also indicated that there is a significant influence of preceptor communication skills, interaction with others and preceptor-student relationship on self-esteem, professional behavior and competence and readiness to work in nursing students. Similarly, a study was conducted on the relationship between preceptor characteristics and students outcomes. The findings of the study were preceptor personality characteristics of directness, carefulness and emotional strength which was significantly related to new graduate nurses reported greater revenue determined, job dissatisfaction and role conflict and job responsibilities [21].

In my research perspective, there was a significant relationship between preceptor general characteristics and self-esteem, nursing professional behavior and student's readiness to work in nursing students. A study was conducted which revealed the relationship between instructor characteristics and students perception. The general quality of the clinical mentors from the student perspective was 6.69 ± 1.95 in relation to student-teacher ratio. The results of the study showed the relationship between the preceptor and clinical competence of the nursing students. So, effective clinical instructor behavior will be helpful to enhance clinical competence in nursing students [22].

Additionally, a study showed the preceptor role and positive attitude in a clinical setting. Nurse educator or nurse preceptor have provided help in a clinical setting in problem-solving, decision making and constructive criticism, which help the nursing students to work in a clinical setting effectively. So, a positive significant relationship was promoted between nurse preceptor and nursing students which also help to develop clinical skills and professional behavior or competence [23].

Moreover, the role of the clinical preceptor is very important for the development of skills to overcome problem-based learning, which gives the confidence to solve problems of daily routine and practice various new clinical situation with the concern of theory. So, the knowledge of theory and practice are important for nursing education and the development of nursing image and identity. Because most of the students were unable to find the differences between theory and practical knowledge, although they have believed that theory and practical knowledge were essential for

practice in a clinical setting. Both helped students to develop professional image and identity in the future. And also help to identify future reality about the profession and was able to compare both theoretical and academic knowledge which were taught in classes by the mentor [17].

In my research perspective, there was a positive relationship between preceptor personal characteristics and self-esteem of nursing students. Self-esteem is an important component to develop self-acceptance, self-worth, self-respect and personal appreciation in students. Because self-esteem will provide help to identify self and respect for others in a clinical setting. Where students faced many problems and also help to promote personal skills and professional development [24].

CONCLUSION

Preceptor knowledge based on theoretical and practical and personal characteristics of the preceptor was proved important components in this study. Preceptor characteristics such as facilitation, collaboration, critical thinking, problem solver and positive role model which help the nursing students to orient with the clinical environment and prepared to face complex challenges in current health care systems. Most of the students, which were participated in this research, have perceived the positive significant relationship between preceptor characteristics and professional grooming which enhanced the self-esteem, nursing professional behavior/competence and readiness for work related to the clinical learning environment. Moreover, according to the results of the study, efforts should be involved by stakeholders to develop the relationship between preceptor and students for the production of competent nurses in the future.

Recommendations

Further research may be needed to find out the other factors which were not included in this research such as preceptor experience age had significant on nursing students readiness to practice as a registered nurse. More study design should be needed such as qualitative research to find out the more students perception about student preceptor relationship.

All nursing school, colleges should develop policies and held teaching sessions which may help to develop good personal characteristics in clinical preceptor. Further research may be needed to find out how preceptor prepared themselves which helped nursing students from novice to experience nurses.

Limitations

The sample was only 117 nursing students, so the results of the study could not be generalized on other clinical settings. The sample used for this study belongs to the only University of Lahore. Participants could not be closely observed in data collection and assuring to data validity.

In this study, there was no evidence presented on preceptor nursing experience and preceptor preparation which could develop professional skills in nursing students. There was also no information on students' expectation regarding teaching strategies and personal characteristics which could be influenced by nursing students for enhancing professional grooming.

DECLARATIONS

Conflict of Interest

The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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