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Effectiveness of Return Demonstration on Enhancing Related Learning Experience Skills and Clinical Performance among Nursing Students at Dr. Carlos S. Lanting College

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Abstract

The purpose of this study was to investigate the efficacy of return demonstration in improving associated learning experience skills and clinical performance among nursing students at Dr. Carlos S Lanting College. It specifically evaluated students' self-confidence and clinical competence in performing nursing procedures, applying theoretical knowledge, making clinical decisions, communicating, and managing clinical duties.

A quantitative study design was used, with a structured questionnaire as the major data collection tool. The respondents were nursing students, and the statistical methods used were the frequency and percentage, weighted

mean average (WAM) and Cronbach's Alpha to analyze the data and verify instrument reliability.

The study found that the return demonstration greatly increased students' relevant learning experience skills and clinical performance. Respondents reported excellent levels of self-confidence and clinical performance, indicating that the technique adequately prepares individuals for real-world clinical situations.

The study concludes that return demonstration is an effective teaching method in nursing education. It is advised that educators continue to strengthen their implementation and that institutions allocate enough resources to facilitate student learning and skill development.

Keywords: Return Demonstration, Clinical Performance, Self-Confidence, and Nursing Students

1. The Problem and its Setting

Introduction

Clinical competencies refer to the combination of skills, knowledge, behaviors, and decision-making that healthcare workers must demonstrate to provide effective and safe patient care (*"Clinical competence in nursing: A hybrid concept analysis,"* 2021) ^[1]. There are multiple preparations that use planning and detailed frameworks to guide individuals in these disciplines. Clinical competency is a key factor for nursing students, as it relates to the transition from classroom learning to hands-on patient care (*"Carless-Kane & Nowell,"* 2023) ^[2]. Their ability to make precise clinical decisions and skills are strongly influenced by their level of self-confidence. Return demonstration is a fundamental learning in nursing education, where students practice clinical skills in front of an instructor or evaluator to demonstrate their competency (*"Self-Efficacy and Perceived Clinical Competency of Selected Fourth-Year Nursing Students in Three CEU Campuses S.Y. 2024-2025,"* 2025) ^[3]. According to Bandura's Self-Efficacy Theory, return demonstrations are consistent with the vicarious experiences principle, which states that witnessing and then imitating a role model increases self-confidence. Practicing in a controlled, risk-free setting allows students to enhance their psychomotor skills, thereby reducing anxiety and increasing their confidence in their own capabilities, (Bahar *et al.*, 2022) ^[4].

Despite the widespread use of return demonstration as a teaching strategy in nursing education, there remains a significant gap in understanding its direct and long-term impact on nursing students' clinical competencies and self-confidence, especially during the transition from theoretical learning to clinical practice. Existing studies primarily focus on simulation-based or blended learning approaches and frequently assess short-term outcomes, such as student satisfaction and immediate skill

performance, with limited emphasis on long-term competence retention, clinical decision-making, and self-efficacy, (Özsaban *et al.*, 2026) ^[5]. As a result, the purpose of this study is to address these gaps by investigating the effectiveness of return demonstration in improving clinical competencies and self-confidence among student nurses, thereby providing evidence to enhance instructional strategies and strengthen nursing students' preparation for safe and effective patient care.

Theoretical Framework

Return demonstration is a commonly used teaching strategy in nursing education that allows student nurses to practice and enhance their clinical skills under an instructor's guidance, (Hobenu *et al.*, 2025) ^[6]. This approach plays an important role in developing both self-confidence and clinical competency, which are essential qualities for safe, effective, and better nursing practice, (Leynes-Ignacio, 2023) ^[7]. The present study is guided by established learning theories that explain how return demonstration contributes to skill mastery and professional growth among student nurses.

This study is primarily based on Albert Bandura's Self-Efficacy Theory. The theory states that a person's belief in their ability to perform a task influences their behavior and performance. Individuals with strong self-efficacy are more likely to approach tasks with confidence and persistence. In nursing education, students who believe they are capable of performing clinical procedures are more willing to engage in learning activities and apply their knowledge during practice. Through return demonstration, students are given the opportunity to repeatedly practice nursing procedures under the supervision of an instructor. This experience helps strengthen their confidence and belief in their clinical abilities.

Another theory that supports this study is Kolb's Experiential Learning Theory. This theory explains that learning occurs through direct experience followed by reflection and application, (Zhang *et al.*, 2024) ^[8]. According to Kolb, learners gain knowledge through a cycle that includes experiencing, reflecting, thinking, and acting. In nursing education, students first learn the theoretical aspects of a procedure, observe a demonstration of the skill, and then perform it themselves (*"Effective Classroom Teaching Methods in Nursing Education,"* 2025) ^[9]. A return demonstration provides students with an opportunity to apply what they have learned in a controlled environment while receiving feedback that helps improve their performance (*"Evaluation of Teaching and Learning - Fundamentals of Nursing,"* 2024) ^[10].

The study is also supported by Patricia Benner's Novice-to-Expert Theory, which explains the development of clinical competence among nurses, (Benner, 1984) ^[11]. Benner described that nurses acquire skills and understanding through experience and continuous practice. Nursing students begin at the novice level, where they rely heavily on instructor instructions and guidance. Through repeated practice and exposure to clinical situations, they gradually improve their skills and become more competent in performing nursing procedures, (Averilla, 2025) ^[12].

The theories presented in this framework help explain how return demonstration can improve both self-confidence and clinical competency among nursing students. Bandura's

Self-Efficacy Theory suggests that students develop confidence when they successfully perform tasks and receive positive feedback, (Tsang *et al.*, 2012) ^[13]. Return demonstrations provide students with opportunities to practice clinical skills and gain reassurance from instructors, thereby strengthening their confidence.

Kolb's Experiential Learning Theory supports the idea that practical experience plays an important role in learning, (Cheng *et al.*, 2025) ^[14]. By performing nursing procedures through return demonstration, students gain hands-on experience that helps them understand and remember clinical concepts more effectively.

Furthermore, Benner's Novice-to-Expert Theory explains that competence develops gradually through practice and experience, (Benner, 1984) ^[11]. A return demonstration provides a structured learning activity in which students can safely practice nursing procedures before performing them in real clinical settings (*"The structured practice approach: An innovation for clinical skills education,"* 2025). Drawing on these theories, this study aims to examine how return demonstrations improve the self-confidence and clinical competency of nursing students at Dr. Carlos S. Lanting College. The theoretical framework, therefore, serves as the basis for understanding the relationship between the teaching strategy.

Statement of the Problem

This study aims to investigate the effectiveness of return demonstration on enhancing clinical skills and clinical performance among nursing students at Dr. Carlos S. Lanting College.

Specifically, it seeks to answer the following questions:

1. What is the demographic profile of the respondents in terms of:
 - 1.1 Age
 - 1.2 Sex
 - 1.3 Year level
 - 1.4 number of clinical rotations completed
2. What is the level of clinical skills of nursing students after return demonstration in terms of:
 - 2.1 Performing nursing procedures
 - 2.2 Applying theoretical knowledge to practice
 - 2.3 Clinical decision-making
 - 2.4 Communicating with patients and the healthcare team
 - 2.5 Handling clinical responsibilities independently
3. What is the level of clinical performance of nursing students after return demonstration in terms of:
 - 3.1 Psychomotor skills performance
 - 3.2 Accuracy and safety in performing nursing procedures
 - 3.3 Clinical judgment and decision-making skills
 - 3.4 Adherence to nursing standards and protocols
 - 3.5 Time management and organization of care
4. Is there a significant difference in nursing students' clinical skills when they are grouped according to their demographic profile?
5. Is there a significant difference in nursing students' clinical performance when they are grouped according to their demographic profile?
6. Based on the findings of the study, what output may be developed to enhance nursing students' self-confidence and clinical competency?

Hypotheses

The following hypotheses will be tested at the 0.05 level of significance.

HO1: There is no significant difference in the effectiveness of return demonstration on enhancing self confidence.

HO2: There is no significant difference in the effectiveness of return demonstration on enhancing clinical competency.

Scope and Delimitation

This study focuses on determining the effectiveness of return demonstration in enhancing clinical skills and clinical performance among nursing students at Dr. Carlos S. Lanting College. Specifically, it aims to assess the levels of clinical skills and clinical performance of nursing students after return demonstration and to examine differences based on selected demographic variables. The study also seeks to explore and identify areas for refinement in return demonstration techniques and to determine possible programs or strategies that may further enhance students' self-confidence and clinical competency, based on the study's findings.

However, the study is limited to the assessment and analysis of effectiveness only. The actual development, implementation, and evaluation of any proposed training program, intervention, or refined return demonstration technique are not included in this research. In addition, the study is limited to nursing students enrolled at Dr. Carlos S. Lanting College during the data collection period, and the findings are based solely on responses to the questionnaires and competency assessment tools used in this study.

Significance of the Study

Nursing Students: The results will provide insight into how return demonstration enhances their clinical abilities and performance, allowing them to evolve into more equipped, capable, and self-assured in executing nursing tasks in real clinical environments.

Clinical Instructors: This research can serve as an empirical benchmark for assessing the effectiveness of return demonstration as an instructional method. The results might assist educators in enhancing clinical teaching methods, improving supervision, and developing structured return demonstration activities that better align with students' learning objectives.

Nursing Institutions and Educational Administrators: The results may aid in curriculum development and policy creation by acknowledging the importance of structured, systematic return demonstrations in the clinical environment. The research might aid in developing standardized evaluation tools and clinical competency initiatives to ensure top-notch nursing education.

Future Researchers: This research will provide foundational data and serve as a reference for future studies on clinical teaching strategies, self-assurance, and clinical skills in nursing students, as well as investigations involving similar variables or methods.

Definition of Terms

Clinical Competency: Refers to the measurable ability of nursing students to perform nursing procedures safely and effectively after return demonstration, as assessed using a structured clinical competency checklist covering psychomotor skills, accuracy and safety, clinical judgment, adherence to nursing standards, and time management,

(Ahmed *et al.*, 2025) ^[15].

Return Demonstration: A teaching and evaluation strategy in which nursing students perform learned clinical skills in front of a clinical instructor or evaluator following a demonstration, used in this study as the primary instructional method to enhance self-confidence and clinical competency, (Swift *et al.*, 2022) ^[16].

Self-Confidence: The level of belief nursing students have in their ability to perform clinical tasks, make decisions, communicate effectively, and handle clinical responsibilities, as measured through a self-administered Likert-scale questionnaire developed for this study ("*Self-confidence in clinical skill: A descriptive study of the perspective of first-year nursing students*," 2022) ^[17].

Nursing Students: Individuals officially enrolled in the Bachelor of Science in Nursing program at Dr. Carlos S. Lanting College who are currently participating in clinical skills training during the period of data collection.

Psychomotor Skills: The physical ability of nursing students to perform clinical procedures accurately and efficiently, measured through performance-based items in the clinical competency assessment tool, (Gromer *et al.*, 2024) ^[18].

Clinical Decision-Making: The ability of nursing students to assess patient conditions, identify problems, prioritize interventions, and evaluate outcomes, as measured by selected items in the clinical competency questionnaire, (Bae *et al.*, 2023) ^[19].

Demographic Profile: The personal and academic characteristics of the respondents, including age, sex, year level, clinical exposure, and previous clinical skills training, as gathered through a structured demographic data sheet ("*Demographic Information - Nursing Science*," n.d.) ^[20].

Effectiveness: The degree to which the return demonstration improves nursing students' self-confidence and clinical competency, determined by analyzing questionnaire and competency assessment scores using appropriate statistical tests, (Eblacas, n.d.) ^[21].

Clinical Skills: The specific nursing procedures and tasks performed by nursing students during return demonstration and clinical practice are evaluated using standardized criteria in the competency checklist ("*Evaluation Models for Undergraduate Nursing Clinical Skills: A Scoping Review Protocol*," 2026) ^[22].

Clinical Exposure: The extent of nursing students' actual experience in clinical settings, measured by the number of completed clinical rotations or hours of hospital duty, (Solis *et al.*, 2024) ^[23].

2. Review of Related Literature

This chapter provides literature and studies in relation to the research titled, "Effectiveness of Return Demonstration on Enhancing Self-Confidence and Clinical Competency among Nursing Students at Dr. Carlos S. Lanting College." Literature related to self-confidence, clinical competence, and the role of simulation and return demonstration in nursing education was given priority. To justify and lay the foundation for the present study, the author also reviews related studies, both foreign and local.

Self-Confidence among Nursing Students

Self-confidence is a key element in the learning and performance of nursing students, especially during clinical skills. Confident nursing students are more likely to do

procedures right, communicate better, and adapt to clinical settings. In 2022, Swift, Henderson, and Wu examined self-confidence in clinical skills among first-year nursing students and reported that it developed from out-of-practice experience, preparation, and a supportive learning environment. Also noted in the study was that what we, as a community, think of a student's readiness greatly affects their confidence during skill performance.

In a study by Alrashidi *et al.* (2023), the authors reported that simulation-based learning positively impacts nursing students' self-confidence in clinical practice. The authors noted that simulation provides a safe, controlled environment for students to practice skills, reducing fear and anxiety and increasing confidence. Also reported was that immediate feedback and the repeated play-out of clinical scenarios are factors we see as contributing to improved self-confidence. Also, in the work of Moreno-Cámara *et al.* (2024), nursing students who participated in clinical simulation reported high levels of satisfaction and self-confidence. Also, from their study, which reports that very engaging and structured learning experiences improve students' confidence, which, in turn, may translate into better performance in actual clinical settings.

Clinical Competency of Nursing Students

One of the goals of nursing education is to develop students' clinical competence, defined as the ability to integrate knowledge, skills, and nursing judgment while providing patient care. This is important to ensure safe, high-quality healthcare. Repeated simulation experiences help improve clinical competence, self-confidence, and critical thinking for nurses and nursing students. Al Gharibi and Arulappan (2020), noted that self-confidence and critical thinking are enhanced after doing integrative reviews, while consistent practice strengthens psychomotor skills and helps students better handle clinical situations.

One of the most common methods of assessing clinical competence in nursing education is called a return demonstration. In a study by Pangandaman (2018), the author analyzed how nursing students' return demonstration performances were affected by videos framed within a flipped classroom model and noted that students improved their skill execution when they were given structured learning materials prior to the performance. The study found that being prepared and practicing a skill repeatedly are factors that lead to better outcomes in demonstrating that skill.

Return Demonstration as a Teaching Strategy

A return demonstration is a method nursing instructors use to assess students' knowledge and skills after instruction. This approach also presents chances for correction, feedback, and reinforcement of correct techniques. Eblacas *et al.* (2024), examined reported success and satisfaction with the simulated return demonstration among student nurses and found it to be a good strategy for improving skills and confidence. The study found that students who used this method felt better prepared and more at ease when taking assessments.

Studies on simulation-based learning, including those by Alrashidi *et al.* (2023) and Moreno-Cámara *et al.* (2024), support the use of return demonstration as part of skills training. These approaches encourage active participation, repeated practice, and reflective learning, all of which

contribute to improved confidence and clinical performance.

Synthesis of Related Literature and Studies

In the reviewed literature and research, we see that self-confidence and clinical competency are identified as key outcomes in nursing education, which, in turn, are strongly influenced by the teaching methods used, such as simulation and role-play. Foreign studies report that the simulation has strong effects on self-confidence and competence, which we also see in local studies examining the value of return demonstrations for nursing students. While it is true that many studies have examined simulation and self-confidence, we note that return demonstration, a tool that specifically improves both self-confidence and clinical competency among nursing students, has not been as well researched in our own setting. This study aims to fill this gap by examining the results of return demonstration among nursing students at Dr. Carlos S. Lanting College.

3. Research Methodology

Research Design

This study utilized a quantitative descriptive research design, which is appropriate for collecting measurable data and analyzing it statistically to describe the level of self-confidence and clinical competency among nursing students. Quantitative descriptive research employs structured instruments, such as questionnaires, to collect numerical data from respondents, enabling the identification of patterns and the analysis of differences among groups using statistics (Cathy Health 2023). A questionnaire enables the systematic measurement of variables and supports objective comparison, which is essential when determining effectiveness and differences across groups, such as 2nd- and 3rd-year nursing students.

Research Locale

The research was conducted at Dr. Carlos S. Lanting College, specifically involving nursing students enrolled in the Bachelor of Science in Nursing program. The questionnaire was administered in an appropriate classroom or clinical skills session environment where students can complete it under supervision, ensuring a controlled and consistent setting for data collection.

Population of the Study

The population for this study consists of nursing students currently enrolled in the BS Nursing program at Dr. Carlos S. Lanting College who are actively engaged in clinical skills training and return demonstration activities. From this population, a total of forty (40) students will be included as respondents, with twenty (20) participants from the second year and twenty (20) participants from the third year.

Sampling Design

For this research, a non-probability purposive sampling technique was employed. Purposive sampling involves selecting respondents based on specific criteria that are relevant to the study — in this case, students who have experienced return demonstrations and are currently participating in clinical skills practice.

Research Instruments

The researchers developed their questionnaires, consisting of three (3) parts, for the quantitative data. Part I of the

research instrument refers to the demographic profile of the research participants. Part II of the research instrument is the research questionnaire, which focuses on participants' self-confidence and allows the researchers to gather data on respondents' clinical competency. The questionnaire contains twenty-five (25) items, each answerable on a four-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (4). Completing the questionnaire will take approximately ten (10) to twenty (20) minutes.

Ethical Standards and Considerations

This investigation was conducted in accordance with established ethical principles pertinent to nursing research, thereby ensuring the protection of the rights, safety, and welfare of the study participants. Prior to data collection, informed consent was obtained from the relevant authorities, including the nursing school administration and the institutional research ethics committee.

Confidentiality and anonymity were meticulously preserved throughout the research procedure. Participant identifying details were systematically omitted from all data collection instruments, and the information collected was used solely for research purposes. The collected data was securely stored and was accessible exclusively to the principal investigator to prevent any unauthorized dissemination.

The study ensured that participants were not subjected to any physical, psychological, or emotional harm. Instructional activities were conducted in a supportive educational environment, and feedback was delivered constructively to mitigate potential embarrassment or undue stress. The ethical tenets of beneficence, non-maleficence, respect for individuals, and justice were upheld throughout the execution of the research.

Data Gathering Procedure

Prior to data collection, permission to conduct the study was obtained from the school administration and the relevant faculty members. Participants were oriented to the study's objectives, procedures, and their roles in the research.

To assess the effectiveness, a structured self-confidence and clinical competency questionnaire was administered to the participants. The questionnaires were collected immediately after completion to ensure a high response rate.

All data gathered were checked for completeness, organized, coded, and prepared for analysis. The data collection was conducted during scheduled class hours to avoid disruption of regular academic activities. The same procedure was consistently applied to all participants to ensure data reliability.

Statistical Treatment of Data

The researchers employ several statistical tools to conduct a thorough analysis of data gathered on the effectiveness of return demonstration in enhancing self-confidence and clinical competency among nursing students at Dr. Carlos S. Lanting College.

To address the first sub-problem, which pertains to the respondents' demographic profile, frequency percentages were used. This will be computed using the following formula:

Formula:

$$P = f/N \times 100$$

Where:

P = Percentage

F = frequency

N = Total number of respondents

To address the sub-problem numbers 2 and 3, which concerns the effectiveness of the return demonstration on enhancing related learning experience skills and clinical competency, the researchers used Weighted Arithmetic Mean. The formula for this calculation is as follows:

Formula:

$$WAM = \frac{\sum fw}{N}$$

Where:

WAM - Weighted Arithmetic Mean

$\sum fw$ - Summation of the product frequency and weight

N - Number of respondents

The continuum below was used to interpret the result:

Weighted Point	Ranged of Weighted Mean	Qualitative Description
4	3.25 - 4.00	Strongly Agree
3	2.51 - 3.25	Agree
2	1.76 - 2.50	Disagree
1	1.00 - 1.75	Strongly Disagree

Artificial Intelligence (AI) Tools Declaration

The researchers declare that they used artificial intelligence (AI) tools. However, Artificial Intelligence was used only as a supplementary aid in the development of this research. The tools were only used for grammar checking and language refinement. However, all core components of the research, including the formulation of the research problem, literature review, data collection, data analysis, interpretation of results, and conclusion, were carried out and validated by the researchers.

The researchers ensured that all outputs generated by the AI assistance were properly reviewed and verified.

This study remains the intellectual work of the researchers, and any assistance from AI tools does not replace the researchers' critical thinking, analysis, or scholarly responsibility.

4. Results and Discussion

This part of the research presents the analyzed data in tables, with a relative analysis and interpretation of the results based on the statistical analysis.

Reliability Analysis

Table 1: Reliability Analysis

Cronbach's Alpha	N of items
0.97	25

Demographic Characteristics

Table 2: Demographic Profile of the Respondents

		F	%
Age	19 years old	9	22.5%
	20 years old	12	30%
	21 years old	15	37.5%
	22 years old	2	5%
	24 years old	1	2.5%
	26 years old	1	2.5%
Sex	Male	4	10%
	Female	36	90%
Year Level	Second Year	20	50%
	Third Year	20	50%
Number of Clinical Rotations	1	0	0%
	2	1	2.5%
	3 or more	39	97.5%
Average Academic Standing	1:00 - 1:50	0	0%
	1:51 - 2:00	14	35%
	2:01 - 3:00	25	62.5%
	3:01 - 5:00	1	2.5%
	Total	40	100%

The sample for this study consisted of forty (40) students from Dr. Carlos S. Lanting College. Of the 40 respondents, the majority are 21 years old (15 respondents, 37.5%), followed by 20-year-olds (12 respondents, 30%) and 19-year-olds (9 respondents, 22.5%). These age groups constitute the largest portion of the respondents, indicating that most participants fall within the 19–21 age range. However, only a small number of respondents belong to the older age groups, with 2 respondents (5%) aged 22, and 1 respondent each (2.5%) aged 24 and 26. This indicates that the respondents are predominantly aged 19-21. The gender distribution shows that most respondents are female (90%), while only 10% are male. Hence, this profile indicates their sex as Female. Of the 40 respondents, 20 (50%) are Second Year students, and another 20 (50%) are Third Year students. This indicates that respondents are evenly distributed across the two-year levels, with both Second Year and Third Year students equally represented in the study. The majority, 39 respondents (97.5%), have completed three or more clinical rotations, while only 1 respondent (2.5%) has completed two. None of the respondents reported completing only one clinical rotation. This indicates that almost all respondents have extensive clinical exposure, having completed three or more clinical rotations. The majority, with 25 respondents (62.5%), have an academic standing of 2.01-3.00. This is followed by 14 respondents (35%) whose academic standing falls within the range of 1.51 to 2.00. Only 1 respondent (2.5%) has an academic standing between 3.01 and 5.00, while none fall within the 1.00 to 1.50 range. This indicates that most respondents have an average academic performance in the 2.01-3.00 range.

Related Learning Experience Skills

Table 3: Respondents' Assessment of the Related Learning Skills

S. No		M	Interpretation
1	I feel sufficiently prepared to perform a procedure on a real patient in a clinical setting following my return demonstration.	3.48	Strongly Agree
2	Compared to my confidence level before the return demonstration, I feel significantly more prepared to handle tasks in a high-pressure clinical environment.	3.30	Strongly Agree
3	I am confident in my ability to maintain a safe environment for the patient including the proper application of infection control and body mechanics.	3.45	Strongly Agree
4	I am confident that I can identify and correct a break in sterile technique or a procedural error if it occurs during a task.	3.25	Agree
5	I feel capable of using theoretical frameworks (Maslow's Hierarchy or ABCs) to prioritize nursing care for a patient with multiple needs.	3.28	Strongly Agree
6	I believe that return demonstration sessions have successfully bridged the gap between my theoretical understanding and my hands-on clinical performance.	3.53	Strongly Agree
7	By citing the theoretical principles I have studied, I feel confident in my clinical decision.	3.43	Strongly Agree
8	I am confident that I can apply my knowledge of drug classification to monitor specific side effects after administering medication to a patient.	3.28	Strongly Agree
9	Feel confident assessing patients and identifying problems after return demonstrations.	3.38	Strongly Agree
10	I feel confident in reporting patient conditions accurately to the healthcare team.	3.28	Strongly Agree
11	I am confident with my skills and knowledge during Clinical duty.	3.33	Strongly Agree
12	I confidently prepare proper equipment before the procedure.	3.40	Strongly Agree

Table 3 depicts the respondents' assessment of the Related Learning Experiences.

With a grand mean of 3.36, interpreted as Strongly Agree, indicating that the respondents generally feel confident and well-prepared to perform clinical skills after return demonstrations. The highest mean is 3.53, showing that respondents strongly believe that return demonstration sessions bridge the gap between theoretical knowledge and hands-on clinical performance. On the other hand, the lowest mean is 3.25, interpreted as Agree, which refers to their confidence in identifying and correcting a break in sterile technique or procedural error during a task.

This implies that return demonstration sessions effectively enhance students' clinical competence and confidence. The high ratings show they feel well-prepared to apply theory in practice, while the lower score on correcting sterile technique suggests a need for more focused practice in this area.

Clinical Performance

Table 4: Respondents' Assessment of Clinical Performance

S. No		M	Interpretation
1	I feel comfortable explaining the procedure to a patient while simultaneously performing the physical technical skills.	3.35	Strongly Agree
2	I remain calm when unexpected clinical situations occur.	3.38	Strongly Agree
3	I always follow the proper steps and techniques when performing nursing procedures.	3.55	Strongly Agree
4	I can complete procedures smoothly and efficiently.	3.25	Agree
5	I can modify nursing interventions when necessary.	3.23	Agree
6	I recognize early signs of complications.	3.10	Agree
7	I can make evidence-based decisions during procedures.	3.20	Agree
8	I fully grasp the additional information taught by clinical instructors.	3.45	Strongly Agree
9	I can answer the questions asked by clinical instructors.	3.05	Agree
10	I comply with professional nursing standards.	3.35	Strongly Agree
11	I allocate sufficient time for assessment, interventions, and documentation.	3.40	Strongly Agree
12	I develop a clear nursing care plan.	3.33	Strongly Agree
13	I complete assigned nursing responsibilities within the expected time frame without compromising quality of care.	3.43	Strongly Agree

Table 4 shows the respondents' assessment of their clinical performance skills.

With a grand mean of 3.59, verbally interpreted as Strongly Agree. The highest mean is 3.55 for following proper steps and techniques, showing strong adherence to correct procedures, while the lowest mean is 3.05 for answering questions from clinical instructors, suggesting some room for improvement in responding under supervision.

This implies that the respondents can perform clinical tasks effectively, maintain professional standards, and apply skills efficiently, though certain areas may benefit from additional guidance or practice.

5. Summary

This study aimed to assess the effectiveness of return demonstration in enhancing self-confidence and clinical competency among nursing students at Dr. Carlos S. Lanting College.

The respondents in the study consisted of 40 nursing students: 20 2nd-year students (50%) and 20 3rd-year students (50%). The majority of the 40 respondents were 21 years old that consists of 15 respondents (37.5%), the second percentage of the age group are 20 years old that

consists of 12 respondents (30%), the third percentage of respondents are 19 years old that consists of 9 nursing students (22.5%), and 2 of the respondents were from the age 22 (5%), and lastly only 2 of the respondents were from different age groups that are aged 24 and 26 (2.5%). The study indicates that respondents are mostly ages 19-21, and the data were collected using a series of standardized questions.

The findings revealed that the nursing students experienced high self-confidence and strong communication skills, with better rapport, particularly during the clinical rotation after the return demonstration. Factors such as the ability to confidently make sound decisions under pressure contributed to these results.

Conclusions

Based on the study's initial findings, respondents strongly believe that return demonstrations are a key factor in bridging the gap between theoretical and clinical knowledge, with the highest mean score of 3.53. It can be concluded that the nursing students are knowledgeable and able to adapt to stressful situations because they already know certain procedures from previous demonstrations. On the second finding, the highest mean of 3.55, the respondents believe that they can provide correct techniques and steps, and will also provide safe procedures for the patients that are to be treated from their capabilities as student nurses.

Overall, the study concludes that a return demonstration before each clinical demonstration significantly influences student nurses' performance during clinical exposure. Students would rather have the competency to provide better and safer nursing care.

Recommendations

With the results of the study concluded, the researchers would like to recommend the following:

Nursing students: Students are urged to actively participate in return demonstrations and to practice continuously in order to improve their psychomotor skills, clinical judgment, and confidence in conducting nursing procedures.

Clinical Instructors: Return demonstration, as a teaching method, should be used and reinforced by clinical instructors since it improves students' clinical skills and confidence. They may also provide more organized feedback and tailored assistance to help students perform better.

Nursing Institutions and Clinical Administrators: Academic institutions should provide adequate facilities, up-to-date equipment, and simulation laboratories to enable effective return demonstrations. There should also be regular review and improvement of the instructional tactics to be utilized.

Future Researchers: Further studies should examine other factors influencing clinical competence, such as emotional preparedness, stress levels, and cognitive styles. They could potentially replicate the studies with larger sample sizes or in different situations to validate and expand on the findings.

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