

The Relation between Role Clarity and Self-confidence as Perceived by Intern Nurses

¹ Hala Abdelhameed Ismail Hassan, ² Rehab Mohamed Rashad Ebrahim and ³ Hanaa Samir Abd El-Aziz Elsaïad

(1) Specialist Nurse at Kafr Elsheikh Chest-Hospital, Egypt, (2) Professor of Nursing Administration- Faculty of Nursing- Benha University- Egypt and (3) Assistant Professor of Nursing Administration- Faculty of Nursing- Benha University- Egypt.

Abstract

Background: Role clarity in intern nurses has been presented to increase the stability and perception of their job performance, increase psychological empowerment beside well performance; in addition, role clarity is critical to representatives as it decides how well tasks are being processed and consequently the performance of nurses. **Aim:** Identify the relation between role clarity and self-confidence as perceived by intern nurses. **Design:** A descriptive correlational design was utilized to conduct this study. **Setting:** This study conducted at all clinical areas where the intern nurses are training according to the rules and policies in Benha University Hospital. **Sample:** A convenient sample of (406) intern nurses' students from (450) total number. **Tools:** Two tools were used, **Tool I:** Role Clarity Questionnaire and **Tool II:** Self- Confidence Questionnaire. **Results:** 59.6 % of the studied intern nurses had moderate level of total role clarity and causes of role ambiguity, 42.4 % of the studied intern nurses had moderate level of total self-confidence, while 20.4 % of them had high level of total self-confidence. **Conclusion:** There was a statistical positive correlation between total role clarity score and their total self –confidence score among studied intern nurses. **Recommendation:** Develop special policy and procedure related to apply intern nurses role and provide continues meeting with intern student to follow their problem, also determine the intern nurses role and publish it in the manual instruction book.

Keywords: Intern Nurses, Role Clarity & Self-confidence

Introduction:

The term intern refers to a nurse in the “first stage of the career, recently graduated from university and between the transitional phase of student and qualified nurse. Nurse interns learn through direct patient care and familiarization with new skills. Intern nurses fulfill the responsibilities of head nurses as part of their internship training immediately after graduation. Intern nurses are thus exposed to a threatening situation where different variables are to be controlled and manipulated. The internship year is a transitional stage for a nurse to complete work responsibilities from educational experience. Becoming a registered

nurse in the future is a crucial step (Abdulla, 2022).

Intern nurses work according to nursing process to provide direct nursing care to assigned patients, they should serve as a role model to promote a positive work environment, quality of patient care and ensure adherence to hospitals and departmental policies and procedures, intern nurses are usually perceive the first year of clinical practice as a time of significant stress curtailing from fears of harming a patient, medication errors, litigation, unpreparedness, medical emergency and coping in unpredictable situations (Missen et al., 2020).

The internship period is a transitional phase for intern-nurses to learn and equip themselves for a demanding career ahead. Intern-nurses usually perceive the first year of clinical practice as a time of significant stress curtailing from fears of harming a patient, medication errors, litigation, unpreparedness, medical emergency and coping in unpredictable situation. The transition from a nursing student to a practicing intern nurse is a complex and challenging experience for nurses as they adjust to the new professional role (AlThiga et al., 2019).

The duties and responsibilities of intern nurses can vary depending on the details of the internship program and presence rule and regulation that determine the intern nurses role in the hospital units, to know the intern nurses what are available and unavailable to do in the internship years, what are intern nurses rights and responsibilities and what are the specific description so it is vital for intern nurses to have role clarity (Sharma et al., 2021).

Role clarity is critical to representatives and refers to what and how well tasks are being processed by intern nurses. Role clarity refers to a clear description of the scope of duties to the delivery of nursing care in the workplace under the supervision of registered nurses and ensuring that the application of this practice is safe and effective for patient care, all intern nurses play a role in safe, trusted and collaborative nursing care. Role clarity in intern nurses has been presented to increase the stability and perception of the job performance, increase psychological empowerment beside well performance, in addition, role clarity is critical to representatives as it decides how well tasks are being processed and consequently the performance of nurses (Abd Elhamid et al., 2019).

Role ambiguity as source of intern nurse's job dissatisfaction and if role ambiguity is diminished, this will increase job satisfaction level. It is important for the supervisor nurses to clearly highlight the roles and responsibilities of the intern nurses. It is appearing that an intern nurse do not take a clear guide about the expectation of the role in the job, and the requirement to accomplish the tasks (Bass, 2022).

Role ambiguity results from unclear expectation for one's performance. Individuals with high tolerance for ambiguity can deal better with the strain that come from uncertainties and, therefore, are likely to be able to cope with role ambiguity. Intern nurses face role ambiguity when inducted into a position or when changes are introduced in the organizational structure and processes (El-sayed, 2019).

In general, self-confidence is defined as an individual's recognition of the own abilities and being aware of the own emotions. Self-confidence may also be described as feelings of well-being because of deepening positive emotions. Self-confidence can be present from birth; however, this characteristic develops throughout childhood. Self-confidence is a key characteristic of the important self-valuation (Hicks, 2020).

Self-confidence is another essential professional determinant, which is defined as the belief of a human in the capabilities to accomplish a task. Also, self-confidence is considered an important factor in producing a rapid and appropriate response in critical situations. a high level of professional self-confidence among nurses enhanced safe nursing practices and patient safety. A high level of professional self-confidence in nursing is essential for a safe and smooth transition

from nursing college to the clinical side and real nursing life. Self-confidence can be classified into two parts – inner confidence and outer confidence (**Powers & Reeve, 2021**).

Significance of the study:

Role clarity is positively affecting self-confidence and results in high performance; clinical practicum is an essential component of intern nurses that offers nursing students the opportunity to efficiently practicing the previously learnt clinical skills and linking theory to practice. However, in contrast to the safety of the simulated laboratory environment, learning in the clinical setting creates multiple challenges for intern nurses, including lack of control over environmental conditions and the management of real-life situations. So, role clarity increases self-confidence and allow them to perform well in clinical setting (**Mohamed & Hosny, 2020**).

Aim of the study

The current study aimed to identify the relation between role clarity and self-confidence as perceived by intern nurses.

Subject and methods

Study design:

A descriptive research design was utilized to conduct this study.

Study Setting:

This study conducted at all clinical areas where the intern nurses are training according to the rules and policies of the hospital in current training areas included medical and surgical , ICU (critical care units), pediatric and neonates units), nursing administration, maternal and newborn health and optional training units included dialysis unit, cardiac catheterization unit, cardiothoracic surgery unit, neurosurgery unit.

The total bed capacity in Benha University Hospital was (760) beds. The

hospital is composed of three separated building providing multi services: Medical building (428 beds), Surgical building (314 beds) and Ophthalmology building (18 beds). The General Medical units include four units namely: First Medical Unit, Second Medical Unit, Third Medical Unit, and Fifth Medical Unit. General Medical unit's beds capacity was 89 beds.

Study Subjects:

A convenience sample of (406) intern nurses' students from 450 (total number) who are training at the above-mentioned study setting at the time of the study.

Tools of data collection:

The data for this study was collected using two tools:

Tool (I): Role Clarity Questionnaire: Which adapted from **El-sayed, (1997)** and modified by the researchers after reviewing of related literature, aimed to assess intern nurses' perception about role clarity, it included three parts:

Part (1): Personal characteristics of intern nurses which included (age, gender, marital status, qualification and training area (optional and current).

Part (2): Included 29 items and divided into six categories: Developing clear planned goal (3) items, Self- improvement (3) items, Self-improvement (4) items, Awareness of the authority (5) items, Patients' care skills (6) items and Communication and relations with colleagues (8) items

Scoring system:

3 points, Likert-type scale ranging 1 (Agree) 2 (Neutral) and 3 (Disagree).

1. High level 57 -75 indicate ($\geq 75\%$)
2. Moderate level 45 - 56 ($60 < 75\%$)
3. Low level 15- < 45 ($< 60\%$)

Part (3): The role ambiguity questionnaire which aimed to assess causes of role ambiguity

among intern nurses and included 15 items and divided into three categories: Hospital policy (4) items, unclarity of job description (8) items and poor communication (3) items.

Scoring system:

3 points, Likert-type scale ranging 1 (Agree) 2 (Neutral) and 3 (Disagree) (Elnemr et al., 2020).

- Low level 15- 26 (< 60%)
- Moderate level 27 -33 (≥ 60 - 75< %)
- High level 34- 45 (≥ 50 %)

Tool (II): Self- Confidence Questionnaire:

It was developed by researchers based on reviewing related literature review (Beech, 2003; Mohamed & Hosny, 2020). It aimed to assess self confidence among the studied intern nurses and included 20 items and divided into three categories Patient assessment (6 items), Nurse confident ability (10 items), Communication skills (4 items).

Scoring system:

With a 3-point, Likert-type scale ranging 1 (Agree) 2 (Neutral) and 3 (Disagree) (Mohamed & Hosny, 2020).

1. High Self- Confidence level 45 -60 (≥ 75 %)
2. Moderate Self- Confidence level 36 - 44 ($60 < 75$ %)
3. Low Self- Confidence level 20-< 36 (< 60%)

Tools Validity and reliability:

The tools were reviewed for appropriateness of items and measuring the concepts through five Assistance Professors at Nursing administration Benha University to assure content validity and it were translated into Arabic language then retranslated into English language. Modifications were made by the researchers based on expert recommendations, valuable comments, necessary modification and

correction or omission of some items. The study tools were tested for its internal consistency by Cronbach's Alpha. The internal consistency of the role clarity questionnaire was .879 and the self-confidence questionnaire was .857.

Pilot Study:

A pilot study was conducted at beginning of July 2024 and ended in the end of September to test the applicability of the instruments, the feasibility of the study and estimate the time needed for collecting the data. It was conducted on 10% of the total sample (41) intern nurses. No modification was needed so the sample was included in the final study subjects.

Ethical Considerations:

Approaches to ensure the ethical issues were considered in the study regarding confidentiality and oral consent. Approval was obtained from the Research Ethical Committee, Faculty of Nursing, Benha University. Confidentiality was achieved using locked sheets without the names of the participants and replaced by numbers. All the participants were informed that the information they provided during the study would be kept confidential and used only for statistical purpose and after finishing the study. Each nurse was informed that participation in the study was voluntary and had the right to withdraw from the study at any time.

Administrative approval:

Official permission was obtained from the dean of the Faculty of Nursing, Benha University and official permission was obtained from the director of the University Hospital in Benha, to conduct the proposed study, a full explanation about the aim of study was explained. The objectives and the nature of the study were explained to them and then it

was possible to carry out the study with minimum resistance.

Fieldwork:

The researchers started data collection by introducing themselves to the studied intern nurses and the purpose of the study was simply explained to the intern nurses who agreed to participate in the study. Each participant interviewed and assessed individually. Each intern nurse was handed the questionnaire and answered it under observation of the researchers. The first instrument (**Role Clarity Questionnaire**) filled in about 15 minutes and the second instrument (**Self- Confidence Questionnaire**) filled in about 10 minutes, total questionnaires filled in 25 minutes. The process of data collection took about 2 months started in the beginning of July 2022 and ended in the end of September 2022. The researchers collected during the morning shift from 10AM to 12PM and the night shift from 12 AM to 02 AM, 3 days per week about 17 students /day.

Statistical analysis

Upon completion of data collection, the collected data were organized and tabulated; statistically analyzed by using an IBM personal computer with Statistical Package of Social Science (SPSS) version 22. Data were presented using descriptive statistics in form of number and percentage, mean, standard division, and Qualitative variables were comparing using the chi- square test. For quantitative data, person correlation coefficient (r) was used for correlation analysis and degree of significance was identified. A statistically significant difference was considered if p-value was < 0.05. A highly statistically significant difference was considered if p-value was < 0.001.

Results:

Table (1): Shows that, three quarters 75.4 % of the studied intern nurses were

aged 22 years with Mean \pm SD= 22.25 \pm 0.431, 71.2 % & 70.2 % of them were female and married respectively, also 81.5 % of them were at secondary school before faculty enrolment.

Figure (1): Clarifies that, 53.2% of the studied intern nurses had moderate level of total role clarity, while 15.8 % of them had high level of role clarity and 31 % of them had low level of role clarity.

Figure (2): Clarifies that, 59.6 % of the studied intern nurses had moderate level of total role clarity and causes of role ambiguity, while only 10.6 % of them had high level of total role clarity and causes of role ambiguity.

Figure (3): Clarifies that, 42.4 % of the studied intern nurses had moderate level of total self-confidence, while 20.4 % of them had high level of total self-confidence and 37.2% of them had low level of self-confidence.

Table (2): Indicates that, there were a statistical positive correlation between total role clarity score and their total self – confidence score among studied intern nurse at ($P = \leq 0.05$).

Table (1): Frequency distribution of the studied intern nurses according to their personal characteristic at studied setting (n=406).

Personal characteristic	No.	%
Age/ years		
22	306	75.4
23	100	24.6
Mean ±SD	22.25±0.431	
Gender		
Male	117	28.8
Female	289	71.2
Marital status		
Married	285	70.2
Unmarried	121	29.8
Previous qualifications before faculty enrolment		
Secondary school	331	81.5
Technical institute	75	18.5

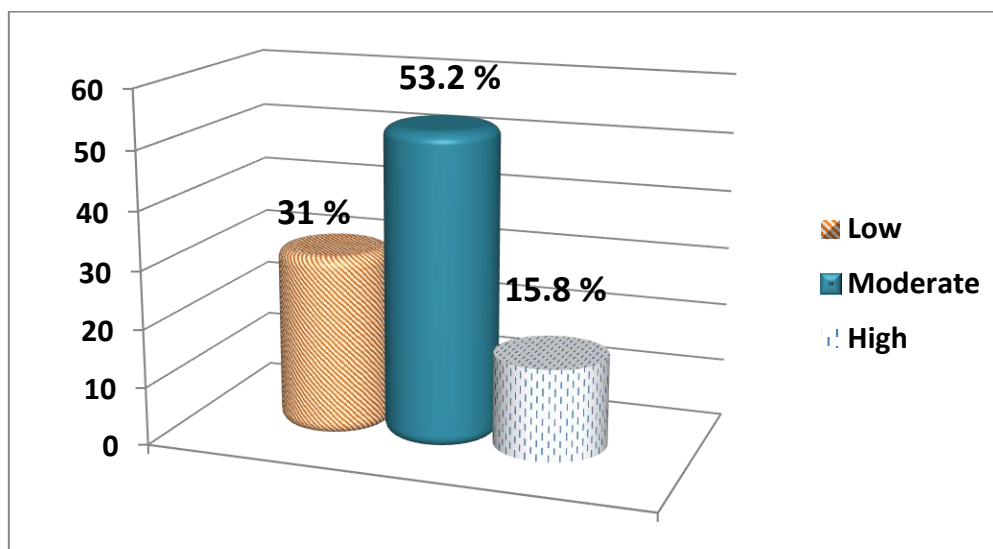


Figure (2): Percentage distribution of total level of role clarity as perceived by studied intern nurses.

The Relation between Role Clarity and Self-confidence as Perceived by Intern Nurses

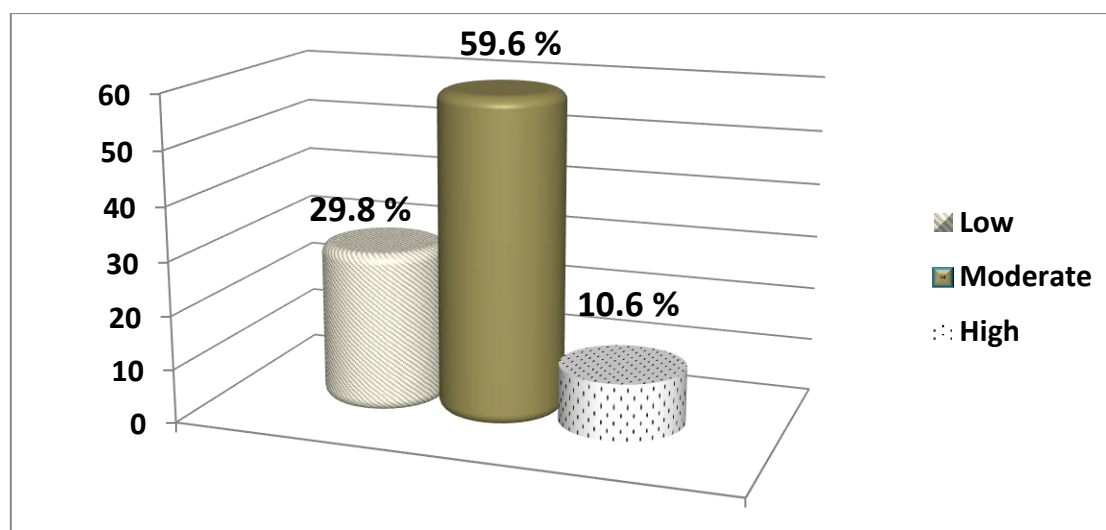


Figure (3): Percentage distribution of total role clarity and causes of role ambiguity as perceived by studied intern nurses.

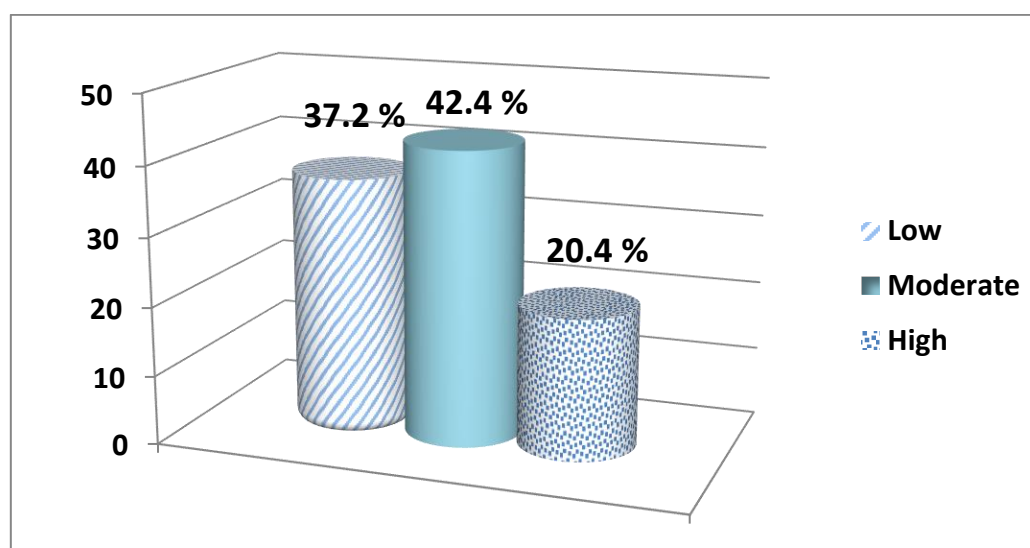


Figure (4): Percentage distribution of total self-confidence level as perceived by intern nurses.

Table (2): Correlation between total score of role clarity and self –confidence among the studied intern nurses.

Study variable	Total self-confidence score	
	r	p- value
Total role clarity score	0.142	0.004*

* Statistically significance $p \leq 0.05$

Discussion:

Intern nurses with high self-confidence reported significantly higher job satisfaction and showed higher motivation levels to work, which led to higher levels of job performance. On the other hand, professionals with low self-confidence are more susceptible to burnout revealed that nurses working for over one year in the profession have a sense of increased self-confidence and competence. So, it vital to determine the role of intern nurses and explain the role for intern nurses in orientation programs, also the head nurses at hospital departments must be known in detail the interns' role that prevent any conflict and made intern nurses had high level of self-confidence (**Sharma et al., 2021**).

According to personal characteristics of the studied intern nurses, the current study showed that three quarters of the studied intern nurses were aged 22 years with Mean \pm SD = 22.25 ± 0.431 , from the researcher point of view these results might be due to the fact that the ordinary age for university graduated. While less than three quarters of them were married females.

Also, the current study stated that the majority of intern nurses were at secondary school before faculty enrolment. This finding might be attributed to the large proration attended by the faculty that should be graduated from secondary schools, and this is due to governmental regulation. This finding was supported by **Abd Elfatah et al., (2022)**, who reported that three quarters of the studied intern nurses were at general secondary school before faculty enrolment.

Concerning the total role clarity and causes of role ambiguity as perceived by studied intern nurses, the current study clarified that more than half of the studied

intern nurses had moderate level of total role clarity and causes of role ambiguity, while only one tenth of them had high level of total role clarity and causes of role ambiguity. In my opinion it indicated that nurses not understand well the causes that lead to role ambiguity.

As regard to the total level of role clarity as perceived by studied intern nurses, the current study demonstrated that more than half of the studied intern nurses had moderate level of total role clarity, while more than one tenth of them had high level of role clarity. From researchers point of view This finding may be due to nurse interns cannot apply the theory they learned during their formal education to the daily work. Also, due to lack of educational program designed for intern nurses to educate them about role clarity.

The present study agreed with **Blanco-Donoso et al., (2019)**, who conducted their study entitled "Effects of co-worker and supervisor support on nurses' energy and motivation through role ambiguity and psychological flexibility" and stated that more than half of the studied nurses had moderate level regarding role ambiguity. Conversely, this finding disagreed with **Chang & Hancock, (2016)**, who conducted a study on "Role stress and role ambiguity in new nursing graduates in Australia" and stated that one half of new nursing graduates had high level of total role clarity and causes of role ambiguity.

This result was consistent with **Mohamed & Hosny, (2020)**, who conducted a study on "Role clarity as a Predictor of Nurses' Job Satisfaction" and stated that more than half of the studied nurses had moderate level of total role clarity, while this finding was inconsistent with **Abd Elhamid et al., (2017)**, who studied "Role Conflict, Role Ambiguity and Nurses' Performance at Minia University

Hospital" and reported that majority of the studied nurse had a low level of role clarity.

Regarding the total self-confidence level as perceived by intern nurses, the current study clarifies that more than two fifths of the studied intern nurses had moderate level of total self-confidence, while almost one fifth of them had a high level of total self-confidence. From researchers' point of view this result means that those nurse interns lack the opportunity to develop their nursing and administrative skills and discuss the transition from student to nurse.

This result matched with **Rashwan, (2023)**, who conducted a study entitled "Motivation inspiring confidence: effect of scenario-based learning on self-confidence among pre-licensure nursing students" and revealed that almost one fifth of the studied sample had high level of total self-confidence during assessment phase. In contrary, this finding was inconsistent with **Cant & Cooper, (2017)**, who conducted a study entitled "The value of simulation-based learning in prelicensure nurse education" and stated that one half of the studied sample had a high level of total self-confidence during assessment phase.

According to the correlation between total score of role clarity and self –confidence among the studied intern nurses, the current study indicated that there was a statistical positive correlation between total role clarity score and their total self –confidence score among studied intern nurses. This finding might be because presence of sufficient and clear information about one's role expectations and predictability of consequences about one's behaviors related to the job can improve the nursing self-confidence.

This finding agreed with **Adem et al., (2021)** who conducted a study entitled "concept analysis of role ambiguity experienced by hospital nurses providing bedside nursing care " and showed that lack of role clarity can lead to decrees self-confidence. Also, **Riahi & Tabibi, (2019)** supported the current finding, who conducted a study entitled "The Relationship between Role Clarity and Efficiency of Employees in Management & Resource Development Department of Ministry of Health and Medical Education of I.R. Iran" and found a statistical positive correlation between total role clarity score and their total self –confidence score among studied sample.

Conclusion:

More than half of the studied intern nurses had moderate level of total role clarity and causes of role ambiguity, while only of them had high level of total role clarity and causes of role ambiguity. Furthermore, more than half of the studied intern nurses had moderate level of total role clarity, while minority of them had high level of role clarity. As well as, more than two fifths of the studied intern nurses had moderate level of total self-confidence, while almost one fifth of them had high level of total self-confidence. Also, there were a statistical positive correlation between total role clarity score and their total self –confidence score among studied intern nurses.

Recommendations:

- Provide educational program for the intern nurses about the role clarity to increase their self-confidence in different areas of training.
- Prepare the students for sudden organization change that leads to less conflict.
- Provide appropriate training courses to orient intern students about the role in different areas of training.

References:

- Abdulla N. (2022).** The Effect of Time Management Educational Program for Newly Baccalaureate Graduate Nurses on Their Productivity. Doctorate Degree. Faculty of Nursing, Benha University.
- Missen, K, McKenna, L, & Beauchamp, A. (2020).** Graduate nurse program coordinators' perceptions of role adaptation experienced by new nursing graduates: A descriptive qualitative approach. *Journal of Nursing Education and Practice*, 4(12), 134.
- Abd Elfatah , Adam, S, Abdrabu, H, & Abd Elgafa, G. (2022).** Transition program and its Effect on Nurse Interns' Role Perception, *Egyptian Journal of Health Care, EJHC* 13 (2).
- Abd Elhamid, E, Mohamed, F, & Abood, A. (2017).** Role Conflict, Role Ambiguity and Nurses' Performance at Minia University Hospital, *Assiut Scientific Nursing Journal*; 1 (1), 214.
- Abd Elhamid, E, Mohamed, F, Abood, S, (2019).** Role conflict, role ambiguity and nurses' performance at Minia University Hospital, *Assiut Scientific Nursing Journal*, 1(1), Pp. 37-51.
- Adem, N.,Linda, H, & Valerie, D. (2021).** concept analysis of role ambiguity experienced by hospital nurses providing bedside nursing care, *Nurs Health Sci.* 2021;23:807–817.
- AlThiga, H, Mohidin, S, Park, Y. S, & Tekian, A. (2019).** Preparing for practice: Nursing intern and faculty perceptions on clinical experiences. *Medical teacher*, 39,S55-S62.
- Bass, B, (2022).** From transaction to transformational leadership: Learning to share the vision. *Organisational Dynamics.* 2 (4), 19-31.cited in (Role clarity, Self-Concept and Job Satisfaction of Library Personnel in Selected University Libraries in Ogun State, Nigeria Onuoha, Uloma Doris1, Ogunjinmi, Tolulope2 and Owodunni, Mayedun3. *Journal of Applied Information Science and Technology*, 9 (2):(9-16).
- Beech, B. (2003).** Evaluating a management of aggression unit for student nurses. *Journal of Advanced Nursing*, 44(6) :603-612.
- Blanco-Donoso, M., Moreno-Jiménez, B, Pereira, G, & Garrosa, E. (2019).** Effects of co-worker and supervisor support on nurses' energy and motivation through role ambiguity and psychological flexibility. *The Spanish Journal of Psychology*, 22, E25.
- Cant, P, & Cooper, S. (2017).** The value of simulation-based learning in prelicensure nurse education: A state-of-the-art review and meta-analysis. *Nurse Education in Practice*, 27, 45–62.
- Chang, E, & Hancock, K. (2016).** Role stress and role ambiguity in new nursing graduates in Australia. *Nursing & Health Sciences*, 5(2), 155–163.
- Elnemr ,F. Mostafa , M. & Helal, T. (2020).** Perception of Role Transition among Intern Nurses at Menofia University, *International Journal of Novel Research in Healthcare and Nursing* ,accessed on 10/ December 2021, Available at:www.noveltyjournals.com, 71-81
- El-sayed, K, (2019).** Relationship between perceived role conflict and role ambiguity with stress level among new Baccalaureate Nursing Student and Intern in Tanta University, Unpublished Master Degree thesis.
- El-sayed, K. (1997).** Relationship between perceived role conflict and role ambiguity with stress level among new Baccalaureate Nursing Student and Intern in Tanta University, Unpublished Master Degree thesis

El-Sayed, N. (2020). Enhancing Nurse Intern's Knowledge and Practice in internal disaster management at Benha and Bany Swaif hospital. Unpublished Doctorate Thesis, Faculty of Nursing, Benha University. Egypt,

Hicks F. (2020). Clinical decision-making self-confidence scale. National Council of State Boards of Nursing. The Effect of High-Fidelity Simulation on Nursing Students' Knowledge and Performance: A Pilot Study. https://www.ncsbn.org/09_SimulationStudy_Vol40_web_with_cover.pdf.

Missen, K, McKenna, L, & Beauchamp, A. (2020). Graduate nurse program coordinators' perceptions of role clarity experienced by new nursing graduates: A descriptive qualitative approach. *Journal of Nursing Education and Practice*, 4(12), 134-141

Mohamed, F, & Hosny, E. (2020). Role clarity as a Predictor of Nurses' Job Satisfaction, *Assiut Scientific Nursing Journal*; 8(21), 65- 73.

Powers K, & Reeve CL (2021). Factors associated with nurses' perceptions, self-confidence, and invitations of family presence during resuscitation in the intensive care unit: a cross-sectional survey. *Int J Nurs Stud.*;87:103–112.

Rashwan, Z. (2023). Motivation inspiring confidence: effect of scenario-based learning on self-confidence among prelicensure nursing students, *Teaching and Learning in Nursing* (2023), <https://doi.org/10.1016/j.teln.2023.01.00>

Riahi, F, and Tabibi, S. (2019). The Relationship between Role Clarity and Efficiency of Employees in Management & Resource Development Department of Ministry of Health and Medical Education of I.R. Iran, 2(3), 2803-2812.

Sharma, B, Prasad, S, Pandey, R, Singh, J, Sodhi, K. S, & Wadhwa, D. (2021). Evaluation of Stress among Post-graduate Medical and Dental Students: A pilot study. *Delhi Psychiatry Journal*, 16(2), 312-316.

العلاقة بين وضوح الدور والثقة بالنفس كما يدركها إمتياز التمريض

هاله عبدالحميد إسماعيل حسن - رحاب رشاد محمد إبراهيم - هناء سمير عبدالعزيز الصياد

يعد وضوح الدور أحد المحددات الأساسية للأداء المهني الفعال والثقة بالنفس لدى طلاب إمتياز التمريض. فغياب هذا الوضوح قد يؤدي إلى ارتباك في أداء المهام الإكلينيكية، ويضعف من مستوى الكفاءة الذاتية، مما ينعكس سلباً على جودة الرعاية المقدمة. هدفت هذه الدراسة إلى تحديد العلاقة بين وضوح الدور والثقة بالنفس كما يُدركها طلاب إمتياز التمريض. و تم استخدام التصميم الوصفي الارتباطي، وتم تنفيذها على عينة مقصودة مكونة من (٤٠٦) طالب إمتياز خلال تدريبهم الإكلينيكي بمستشفى جامعة بنها. تم جمع البيانات باستخدام أداتين: استبيان لقياس درجة وضوح الدور وأسبابه، وآخر لقياس مستوى الثقة بالنفس. وأظهرت النتائج أن أكثر من نصف إمتياز التمريض لديهم مستوي متوسط وضوح الدور الكلي وأسباب غموض الدور ، بينما كان ادي أقلية منهم مستوي عالي من وضوح الدور الكلي وأسباب غموض الدور. أيضاً كان أكثر من خمسي طلاب إمتياز التمريض يتمتعو بمستوي متوسط من الثقة بالنفس ، بينما كان لدي خمسيهم تقريباً مستوي منخفض من الثقة بالنفس . كما كشفت النتائج عن وجود علاقة ارتباطية موجبة ذات دلالة إحصائية بين وضوح الدور والثقة بالنفس.توصي الدراسة بضرورة عقد لقاءات دورية لتوضيح المهام والمسؤوليات الإكلينيكية، بالإضافة إلى إعداد دليل إرشادي موحد يوضح آليات العمل وسبل التعامل مع الصعوبات الإكلينيكية وعقد ورش عمل تدريبية منتظمة تركز علي تطوير المهارات التواصلية والإكلينيكية مما يسهم في زيادة شعور الطالب بالكفاءة والثقة الذاتية .