



**ORIGINAL RESEARCH PAPER**  
**UNDER GRADUATE NURSING STUDENTS' PERCEPTION AND ATTITUDE TOWARDS OBJECTIVE STRUCTURED CLINICAL EXAMINATION IN A SELECTED NURSING COLLEGE, BHOPAL MP**

**Nursing**  
**KEY WORDS:** OSCE, Clinical Competence, Nursing Education, Student Perception, Assessment Methods

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**ABSTRACT**

Clinical competence is a vital component of nursing education, requiring effective and reliable assessment methods to ensure students are prepared for real-world patient care. The Objective Structured Clinical Examination (OSCE) is increasingly used worldwide as a standardized approach to evaluate nursing students' clinical skills objectively and comprehensively. Despite its benefits over traditional practical exams, students' perceptions of OSCE can significantly influence their acceptance and performance in this evaluation. In the context of a selected nursing college in Bhopal, Madhya Pradesh, there is limited research on how undergraduate nursing students perceive OSCE. **Objective:** To assess the perceptions and attitude of undergraduate nursing students towards the Objective Structured Clinical Examination (OSCE) as a method of evaluating clinical competence. **Settings:** The study was conducted at a selected nursing college in Bhopal, Madhya Pradesh. **Methods:** A descriptive cross-sectional design was adopted. Data were collected from B.Sc. Nursing students using a structured questionnaire. The questionnaire measured various aspects of students' perceptions and attitude towards OSCE. **Results:** % of students perceived OSCE as a fair and effective method for assessing clinical skills. However, % reported experiencing anxiety during the examination. Students appreciated the objectivity and standardization of the OSCE but recommended improvements in station clarity and time allocation. **Conclusion:** The OSCE is perceived as an effective and objective assessment tool by nursing students. However, addressing student anxiety and refining logistical aspects of the examination can further enhance its educational impact. Student feedback should be incorporated to improve the overall assessment process.

**INTRODUCTION**

Clinical competence is a vital component of nursing education, requiring effective and reliable assessment methods to ensure students are prepared for real-world patient care. The Objective Structured Clinical Examination (OSCE) is increasingly used worldwide as a standardized approach to evaluate nursing students' clinical skills objectively and comprehensively. Despite its benefits over traditional practical exams, students' perceptions of OSCE can significantly influence their acceptance and performance in this evaluation. In the context of a selected nursing college in Bhopal, Madhya Pradesh, there is limited research on how undergraduate nursing students perceive OSCE. Understanding their perceptions is essential for improving the assessment process and enhancing educational outcomes. Therefore, this study aims to assess the perception of undergraduate nursing students towards OSCE to inform better clinical assessment practices.

**Need of the Study**

The growing complexity of healthcare demands highly competent nursing professionals, making effective clinical assessment critical worldwide. Globally, the Objective Structured Clinical Examination (OSCE) has become a gold standard for evaluating clinical skills, with studies showing up to 85% of nursing programs adopting it to improve objectivity and reliability (Smith et al., 2023). In India, the adoption of OSCE is expanding rapidly; however, a 2024 survey by the Indian Nursing Council reported that less than 40% of nursing colleges have fully integrated OSCE into their curricula, highlighting a gap in standardized assessment methods. Specifically, in Madhya Pradesh, limited research exists on students' perceptions and acceptance of OSCE, with only a few institutions implementing it systematically. Understanding undergraduate nursing students' perceptions in this region is essential to address challenges, improve clinical competency evaluation, and align nursing education with global standards.

**Problem Statement**

Under graduate Nursing Students' Perception and attitude towards Objective Structured Clinical Examination in a

selected nursing college, Bhopal MP

**General Objective:** To assess the perception and attitude of undergraduate nursing students towards the Objective Structured Clinical Examination (OSCE) in a selected nursing college of Bhopal, Madhya Pradesh.

**Specific Objectives:**

1. To assess the level of perception of undergraduate nursing students towards OSCE.
2. To assess the level of perceptions of undergraduate nursing students towards various types of OSCE stations
3. To assess the attitude of undergraduate nursing students towards OSCE.
4. To identify areas of satisfaction and concern in students' experiences with OSCE.

**Research Methodology**

**Research Design**

A descriptive cross-sectional study design was used to assess the perception of undergraduate nursing students towards the Objective Structured Clinical Examination (OSCE).

**Research Setting**

The study was conducted at a selected nursing college SAM College of Nursing in Bhopal, Madhya Pradesh.

**Population**

The target population includes all undergraduate nursing students enrolled in the nursing college who have appeared for at least one OSCE during their course.

**Sample Size and Sampling Technique**

- **Sample Size:** A total of 50 students recruited based on the population size and feasibility.
- **Sampling Technique:** Purposive sampling used to select students who have recently completed the OSCE, ensuring participants have experience relevant to the study.

**Data Collection Tool**

A structured Questionnaires were used, developed based

on literature review and validated by experts. The questionnaire includes 20 perception statements and 15 attitude statements about OSCE rated on a 5-point Likert

scale (Strongly Agree to Strongly Disagree).

**Data Analysis**

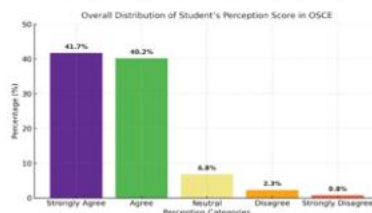
**Section A: Table 1, Level of Perception Towards OSCE**

SR. NO	PERCEPTION STATEMENTS	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
		F	%	F	%	F	%	F	%	F	%
1	OSCE is an objective and fair method of clinical evaluation.	25	50	23	46	2	4	0	0	0	0
2	OSCE stations reflected real-life clinical scenarios.	20	40	28	56	2	4	0	0	0	0
3	The instructions provided at each OSCE station were clear and easy to follow.	23	46	22	44	5	10	0	0	0	0
4	The time allocated for each station was sufficient to complete the task.	17	34	24	48	5	10	4	8	0	0
5	OSCE allowed me to demonstrate a wide range of nursing skills.	21	42	26	52	1	2	1	2	1	2
6	The OSCE process was well-organized and systematic.	28	56	16	32	4	8	2	4	0	0
7	OSCE provided equal opportunity for all students to perform.	27	54	18	36	3	6	2	4	0	0
8	OSCE encouraged critical thinking and clinical reasoning.	17	34	30	60	1	2	0	0	2	4
9	OSCE helped me identify areas where I need to improve.	29	58	19	38	1	2	1	2	0	0
10	The assessment criteria used in OSCE were transparent and easy to understand.	20	40	24	48	3	6	2	4	1	2
11	OSCE assessed both theoretical knowledge and practical skills effectively.	33	66	13	26	3	6	0	0	1	2
12	I found the examiners to be professional and non-biased.	12	24	28	56	6	12	4	8	0	0
13	OSCE reduced examiner subjectivity compared to traditional exams.	13	26	31	62	3	6	3	6	0	0
14	OSCE helped me gain more confidence in handling clinical situations.	31	62	15	30	4	8	0	0	0	0
15	The sequence and flow between stations were smooth.	16	32	27	54	7	14	0	0	0	0
16	OSCE maintained a standardized approach for all students.	23	46	22	44	5	10	0	0	0	0
17	The physical setup, equipment, case scenarios, and environment of OSCE stations were realistic, relevant, logistic and conducive to performance.	19	38	25	50	4	8	1	2	1	2
18	OSCE is more effective than traditional practical examinations.	20	40	24	48	5	10	0	0	1	2
19	OSCE promoted the application of theoretical knowledge to practice.	26	52	16	32	6	12	2	4	0	0
20	Overall, OSCE is a reliable method of assessing clinical competence.	24	48	21	42	3	6	1	2	1	2

**Table: Overall Distribution of Student's Perception Score (N=50)**

Perception Category	Average of Perception Score (%)	Perception Regarding OSCE	Frequency (n)	Percentage (%)
Strongly Agree	81-100	Very Positive Perception	21	41.7
Agree	61-80	Positive Perception	20	40.2
Neutral	41-60	Uncertain Perception	3	6.8
Disagree	21-40	Negative Perception	1	2.3
Strongly Disagree	≤20	Very Negative Perception	0	0.8

**Figure: Bar Graph Showing Overall Distribution of Student's Perception Score According to Quality of Performance in OSCE (With Data Labels)**



**Interpretation**

- The majority (81.9%) of students either strongly agreed or agreed, indicating a highly positive perception toward OSCE.
- Only a small proportion (3.1%) expressed disagreement, and neutral responses accounted for 6.8%.
- Hence, overall perception toward OSCE as a method of clinical evaluation was highly favourable.

**Section-B Undergraduate Students' Level of Perception Towards Various Types of OSCE Stations**

Sr. No.	Perception Statement	Yes (n)	Yes (%)	No (n)	No (%)
1	Station 1 – BLS Skill (Standardized patient / high-fidelity manikin): "This station improved my practical skills and confidence in handling cardiopulmonary emergencies using BLS."	50	100%	0	0%
2	Station 2 – Nebulization & HOTS question: "The integration of procedure and higher-order thinking questions in this station enhanced my clinical reasoning and skill application."	49	98%	1	2%
3	Station 3 – Blood Transfusion with Decision-Making (Moderate fidelity manikin): "This station effectively developed my ability to perform blood transfusion and make appropriate clinical decisions under guided conditions."	50	100%	0	0%
4	Station 4 – Instrument Identification & Fluid Calculation (Silent station): "This station helped me strengthen my knowledge of clinical instruments and accuracy in fluid management calculations."	45	90%	5	10%

5	Station 5 – Oxygen Administration (Manned station): “This station enhanced my ability to correctly administer oxygen therapy and understand its clinical implications.”	45	90%	5	10%
6	Station 6 – Emergency Scenario & Critical Thinking (Silent station): “This case-based station challenged me to apply critical thinking in managing emergency situations effectively.”	50	100%	0	0%
7	Station 7 – First Aid (Video-based assessment): “The video-based assessment was an engaging method to reinforce and evaluate my understanding of first aid procedures.”	50	100%	0	0%
8	“The inclusion of a rest station provided adequate time to relax and mentally prepare for the next clinical task.”	49	98%	1	2%

**Interpretation**

- A very high proportion (97%) of students responded “Yes” across all OSCE stations, indicating strong satisfaction and positive perception.
- The BLS, Blood Transfusion, Emergency, and First Aid stations achieved 100% positive response, reflecting high engagement and confidence.
- Slightly lower positive responses (90%) were noted for Instrument Identification and Oxygen Administration stations, suggesting minor areas for improvement in clarity or setup.
- The Rest Station was also well appreciated (98%), showing good balance between assessment intensity and student comfort.

**Section-C Attitude of UG Nursing Students' Towards OSCE**

SR. NO	Attitude Statement	SA (F, %)	A (F, %)	N (F, %)	D (F, %)	SD (F, %)	Mean	SD
1	Time limit for each OSCE station is adequate	21 (42%)	25 (50%)	2 (4%)	2 (4%)	0 (0%)	4.30	0.68
2	OSCEs cause stress and anxiety	18 (36%)	14 (28%)	8 (16%)	8 (16%)	2 (4%)	3.28	1.16
3	OSCE helps understand real-life clinical scenarios	28 (56%)	20 (40%)	2 (4%)	0 (0%)	0 (0%)	4.52	0.66
4	OSCE improves clinical confidence	32 (64%)	15 (30%)	3 (6%)	0 (0%)	0 (0%)	4.54	0.64
5	OSCE encourages active participation	29 (58%)	17 (34%)	4 (8%)	0 (0%)	0 (0%)	4.48	0.65
6	OSCE tests details of procedure steps	23 (46%)	21 (42%)	5 (10%)	0 (0%)	1 (2%)	4.32	0.71
7	OSCE is more challenging	18 (36%)	23 (46%)	6 (12%)	3 (6%)	0 (0%)	3.66	0.81
8	OSCE is quite easy	21 (42%)	23 (46%)	3 (6%)	3 (6%)	0 (0%)	4.24	0.74
9	OSCE should be the only mode of practical exam	17 (34%)	25 (50%)	4 (8%)	3 (6%)	1 (2%)	4.10	0.80
10	Cannot pass OSCE without regular attendance	23 (46%)	18 (36%)	4 (8%)	4 (8%)	1 (2%)	4.12	0.86
11	Not much difference between OSCE and other practical exams	16 (32%)	25 (50%)	5 (10%)	2 (4%)	1 (2%)	3.88	0.79
12	Easier to pass OSCE than full practical exam	26 (52%)	17 (34%)	5 (10%)	0 (0%)	2 (4%)	4.20	0.88
13	OSCE improves communication & patient interaction	27 (54%)	20 (40%)	1 (2%)	2 (4%)	0 (0%)	4.48	0.66
14	Prefer OSCE over written exams	22 (44%)	25 (50%)	2 (4%)	0 (0%)	1 (2%)	4.38	0.68
15	OSCE helps identify strengths & areas for improvement	29 (58%)	17 (34%)	3 (6%)	0 (0%)	1 (2%)	4.44	0.66

The study revealed that undergraduate nursing students generally hold a positive attitude toward OSCE, with an overall mean score of 4.23 ± 0.21, indicating that it effectively enhances clinical confidence, communication skills, and understanding of real-life scenarios. Although some students reported stress and anxiety, they acknowledged OSCE as a valuable and challenging tool for assessing and improving clinical competencies.

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**Section-D Areas of Satisfaction and Concern in Students' Experiences with OSCE**

The analysis indicates that students view it primarily as a good method of learning that is a new experience which significantly improved their clinical skill and knowledge level. However, primary concerns among the students included experiencing substantial fear or anxiety during the examination and feeling that the allotted time was less for completing the required tasks. Despite these concerns, the overall positive attitude demonstrates student satisfaction with the method's effectiveness in bridging the gap between theoretical knowledge and practical application.

**CONCLUSION**

Based on the data provided, undergraduate nursing students generally have a positive perception of OSCE, viewing it as a fair and comprehensive method that effectively tests both theoretical knowledge and practical skills. The specific stations focusing on BLS, blood transfusion, and emergency scenarios were unanimously seen as valuable for practical skills, clinical reasoning, and confidence building. However, some students experience stress and anxiety related to OSCE, pointing to potential concerns about time constraints and examiner professionalism, though overall preference for OSCE over traditional exams and confidence in skills afterwards remain high.

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