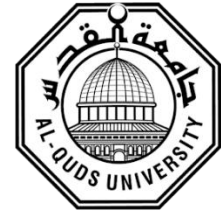




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## ABSTRACT

### The Effectiveness of Utilized Mobile Learning Application on Undergraduate Nursing Students' Knowledge, Performance, and Self-Confidence in Clinical Practice

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**Introduction:** Developing new tools utilizing a theoretical nursing framework and the learner-centered education philosophy is deemed essential to bridging the theory-practice gap in nursing by facilitating the transfer of skills and knowledge between learning and clinical settings.

**Purpose:** This study aimed to examine the usefulness of utilized mobile learning in nursing practice on nursing students' satisfaction, knowledge, and self-efficacy, via different interactive clinical nursing skills mobile applications.

**Method:** A Cross-sectional design was conducted for 202 undergraduate nursing students of the 2nd to 4th levels, who were training in clinical nursing practice. The usability scale (SUS) and mobile learning application self-efficacy scale were utilized.

**Results:** This study showed that 90.6% of students reported that they use mobile apps during their learning process. The usability of students toward mobile applications in clinical practice education mean was (3.39±0.74); perceived usefulness (3.47±0.87), ease of use (3.42±0.81), and satisfaction (3.34±0.75). The overall mean of students' self-efficacy was 3.26±0.74, there was also a positive correlation between students' self-efficacy and the usability of using mobile learning

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applications ( $r=.741$ ). In addition, there were significant differences between the students' usability of utilizing mobile applications and self-efficacy and gender, age, level of study, clinical practice course, average (GPA), and perceived level of internet skills ( $p < 0.05$ ).

**Conclusions:** Mobile learning applications can be helpful educational tools that help Z-generation students feel more at ease, accessible, and enjoy their education. Furthermore, students are satisfied with using these apps and learning about their practical nursing. Also, these apps can promote their self-efficacy if they achieve their educational purposes.

**Keywords:** Mobile learning, nursing education, clinical nursing practice, self-efficacy, usability scale (SUS).

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