The Effect of Simulation-Based Training on Nursing Students' Self-Efficacy in Managing Pediatric Diseases

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Background and Aim: Self-efficacy is essential for nursing students' professional readiness and clinical performance. This study compared the effects of role-playing, group discussion, and traditional teaching on nursing students' self-efficacy.

Methods: In this quasi-experimental study, 90 nursing students at Zahedan University of Medical Sciences were randomly assigned to three groups: role-playing, group discussion, and traditional teaching. Data were collected using the Clinical Self-Efficacy Questionnaire before and three months after the intervention.

Results: Role-playing led to the highest improvement in self-efficacy (55.7%, $p<0.001$, $d=1.55$), followed by group discussion (50.9%, $p=0.02$), while traditional teaching showed only 0.8% improvement ($p=0.78$).

Conclusion: Active teaching methods, especially role-playing, effectively enhance nursing students' self-efficacy and can be used in student-centered educational programs.