Contents lists available at www.innovativejournal.in

INTERNATIONAL JOURNAL OF NURSING DIDACTICS

homepage: http://innovativejournal.in/ijnd/index.php/ijnd

Saudi Nursing Student's Perception of Effective Clinical Instructor's Characteristics

Prof. Dr. Salma Moawed [1], Dr. Nadia Madani Hellali [2], Dr. Nazek Zakery [3], Dr. Helalia Shalabi Mohamed [4], Mrs. Mona Dawood [5]

1,2,3,5 Department of Nursing, College of Nursing King Saud University
4. Department of Community Health Nursing, Faculty of Nursing, Cairo University, Egypt, Faculty of Nursing, King Saud University, 4. Assistant professor of Community Health Nursing, College of Nursing, PAAET, Kuwait

Abstract: Background: The clinical experience has been recognized as a significant and very essential component of nursing education. Clinical instructors have a responsibility not only to their students but also to clients and the nursing profession to identify and exhibit effective clinical teacher characteristics. Moreover, as the clinical experiences and its resources are limited, students must optimize clinical practice opportunities; they must therefore, work with effective clinical instructors.

Aim: The aim of this study is to identify Saudi nursing students' perception of effective clinical instructor's characteristics

Methods: A
Descriptive research design was used in carrying out the current study.

Sample and Setting: 391 Saudi female nursing students, enrolled in the 4th to 8th term of their study in different colleges of nursing asked to participate. This sample also includes students from the college of health sciences, who are enrolled in the second term, of the first year, till those in the second term of the third year. Data were collected from the following places: The study took place in selected colleges and universities in the Kingdom of Saudi Arabia, such as the College of Nursing, King Saud University, Health Colleges of the Ministry of Health, and the college of nursing, Damam University. The Nursing Clinical Teacher Effective Inventory (NCTEI) developed a 48-item Likert scale checklist describing discrete teachers characteristics clustered into five subscales or categories: teaching ability, nursing competence, personality traits, interpersonal relationships and evaluation.

Results: The results revealed that diploma students placed more emphasis on the clinical instructor's behaviors and that is a statistical significance. A significant difference was also found between different places and student's perception of perceptive of clinical teacher behaviors, this may be due to the characteristics of students, teachers, clinical setting & teaching-learning environment, they may differ according to each site, and thus, it may not be surprising that students' perception differs somewhat across sites. On the other hand, those students perceive that the teachers' effectiveness and personality traits are particularly important. These findings are supported by other researches. This research also indicates that a significant correlation was found between father's and mother's education and the student's perception about teaching effectiveness. Personality traits, nursing competences and evaluation this may indicate that family in general has effect on the student's perception. On the other hand, various studies indicates that these four qualities are necessary to be a successful clinical teacher. The results also revealed that no significance difference was found between academic and different students' perception, this come in contrast with another research which mentioned that students near graduation values the teacher's behaviors .
The Mann Whitney test was then used to determine whether statistically significant ($p < 0.05$ & $p < 0.01$)

Conclusion: It was concluded that, effective clinical instructor helps students to develop the problem-solving and decision making skills which are essential for them as a professional nurse. Clinical instructors should be enrolled in continuous in-service training education to develop and strength the positive characteristics of the clinical instructor. Employment committee should utilize the " Nursing Clinical Teacher Effective Inventory: as a baseline during recruitment interview.

Key words: Saudi Nursing Students, The Nursing Clinical Teacher Effective Inventory (NCTEI)*, Clinical Instructor.*

INTRODUCTION

Effective clinical teaching has been a focus for scrutiny across the healthcare discipline [1]. Professional competence is defined as a knowledge base in the subject matter being taught. In disciplines that require a laboratory or clinical competent, professional competence includes the ability to perform the skills and engage in the behaviors appropriate for the professional practitioner of that discipline [2, 3].

Since the relationship between the nursing student and the clinical teacher is an important one, and an effective clinical teacher presents a unique challenge. Part of this challenge is related to varying perceptions regarding teachers' effectiveness [3, 4].

Three factors may influence the student's perception of an effective clinical teacher characteristic that have been identified in the literature. One factor relates to current trends in nursing education practically concepts inherent in the curriculum revolution, teachers and students becoming partners in learning. A second factor is the competency level of the student; students who differ in competency levels and learning needs may have different perceptions of what constitutes an effective clinical teacher. The third factor is increasing student diversity. Today's nursing students are

diverse not only in sociocultural and economic status, but also in life experiences, educational background and maturity [3, 5, 6, 7].

Therefore, the challenge of clinical teaching is to transform novice nursing students into practicing nurses. The transformation process is designed to help students learn how to collect data, interpret & synthesize findings, evaluate critically the effect of actions taken, perform procedures skillfully, and relate to patients in an ethical and caring manner. Clinical education should produce students capable of practicing both the art & science of nursing.

Since the relationship between the nursing student & the clinical teacher is an important one, and an effective clinical teacher presents a unique challenge. Part of this challenge is related to varying perceptions regarding teachers' effectiveness.

Identification & understanding of these perceptions enhances the potential for improving students learning outcomes & the quality of clinical instructions

The aim of this study is to identify Saudi nursing students' perception of effective clinical instructors' characteristics.

METHODOLOGY

- ***Research Design:***

A descriptive research approach was used in this study

- ***Setting:***

The study took place in selected colleges and universities in the Kingdom of Saudi Arabia, such as the College of Nursing, King Saud University, Health Colleges of the Ministry of Health, and the college of nursing, Damam University.

RESULTS

- ***Sample:***

The sample constituted of 391 Saudi female nursing students, one group was enrolled in the third, fourth & the internship year of college, and the other from the health colleges is in the second term of their first year, which is the time by which they start training in hospitals.

- ***Data Collection Procedures:***

Data was collected using the Nursing Clinical Teacher Effectiveness Inventory (NCTEI), developed by Mogan & Knox (1987). It consists of five major categories of teacher behavior, including Teaching Ability, Interpersonal Relationships, Personal Characteristics, Nursing Competence, and Evaluation.
The NCTEI is a 48-item Likret scale checklist that was used to measure the student's perception of those clinical teacher behaviors

This tool directed subjects to indicate how important each behavior was to them as a learner by ranking the behavior on a scale of one to seven, one being least important, and seven being most important.
The length of time needed to complete this instrument was an average of 25 minutes, the students were also asked to mention four characteristics they consider the most important for the clinical teacher to possess in order to be effective in her clinical teaching.

- ***Data Analysis***

Data were analyzed using descriptive statistics. Data obtained form the Nursing Clinical Teacher Effectiveness Inventory (NCTEI) were analyzed to determine the central tendencies & variability within student responses, means, medians, ranges, and standard deviations were calculated for individual behaviors listed in the NCTEI.
The Mann Whitney test was then used to determine whether statistically significant ($p<0.05$ & $p<0.01$)

Table "1": Characteristic Features of the Studied Sample

	Number	Percent
– *Age*		
17-20	73	18.7
21-24	288	73.7
25 – or more	30	7.7
– *Marital Status*		
Single	296	75.7
Married	92	23.5
Others	3	0.8
– *Mother Education*		
Illiterate or read & write	124	31.7
Primary or preparatory	90	23.5
Secondary	137	35.0
University	38	9.7
– *Father Education*		
Illiterate or read & write	78	19.9
Primary or preparatory	50	14.8
Secondary	170	43.5
University	85	21.7

Nearly three quarters of the study group (73.7%) aged between 21-24 years old and only 7.7% were aged 25 years and more. Moreover, three quarters of the sample were single while 23.5% were married   About one quarter (23.5%) of the studied sample had mother with primary school education, while for the father's education nearly 43.5% & 21.7% of the sample had secondary & university education respectively.

Table "2": Distribution of the Sample According to Education Issue

Type of Education Program	Number	Percent
− *Program*		
Diploma Degree	173	44.2
BSc.	218	55.8
− *Place*		
Riyadh	318	81.3
Dammam	73	18.7
− *Education Level*		
1-3	124	31.7
4-5	90	23.5
6 or more	137	35.0
Total	391	100.00

The results show that more than half of the studied sample (55.8%) were studying higher educational program in nursing, the table also reveals that the majority of the sample (81.3%) were living in Riyadh City, two thirds (79.3%) of the sample were in the 6th level of the bachelor grade.

Table (3): The Difference between Educational Programs in Relation to the Students' Perception

Students' perception	Educational program				U	p
	Middle education		Higher education			
	N	Mean ± SD	n	Mean ± SD		
Teaching effectiveness	173	88.1±15.6	218	83.5±19.4	-2.03*	.042
Interpersonal relationship	173	87.0±18.4	218	82.9±20.1	-2.67**	.008
Personality traits	173	87.2±18.1	217	81.9±19.6	-3.59**	.000
Nursing Competencies	170	87.0±17.9	214	82.5±20.4	-2.55*	.011
Evaluation	173	88.5±16.7	214	82.0±20.3	-3.50**	.000

U= Mann-Whitney Test   *Significance Level at p<0.05   **Significance Level at p<0.01

This tables reveals that there are significant differences were found between middle education and higher education according to teaching effectiveness (U= -2.03, P=0.042), interpersonal relationships (U=-2.67, P=0.008), personality traits (U= -3.59, P=0.000), nursing competencies (U= -2.55, P=0.011) and evaluation (U= -3.50, P=0.000)

Table (4): The Difference between Different Age Categories According to Student's Perception

Students' perception	Age								X^2	p
	17-20		21-24		25-28		29+			
	N	Mean ± SD	n	Mean ± SD	n	Mean ± SD	n	Mean ± SD		
Teaching effectiveness	73	84.3±18.7	288	85.8±17.9	22	86.3±13.8	8	85±23.2	.83	.84
Interpersonal relationship	73	85.8±18.1	288	84.3±20.2	22	86.2±12.2	8	84.8±24.6	.71	.86
Personality traits	72	84.8±19.7	288	84.3±19	22	81.9±16.5	8	83.1±24.7	1.5	.66
Nursing Competency	71	84.4±20.3	283	84.7±19.2	22	83±19.2	8	81.6±25.3	.37	.94
Evaluation	70	83.9±2.1	287	85.4±1.8	22	83.8±1.6	8	81.1±2.6	1.0	.80

The results show that there is no significance difference between age categories & different students' perception of perspective of clinical teaching behaviors.

Table (5): The Difference between Places of Study According to Students' Perception

Students' perception	Place						X^2	p
	Riyadh		Damman		Jeddah			
	N	Mean ± SD	n	Mean ± SD	n	Mean ± SD		
Teaching effectiveness	318	86.6±17.6	70	81.2±18.5	1	97.3±.0	10.3**	.006
Interpersonal relationship	318	85.9±18.6	70	79.3±22.6	1	83.3±.0	8.9*	.011
Personality traits	317	85.6±18.4	70	78.4±21.2	1	83.6±.0	12.4**	.002
Nursing competencies	313	85.4±19.3	68	80.7±20.1	1	88.5±.0	7.9*	.019
Evaluation	315	86.0±1.8	69	80±2.0	1	90.4±.0	8.6*	.013

*Significance level at p<0.05   ** Significance level at p<0.01

The results show that there are significance difference between different places of study & different students' perception of perspective of clinical teaching behaviors including teaching effectiveness, interpersonal relationships, personality traits, nursing competencies, & evaluation, Where U= 10.3, 8.9, 12.4, 7.9, & 8.6 at p =0.006, 0.011, 0.002, 0.019, & 0.013 respectively

Table (6): Comparison between Different Academic Years in Relation to Students' Perception

Students' perception	Academic year										X^2	p
	1st year		2nd year		3rd year		4th year		Internship year			
	n	Mean ± SD	N	Mean ± SD	N	Mean ± SD	n	Mean ± SD	n	Mean ± SD		
Teaching effectiveness	4	68.9±35.7	42	87.8±14.4	256	85.4±18.2	27	87.2±14.7	56	84.7±19.1	1.5	.823
Interpersonal relationship	4	`64.8±36.7	42	87.6±14.8	256	84.7±19.6	27	86.1±15.3	56	82.8±22.7	2.2	.689
Personality traits	4	75.5±41.2	42	86.7±18.2	255	84.2±18.5	27	82.4±17.9	56	83.7±21.8	2.80	.578
Nursing Competencies	4	73.2±39.6	42	86.1±16.9	253	84.4±19.5	27	83.9±19.8	52	84.8±20.5	.33	.988
Evaluation	4	72.6±3.9	42	87.5±1.5	252	85.0±1.9	27	85.1±1.7	56	83.3±2.0	1.08	.897

The results reveal that there is no significant difference was found between academic years & different students' perception of perspective of clinical teaching behaviors

Table (7): The difference between different age categories according to students' perception

Students' perception	Age								X^2	p
	17-20		21-24		25-28		29+			
	n	Mean ± SD	n	Mean ± SD	n	Mean ± SD	n	Mean ± SD		
Teaching effectiveness	73	84.3±18.7	288	85.8±17.9	22	86.3±13.8	8	85±23.2	.83	.84
Interpersonal relationship	73	85.8±18.1	288	84.3±20.2	22	86.2±12.2	8	84.8±24.6	.71	.86
Personality traits	72	84.8±19.7	288	84.3±19	22	81.9±16.5	8	83.1±24.7	1.5	.66
Nursing specialties	71	84.4±20.3	283	84.7±19.2	22	83±19.2	8	81.6±25.3	.37	.94
Evaluation	70	83.9±2.1	287	85.4±1.8	22	83.8±1.6	8	81.1±2.6	1.0	.80

Table (7) reveals that there no a significance difference was found between age categories and different students' perception of perspective of clinical teaching behaviors.

Table (8): the difference between marital status categories as regards students' perception

Students' perception	Marital status								X^2	p
	Single		Married		Divorced		Widowed			
	n	Mean ± SD	n	Mean ± SD	n	Mean ± SD	n	Mean ± SD		
Teaching effectiveness	296	85.6±17.6	92	85.4±19	2	82.5±15.7	1	67.8±.0	1.96	.580
Interpersonal relationship	296	84.5±19.4	92	85.4±19.9	2	76.1±16.8	1	76.1±.0	2.64	.451
Personality traits	295	84.2±18.8	92	84.6±20.3	2	84.6±12.9	1	79.5±.0	1.18	.756
Nursing specialties	292	84.6±19.2	89	84.1±20.7	2	90±10.1	1	77.1±.0	1.00	.801
Evaluation	294	84.7±1.8	90	85.5±2	2	90.4±2.2	1	82.5±.0	1.62	.653

Table (8) reveals that there no a significance difference was found between marital status and different students' perception of perspective of clinical teaching behaviors

Table (9): Student's Rating of Individual Effective Clinical Teacher Behaviors as Measured by NCTEI

Clinical Instructor Behavior	Number	Mean
Explain Clearly (T)	389	6.3
Emphasizes what is important (T)	389	6.3
Well prepared for teaching (T)	387	6.2
Understand what students are asking or telling (T)	388	6.3
Answers carefully & precisely (T)	390	6.3
Encourages a climate of mutual respect (I)	386	6.3
Listens attentively (I)	386	6.3
Is Self confident (P)	386	6.3
Gives students positive reinforcement for good contributions & performance (E)	382	6.3
Corrects students' mistakes without belittling them (E)	385	6.3
Does not criticize students in front of other (E)	385	6.3

The table above reveals the eleven behaviors receiving the highest ratings as measured by means

DISCUSSION

In nursing curricula, the clinical education component requires supervisors to promote the student's ability to synthesize and apply their professions' knowledge to different and often more complex clinical circumstances. To achieve these objectives, clinical supervisors are expected to develop individualized learning experiences for the students who come to the clinical component of the curriculum with a wide range of abilities and backgrounds. This requires a broad-based appreciation of alternative teaching strategies, knowledge of methods by which performance can be evaluated, and skills in designing remedial activities for students who are having difficulty performing [8,9].

The results revealed that diploma students placed more emphasis on the clinical instructor's behaviors and that is a statistical significance (Table III). A significant difference was also found between different places and student's perception of perceptive of clinical teacher behaviors, this may be due to the characteristics of students, teachers, clinical setting & teaching-learning environment, they may differ according to each site, and thus, it may not be surprising that students' perception differs somewhat across sites. On the other hand, those students perceive that the teachers' effectiveness and personality traits are particularly important. These findings are supported by other researches [9, 10].

This research also indicates that a significant correlation was found between father's and mother's education and the student's perception about teaching effectiveness. Personality traits, nursing competences and evaluation this may indicate that family in general has effect on the student's perception. On the other hand, various studies indicates that these four qualities are necessary to be a successful clinical teacher [10, 11]. The results also revealed that no significance difference was found between academic and different students' perception, this come in contrast with another research which mentioned that students near graduation values the teacher's behaviors [12].

We can conclude that, a clinical instructor's ability to use effective interpersonal skills is a major concern for all students.
Further study examining student perceptions of specific teacher behaviors across student competency levels would allow for validation of results, would help enrich understanding of this phenomenon, and would allow for generalizations to be made beyond the study population.

Further study examining the influence of various characteristics of students (including age, gender, life and work experience), characteristics of teachers (including age, number of years of teaching, educational preparation, and employment status), and characteristics of the clinical setting (including the type and acuity of patients, and characteristic of staff) would help to further understanding of clinical teacher effectiveness.

REFERENCES

[1]. Beitz. D. Wieland, 2009: Analyzing the teaching effectiveness of clinical nursing faculty of full and part-time generic BSN, LPN-BSN, and RN-BSN. Nursing students, Journal of professional Nursing, volume 21, Issue 1, page 32-45.

[2]. Whitc. L.C 1997. Perceptions of effective clinical teachers in practical nursing. Programs (doctoral dissertation, University of Alabama, 1997). Dissertation abstracts intemational 58: 2964.

[3]. Fong, C, and McCanley, G. (1993). Measuring the nursing, teaching, and interpersonal effectiveness of clinical instructors. Journal of Nursing Educations. 32 (7), 325 – 328.

[4]. Bell K. sieh S. perceptions of effective clinical teaching in Associate degree program. Journal of Nursing Education. 1994. 33 (9).

[5]. Cholowaki, K. 2002 Nursing students and clinical educators' perceptions of characteristics of effective clinical educators in Australian University, School of Nursing. Journal of Advanced Nursing 39 (5) , 41 -420.

[6]. S Davies, E White, E Riley, S Toin. 2004; how can nurse teacher be more effective in practice selling. J AdvNURs Apr: 46 (2) 134-43

[7]. Field f and etal: Evaluating Teaching Effectiveness. Journal of Nursing Education.

[8]. Tang et al., 2005 F.T Tang, S.M. Chou and H.H. Chaiang, students' perception of effective and ineffective clinical instructors. Journal of Nursing Education. 44 (4) (2005) pp187- 192.

[9]. Hartland, W., Landoner, C.A. (1997). Perceived importance of clinical teaching characteristics for nurse anesthesia clinical faculty. AANA Journal, 65, pp 547-551

[10]. Johnsen, K.O. Aasgaard, H.S. Wahl, A.K. and Solminen, L. (2002). Nurse educator competence: A study of Norwegian nurse educators' opinion of the importance and application of different nurse educator competence domains. Journal of Nursing Education, 41, 295-301

[11]. Bergman, K. & Gaitskill, T. (1990). Faculty & students' perceptions of effective clinical teachers; an extension study. Journal of Professional Nursing, 6 (1), 33-44.