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RESEARCH ARTICLE

EFFECTIVENESS OF CLINICAL TEACHER BEHAVIORS AS PERCEIVED BY NURSING STUDENTS, GRADUATES AND FACULTY OF KING KHALID UNIVERSITY, COLLEGE OF APPLIED MEDICAL SCIENCE, MOHAIL, KINGDOM OF SAUDI ARABIA

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ABSTRACT

Background: Clinical teaching behavior is a critical determinant for quality of clinical learning experiences of nursing students. The objective of the study was to explore the effectiveness of clinical teacher behaviors as rated by Nursing faculty, practicing graduates and students, and to find out the significant differences and commonalities between these perceptions.

Methods: Descriptive design was adopted for this study with a total sample of 117 respondents from Nursing Department, College of Applied Medical Science, Mohail, KKU. The instrument used for the study was, "The Nursing Clinical Teacher Effectiveness Inventory" (NCTEI).

Results: Various teaching behaviors showed statistically significant different scores between the groups and it was found that the perceptions like Teaching ability, Nursing competence, Evaluation and Interpersonal relations scores were significant at $p < 0.05$ level.

Conclusion: Clinical teachers must possess effective teaching characteristics to promote clinical learning as the students consider their teachers as best role models in learning. On the basis of results, the study recommends that various methods can be adopted to improve the interpersonal relations between students and clinical teachers, as it was the least rated teaching ability by the nursing students. Also further research may be conducted among the male and female students in the diverse academic clinical settings.

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INTRODUCTION

Some of the reported observations in undergraduate medical education related to the quality of teaching and training of medical students on the process of teaching and training undergraduate medical students in Saudi Arabia. The main general concern is about the quality of the clinical learning environment. Some more specific concerns were about teaching and learning biomedical ethics, and exploration of factors that could influence the effectiveness of students' learning.^[1]

Faculty who are well prepared academically and hold nursing credentials may be expected to display high levels of professional competence, regardless of their employment status. One explanation for this apparent contradiction may be the multiple roles that full-time faculty play in the curriculum. For example, full-time faculty are usually responsible for preparing and delivering content in the classroom setting. This would permit them to draw parallels between didactic

and clinical experiences, leading students to view them as subject matter experts. Thus, students would recognize the professional competence of full-time faculty more readily than that of part-time faculty.^[2]

Learners wanted to feel supported, reassured and comfortable exploring ideas and valued the ability of the teacher to develop a structured argument or give feedback. However, they felt it was important to be able to challenge, without feeling compelled to adopt, a teacher's view. Links between certain teacher characteristics and behaviour were often complex, with several behaviors linked to a single characteristic and several characteristics to a single behaviour.^[3]

Students in clinical years and clinical teachers value knowledge, interest in teaching and clinical competency as the most important attributes for an effective clinical teacher. It is very difficult to state the minimum attributes, which are essential to become an effective teacher. These agreement

areas can serve as the beginning of a list of attributes that might be used to define competence for clinical educator.^[4]

Clinical teachers become aware of those characteristics that are perceived important, teaching strategies and attitudes can be reinforced, modified, or developed in order to promote clinical learning as valuable experience for students. Objective evaluation, role modeling, clinical competence and communication skills, respecting students' individuality were ranked as first five most effective clinical instructor characteristics.^[5]

Effective clinical educators are those who are in harmony with the spirit of nursing, adopt a reflective approach, make clinical learning enjoyable and provide a patient-centered care. They act as a role model enabling their students to manage their vocational challenges, which are a direct result of the specific socio-cultural conditions of nursing profession in Iran.^[6]

Learning in the clinical environment is an integral part of nursing education programme. In tertiary based nursing courses, students spend time learning in the clinical setting as they do in their classroom based studies. The result showed that having both clinical (professional) and teaching knowledge were the most important teaching skills for effective clinical teaching^[8]

Given the shortage of nurse educators, we sought to better understand teaching excellence because it is crucial for developing the next generation of nurses. Using line-by-line coding and the constant comparative method, five major themes emerged: (a) engagement, (b) relevance, (c) student centeredness, (d) facilitation of learning, and (e) also appeared to impact student's views of effective clinical teaching.^[10]

MATERIALS AND METHODS

This Quantitative descriptive study was conducted in the Department of Nursing, King Khalid University, Mohail, Aseer region, Saudi Arabia using structured questionnaire. The total participants of this study comprised of 117 respondents, that includes 79 undergraduate nursing students from Level 5, level 6 and level 7; 28 practicing graduates and 10 nursing faculty teaching the students in their clinical setting were selected by using convenient sampling technique. The student group from 1st year and 2nd year (Level 1,2,3 and 4)were excluded from the study as they never exposed to clinical setting and only had skill lab training.

The instrument used for data collection was a structured questionnaire, divided into two parts. Part 1 consisted of background information of respondents include age, nationality, program level, marital status, clinical teaching experience of faculty and clinical courses, and Part 2 was a checklist comprised of 47-items to rate the teacher behavior from "The Nursing Clinical Teacher Effectiveness Inventory" (NCTEI) developed by Knox and Mogan in 1985, which describes clinical teacher characteristics grouped into five subscales: teaching ability, nursing competence, personality traits, interpersonal relationship and evaluation. The raters judge, on a seven-point Likert scale, describes the specific characteristics of a particular teacher (1= Not at all

descriptive, 7= Very descriptive) Category scores are obtained by summing scores of all items within a category (minimum score 47 and maximum score 329). The checklist describes the discrete teacher characteristics clustered into five subscales or categories: teaching ability (minimum score 17 and maximum score 119), nursing competence (minimum score 9 and maximum score 63), personality traits (minimum score 7 and maximum score 49), interpersonal relationship (minimum score 6 and maximum score 42) and evaluation (minimum score 8 and maximum score 56). Summing all five category scores provides a totalscore for the teacher. Higher scores imply more positive teacher characteristics.^[11]

Researchers personally contacted with nursing faculty at College and graduates working in clinical setting at Mohail General Hospital (Ministry of Health), KSA, and administered the questionnaire. Students from 3rd year and 4th year (Level 5,6 and 7) were asked to self -rate the questionnaire in the presence of the researcher for needed clarification. The students took 15-20 minutes to complete the questionnaire. One sample from faculty showed unwillingness to participate and returned the questionnaire. Data were collected during the first academic semester from 16th November 2014 to 18th December 2014 (23 Muharram 1436 A.H to 26 Safar 1436 A.H)

The ethics committee of Nursing Department approved to conduct the study and informed consent was obtained from each participants. They were informed about the purpose the study and ensured the confidentiality of the information and also their rights to withdraw or refuse at any time from the study if they felt uncomfortable about it.

The collected data were compiled and analyzed by using Statistical Packages for Social Sciences(SPSS) version 16.0. Demographic data from part 1 and part 2 were analyzed by using various statistical methods like descriptive and inferential statistics to obtain frequency, mean, median, standard deviation and Chi-square test was used to find out whether the mean rank of perceived five categories of teaching behaviors were significantly different in three groups while Kruskalwallis test was used to test whether there was a significant difference in perception of clinical teacher behavior between faculty, graduates and nursing students at 0.05 level of significance. Also the differences in perception was obtained from various levels of Nursing program.

RESULTS

With regard to the demographic information, among the 117 participants of the present study, 67% were undergraduate students, 24% of them were practicing graduates and only 9% were clinical teachers. Regarding age wise sample distribution, majority of the participants age ranged between 20-25 years while only one participant had age above 40 years. The level 7 students completed minimum 4 clinical courses whereas the level 6 and level 5 completed 3 and 2 clinical courses respectively. The clinical experience of the practicing graduates were below one year.

The teaching behavior of each group displays difference in their perception in all the five teaching behaviour

components. The highest valued behaviour among the group was teaching ability by faculty with a mean and median rank of 99.7 and 100 while the least teaching behavior was rated for interpersonal relations by undergraduate students with mean and median rank of 27.78 and 28 respectively. (Table 1) In comparison to the mean rank scores with in the five major components of teaching behaviour between different groups, such as teaching ability, nursing competence, evaluation, personality and interpersonal relations, by Kruskal- Wallis test showed a statistically significant difference at ($p < 0.05$ level), while the teaching behaviour personality the difference was not significant (Table 2).

the most effective teaching behavior rated was teaching ability (Median rank 83) whereas students perceived the least important teacher behaviour as interpersonal relations (Median rank 28). Among all the three levels of program, the teaching behaviour perceived by students equally for evaluation and personality (Median rank 35). (Table 4)

Figure 1 depicts, the comparison between teaching behavior scores of the study participants. Among the five major components of teaching behaviors, the highly valued behaviors were teaching ability and interpersonal relations scored equally (84%) by faculty.

Table 1 Comparison of teaching behaviors between various groups (n = 117)

Title		Teaching Ability	Nursing Competence	Evaluation	Interpersonal Relations	Personality
Faculty	Mean	99.7	51.7	44.9	35.3	40.4
	Std. Deviation	12.81	10.24	9.17	5.60	7.71
	Median	100	53	47	36	43.5
Graduates	Mean	89.89	48.5	42.79	32.18	37.64
	Std. Deviation	18.02	9.72	8.22	7.76	8.64
	Median	98	51.5	46	36	40.5
Undergraduate	Mean	77.19	41.05	34.44	27.78	33.19
	Std. Deviation	28.48	15.87	15.75	9.81	11.78
	Median	83	45	35	28	35
Total	Mean	82.15	43.74	37.33	29.48	34.87
	Std. Deviation	26.30	14.67	14.38	9.37	11.03
	Median	90	49	41	30	36

Mean, Standard deviation and Median scores of different groups.

Table 2 Difference in perception of teaching behaviors between various groups (n = 117)

Behaviour	Title	Ranks		Test Statistics		
		N	Mean Rank	Chi-Square	df	p-value
Teaching Ability	Faculty	10	80.95	7.84	2	0.020*
	Graduates	28	66.89			
	Undergraduates	79	53.42			
	Total	117				
Nursing Competence	Faculty	10	77.6	7.33	2	0.026*
	Graduates	28	68.32			
	Undergraduates	79	53.34			
	Total	117				
Evaluation	Faculty	10	75.05	6.29	2	0.043*
	Graduates	28	68.29			
	Undergraduates	79	53.68			
	Total	117				
Interpersonal Relations	Faculty	10	80.25	8.12	2	0.017*
	Graduates	28	67.77			
	Undergraduates	79	53.2			
	Total	117				
Personality	Faculty	10	76.15	5.02	2	0.081
	Graduates	28	65.59			
	Undergraduates	79	54.49			
	Total	117				
Total	Faculty	10	79.55	7.31	2	0.026*
	Graduates	28	67.07			
	Undergraduates	79	53.54			
	Total	117				

*Kruskal- Wallis test significant at $p < 0.05$ level.

Comparison of each teaching behavior perceived by the different groups of nursing students, graduates and faculty, by Median test showed a significant difference at ($p < 0.05$ level). The highest rated median rank indicates the most valued teaching behavior while the least scored median indicates least perceived opinion about the clinical teaching behaviour that is interpersonal relations. (Table 3)

In comparison to the most rated teaching behaviour perceived by the students distributed in various levels of Nursing program., by the median test, among the 79 Nursing students,

As the same way graduates also showed a similar pattern of perception equally for interpersonal relations and personality at 77%. But the undergraduate students showed a low opinion on all teaching behaviors and least perceived teaching behavior in evaluation of 62% and a similar score obtained for nursing competence and interpersonal relations (66%). Overall the findings of the study showed that, in comparison with different group of participants, it is found out that there is significant difference in teaching behaviors with different groups. While among the groups, undergraduates showed a progressive increase in the score pattern. the result showed

that, vast differences in opinion about clinical teacher behaviors.

Table 3 Comparison of each teaching behavior perceived by the different groups by Median Test (n=117)

Teaching behaviors		Groups			Median	Chi-Square	df	p - value
		Faculty	Graduates	Under graduates				
Teaching Ability	> Median	8	16	32	90	6.82	2	0.033*
	<= Median	2	12	47				
Nursing Competence	> Median	6	18	31	49	5.95	2	0.051*
	<= Median	4	10	48				
Evaluation	> Median	7	18	33	41	6.02	2	0.049*
	<= Median	3	10	46				
Interpersonal Relations	> Median	8	18	32	30	8.73	2	0.013*
	<= Median	2	10	47				
Personality	> Median	7	16	35	36	3.19	2	0.203
	<= Median	3	12	44				
Total	> Median	8	17	33	246	7.02	2	0.030*
	<= Median	2	11	46				

*Group wise median test shows statistical significance at p < 0.05 level.

Table 4 Comparison of each teaching behavior perceived by the different levels of Nursing students by Median Test (n = 117)

Teaching behaviors		Nursing students (79)			Statistics			
		Program level			Median	Chi-Square	df	p - value
		Level 5	Level 6	Level 7				
Teaching Ability	> Median	6	7	26	83	19.97 *	2	0
	<= Median	25	6	9				
Nursing Competence	> Median	4	8	27	45	28.06 *	2	0
	<= Median	27	5	8				
Evaluation	> Median	2	8	29	35	39.32 *	2	0
	<= Median	29	5	6				
Interpersonal Relations	> Median	2	8	28	28	36.75	2	0
	<= Median	29	5	7				
Personality	> Median	2	9	27	35	35.69	2	0
	<= Median	29	4	8				
Total	> Median	3	9	27	222	32.39 *	2	0
	<= Median	28	4	8				

Median test for various levels of nursing program

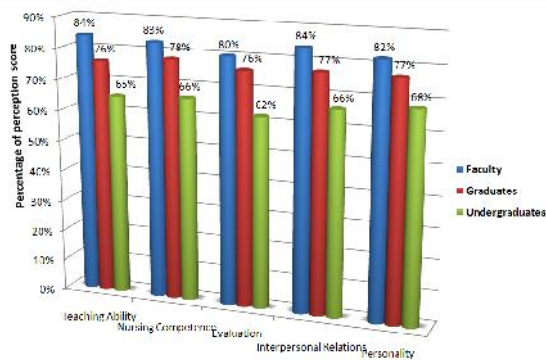


Figure 1 Comparison of teaching behavior perception scores in various groups (n=117)

As the number clinical courses of students increases from Level 5 to 7, accordingly their perception towards teaching behaviors of clinical educators also increases considerably. That means the effectiveness of clinical teacher behaviors rated by level 5 students were the least while level 7 students being the highest.

DISCUSSION

The objectives of the present study was to explore the effectiveness of clinical teacher behaviors as rated by faculty, practicing graduates and nursing students and to compare the significant similarities and differences of various teaching behaviors as perceived by faculty, graduates and nursing

This study investigated various clinical teacher behaviors like teaching ability, nursing competence, evaluation, interpersonal relation and personality perceived by different groups. The significant finding of this study showed that among the Nursing students, the most effective teaching behavior rated was teaching ability (Median rank 83) whereas students perceived the least important teacher behaviour as interpersonal relations (Median rank 28). The most valued teaching behaviour among the three group was the teaching abilities while the least scores was personality.

Hooman Shahsavari *et al.* reported that clinical education is the heart of the nursing education program. Effective nursing clinical instructors are needed for graduating the future qualified nurses. There is a well-developed body of knowledge about the effectiveness of clinical teaching and the instructors.⁷ Ijeoma L. Okoronkwo, *et al.* found that the process of becoming an excellent teacher involved "change from 'instiller' to 'facilitator' and laid the foundation for continued development of my teaching self." Those beginning to teach or seeking to improve their teaching may find the results enlightening.^[9]

In contrast with the present study, Lee W S, Cholowski K and Williams A K, described that the students who had not been exposed to real clinical situations prior to commencing nursing studies ranked items related to interpersonal relationships more highly than students who had previous nursing experience. Although there were no statistically

significant differences in the two groups, students were more concerned with evaluation while clinical educators were more concerned with nursing competence.^[12]

According to Li-Ling Hsu, that clinical teachers must be enabled and empowered to provide students with appropriate knowledge and skills to meet the needs of patients. To develop students' professional nursing identity now and in the future, nurse educators have to commit themselves to both nursing and teaching in clinical settings. More nurses need to be prepared for careers in education at the master's and doctoral levels.^[13]

Martens MJC., Duvivier, focused on good clinical learning environment which was established through good co-operation between the school and the clinical staff. The school should be able to provide a suitable clinical learning environment at the right time, so that theory and practice would complement each other. The teacher was the expert on nursing education, the aims set for each practice, as well as student nurses and their skills, but then again the nurse mentor knew the ward on which students were practicing. This was why collaboration between nurse mentors and nurse teachers was considered very necessary^[14]. The teacher was the expert on nursing education, the aims set for each practice, as well as student nurses and their skills, but then again the nurse mentor knew the ward on which students were practicing. This was why collaboration between nurse mentors and nurse teachers was considered very necessary, which corresponds with Papp I, Markkanen M, von Bonsdorff M^[15].

Nursing students expressed their views and mentioned their worry about the initial clinical anxiety, theory-practice gap, professional role and clinical supervision. They mentioned that integration of both theory and practice with good clinical supervision enabling them to feel that they are enough competent to take care of the patients. Faculties of nursing need to be concerned about solving student problems in education and clinical practice. The findings support the need for Faculty of Nursing to plan nursing curriculum in a way that nursing students be involved actively in their education.^[16,17]

Tamara, L., Buchel, T.L. and Edwards, F.D , highlighted on Residents and faculty agreement of being enthusiastic and having clinical competence are important attributes and that scholarly activity is not as important. Residents felt it is important for an educator to respect their autonomy and independence as clinicians, whereas faculty members felt that this was among the least important traits. Faculty felt that serving as a role model worth emulating was important, but residents ranked this at the bottom of their list.^[18]

The Empowering Teaching Behaviors Questionnaire – Students (ETBQ-S) reliably measures five facets of empowering actions that clinical teachers can employ with nursing students in practice to enhance their confidence, involve them in decision-making and goal setting, make learning meaningful, and help them to become more autonomous nurses. Faculty performance strengths included patterns such as being a knowledgeable and strategic teacher, creating a positive learning environment, demonstrating professionalism, displaying scholarly traits, and being

supportive. Weaknesses included patterns such as poor delivery of content, acting disorganized, being inaccessible, displaying weak teaching skills, being dishonorable, being unprofessional, and displaying negative traits. Implications for continuous quality improvement in teaching/learning processes are presented.^[19,20]

Recommendations for further areas of research noticed were a) since interpersonal relations being the least valued teaching behavior, various methods to increase the interpersonal relations between the clinical teachers and the students should be developed. b) A training on regional language course to the non - Arab clinical teachers may improve the interactions between the students and teachers c) English communication should be brought into the application level among the students which will have positive effect on nursing competence. d) By instituting a Two-way communication system, in Arabic and English, which being the main communication languages among the students and teachers, may enhance the learning standards of the students. future research may be conducted by obtaining samples from male and female students, diverse academic clinical settings and also faculties of different colleges within the University.

Study limitations were apparent in sampling as we collected the data only from female students. There might be difference in perception according to gender. Also the sample was selected from a single setting. In this research we administered only one measurement scale and it would be better if applied more instruments to determine the accurate scale.

CONCLUSION

Clinical teachers must possess effective teaching characteristics to promote clinical learning wherein the nursing group learns most of the professional behaviors from their clinical educators and also consider them as best role models in learning. The teaching behavior of each group of the present study shows difference in their perception in all the five teaching behaviour components. The highest valued behaviour among the group was teaching ability by faculty while the least teaching behavior was rated for interpersonal relations by undergraduate students. The finding from this study conclude that if the academic administrators favorably orient all clinical teachers to effective clinical teaching behaviors perceived by the undergraduate students and graduate practicing nurses, so that it definitely help and guide the clinical teachers to become aware about those attributes that their students valued important and further reflects in the clinical learning environment.

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