Nursing Students' Perceptions of Effective Clinical Teacher in Al'Majmaah District

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ABSTRACT

BACKGROUND & OBJECTIVES: Clinical education is a dynamic process and has an important role in training competent nurses. The clinical experience of nursing students is an important part of any nursing education program, and it is critical determinant for quality of clinical learning experiences. The clinical educators experience, knowledge and personality have an influence on the students. The researchers believed that a better understanding of the perceptions of effective clinical teacher among nursing students would enhance the clinical teaching. The aim of study is to explore the nursing student's perception on the characteristics of an effective clinical teacher in Majmaah University (KSA). **METHODS:** A descriptive study design using self-administered questionnaire of five domains was used which consisted of 44 items related to the most effective clinical characteristics. One hundred forty seven (n= 147) nursing students of Majmaah university participated in this study. **RESULTS:** All participants rated the Professional Nursing Competencies as the most important domain 4.34 (SD = 0.87), and the lowest important domain perceived by participants was teaching skills 4.01 (SD =1.04). "Demonstrates nursing skills and procedures proficiently" was the highest rated characteristics perceived by students' 4.5, (SD = 0.788), on the other hand the lowest characteristics was" Encourages Students to a critical way of thinking" to 4.33 (SD = 0.86). In addition, the results showed no significant difference in any of the five domains between male female students. These results synchronized with similar studies in other part of Arab and congruent with the students level of educations. **CONCLUSION:** Further studies need to validate the results to examine if there is any difference according to gender, academic levels or geographical variation in kingdom of Saudi Arabia.

Key words: Nursing student, Clinical teacher,

الملخص

يعتبر التعليم العملي والتدريب الاكلينيكي لطلاب تخصص التمريض في برامجهم المختلفة ومستوياتهم المتعدده حجر الزاوية في اكسابهم المهارات و الكفايات اللازمة للقيام بدرورهم كممرضين فاعلين , ومدرسي التمريض الاكلينيكي هم الرقم الصعب في هذه العملية من خلال الكفايات والصفات التي يمتلكونها, والسلوكيات و الاستراتيجيات التي يتبعونها في اكساب الطلاب لهذه المهارات. **هدفت الدراسة** الى تحديد اهم الصفات التي يجب توافرها في المدرس الاكلينيكي الفعّال من وجهة نظر طلاب التمريض حسب انطباعاتهم عن التدريب العملي الاكلينيكي. ويعتقد الباحث أن فهم وادراك طلاب التمريض في محافظة المجمعة لصفات مدرس التمريض الاكلينيكي الفعّال, يؤدي لتطويرها والوصول إلى تعليم وتدريب فاعل ومؤثر يحقق الاهداف المرجوة من التدريب الاكلينيكي, والتركيز على كيفية توافرها وديمومتها بالشكل الفعال لدى المدرسين والعمل على بناء برامج تدريبية وتطويرية لزيادة كفاءتهم. **منهجية الدراسة :** قامت هذه الدراسة على منهجية الدراسات المسحية والوصفية من خلال بناء استبانة ذاتية يجيب عليها الطلاب بانفسهم وتحتوي على قائمة بأهم الصفات الواجب توافرها في المدرس الاكلينيكي, اشتملت على على اربعة واربعين (44) فقرةً جاءت في خمس مجالات رئيسة, و بمشاركة مائة وسبعة وأربعون (147) طالباً وطالبةً من اقسام التمريض في جامعة المجمعة. **النتائج:** اشارت النتائج ان مجال «الكفايات المهنية التمريضية» حاز على درجة الاهمية الاعلى من وجهة نظر أفراد العينة بمتوسط حسابي مقداره (4.34) درجة وانحراف معياري (0.87) ، وحاز مجال» مهارات التدريس» على درجة الاهمية الاقل بمتوسط حسابي مقداره (4.01) درجة وانحراف معياري (1.04), وحازت فقرة « يطبق المهارات والإجراءات التمريضية بإتقان « على درجة الاهمية الاعلى بمتوسط حسابي مقداره (4.5) درجة وانحراف معياري (0.788)، فيما حصلت فقرة « يشجع الطلاب على استخدام التفكير الناقد» على درجة الاهمية الاقل بمتوسط حسابي مقداره (4.33) درجة وانحراف معياري (0.86). وبالإضافة إلى ذلك، أظهرت النتائج عدم وجود فروق ذات دلالة إحصائية عند مستوى (α = .05) في أي من المجالات الخمسة بين الطلاب والطالبات. وتتفق هذه النتائج مع بعض الدراسات المماثلة في بعض الدول العربية ومتطابقة مع مستوى الطلاب التعليمي.**التوصيات:** استناداً إلى نتائج الدراسة يوصي الباحث باجاء المزيد من الدراسات للتحقق من صحة نتائج هذه الدراسة وقياس ما إذا كان هناك وجود فروق ذات دلالة إحصائية وفقا لنوع الجنس، والمستويات الأكاديمية أو التباين الجغرافي في المملكة العربية السعودية.

INTRODUCTION

Nursing is a very challenging profession that require integration educational curriculum including the theoretical learning and clinical learning. Clinical training provide student with knowledge, skills and communication abilities. Beside the curriculum content that proposed 50% should take place in the clinical environment or setting.[1] Educators play a vital role in clinical setting too. Nursing clinical

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educator are responsible for insuring that students have to learn how to apply theory, gain hands - on experience, practice technique, and develop into mature people.[2] In addition to offer positive and conductive learning environment,[3,4] the close working relationship between student and educator made student nominate clinical training as the most influential context for acquiring knowledge and nursing skills.[5]

Clinical teacher should be professional, qualified, expert and able to insure patient safety as well as quality care,[6] despite the need for effective clinical education, the criteria for determining effective clinical teaching remain poorly defined,[7,8] and the role of the nurse teacher lacks clarity,[9] Teacher effectiveness is more difficult to evaluate in diverse, often fast paced, highly complex clinical setting, than more controlled environments such as seminars, laboratory and classrooms,[7,8] here is urgent and compelling need to gain better understanding of what constitutes and characteristics of effective clinical teaching the studies in this topic indicate that the professional competence, interpersonal relationship skills, personality characteristics, and teaching ability were the main qualification of successful clinical teacher.[10-11]

Both the training context and the qualification of the clinical educator can effectively contribute in enhancement students clinical performance. The student weakness ,complains and male performance of Majmaah University trigger the researcher to find out what characteristics is most important by nursing students in relation to effective clinical teachers. The purpose of this study is to identify the characteristics of effective nursing clinical teachers from student perspective in Majmaah University. The aim of the present study was to explore the effective clinical teacher characteristics by answering the following research question

1. What are the characteristics of effective clinical teachers at Majmaah University?
2. What is the degree of importance of characteristics of effective clinical teachers at Majmaah University
3. Is there any significant difference in what female and male nursing students perceive as important characteristics of effective clinical teachers?

METHODS

Study Design:

A descriptive design was used for this study. Nursing students of Applied Medical Sciences at Majmaah University (MU), Majmaah, KSA, were invited to participate in this study. During the first trimester of 1432-1433 data was collected in the nursing department (female and male) section. Since 2010, MU is the only university that offers a baccalaureate in nursing (B.Sc. N) in the north region of Riyadh

Sample population:

One hundred and eighty one (181) nursing student who enrolled in the baccalaureate degree program in Nursing Department of Applied Medical Sciences (Females and Males Sections were eligible for the study. To be eligible, student had to have clinical training at least one semester prior to the study, and agreed to participate in the study. The participants were recruited by faculty section's level coordinators, who were helped by the facility members in each day or/and location. After informed consent, student were interviewed in their clinical and lecture room in both college section by coordinators and faculty member to discuss the purposes of the study, to read the covering letter and to answer any questions about the study. After the interview, the participants were asked to complete a questionnaire about the nursing students' perceptions of effective clinical teacher.

Validity and reliability:

The questionnaire was developed specifically for this study by the authors based on review of the literature. After four experts evaluation, a minor change was made (rebuild and omit some items). Content validity for the questionnaire was determined by the expertise. For reliability, Testing the stability of returns (test-retest) estimates at 2 weeks, the questionnaire had an internal consistency/ Cronbach's alpha of (0.89) and acceptable internal consistency of the five domains. Psychometric results indicated that this questionnaire is a valid and reliable. Cronbach's alpha reported for this tool ranged from α=0.70 to 0.94 and the Pearson correlation coefficient ranged from 0.80 to 0.90.

Ethical Considerations: The study was approved by the Institutional Ethical Research Committees in Basic & Health Sciences Research Centre, MU. Potential participants were informed the purpose

of the study with detailed explanation and further enquired if they agreed to participate in the study. Furthermore, participants were told that the participation was optional and their responses would remain anonymous. The researchers include informed consent form within the cover letter to encourage students to participate in this research.

Data Analysis: Statistical Package for the Social Sciences (SPSS) version 17 was used for statistical analysis. To detect the degree of importance and the Domains of characteristics of effective clinical teachers, the researchers adopted a five-scale grading, which were given weighted scores of the importance of characteristics of effective clinical teachers. These rankings were represented as Means. The responses to the survey item statements were analyzed using frequency and percent, measures of central tendency including the mean, mode, and median. Standard deviations were analyzed to measure the dispersion of the results. Both the measures of central tendency and measures of dispersion were presented in narrative form or in tables.

RESULTS

One-hundred eighty one students who met the inclusion criteria were approached for participation in the study. Of these students, 147 returned completed questionnaires and 34 did not respond or returned incomplete questionnaires resulting in 81% response rate. Seventy-nine (81.4%) were female and 68 (80.9%) were male. The age range was between 18 and 23. All the participants were in the Level II to Level VIII.

Characteristics of clinical teachers at Majmaah University

Based on the retrieved data, (as shown in Figure 1) majority of the nursing students perceived professional nursing competencies as an effective characteristic domain of clinical teachers. However, the participants determined teaching skills, personality characteristics, student's evaluation and interpersonal characteristics as other characteristic domains respectively.

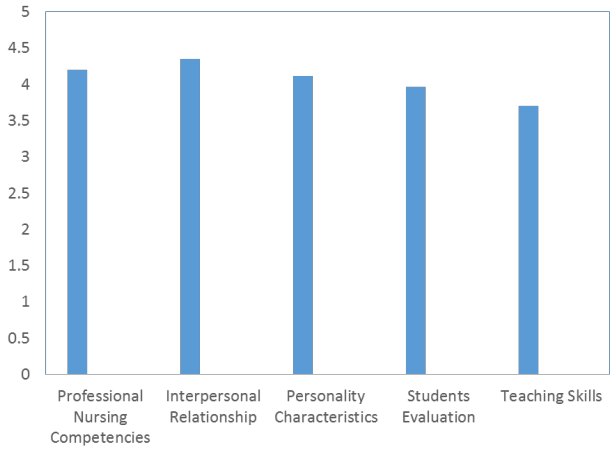


Figure 1: Means, Standard deviation, a for each of the five Domains, (n = 147)

Degree of importance of characteristics of effective clinical teacher at Majmaah University

Based on the retrieved data, it was shown that students perceived professional nursing competencies domain as the most effective domain of clinical teacher with mean range of 4.20. (SD = 0.94) Whilst, interpersonal relationship characteristics mean range of 4.35 (SD = .98); personality characteristics domain mean range of 4.12 (SD = 1.3); students evaluation domain mean range 3.97 (SD = 1); and teaching skills mean range of 3.7 (SD = 1.2).

Significance of difference between the perceptions of female and male nursing students on the characteristics of effective clinical teachers

Table (1) shows that the mean (±SD) scores of the

Table 1: Result of Mean Score for Five Domains of the Characteristics of the Clinical Teacher for Female and Male and t- test Significance.

No.	Domains	Female		Male		T	*P
		Mean	SD	Mean	SD		
1	Teaching Skills	3.99	1.00	4.10	0.72		
2	Professional Nursing Competencies	4.30	0.82	4.50	0.66	0.699	0.090
3	Personality Characteristics	4.23	0.97	4.37	0.83	0.593	0.550
4	Interpersonal Relationships	4.30	1.00	4.37	0.85	0.417	0.678
5	Students Evaluation	4.16	1.00	4.21	0.70	0.287	0.775

five domains respectively. Professional nursing competence scores by female student are significantly different from the male student. This section tested the null hypothesis that there is no significant difference between the perceptions of female and male nursing students on the characteristics of effective clinical teachers. Analysis of the data revealed that the male group perceived professional nursing competencies as the characteristic domain of effective clinical teacher (mean = 4.5) followed by personality characteristics and interpersonal relationships (mean = 4.37); students evaluation (mean = 4.21) and teachings skills (mean = 4.1) respectively. However, the female group rated professional nursing competencies and interpersonal relationships (mean = 4.3); personality characteristics (mean= 4.23); students evaluation (mean = 4.16) and teaching skills (mean = 4.37).

Discussion

The reviewed literature revealed that the main characteristics to perform effective clinical teaching are: the nursing competencies, interpersonal relationship skills, personality characteristics, teaching ability and evaluation.[10-12]

In the domains rating the students showed that the most important domain is “Professional Nursing Competencies” and the least rating one is the “Students Evaluation and Teaching Skills” and this is consistent with other studies conducted in Arab countries and was different to that of other studies conducted in USA , Canada , UK or Australia.[13-16]

This finding's reflected the culture belief about teacher who is consider the center of the teaching process and the main information giver, according to[17] students have a high regard for their teachers who are knowledgeable and competent. UK and Australia studies found that clinical competence and clinical credibility of nurse teachers have been the focus of much debate[14,18]. Evaluation and teaching skills is rating in lowest important and this is not synchronize with western studies investigated the students perception this can be explained with the context of traditional views for teacher personality.

In the “Professional Nursing Competencies” domain; students rated the item of '' Demonstrates nursing skills and procedures proficiently indicate the importance of nursing skills on the minds of nursing students rated categories regarding supervision and distribution the lowest importance in this domain which reflected more desire for some freedom in those items.

The item of “Shows cooperative attitude” in Personality Characteristics Domain was rated the most important one by the participants and the lowest was "Shows patience attitude”. This shows the need of cooperation between clinical teacher and the students.

In Students Evaluation Domain: Most of the participants rated the item related to “Follows Students progress in clinical sitting” which shows the importance for the students in clinical sitting to follow their progress marks and achievement, also they rated the item “Accepts individual differences in students” the poorest item, which reflected feel with no major difference between themselves.

In the domain of “teaching skills” the students rating the item of “explains clearly” is the most important one in this domain and this is reflected that students are teacher centered and they considered him as the main information source so this item takes the highest rating. Another study[19,20] stated that students always expert their clinical preceptor to be able to offer them clear explanations and reasonable practical knowledge. The lowest item rated by the students in this domain was the item which “encourages students to a critical way of thinking.” This reflected that the students didn’t pay attention for this item which reflected the poor using of this method of teaching from the clinical teachers and their focus on the traditional old way of teaching.

Conclusion

The findings of this study support the importance of maintaining clinical competence of the nurse teachers if they want to be considered as good role models for their students as well as to maintain their credibility as good teachers. The results indicated that nursing competencies are perceived by the participant students as the most important characteristics of effective clinical teacher followed by the interpersonal relationships in the 2nd place, personality characteristics in the 3rd place and student evaluation in the 4th place, and the last in this category was teaching skills. This rank order agrees with some

previous research and disagrees with others, some of the participants still didn't enter enough time in clinical teaching because they still are in early levels of nursing and others sometimes are instructed by hospital staff nurses who were not prepared well. Another reason is our classification of different characteristics in five domains which is unique from many other published researches. A further study is required to validate the results and to examine if there is any differences according academic levels or different districts in KSA.

LIMITATIONS

- Data collection was limited to those students who attended baccalaureate degree program.
- Part of data described perceptions of beginning level student.
- Survey design reflected self-reported data based on recall.

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