RELATIONSHIP BETWEEN CLINICAL EDUCATION BEHAVIOURS OF INSTRUCTORS AND LEARNING PERCEPTIONS IN NURSING STUDENTS

Hojat Zareh Hoshyari Khah¹, Elham Nasiri², Mehdi Khezeli³, Noorollah Tahery⁴, Bahman Cheraghian⁵, Ruhallah Bayat⁶, Atefeh Afshari⁷

¹MSc, Department of Medical Surgical Nursing, Faculty of Nursing, Abadan School of Medical Sciences, Abadan, Iran.

²MSc, Department of Nursing, School of Nursing, Kermanshah University of Medical Sciences, Kermanshah, Iran.

³PhD, Department of Health Education and Health Promotion, School of Health Kermanshah University of Medical Sciences, Kermanshah, Iran.

⁴PhD, Department of Nursing and Midwifery, Faculty of Nursing, Abadan School of Medical Sciences, Abadan, Iran.

⁵Department of Biostatistics and Epidemiology, School of Health Sciences, Ahvaz Jundishapur University of Medical Sciences, Ahvaz, Iran.

⁶MSc, Faculty of Nursing, Kermanshah University of Medical Sciences, Kermanshah, Iran.

⁷PhD, Faculty of Nursing and Midwifery, Isfahan University of Medical Sciences, Isfahan, Iran.

ABSTRACT

BACKGROUND

Despite the importance of characteristics of an effective clinical instructor, there are many deficiencies in the performance of instructors. The present study was conducted with an aim to investigate the relationship between clinical education behaviours of nursing instructors and learning perceptions of students in Abadan University of Medical Sciences in 2015.

MATERIALS AND METHODS

This study as a cross-sectional study was conducted with participation of 113 nursing students of Abadan University of Medical Sciences. The sample size was calculated based on previous studies. The data collecting tool in this study were three part questionnaire including demographic questionnaire, Nursing Clinical Teaching Evaluating Inventory (NCTEI) and Questionnaire of Impact on learning. Data was analysed with SPSS 19 software using Descriptive Statistics, Correlation Coefficient and Chi-square at a 95% confidence level.

RESULTS

The mean age of participants was 21.62 ± 3.62 years. From the viewpoint of nursing students in the areas of clinical behaviours of instructors, the two domains of interpersonal communication (mean= 5.14) and personality characteristics (mean= 5.09) were the most important domains respectively. Mean score of behaviours of instructors in the group with a positive clinical experience was higher than the group without positive clinical experience. Most students (60.5%) were in group with the positive clinical experience.

CONCLUSION

We concluded that although the educational behaviours of instructors in some areas evaluated as desirable and in some areas at low levels from students' perspectives, but students have assessed the clinical behaviour of instructors as positive based on their clinical experiences. This means that whatever the clinical behaviour of instructors in the internship is more favourable, equally students' learning experiences in the clinical setting will be enhanced.

KEYWORDS

Nurses' Instruction, Nursing Education, Student.

HOW TO CITE THIS ARTICLE: Khah HZH, Nasiri E, Khezeli M, et al. Relationship between clinical education behaviours of instructors and learning perceptions in nursing students. J. Evolution Med. Dent. Sci. 2018;7(11):1370-1372, DOI: 10.14260/jemds/2018/311

BACKGROUND

Clinical experience in nursing education is an integral part of nursing education, and the most important component of educational process is learning in classroom.⁽¹⁾ Qualifications cannot be obtained only in the classroom theory.⁽²⁾ Clinical experiences provide opportunities, in which theoretical

concepts to be applied in day-to-day activities.^(2,3) Health care providers to play their broad role in society, need to receive effective teaching that empowers them to respond to the needs of society.⁽⁴⁾ Clinical educators should describe honestly and cheerfully the students' nursing care priorities and facilitate their learning. Students' knowledge must be combined with clinical experience and be promoted with the expected abilities of nursing. It is through clinical experiences that students learn nursing.⁽⁵⁾

Although, clinical practice centres are a clinical learning environment, but there are several different multidimensional variables that most of which are out of control of clinical educators.⁽⁶⁾ Learning in the social environment is influenced by factors such as relaxation, personal issues, privacy, treatment centre procedures, the performance of individuals and staff, the norms of health

'Financial or Other Competing Interest': None.

Submission 02-02-2018, Peer Review 27-02-2018,

Acceptance 05-03-2018, Published 12-03-2018.

Corresponding Author:

Ruhallah Bayat,

Faculty of Nursing,

Kermanshah University of Medical Sciences,

Kermanshah, Iran.

E-mail: rbkalthor@yahoo.com

DOI: 10.14260/jemds/2018/311

centres and the availability of educational experiences.⁽⁷⁾ Meanwhile, the key role of nursing educators is important in simulation of the dynamic learning environment, patient management, student relationships and interpersonal relationships between employees and the academic field.^(3,8) The presence of a client in health care profession leads to problems that lead to anxiety. One of the variables to be taken into consideration in this environment is the educator's behaviour, especially the behaviour that facilitates or distorts learning.⁽³⁾ The instructors must adapt themselves to the needs of the student and the patient should play a moderating role between the student and other people involved in the learning process.⁽⁴⁾ They can increase students' self-esteem by building successful experiences and applying appropriate educational methods effective in students' learning and professional development.⁽⁴⁾

Researches in Iran have shown that nursing students consider professional and social factors, interpersonal communication, instructors' performance, individual characteristics of learners, clinical environment and educational planning as the most important factors in clinical skills learning, respectively. The factors from the viewpoints of the instructors were professional and social factors, clinical environment, individual characteristics of learners, instructors' performance, educational planning and interpersonal communication respectively.⁽⁹⁾

Despite the importance of the characteristics of an effective clinical instructor, there are many deficiencies in the performance of instructors. A study has shown that nursing instructors are uncertain about their clinical education.⁽¹⁰⁾ Perhaps this inadequacy in the performance of instructors is one of the causes of poor professional preparedness of nursing graduates. The results of a research show that nursing graduates have experienced a lack of readiness to enter the workplace.⁽¹¹⁾ It has been suggested that the guidance of students in achieving the desired goals requires identifying and applying effective behaviours in clinical education.^(12,4) Studies have shown that instructors' clinical education behaviours can affect nursing students' learning.⁽¹³⁾ However, researches that examine the relationship between clinical education behaviours of nursing instructors and students' learning is low, in particular a few Iranian articles have pointed to it. Therefore, according to the explanation, the present study was conducted with an aim to investigate the relationship between clinical education behaviours of nursing instructors and learning perceptions of students in Abadan University of Medical Sciences in 2015.

MATERIALS AND METHODS

This study as a cross-sectional study was conducted with participation of 113 nursing students of Abadan University of Medical Sciences. The sample size was calculated based on previous studies.

The data collecting tool in this study were three part questionnaire including demographic questionnaire (age, gender, educational term...), a Nursing Clinical Teaching Evaluating Inventory (NCTEI) and Impact on learning Questionnaire. NCTEI was developed in 1986 according to a qualitative study by Knox and Mogan.⁽⁶⁾ The validity of the tool was 0.69 and the reliability of its questions according to Cronbach's Alpha was 0.79.⁽³⁾ The main instrument initially has a 4-point Likert scale, which has been modified in a 7-

degree Likert scale.^(3,14) The impact on learning Questionnaire was used to measure the understanding of nursing students about the clinical education behaviours of instructors on learning.⁽²⁾ Validity of the Impact on learning Questionnaire was verified by 10 faculty members of the faculty of nursing using content validity method. Also, for assessing reliability of two questionnaires method with a sample size of 30 people was used in a pilot study, by which the Cronbach's alpha coefficient was 0.87 for NCTEI and 0.84 for an Impact on learning Questionnaire.

In this study we met the ethical issues such as respect to individual's freedom and her choice to participate in the study, clarification of study for participants and confidentiality of personal information. Informed consent form was delivered and collected before filling out the questionnaire. Participants completed questionnaires in about 30 minutes. Data were analysed with SPSS 19 software using Descriptive Statistics included mean and standard deviation, Pearson Correlation Coefficient to examine the relation between clinical education behaviours and students' learning and ANOVA test to compare the clinical education behaviours in three group of students' clinical experience at a 95% confidence level.

RESULTS

The results of the study showed that the mean age of participants was 21.62 ± 3.62 years. 58.4% of students were female. 29.4% were studying in the semester 3, 28.3% in the semester 5 and 42.3% in the semester 7. Pearson correlation coefficient between clinical education behaviours and students' learning was 0.778, which was statistically significant and also direct and strong.

The results of Table 1 show that from the viewpoint of nursing students in the areas of clinical behaviours of instructors, the two domains of interpersonal communication (mean= 5.14) and personality characteristics (mean= 5.09) were the most important domains respectively, and other domains including educational ability, nursing competence and evaluations were prioritised at lower levels.

To compare the clinical education behaviours of instructors based on the three group of students' clinical experience, One-Way ANOVA was used. The results of Table 2 show that the mean score of the behaviours of instructors in the group with a positive clinical experience was higher than the group without positive clinical experience ($F: 12.104$, $df: 2$, $p= 0.00$). Most students (60.5%) were in group with the positive clinical experience.

The results of Table 3 show that from the viewpoint of students, the clinical behaviour of instructors scored with an average (233.32), and the perception of learning in the students has scored an average of (175.71).

Domains	Minimum	Maximum	Mean $\pm$ SD
Interpersonal Communication	1	7	5.14 ± 1.51
Personality Characteristics	1	7	5.09 ± 1.46
Educational Ability	1	7	4.954 ± 1.43
Nursing Competence	1	7	4.952 ± 1.50
Evaluations	1	7	4.755 ± 1.47
Behaviour (Total)	1	7	4.96 ± 1.37

Table 1. The Mean Score of the Clinical Education Behaviours used by Nursing Instructors

Total Behaviour of Clinical Education	No.	%	Mean $\pm$ SD	p
Completely Positive	75	19.5	285.62 $\pm$ 37.2	F: 12.104, p>0.001
Positive	233	60.5	238.02 $\pm$ 52.6	
Negative	77	20	168.19 $\pm$ 65.6	
SUM	385	100	233.32 $\pm$ 64.07	

Table 2. Relationship between the Total Behaviours of Clinical Education used by Instructor with Reporting Positive or Negative Clinical Experiences of Nursing Students

Domains	Minimum	Maximum	Mean $\pm$ SD
Clinical Education Behaviours of Nursing Instructors	47	399	233.32 $\pm$ 64.07
Perception of Learning in Students	47	235	175.71 $\pm$ 43.11

Table 3. Comparison of Clinical Education Behaviours of Instructors with Perceptions of Learning in Students

DISCUSSION

The results of the main hypothesis showed that there was a significant relationship between the clinical education behaviours of instructors with students' perceptions of learning in the clinical setting. The type of the mentioned relationship was direct and strong. Therefore, from the viewpoint of students how much level of clinical education behaviour of instructors will be at a higher level, equally the perception of students about learning in the clinical setting will be strengthened. Studies have shown that there is a significant linear and positive relationship between the clinical behaviours of instructors with students' perceptions about learning, which is consistent with the present study. Nursing students reported that educational behaviours of their instructors were low in educational centres.⁽²⁾ Despite the importance of the characteristics of an effective clinical instructor, there are many deficiencies in the performance of instructors. One study has shown that nursing instructors are uncertain about the role of clinical education.⁽¹⁰⁾ Probably, this failure in the performance of instructors can be considered as one of the causes of poor professional preparedness of nursing graduates. The results of a research show that nursing graduates have experienced a lack of readiness to enter the workplace.⁽¹¹⁾ On the other hand, in another study which determined the impact of educational behaviours of full-time and part-time instructors from the perspective of students, which was assessed with tool similar to this study the results showed that the highest and lowest points were related to the educational ability and interpersonal communication respectively which contradicted this study.⁽¹²⁾ The nursing competence of clinical instructors from the student's perspective is an effective factor in the level of understanding of students' learning in clinical education. The majority of students announced the positive experience in the internship course. This can indicate the relative satisfaction of students from the internship course in the field due to the acquisition of clinical experiences. The presence of the instructor or the observation of the expected clinical function of the Department's staff can facilitate learning.

CONCLUSION

It should be noted that although the educational behaviours of instructors, in some areas evaluated, can be described as

desirable and in some areas, at low levels, from students' perspectives, but students have assessed the clinical behaviour of instructors as positive based on their clinical experiences. This means that if the clinical behaviour of instructors in the internship is favourable, then students' learning experiences in the clinical setting will be enhanced.

REFERENCES

- [1] Shuman L. The signature pedagogies of the professions of law, medicine, engineering and the clergy: potential lessons for the education of teachers. 2005. <http://iw73535.tripod.com/sitebuildercontent/sitebuilderfiles/shulmanarticle.pdf>
- [2] Kube LM. The relationship of nursing faculty clinical teaching behaviors to student learning. College of Saint Mary. [Doctoral Dissertations]: partial fulfillment of the requirement for the degree of doctor in education. 2010.
- [3] O'Shea HS, Parsons MK. Clinical instruction: effective/and ineffective teacher behaviors. Nurs Outlook 1979;27(6):411-5.
- [4] Moattari M, Moghaddasi M, MousaviNasab M, et al. The effect of clinical education workshop on nursing and midwifery instructors' effective behaviors in clinical education. Iranian Journal of Medical Education 2006;6(2):97-106.
- [5] Gaberson K, Oermann MH. Clinical teaching strategies in nursing. 2nd edn. New York: Springer Publishing 2001.
- [6] Mogan J, Knox JE. Characteristics of 'best' and 'worst' clinical teachers as perceived by university nursing faculty and students. Journal of Advanced Nursing 1987;12(3):331-7.
- [7] Raingruber B, Bowles K. Developing student evaluation instruments to measure instructor effectiveness. Nursing Education 2000;25(2):65-9.
- [8] O'Connor AB. Clinical instruction and evaluation: a teaching resource. 2nd edn. Jones & Bartlett Publishers 2006.
- [9] Nasiri A, Kaheni S, Sinaeinejad K. Effective factors on learning of nursing clinical skills from the viewpoints of clinical instructors and nursing students in Birjand city. Iranian Journal of Medical Education 2003;3(Suppl 10):31.
- [10] Zamanzadeh V, Yekta PZ, Azar FE, et al. The role of clinical education of nursing instructors: a qualitative study. Iranian Journal of Medical Education 2002;4(12):29-34.
- [11] Abedi HA, Heidari A, Salsali M. New graduate nurses' experiences of their professional readiness during transition to professional roles. Iranian Journal of Medical Education 2004;4(2):69-78.
- [12] Beitz JM, Wieland D. Analyzing the teaching effectiveness of clinical nursing faculty of full and part time generic BSN, LPN-BSN and RN-BSN nursing students. J Prof Nurs 2005;21(1):32-45.
- [13] Tanner CA. The art and science of clinical teaching. Journal of Nursing Education 2005;44(4):151-2.
- [14] Mogan J, Knox JE. Students' perceptions of clinical teaching. Nursing Papers 1983;15:4-13.