

Nursing Students' Perception of the Core Characteristics of Clinical Instructors

- Megel Mary E, Audrey E Nelson, Joyce Black, Jenilee Vogel, Magan Uphoff (2013). A Comparison of Student and Faculty Perceptions of Clinical Post-Conference Learning Environment. *Nurse Education Today*, vol 33, pages 525-529.
- Nazari, Roghieh & EesaMohammadi (2015). Characteristics of Competent Clinical Instructors: A Review of the Experiences of Nursing Students and Instructors. *Journal of Nursing and Midwifery Sciences*, vol. 2, pages 11-22.
- Nelson, N. (2011). Beginning Nursing Students' Perceptions of the Effective Characteristics and Caring Behaviors of Their Clinical Instructor. Dissertation. Capella University. ProQuest LLC.
- Niederriter, Joan E., David Eyth, Joan Thoman (2017). Nursing Students' Perception on Characteristics of an Effective Clinical Instructor. *SAGE Open Nursing*. Vol 3, Pages 1-8.
- Okoronkwo, Ijeoma L, Jane-Lovena Onyia-pat, Mary-Ann E. Agbo, Pat U. Okpala, Afam C. Ndu (2013). Students' Perception of Effective Clinical Teaching and Teacher Behavior. *Open Journal of Nursing*. vol. 3, pages 63-70.
- Pournamdar, Zahra (2015). Study of Characteristics of an Effective Clinical Instructor from Nursing Students' Point of View in *Zahedan Researcher*, vol. 7, pages 9-13.
- Prabha, Dasila K., Veer V. Bharti, R Ponchitra, K Y Divya and Setia Maninder Singh (2016): Perceptions of Nursing Students on Clinical Teaching Behaviors of Teaching Faculty. *Correlational Survey Design Journal of Nursing and Health Science*. vol. 5, pages 37-41.
- Pritchard, Emma and Janice Gidman (2012). Effective Mentoring in the Community Setting. *British Journal of Community Nursing*, vol. 17, pages 119-124.
- Reising, Deanna L, Brea James and Ben Morse (2018). Student Perceptions of Clinical Instructor Characteristics Affecting Clinical Experiences. *National League of Nursing*, vol. 39, pages 4-9.
- Sabog, Rencel Finnos V, Lawrence C. Caranto, Juan Jose T. David (2015). Effective Characteristics of a Clinical Instructor as Perceived by BSU Student Nurses. *Scientific and Academia Publishing*, vol. 5, pages 5-19.
- Shahsavari Hooman, Zohreh Parsa Yekta, Zahra Zare, and Abdolhossain Emami Sigaroodi (2014). Iranian Effective Clinical Nurse Instructor Evaluation Tool: Development and Psychometric Testing. *Iranian Journal of Nursing and Midwifery Research*, vol 19, pages 132-138.
- Spurr, Shelley, Jill Bally, Linda Ferguson (2010). A Framework for Clinical Teaching: A Passion-Centered Philosophy. *Nurse Education in Practice*. Vol 10, pages 349-354.
- Wolff, Angela C, Sandra Regan, Barbara Pesut, Joyce Black (2010). Ready for What? An Exploration of the Meaning of New Graduate Nurses' Readiness for Practice. *International Journal of Nursing Education Scholarship*. Vol 7, pages 1-14.

References

- Alasmari, Ali M&Douglas S.Gardenhire (2015) Respiratory Therapy Sudents' Perception of Effective Teaching Characteristics at an Urban University, *Respiratory Care Education Annual*, vol. 24, pages 11-18.
- Alavi, M. &Abedi, H. (2007) Experiences and Perception of Nursing students from the Concept of an Effective Instructor in Clinical Teaching. *Iranian Journal of Education in Medical Science*, pages 325-334.
- Al-Hamdan, Zaid, John Fowler, HalaBawadi, Peter Norrie, Lynn Summers, and Dowsett Debbie (2014).Student Nurses' Perceptions of a Good Mentor: A Questionnaire Survey of Student Nurses in the UK, USA and Jordan, *International Journal of Humanities and Social Science*, vol. 4, pages 248-256.
- Ali, Wafaa (2012). Caring and Effective Teaching Behavior of Clinical Nursing Instructors in Clinical Area as Perceived by Their Students. *Journal of Education and Practice*, vol. 3, pages 15-26.
- American Association of Colleges of Nursing (2008). The Essentials of Baccalaureate Education for Professional Nursing Practice. Washington, DC: AACN. pages 1-63.
- Baker, K. (2012) Senior Nursing Students' Perception of Clinical Teacher Behavior. A Thesis Submitted to the Faculty of Gardner-Webb University School of Nursing in Partial Fulfillment of the Requirements for the Degree of Master of Science in Nursing.
- Banan, Sahar Hassan Aly EL and Nadia BassuoniElsharkawy (2017).Undergraduate Nursing Students' and Clinical Instructors' Perception of the Characteristics of an Effective Clinical Instructor at *the Faculty of Nursing, Cairo University.American journal of Nursing Science*, vol. 6, pages 185-192.
- Benner, Patricia, Molly Sutphen, Victoria Leonard, Lisa Day (2010). Educating Nurses: A call for Radical Transformation. United States: Jossey-Bass p. 46.
- Collier, Angela D. (2017). Characteristics of an Effective Nursing Clinical Instructor: The State of the Science. Wiley *Journal of Clinical Nursing*. Vol 27, pages 363-374.
- Eta, Vivian E A, Mary B S Atanga, JuluisAtashili, & Gibson D'Cruz. (2011). Nurses and Challenges Faced as Clinical Educators: a Survey of a Group of Nurses in Cameroon. *Pan African Medical Journal*, vol. 8, page 28.
- Gaberson, Kathleen B., & Marilyn H. Oermann (2007). Clinical Teaching Strategies in Nursing (2nd ed.). New York, NY: Springer.
- Gangadharan, Priya, Mona Ali Abdu AlWahed and MeskhMobarak Ali Assiri (2016).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. *International Journal of Current Advanced Reasearch*, vol. 5, pages 651-656.
- Girija K Madhavanprabhakaran, Raghda K. Shukri, JaharaHayudini, and Sureh K. Narayanan (2013).Undergraduate Nursing Students' Perception of Effective Clinical Instructors: Oman. *International Journal of Nursing Science*, vol. 3, pages 38-44.
- Girija, K Madhavanprabhakaran (2012). Effective Clinical Instructor: A Step Toward Excellence in Clinical Teaching. *International Journal of Nursing Education*, vol. 4, pages 25-27.
- Hayajneh, Ferial (2011).Role Model Clinical Instructor as Perceived by Jordanian Nursing Students. *Journal of Research in Nursing*, vol. 16, pages 23-32.
- Henderson, Amanda and Scott Tyler (2011). Facilitating Learning in Clinical Practice: Evaluation of a Trial of a Supervisor of Clinical Education Role. *Nurse Education in Practice*,(11(5), 288-292.
- Henning, Marcus. &Stephen Wealthall. (2012).What Makes a Competent Clinical Teacher? *Canadian Medical Education Journal*, vol. 3, pages 141-145.
- Heshmati-Nabavi, Fatemeh&ZohrehVanaki (2010).Professional Approach: The Key Feature of Effective Clinical Educator in Iran. *Nurse Education Today*, vol. 30, pages 163-168.
- Hickey Mary T. (2010). Baccalaureate Nursing Graduates' Perceptions of Their Clinical Instructional Experiences and Preparation for Practice. *Journal of Professional Nursing*. Vol 26, pages 35-41.
- Indra,V. Khan,A. Al Harbi, A. and Al Shammari, R. (2016) Effective Clinical Teaching Behaviors as Perceived by Students and Faculty of College of Nursing in University of Hail, Kingdom of Saudi Arabia. *International Journal of Advances in Nursing Management*, vol. 4, pages 235-240.
- Ingrassia, Jannett M. (2011).Effective Radiography Clinical Instructor Characteristics.*American Society of Radiologic Technologists*, vol. 82, pages 409-430.
- Khan, Nadeem, S Shafi,and S Akhtar (2015). Availability of Clinical Nurse Instructor Enhance the Application of Theory Into Practice in Tertiary Care Hospitals (LRH, KTH, HMC), KPK, Peshawar, Pakistan. *International Journal Innovative Research and Development*, vol. 4, pages 293-7.

Nursing Students' Perception of the Core Characteristics of Clinical Instructors

Evaluating students based on their clinical performance is crucial and needs attention. Clinical instructor should be objectively providing proper feedback in a polite manner for the betterment of the performance. Should evaluate the student based on performance.

The researchers recommend a replication of the study with a bigger population. Clinical instructor also can give their perceptions on how they observe the students' characteristics on their learning process and their attitude towards clinical instructors or classroom instructors/professors.

In the other hand, El Banan and Elsharkawy(2017:190) revealed that personality traits of the clinical instructor rated as the lowest characteristic an effective clinical instructor.

In this study, teaching strategies comes the second to the last core characteristics of a clinical instructor. The respondents pay attention on the behavior of the clinical instructor who Offers opportunity to practice before evaluation.

The study findings of Sabog et al. (2015), about teaching strategies was ranked the least. Different with the study on effective clinical teaching characteristic as perceived by nursing students that clinical teaching ability is the third important one but the subset's average in general still falls under the very important scale by Ali (2012). Pritchard & Gidman (2012) claimed that knowledge of teaching and learning theories can be an advantage to the student nurses, since choosing suitable strategies is serious in assisting student nurses to link the slit among practical information and theoretical knowledge.

According to Sabog et al.(2015) clinical instructors must be skilled to apply proper teaching strategies in order for the students to be guided wisely as much as possible. Sabog et al. added to the idea above, that the capacity to answer questions suitably may have been beneficial to the students. This is supported on the findings by Nelson (2011) and Hayajneh (2011), respondents expressed that the ultimate clinical instructors must be "informative", "able to give valuable advice", "supportive" and "encouraging".

In the present study, an evaluation procedure was rated the least core characteristics of a clinical instructor, by providing constructive feedback without embarrassing student was rated most of the respondents and fall in the category of important as the behavior criteria.

Clinical instructor should be unbiased by all means in evaluating students to be motivated to take along the best in them, if not, a student may not give the best shot (Sabog, et al.,2015). Nazari and Mohammadi (2015), respondents stated that the important qualifications of a clinical instructor should be unbiased evaluation. With that ability it surely aids the educators to monitor the students' learning both in the clinical settings and in the classroom and giving proper feedback at the end of the session. Still, due to inadequate objectivity, clinical evaluation has been always instructors' concerns.

In contrary, the study of Nelson (2011) showed results that clinical instructors valued most on the ability of the clinical instructor in order to deliver an appropriate and well-timed feedback to students, encouraged students to participate in the discussion, and assist students to recognize and make use of practice learning opportunities as the most important teaching ability characteristics of an effective clinical instructor.

Conclusion

Results revealed that among the five characteristics of clinical instructors, professional competence and relationship with students were rated as the very important scale (4), while the remaining three core characteristics belongs to important scale (3) as follows: personality attributes, teaching strategies, and evaluation procedures.

Regarding behavior criterion in each core characteristics, the respondents put high weight on the following behavior of clinical instructor: who facilitating what are those professional responsibilities that the student may possess as a nursing student; who is approachable; who demonstrates flexibility in the clinical area; one who is giving the students opportunities by providing practice learning skills in terms of teaching strategies; and those who are providing constructive feedback without embarrassing the student.

Recommendations

This study recommends the academic institution where the clinical instructor is employed and the clinical instructor themselves to support the enhancement of the knowledge and skills by sending and attending free trainings and seminars regarding current trends and issues in relation to nursing field as part of professional responsibility.

Clinical instructors should share with the students for new discoveries related to evidence-based practice, and engage in research for individual intellectual enhancement in both professional competence and teaching strategies.

Clinical instructors may assess themselves thru self-assessment if he/she possesses the attitude of being approachable. Effective two-way communication is vital between the student and the clinical instructor.

Personal attributes may be defined as the personal character of the clinical instructor towards the students. Clinical instructor should demonstrate strictness in the area when necessary. Reiterate clearly to the students that clinical set-up is dealing with true patients not just like a mannequin for practice.

There should be a clear instruction as part of teaching strategies when will be is the schedule of clinical examinations for the students to prepare themselves before evaluation proper. On-the-spot examination or examination without notice can be implemented as long as the students are aware from the beginning.

Nursing Students' Perception of the Core Characteristics of Clinical Instructors

Present study discloses that the most important clinical instructors' core characteristic is professional competence, especially the behavior criteria of facilitating students' awareness in their responsibility professionally.

This is similar with several studies which the highest score were rated as very important. With the study of Sabog et al., (2015) it was found out that the most important clinical instructors' domain was professional competence. And, even with changes in the teaching methods and curriculum, and wide-spread dependency on internet as the students' source of knowledge, still nursing students were influenced mostly on their clinical instructor as their source of knowledge (Al-Hamdan et al, 2014).

Girija et al. (2013) concluded that professional competencies of the clinical instructors were valued by nursing students as the most important characteristic. The finest clinical instructors are those clinically competent, able to teach effectively with interpersonal skills and can give feedback. Those characteristics have been appreciated as a good role model. And, revealing students to exceptional role models motivates them to study much better (Okoronkwo, Onyia-Pat, Agbo, Okpala, and Ndu, 2013).

Henning and Wealthall (2012) provided information that professional competence of clinical instructors was appreciated as important for them to be a virtuous role model in areas as follows: "cultural sensitivity", "ethics", "reputation as skilled practitioners", and their "ability to keep up to date". Knowledgeable clinical instructor can interact to the students and can communicate professionally, particularly to impose collaboration and generate learning opportunities to the students (Nazari and Mohammadi 2015:19).

In this study, the second most rated as very important core characteristics of clinical instructors is relationship with students, the respondents give high regard to those clinical instructors who is approachable.

The same with the results of the present study, El Banan and Elsharkawy (2017:189) indicated that clinical instructors interpersonal relationships was valued as the second important effective clinical teaching characteristic as perceived by the undergraduate nursing students and clinical instructors.

According to Hayajneh (2011), students' assumed that the clinical instructor would be always available all the time and accessible in helping and guiding them, that makes the clinical work much interesting and encourages a cooperative and active learning, and the instructor was considered as a key individual.

In contrary with the result of Baker (2012) as cited by El Banan and Elsharkawy (2017) study, stated that teaching ability of clinical instructor was rated by nursing students as the lowest characteristic.

The study of Sabog et al. (2015), nursing students agreed that clinical instructors should keep a professional relationship with the students, and expounding that the clinical instructors must not be too sociable to them just to show ingenuousness. The study of Pournamdar (2015) and Baker (2012) have shown that interpersonal relationship was rated as the most valued characteristic of clinical instructor.

The study of Nelson (2011) and Hayajneh (2011) found out that students' assumed that clinical instructors must be instructive and practical; provide appreciated advice; offer sustenance and reassurance to the nursing students; help students in developing nursing plan to the patient; should response to the questions correctly; and be compassionate and supportive. Clinical instructor must offer distinct supervision to every student.

Personal attributes was rated in this study as important category on core characteristics of a clinical instructor, and respondent give high regards to the clinical instructors who are demonstrating flexibility in clinical settings.

According to Heshmati-Nabavi and Vanaki (2010), the essential variable is the "professional approach", wherein students' settled that the real clinical educators are the persons whom with harmony to student nurse and perform being a role model for both to the patients and nursing students. In the study of Pournamdar (2015:12) it was personal characteristics which landed as the second high score with the mean and standard deviation of 6.29 ± 0.59 , which shown of ensuring "loyalty", "taking responsibility in doing activities", "having the passion", "enjoy working with students, being reliable and credible".

Respondents claimed that a student can perform well through acceptance, trust, and consideration that have been strengthened by a clinical instructor. Hence, a clinical instructor should expect based on the capacity and level of understanding of the student. Clinical instructors must know how to handle personal stress and can manage issues appropriately, in order to reduce apprehension in the clinical area. If the clinical instructor cannot handle their personal matter such as stress or anger and if it was transferred to the students, by then the student cannot focus the functions that should be performed to the patients, so it will affect not only to the student but also to the patient if the student commits mistakes unknowingly (Sabog et al., 2015).

According to Indra, Khan, Al Harbi, Shammari (2016) students' attitude is based on the personality of a teacher. The personality of a clinical teacher played significant part in the learning process of the student. It inspires them to study better to see clinical instructors being a good role model.

Table (5). Behavior Criterion of Teaching Strategies.

Teaching Strategies	Very Important (4)		Important (3)		Least Important (2)		Not Important (1)	
	n	%	n	%	n	%	N	%
Relates clinical assignments to course objectives	42	41.18	49	48.04	11	10.78	0	0.00
Relates theory to practice	46	45.10	43	42.16	9	8.82	4	3.92
Demonstrates engaging style of bedside teaching	45	44.12	49	48.04	3	2.94	5	4.90
Demonstrates enthusiasm for teaching	45	44.12	49	48.04	7	6.86	1	0.98
Provides students with opportunities to practice learning skills	47	46.08	48	47.06	6	5.88	1	0.98
Offers opportunity to practice before evaluation	41	40.20	51	50.00	9	8.82	1	0.98
Mean±SD	44.33±2.338		48.2±2.71		7.5±2.81		2±2	

Table (6) shows Behavior Criterion of Evaluation Procedures. Clinical Instructors' core characteristic behavior on evaluation procedures contains the following: "provides constructive feedback without embarrassing student" (51.96), "provides individualized timely feedback" (49.02), "is realistic in expectations of student's performance" (48.04), "evaluates students objectively and fairly" (47.06), "makes periodical evaluation of each student" (46.08) and "to encourages students freely feel to ask questions on evaluation result" (46.08).

Table (6). Behavior Criterion of Evaluation Procedures.

Evaluation Procedures	Very Important (4)		Important (3)		Least Important (2)		Not Important (1)	
	n	%	n	%	n	%	N	%
Evaluates students objectively and fairly	48	47.06	43	42.16	10	9.80	1	0.98
Provides constructive feedback without embarrassing student	41	40.20	53	51.96	8	7.84	0	0.00
Is realistic in expectations of student's performance (using procedure checklist and rubrics)	45	44.12	49	48.04	8	7.84	0	0.00
Makes periodical evaluation of each student	47	46.08	45	44.12	9	8.82	1	0.98
Provides individualized timely feedback	43	42.16	50	49.02	7	6.86	2	1.96
Encourages students to feel free to ask questions on evaluation result	45	44.12	47	46.08	8	7.84	2	1.96
Mean±SD	44.83±2.563		47.8±3.6		8.33±1.03		1±0.89	

Discussion

Clinical instructors in the nursing department are the one who mold the young minds of those aspiring nurse-to-be in the coming years. Clinical experience in all clinical areas is the training ground. By this, clinical instructors may possess core characteristics that may enhance the nursing students' learning process.

It was found out in this study that the nursing students give emphases to the professional competence and relationship with students, which belong to the category of very important; followed by personal attributes, then, teaching strategies, and lastly, evaluation procedures as important being the core characteristics of a clinical instructor.

Same with the study of Girija (2012) as cited by Reising et al., 2018:4, claimed that the characteristics of effective clinical instructors were as follows: (1) professional/nursing competence, (2) relationships with students, and (3) personality traits or attributes. While, in the study of Gangadharan, AlWahed and Assiri (2016) it was found out that the highest valued behavior among the group was teaching ability by faculty with a mean and median rank of 99.7 and 100 and the least teaching behavior was rated for interpersonal relations by undergraduate students with mean and median rank of 27.78 and 28".

In contrary with the study of El Banan and Elsharkawy 2017:190 as perceived by the respondents the lowest characteristics of effective clinical instructor were the following: "nursing competence", "personality traits" and "evaluation" while "clinical teaching ability" and "interpersonal relationship" rated as the most important characteristics of an effective clinical instructor.

Nursing Students' Perception of the Core Characteristics of Clinical Instructors

Table (3) shows Behavior Criterion of Relationship with Students. Clinical instructors' behaviors pertaining to relationship with students were the following from highest percentage to lowest: "is approachable" (52.94), "respects student as an individual" (51.96), "shows genuine interest in students under supervision" (50.00), "allows expression of feelings" (47.06), "respects mentor-student relationship" (46.08) and, "credits student for progress and improvement" (45.10).

Table (3). Behavior Criterion of Relationship with Students.

Relationship with Students	Very Important (4)		Important (3)		Least Important (2)		Not Important (1)	
	n	%	n	%	n	%	N	%
Respects student as an individual	53	51.96	45	44.12	3	2.94	1	0.98
Credits student for progress and improvement	44	43.14	46	45.10	11	10.78	1	0.98
Allows expression of feelings	48	47.06	41	40.20	11	10.78	2	1.96
Respects mentor-student relationship	47	46.08	46	45.10	8	7.84	1	0.98
Is approachable	54	52.94	35	34.31	9	8.82	4	3.92
Shows genuine interest in students under supervision	51	50.00	42	41.18	8	7.84	1	0.98
Mean±SD	49.5±3.834		42.5±4.23		8.33±2.94		1.67±1.21	

Table (4) shows Behavior Criterion of Personal Attributes. As one of the core characteristics of a clinical instructor that was rated from majority of the respondents as important, the following behaviors are: "demonstrates flexibility in clinical settings" (55.88), "demonstrates self-control and patience" (48.04) and, "exhibits sense of humor" (48.04), "responds promptly and confidently (47.06), "utilizes decent communication skills" (46.08), "admits limitations" (45.10).

Table (4). Behavior Criterion of Personal Attributes.

Personal Attributes	Very Important (4)		Important (3)		Least Important (2)		Not Important (1)	
	n	%	n	%	n	%	N	%
Demonstrates self-control and patience	45	44.12	49	48.04	7	6.86	1	0.98
Utilizes good communication skills	47	46.08	46	45.10	8	7.84	1	0.98
Demonstrates flexibility in clinical settings	38	37.25	57	55.88	7	6.86	0	0.00
Exhibits sense of humor	42	41.18	49	48.04	7	6.86	4	3.92
Admits limitations	46	45.10	46	45.10	10	9.80	0	0.00
Responds promptly and confidently	48	47.06	48	47.06	4	3.92	2	1.96
Mean±SD	44.33±3.724		49.2±4.07		7.17±1.94		1.33±1.51	

Table (5) shows Behavior Criterion of Teaching Strategies. In teaching strategies, the following were the clinical instructors behavior wherein respondents highest percentage of 51.96 belongs to the category of important is "offers opportunity to practice before evaluation", then followed by the following: "relates clinical assignments to course objectives" (48.04), "demonstrates engaging style of bedside teaching (48.04), "demonstrates enthusiasm for teaching" (48.04), "provides students with opportunities to practice learning skills" (47.06), and "relates theory to practice" (45.10).

(4) down to not important (1), wherein highest scores implied very important core characteristics. Mean (average) and standard deviation were used to classify the main domain which is the core characteristics of the clinical instructor which indicates very important (4), important (3), less important (2), and not important (1).

Point scale scoring was used to interpret the points gathered as to range interval and interpretation.

SCORE	INTERPRETATION
4	Very Important
3	Important
2	Less Important
1	Not Important

Results

Table (1) shows Clinical Instructors’ core characteristics. Among the five characteristics of clinical instructors displays "professional competence" and followed by "relationship with students" were rated as very important category with the highest mean score of 50.17 and 49.5; while the remaining three core characteristics belongs to important (3) category as follows: personality attributes (49.2), teaching strategies (48.2), and evaluation procedures (47.8).

Table (1). Core Characteristics of the Clinical Instructor as perceived by Nursing Students.

Core Characteristics	Category	Mean	Standard Deviation
Professional Competence	Very Important (4)	50.17	5.269
Relationship with Students	Very Important (4)	49.5	3.834
Personal Attributes	Important (3)	49.2	4.07
Teaching Strategies	Important (3)	48.2	2.71
Evaluation Procedures	Important (3)	47.8	3.6

Table (2) presents Behavior Criterion of Professional Competence .The following are clinical instructors' behavior pertaining to professional competence. Behavior perceived with highest percentage and fall in the category of very important is “facilitates student’s awareness of his professional responsibility” (58.82), then followed by the following: "shows clinical skill with competent manner" (51.96), "communicates knowledge for safe practice" (50.98), "assists in new experiences without taking over the task" (49.02), "offer availability for work in clinical setting" (48.04), and "demonstrates competencies that are to be emulated by students (Role modeling)" (47.06).

Table (2). Behavior Criterion of Clinical Instructors' Professional Competence as perceived by Nursing Students (n=102).

Professional Competence	Very Important (4)		Important (3)		Least Important (2)		Not Important (1)	
	n	%	n	%	n	%	N	%
Facilitates student’s awareness for professional responsibility	60	58.82	39	38.24	2	1.96	1	0.98
Shows clinical skill with competent manner	47	46.08	53	51.96	2	1.96	0	0.00
Communicates knowledge for safe practice	52	50.98	44	43.14	6	5.88	0	0.00
Assists in new experiences without taking over the task	46	45.10	50	49.02	5	4.90	1	0.98
Offer availability for work in clinical setting	49	48.04	47	46.08	6	5.88	0	0.00
Demonstrates competencies that are to be emulated by students (Role modeling)	47	46.08	48	47.06	7	6.86	0	0.00
Mean±SD	50.17±5.269		46.8± 4.88		4.67± 2.16		0.33± 0.52	

Subjects

Purposive sampling technique has been used by which all nursing student were chosen based on the inclusion criteria: currently enrolled nursing students in one of the University of Riyadh, Kingdom of Saudi Arabia where both in male and female nursing students who have practical courses (clinical exposure) from level 5 to 8 were included in the study with total respondents of 102. Nursing students in Level 1 to 4 were excluded from the study for the reason of they were not expose yet in the clinical area as their clinical practice. Clinical exposure like hospital rotation starts at Level 5.

All clinical instructors of nursing department were rated with the following domain: professional competences; relationship with students; personal attributes; valuation procedures; and teaching strategies.

Tool of data collection:

The instrument used was adopted from a recent study of Sabog, Rencel Finnos V, Lawrence C. Caranto, and Juan Jose T. David (2015). The 30-items clinical instructors' behavior were classified to 5 core characteristics which were the following: professional competence, relationship with students, personality attributes, teaching strategies, and evaluation procedures. Each core characteristics has 6 clinical instructors' behaviors that were rated a category as very important (4); important (3); less important (2); and not important (1). Like for example, in the core characteristics of professional competence, the behavior criterion were the following: "facilitates student's awareness of his professional responsibility"; "communicates knowledge for safe practice"; "shows clinical skill competence"; "offers self-available for work in clinical setting"; "role modeling"; and, "assists in new experiences without taking over the task". Respondents answered the questioner by checking the corresponding category based on the perception.

Pilot Study

A pilot study was completed with 10 respondents conducted in College of Applied Medical Sciences. The respondents together with the results were not included in the actual result of the study, because mainly the results were subjected to reliability testing using Cronbach Alpha. The questioner composed of items of 30 behaviors, with the sum of the item variance of 2.80, and variance of total score is 14.71. The reliability statistics result on 30-items clinical instructors' behavior indicators was high reliability with Cronbach's Alpha of .83768. That was to conclude that the items in the questionnaire give in consistent responses from the respondents.

Field work:

Tool has been sent and has been approved by the ethical committee. Questioner was validated for reliability testing using Cronbach alpha. Research questioner was personally handed to the respondents by the researchers for any clarification and written in both English and Arabic for easy understanding. The researchers abided the availability and comfort of the respondents to answer the questionnaire that took an average of 20 to 30 minutes.

Data gathering was done in the college during their vacant time, and completed almost a month last academic year 2017-2018. The data was reviewed religiously and interpreted the collected data based on the answers provided by the respondents.

So far, no much further difficulties in the part of the researchers while disseminating the questioner. Respondents were cooperative for the purpose that the result will be beneficial to them. Questions made by the respondents regarding the items in the questioner have been explained clearly.

Administrative and Ethical Considerations

Permission and ethical approval was granted by the Deanship of Scientific Research with approval number: MUREC-Nov14/COM-2017/23.

Ethical consideration was strictly observed during the process. The researchers asked permission under the research committee, the researchers conducted the study by disseminating survey questionnaire to the respondents. Respondents were given an informed consent sheet that indicates the nature and purpose of the study, they were given a chance to asked questions regarding the study, they were told that all information will be confidential, and mostly they were given the right to participate voluntary and can withdraw anytime.

Statistical Analysis

The statistical treatments were frequency and percentage, mean and standard deviation. Frequency and percentage were used to identify which clinical instructors behavior per core characteristics belongs to very important

Heshmati-Nabavi and Vanaki (2010) as cited by Girija, et al (2013:39), identified five key features of effective clinical educators: (1) personal traits; (2) meta-cognition; (3) making clinical learning enjoyable; (4) being a source of support; (5) being a role model. The core effective clinical instructors' characteristic that was determined by Iranian nursing students and clinical instructors was "professional approach". Clinical instructors who are those having harmony with students and act as a role model for nursing students and patients in the clinical area. Whereas, Girija (2012) as cited by Reising, James, and Morse, 2018:4, identified three key roles of clinical instructors who play a significant part in facilitating students' clinical experiences: "role model", "clinical supervisor", and "instructional leader/scholar".

Ali (2012) as cited by Sabog, et al (2015) found out that nursing students want their clinical instructors to be effective as competent and as knowledgeable in the clinical area and it was agreed that the above two teaching components are the most important.

According to Sabog, et al. (2015:17), there were five domains in the quantitative-descriptive study on effective characteristics of clinical instructor, which professional competence was rated as the most important characteristic. The respondents pointed out that clinical teaching behavior helped them in bridging the gap concerning theory and practice. In general, clinical instructor should necessarily have both personal attribute and professional competence in order to gear students to become successful registered nurse in the coming years.

Nursing students valued their clinical instructors who were professionally competent, that behavior facilitates learning. As the most important characteristics, Omani undergraduate nursing students rated the following: "objective and fair evaluation", "clinical competence," "respecting students as an individual" and "communicative skill", and role modeling characteristics were highly rated by students (Girija et al., 2013:44).

El Banan and Elsharkawy (2017:189) then agree that clinical teaching is the heart in nursing education for the reason that exposing students in the clinical setting or clinical education is a technique in which clinical instructors assist nursing students to obtain skills and knowledge in dealing within the real health care set up to developed expert nurses.

Reising, et al (2018:8) concluded in their study that clinical instructor characteristics can stimulate or impede the clinical education of the students. Students conveyed that clinical instructors must have "knowledge", "the ability to convey that knowledge", "professionalism", and "enthusiasm and caring". The absence of those following characteristics hinders student education in the clinical environment. Reising et al. recommends "nurse educators in administration and informal nurse faculty leaders should ensure that proper processes are in place to hire, place, orient, and mentor effective clinical instructors".

Niederriter, Eyth, Thoman (2017:7) concluded that being supportive and assistive clinical instructors in the practice area creates a healthier and much equipped nursing student and help convey a smoother adjustment into the nursing profession.

Hence, the objective of this study is to identify which among the five (5) clinical instructors' core characteristics as perceived by the nursing students and to explore which behavior criterion in each core characteristics is deemed most important to the respondents. The results of the study are beneficial to the academic institution, to the clinical instructors, and to the nursing students.

Aim of the Study

The aim of this study is to identify Nursing Students' Perception about Clinical Instructors' Core Characteristics, and specifically sought to answer the following question: (a) which core characteristic of clinical instructor is important the most as perceived by the nursing students?, and (b) which behavior criterion in each core characteristics is deemed most important to not important in view of the respondents?

Subjects and Methods

Research design

Descriptive research design was used in the study. It described with emphasis what actually exist such as current condition, practices, and situation in an institution.

Study setting

The study was conducted in one of the government university in the province of Riyadh, Kingdom of Saudi Arabia. This university caters male and female nursing student.

Introduction

As cited by Collier (2017:364) American Association of Colleges of Nursing (AACN, 2008) clinical nursing education is described as the "nursing clinical rotation as an immersion experience". During clinical rotation as the students' experiences, they are engaged in handling patient and performing nursing care, while Gaberson and Oermann (2007) termed clinical education as "direct observation of the patient".

According to Henderson (2011) "Nursing is a practice-based discipline" and clinical exposure by experiences are vibrant in the nursing education program (Megel, Nelson, Black, Vogel, Uphoff, 2013). Clinical experiences acts as a facilitator to connect the theory and practice (Benner, Sutphen, Leonard and Day, 2010) and mold the nursing students to be ready for real-world conditions (Hickey, 2010). A clinical education which has a well-direction helps students to develop clinical skills, with clinical knowledge, decision making process, good clinical judgments, critical thinking, and right attitudes (Wolff, Regan, Pesut, Black, 2010).

The words clinical teacher and clinical instructor are just the same. A clinical instructor should be a registered nurse that is hired by the nursing school, which is responsible in assisting nursing students to achieved clinical learning outcome (Collier, 2017:364).

Clinical instructors' responsibility is to develop the students' ability in decision making, critical thinking, clinical reasoning, and develop good interpersonal relationships (Spurr, Bally, Ferguson, 2010). Hence, clinical instructors need to implement effective teaching strategies and must be furnished with competencies to deliver the role to the students (Hickey, 2010).

Leaded by the clinical instructor, the nursing student is considered an intern in the clinical setting. The clinical instructor needs to perform the function effectively (Collier, 2017:363-364). A forthcoming registered nurse requires efficient clinical instructors (Shahsavari, Yekta, Zare, and Sigaroodi, 2014:132).

Nursing students require supervision and strong support to manage the integration with this stressful career (Al-Hamdan, Fowler, Bawadi, Norrie, Summer, and Debbie, 2014:248). Learning through clinical setting practice is a vital component of nursing education, since nursing is a practice-based profession (Khan, Shafi, and Akhtar (2015) as cited by Nazari and Mohammadi, 2015:11). Also, according to Eta, Atanga, Atashili, and D' Cruz (2011) as cited by El Banan and Elsharkawy (2017:185) learning is an important part of nursing education program particularly in the clinical setting. Having effective clinical teaching manner is vital for the learning process of nursing students in the clinical area.

Clinical instructor has a major role to the nursing students in view of education. Investigation of effective characteristics projected by clinical instructor offers awareness to improve the educational programs to nursing students and soon to be nurses (Sabog, Caranto, And David, 2015: 5). For these, it is insisted that clinical instructors should have the skills and strategic ways to make clinical experiences beneficial to learning and have patient safety by all means and it is advantageous to classify the characteristics that lead to exceedingly effective skills and techniques (Sabog, et al. (2015) as cited by El Banan and Elsharkawy, 2017:186).

Moreover, clinical training is basic in nursing education which is vital for the ground training of professional nurse in the future. In the clinical area, the value of student-clinical instructor collaboration can either ease or delay the students' learning. Clinical training success is challenging in evaluating various, habitually fast-paced and very multifarious clinical set-up compared to further well-ordered settings such as classrooms, seminars and laboratories on behalf of theoretical teachings. Nevertheless, nursing students and clinical instructors have different views which are the most and least important characteristics of effective clinical instructors, in all both agreed that the most clinical instructor should have "interpersonal skills", "good at providing feedback", "clinically competent" and "know how to teach effectively"(Girija, Shukri, Hayudini, and Narayanan, 2013:39).

Students' learning is greatly influenced by their clinical instructors ultimately shaping nursing practice up to finishing the course. Clinical instructor should have an effective teaching characteristic such as "professional knowledge", "role modeling" and "clinical competence" with "communication skills" to facilitate best clinical learning. An indicator to transform and facilitate effective clinical instruction is thru the perception of nursing students on how effective the clinical instructor behavior is (Girija, et al, 2013: 38).

Clinical instructor works helpfully by sharing personal experiences and correct feedback to the nursing students and with a source of "confidence, courage, restoring order and discipline" (Alavi and Abedi (2007) as cited by El Banan and Elsharkawy, 2017:186).The study on characteristic of an effective clinical instructor as perceived by the both the undergraduate nursing students and clinical instructors revealed that the most important characteristics were "teaching ability" and "interpersonal relationships", while "nursing competence", "personality traits" and "evaluation" has the least characteristics. (El Banan and Elsharkawy, 2017:191).

إدراك طلاب التمريض للخصائص الأساسية للمدربين السريريين

كريل دوريكو اغوندو

أستاذ مساعد
جامعة المجمعة
المملكة العربية السعودية

ماجد سليمان العمري

أستاذ مشارك
جامعة المجمعة
المملكة العربية السعودية

ملخص الدراسة

يجب أن يمتلك المدرب السريري خصائص لتعزيز المعرفة والمهارات والاتجاهات لدى طلاب التمريض وتعزيز تعليم التمريض إلى المستوى الأقصى الذي قد ينتج طلاب تمريض ذوي كفاءات عالية. هدفت الدراسة إلى تحديد أي من مجالات الخصائص الأساسية للمدربين السريريين بناءً تعتبر الأكثر أهمية إلى الأقل أهمية من وجهة نظر طلاب التمريض.

تم استخدام تصميم بحث وصفي مع أسلوب أخذ العينات الهادفة مع ١٠٢ من المستجيبين. وقد أجريت الدراسة في كلية التمريض في واحدة من جامعات المملكة العربية السعودية. تم اعتماد الأداة من الدراسة المعنونة "الخصائص الفعالة للمدرس السريري كما يدركها طلاب التمريض. هذه الجامعة لديها ٣٠ سلوكاً للمدربين السريريين والتي يقيمها الطلاب من حيث الأهمية. أجريت دراسة تجريبية مع نتيجة ألفا كرونباخ من ٠.٨٣٧.

كانت المعالجات الإحصائية المستخدمة هي التردد والنسبة المئوية والوزن المتوسط والوسيط والانحراف المعياري. وحصل الانحراف المعياري على أعلى الدرجات متضمنًا في الغالب للخصائص الأساسية المدركة للمدرس السريري من قبل طلاب التمريض.

أوضحت النتائج أن من بين الخصائص الخمسة للمدربين السريريين "الكفاءة المهنية والعلاقة مع الطلاب" تم تصنيفهم على أنها مهمة جدًا (٤)، في حين أن الخصائص الأساسية الثلاثة المتبقية تم تصنيفها على أنها مهمة (٣) كما يلي: سمات الشخصية، استراتيجيات التدريس، وإجراءات التقييم.

لقد تم استنتاج أن الكفاءة تم تصنيفها كأعلى درجة من بين الخصائص الأساسية الخمسة للمدربين السريريين بناءً على إدراك طلاب التمريض، حيث يمكن للمدرب السريري أن يسهل وعي الطلاب بالمسؤولية المهنية، ويوصل المعرفة للممارسة الآمنة، ويظهر كفاءة المهارات السريرية، ويقدم التوافق الذاتي في إعداد سريري، ويمكن أن يكون قدوة، ويساعد الطلاب بخبرات جديدة. ينصح بشدة لإعادة الدراسة مع عينة أكبر من الطلاب، ينبغي أن تكون هناك دراسة تتعلق بالتقييم على الخصائص الأساسية للطلاب كما يراها المدرب السريري.

Nursing Students' Perception of the Core Characteristics of Clinical Instructors

Majed Alamri

Associate Professor
Majmaah University
Kingdom of Saudi Arabia

Cyrelle Lo Dorico-Agunod

Assistant Professor
Majmaah University
Kingdom of Saudi Arabia

Abstract

The clinical instructor must possess characteristics that enhance knowledge, skills, and attitudes for nursing students and promote nursing education to a maximum level that may produce high caliber-nursing students. The study aims to identify nursing students' perception of instructors' core characteristics. A descriptive research approach has been used with a study sample consisting of 102 respondents. The study has been conducted at the College of Nursing in one of the universities of Kingdom of Saudi Arabia. It covers (30) clinical instructors' behaviors in subjects rated in terms of importance. The statistical treatments used are frequency and percentage mean and standard deviation. Obtained highest score of the mean and standard deviation imply the most perceived core characteristics of clinical instructor by the nursing students. Results reveal that among the five characteristics of clinical instructors that display professional competence (50.17) and relationship with students (49.5) are rated as the very important, while the importance of the remaining three core characteristics come as follows: personality attributes (49.2), teaching strategies (48.2), and evaluation procedures (47.8). It has been concluded that professional competence reveals the highest score among the five clinical instructors' core characteristics based on nursing students perception, wherein the clinical instructor may facilitate students' awareness of the professional responsibility, communicate knowledge for safe practice, show clinical skill competence, offer self-availability in a clinical setting, be a role model, and assist students with new experiences. It is highly recommended to conduct a further study on a bigger study population. There should be a study related to the assessment on students' core characteristics as perceived by the clinical instructor.

Keywords: Core Characteristics, Perception, Nursing Students, Clinical Instructor.

Nursing Students' Perception of the Core Characteristics of Clinical Instructors

Majed Alamri

Associate Professor
Majmaah University
Kingdom of Saudi Arabia

Cyrelle Lo Dorico-Agunod

Assistant Professor
Majmaah University
Kingdom of Saudi Arabia

(Received 20/8/1439 A.H, Accepted For publication 29/2/1440 A.H)