

Original Research Article

## The behaviors of clinical nursing faculty toward Student learning

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**Abstract:** Nursing education is a program in which, through nursing training, nursing student becomes a competent nurse. Nursing training is a mixture of two learning, Theoretical learning and practical learning. Nursing Students in clinical setting learn from the behavior, knowledge, experience and skills of their clinical instructor, clinical Teaching Behavior and students learning have a significant relationship to each other. The Purpose of this study was “To assess the relationship of the teaching behaviors of nursing faculty in clinical site with students learning”. This study was carried out by using descriptive cross sectional study design and the data was collected through convenient sampling method from Sir Ganga Ram Hospital and Mayo Hospital in Lahore, Pakistan. Sample size was 180 and the consent were taken from the participants prior from data taken. Questionnaire was adopted from previous study and data is analyzed through SPSS version 21. Statistics of the study shows that All of 180 students were female students, 77% participants having education level of FSc and take admission in Nursing Diploma. 86% of the participants fall in age group of 18 to 22. The Overall result shows that 89% of teaching behavior have string and positive relationship with students learning and it affect the students learning significantly and this is concluded from this study that the behaviors of clinical teaching faculty have positive relationship and influence students learning.

**Keywords:** Clinical learning, Clinical Teaching behavior, clinical instructor

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### INTRODUCTION

#### Background of the study:

Nursing is a very noble profession in the health care system which plays a significant role in the development of health care industry and providing proper holistic care to the sick and support the community in a best way. Every individual nurse study in a college, University or in hospital where he/she practice skills and demonstrate some vital procedure which is the basic learning of the nursing students [1].

A competent nurse pass from many stages like training, education, demonstration, and teachers guidance, Nursing students didn't only takes classes in classrooms but they performed different skill in hospitals under the supervision of the clinical teaching faculty. The clinical teaching faculty plays an important role in the development of skillful and competent nurses [2].

Nursing training is a combination of two learning, which are Theoretical learning and practical learning. Theoretical learning in which student learns from the classroom and practical learning in which a student learns in the clinical environment. The both learning are very important for the students of Nursing

because without theoretical learning they can't the exam in good grades and without practical work they can't progress in the clinical environment. Both are important but clinical learning is more important and clinical practice or clinical learning needs a clinical teacher who supervises or instruct their students in performing skills. In clinical setting, nursing students face many persons which include patients, doctors and other health care providers. Nursing students can never provide proper care, whenever their nursing instructors can provide them knowledge about skills [3].

Nursing Students always observe their teachers behavior, attitude, personality and confidence and play a role as a model by which students learn and absorb teachers qualities, in clinical setting nurses learn from the behavior, knowledge, experience and skills of their clinical instructor”[4]. “Nursing students’ perception and experiences is the method of measuring effective clinical instructors’ characteristics in nursing education. Evidence suggested that student ratings can be reliable and valid indicator of effective teaching” [3].

A study conducted in Pakistan revealed that nursing students rate their teachers behavior and attitude and also the way of teaching in a high magnitude,

students learning are influenced by the way of their teacher teaching the learning of students is greatly influenced by “explains clearly” from teaching ability and it is very important to explain the skills and lectures in a clear and confident way [5].

The responsibility of the clinical faculty is not only to give knowledge and skills to the students in a clinical setting but also realize their students that they are care giver to the patients. Clinical instructor’s teaching behavior play an important role to prepare a competent nurse. Studies have shown that effective clinical teacher behavior enhance student’s learning process [6].

The learning of Student in a clinical setting is highly influenced by characteristics of clinical teacher. Therefore it is necessary that clinical teacher should know her roles and responsibilities and should effectively teach and guide their students in the clinical site. Al Hamdan [7].

Students learning is greatly influence and facilitated by the evaluation of their clinical teaching faculty that how they give feedback to their students and how they guide their students it play in important role in the development of effective students Results of a qualitative study showed that some teachers evaluated their students in clinical environment without giving opportunities to learn which is frustrated for students and affect the student learning [8].

It is very evident that, knowledgeable and competent nursing instructors are the requirement of student learning in the clinical environment and nursing instructors should have effective characteristics to teach adult learner [9].

Positive relationship and supportive environment can enhance students learning Supportive relationship developed by educational support, emotional support and social support by clinical teacher. Positive and supportive relationship between clinical teacher and student has long lasting effect on clinical learning and professional development of student [10].

#### **Problem statement:**

Students learning in clinical area are important part of clinical education and it need to be effective which all is possible by effective teaching and teacher’s behavior. Despite the development in nursing education, in some clinical settings, the effective teaching behavior of clinical Instructor is absent and it effect on student learning. That is why, there is still need to gain understanding about effective clinical teaching behavior which influences learning.

The evaluation or any feedback of clinical student is responsibility of clinical teacher but this practice of clinical instructor is absent in clinical setting and this issue is still unresolved [11]. There is a need for effective clinical education, but the criteria for determining effective clinical teaching is still not properly defined , so it is urgent need to gain better understanding that what type of teaching behaviors needs in the clinical setting [12].

#### **Significance of the study:**

The current study will provide the information to the clinical teachers or instructors that which clinical teaching behaviors they will need to use in the clinical setting with learners which will enhance their clinical knowledge and skills. After the research findings, researcher will address the importance of student teacher relationship to the higher authority, this study will add the knowledge to the clinical teachers of School of Nursing Sir Ganga Ram hospital and School of Nursing Mayo hospital Lahore by suggesting that increased use of the clinical teaching behaviors contributes to a more positive outcome of the clinical experience by students. The results of current study will also helpful for the nursing students to achieve their goals in the clinical setting and it will improve the quality of patient care. After conducting this research, data will be presented with higher authority of organization to fulfill their gaps by organizing the workshops. This will also helpful for me as a nurse to incorporate these effective clinical teaching behaviors in my future practice.

**Aim of the study:** To assess the relationship of the use of clinical teaching behavior of nursing faculty with student’s perceptions of those behaviors’ influence on learning.

#### **Research Questions:**

1. Which clinical teaching behaviors have the highest and lowest frequency of use?
2. Is there a relationship between frequency of use of clinical teaching behaviors and students’ perceptions of those behaviors’ influence on learning?

#### **Hypothesis:**

**Alternative hypothesis:** There is relationship between frequency of use of clinical teaching behaviors and students’ perceptions of those behaviors’ influence on learning.

**Null hypothesis:** There is no relationship between frequency of use of clinical teaching behaviors and students’ perceptions of those behaviors’ influence on learning.

#### **Theoretical framework**

Theoretical framework is an important of any research on which the whole research are based and supported by that theory, in my study the theory of Albert Bandura's theory of social learning are applicable. This theory was proposed by Albert Bandura in 1977 which stated that "People learn from one another by observing others behavior, attitudes and outcome of these behaviors. According to this theory, Human function is interplay of behavior, personal factors and environmental factors [13].

Students learn from the attitude and behavior of their teachers and they follow their teachers as a role model and imitate the teachers thoroughly this is the important component of students learning and for which they need a role model who give attention, focus and support to his students [14].

This theory is applicable in my study because I want to find out the relationship between clinical teachers behavior and its influence on students learning. Bandura theory fully explore the role of behavior in his theory that it play an important role on learning so it will work in my study significantly.

#### LITRETURE REVIEW

The role of clinical instructor is to play an important role in the production and training of competent nurses. Students also observed the behavior of their teachers and also adopt that behaviors in their future life's, it is evident from many of studies that there was positive relation of behaviors of clinical instructor which they frequently used and learning process of student in the clinical site. "Clinical nursing teacher's behaviors impact on learning of student. If clinical teaching behavior is good with students in the workplace then learning outcome will be positive"[15].

It is evident in nursing students and is a very common behavior that they have some sort of Anxiety and also feel hesitation while interacting with patients. This is all occur in the students just because of the teaching clinical faculty didn't give proper confidence to the students or either they didn't focus on the students individually. It is revealed from the study of Khan, N. and B. Alam [2] that 54% of the teaching faculty are failed to build confidence in their students by which the students fell difficulty in future life

A study carried out by Cook [16].He Stated that the behavior of clinical teaching faculty have significant relationship with students learning, it is prevailed from his study that using of effective teaching behavior influence the students' performance in a positive way and stated that 78% of the faculty are well prepared for their lectures and teach the students in an organized way.

Another study carried out by ML Kube cited by [17], that clinical skill learning is one of the crucial and important step in students career for which they need a dedicated and effective teaching faculty. Student is learning well in the presence of supportive behavior of clinical teachers as compared to the challenging behavior that threaten the quality of practice.

According to [18], in clinical Environment students faced different challenges and stress for which they need a competent teachers to resolve the problem in a systematic way Student in the clinical environment experience anxiety due to some challenges, at this time, it is the responsibility of clinical nurse educator to encourage their students with supportive behavior and decrease their anxiety level because anxiety can affect student's learning process.

According to [19], Nursing students wanted the clinical instructors to be knowledgeable and competent in their own field and agree that knowledge and experience competence is the most important and essential component for effective teaching. A descriptive statistics showed that the students identified effective characteristics categories between important and most important with highest percentage was 75.8% for knowledge and experience of clinical instructors and interpersonal relationship and evaluation were 73.4% and personality traits are the lowest category with 72.6%.

According to [2], conducted a study and it is prevailed from his study that out of 73 behavior items from 4 categories (Teaching ability, Nursing competence, Interpersonal Relationship, Communication behavior) more than 80% nursing student perceived that there are 22 most important behaviors which were highly influenced on student's learning and these are 3 items from communication behavior category, 6 from interpersonal relation, 8 items from nursing competence and 5 from teaching abilities.

Study carried out by [1]. It is prevailed from his study that in clinical environment and hospital, Students learn about how to calculate medicine dosage and other advanced skills with the help of their clinical teacher as these skills are very important to provide good nursing care to patient. It is the responsibility of clinical Instructor to properly guide his/her student.

Another study carried out by [3], it is revealed from his study that the learning process of students is highly influenced by clinical teacher's behavior category which is "Teaching ability". Evaluation ranked on second number , nursing competence on third number , personality on fourth number and interpersonal relationships on fifth number ranked by nursing students. So Teaching Ability is most important

factor that affect student learning as reported by nursing students

The study which was carried out by [20]. It is mentioned in his study that Results there is a direct correlation between effective clinical teaching behavior and student self-efficacy because as use of effective clinical teaching characteristics increases, self-efficacy of student also increases. Student learning will be enhanced and student self-efficacy will be increased, if nursing faculty use effective teaching characteristics or behavior into their teaching in the clinical setting

### MATERIAL & METHODLOGY

This descriptive, cross sectional study was carried out in Lahore from March 2017 to May 2017 in Sir Ganga Ram hospital, Lahore and Mayo Hospital Lahore by using convenient sampling technique the data was collected from 218 participants

The inclusion criteria for this study was all The Diploma Nursing students of school of nursing of Mayo Hospital Lahore and Sir Ganga Ram hospital Lahore ,who completed at least 2 or more clinical rotations while the exclusion criteria was The Probationer training students of nursing schools of Mayo Hospital Lahore and Sir Ganga Ram Hospital Lahore are excluded because they are newly comers and did not complete any clinical rotation. The institutional permission obtained to carry out the study. A written application with mentioning the purpose of this project will submit to the Principal of School of Nursing Mayo

Hospital Lahore and Sir Ganga Ram Hospital Lahore. Participant’s consents obtained to complete the study questionnaire. To collect data from participant, an instrument’ Nursing clinical teacher effective inventory” used which is consist of 47 items (Kube, 2010). These 47 items contain effective clinical teacher behaviors which are divided in five categories 1.Teaching ability, 2.Nursing competence, 3.Evaluation, 4.Interpersonal relationships, and 5.Personality traits. This instrument is adapted from the study of “Marcia L Kube” which is done in 2010. The data was analyzed by using Statistical Package for Social Sciences (SPSS) version 21.The Pearson correlation statistical test applied to assess the relationship of clinical teacher’s behavior and student learning.

### RESULTS

Data were analysis by using SPSS version 21 each question mean and standard deviation calculated. First of all demographics of the participants discuss briefly with percentage mean and standard deviation, data explained through frequency tables and figures for easy understanding. Afterwards brief discussion of results related to each question done. Questionnaires were distributed in 218 nursing students of School of nursing, Mayo hospital and Sir Ganga Ram hospital but 27 students were not filled questionnaire appropriately and 11 students did not returned questionnaire so data were collected from 180 nursing students.

#### Demographic Analysis

Table 1

| Gender              | Age                     | Qualification      | Year in Program         | Clinical Rotation        |
|---------------------|-------------------------|--------------------|-------------------------|--------------------------|
| Male<br>0           | 18 to 22<br>156 (86.7%) | FSc<br>139 (77.2%) | 1st Year<br>23 (12..8%) | 2 to 4<br>3 (1.7%)       |
| Female<br>180(100%) | 23 To 27<br>22 (12.2%)  | BSc<br>37 (20.6%)  | 2nd Year<br>114 (63.3%) | 3 to 4<br>1(0.6%)        |
|                     | 28 or above<br>2 (1.1%) | Others<br>4 (2.2%) | 3rd Year<br>36 (20%)    | 5 to 6<br>3 (1.7%)       |
|                     |                         |                    | 4th Year<br>7 (3.9%)    | 7 or More<br>173 (96.1%) |

#### Gender

Data was collected from only female nursing students of school of nursing Mayo hospital and Sir

Ganga Ram hospital. Figure 1 shows that 100% responses were taken from the female.

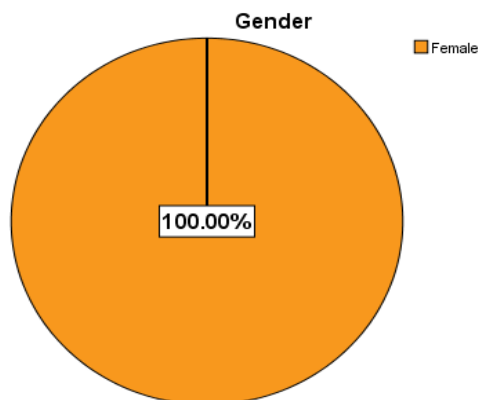


Figure 1

**Qualification**

Figure 2 shows the qualification of the participants the highest ration of the participants having

qualification of FSc which was 77.2%, 20.5% of the participants having qualification of BSc while 2.2% mark the Others Box in qualification.

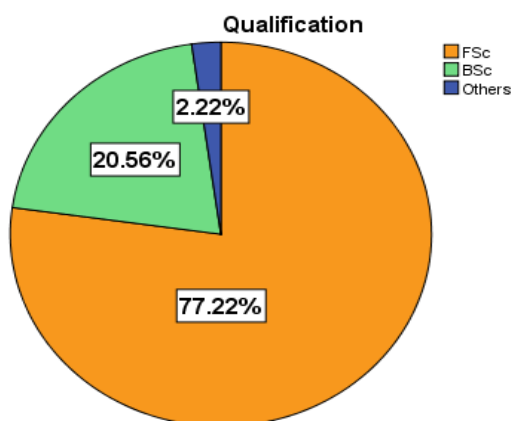


Figure 2

**Age Group**

It is shown in Figure 3 that age of 86.6% of participants were between 18 To 22 Years , 12.2 % were between age group of 23 to 27 while 1.1% of the

participants belong to age group of 28 or Above. The more detail about age of the participants are given in table 1.

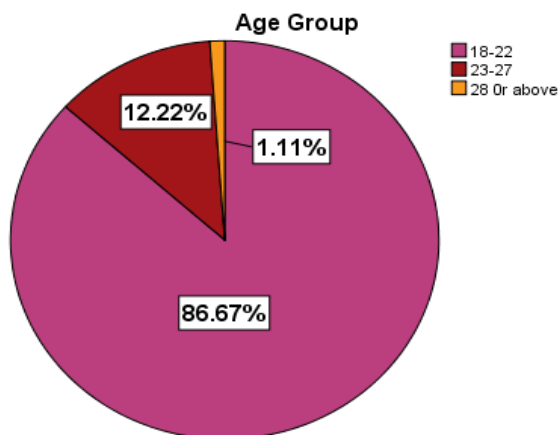


Figure 3

**Clinical Rotations**

Figure 4 shows that 96.1% of the participants having more than 7 Rotations to different wards, 1.6% having 2

to 4 Rotations, 0.5% having rotations of 3 to 4 while 1.6% having rotation 5 to 6 time to different wards. The more details are shown in Table 1.

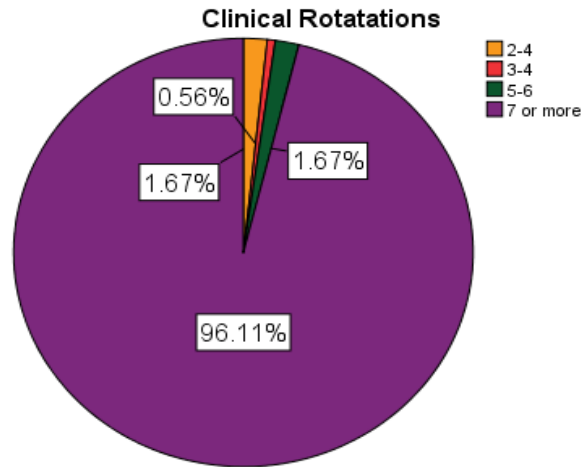


Figure 4

**Year in Program**

Figure 5 Shows that 3.89% of the study participants were studying in 1st year, 12.7% were in 2nd year, 20%

were in 3rd year while 63.3% were studying in 4th year. The more detail are given in Table 1

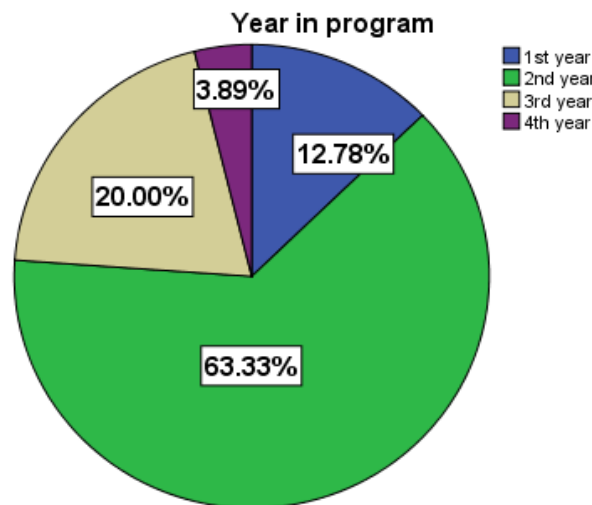


Figure 5

**Descriptive Analysis Independent Variable**

Summed scores were used to calculate means range, median and standard deviation with the purpose

of conducting descriptive analysis of all the variable Sample of 180 students were taken, the values are given in Table 2 below.

**Table 2 Summary of Descriptive Analysis**

| Variables         | Range | S.D  | Mean | Median |
|-------------------|-------|------|------|--------|
| Teaching Behavior | 1     | 0.18 | 2.85 | 2.8    |
| Students Learning | 2.1   | 0.35 | 2.9  | 2.9    |

**Reliability Assessment**

Cronbach alpha is the most commonly used measure of scale reliability [21]. The values which fall

above the range of 0.7 are acceptable and the instrument consider is reliable for conduction research.

**Table 3 Summary of Reliability analysis**

| Variables         | Cronbach alpha |
|-------------------|----------------|
| Teaching Behavior | <b>0.74</b>    |
| Students Learning | <b>0.72</b>    |

**Validity:**

Criteria for factor loading were .50 and items below that set criteria were dropped from analysis. More over all assumption of factor analysis was

fulfilled .Assumptions imply that KMO value must be above .60 and Bartlett’s test must be significant so whole set criteria was fulfilled.

**Table 6 Summary of KMO Bartlett’s assumptions**

| Variables         | KMO         | Bartlett’s Test |             |               |
|-------------------|-------------|-----------------|-------------|---------------|
|                   |             | Approx.         | df          | Sig           |
| Teaching Behavior | <b>.607</b> | <b>2933.57</b>  | <b>1081</b> | <b>.000**</b> |
| Students Learning | <b>.660</b> | <b>3212.24</b>  | <b>1081</b> | <b>.000**</b> |

**Correlation Analysis of Variables**

The results indicate that the strength of association between the variable is very high (r=0.944) and that the correlation coefficient is very highly

significant different from zero (p <0.001) . Also we can say that 89% (0.9442) students learning related and positively affected by Teaching Behavior

**Table 4 Correlations**

|                   |                     | Teaching Behavior _ | Students learning |
|-------------------|---------------------|---------------------|-------------------|
| Teaching Behavior | Pearson Correlation | 1                   | .944**            |
|                   | Sig. (2-tailed)     |                     | .000              |
|                   | N                   | 180                 | 180               |
| Students learning | Pearson Correlation | .944**              | 1                 |
|                   | Sig. (2-tailed)     | .000                |                   |
|                   | N                   | 180                 | 180               |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Person correlation of Normal Hyper vent =0.944 P-Value = 0.000

Table 5 shows the relationship between teaching behavior and its influences on Learning. A linear relationship was found, Positive Correlation, Significant at p<.0001 was found in the use of frequency of teaching behavior and its influence on Learning. This result suggests that there is a strong and positive relationship between teaching Behavior and

students learning. The highest range of correlation among the variable was r=1.000 for 10 items while the lowest was r=.158 for the statement that teacher use behavior “Promote student independence” the positive relationship was also existed in lowest “r” value due to the significant “p” value

**Table 5 Correlation of Behavior with influence on Learning**

| S.No | Behavior Description   | N   | Pearson r | Sig(2 tailed) | r <sup>2</sup> |
|------|--|-----|-----------|---------------|----------------|
| 1    | Clinical teacher who Explains clearly                                    | 180 | .982      | .000*         | 0.96           |
| 2    | Teacher Stimulate what is important                                      | 180 | .972      | .000*         | 0.94           |
| 3    | Clinical teacher who Stimulate student interest in the subject           | 180 | .977      | .000*         | 0.95           |
| 4    | Clinical Instructors remains accessible to students                      | 180 | .969      | .000*         | 0.93           |
| 5    | My clinical teacher who demonstrates clinical procedures and techniques. | 180 | .966      | .000*         | 0.93           |
| 6    | Guides student's development of clinical skills                          | 180 | .992      | .000*         | 0.98           |
| 7    | Provides specific practice opportunity in workplace.                     | 180 | 1.000     | .000*         | 1              |
| 8    | Offers special help when difficulties arise in clinical setting          | 180 | 1.000     | .000*         | 1              |
| 9    | My clinical teacher Is well prepared for teaching                        | 180 | .995      | .000*         | 0.99           |

|    |   |     |       |       |      |
|----|---|-----|-------|-------|------|
| 10 | My clinical Instructor teacher enjoys teaching.   | 180 | 1.000 | .000* | 1    |
| 11 | My instructor Encourages active participation in discussion   | 180 | 1.000 | .000* | 1    |
| 12 | Gears instruction to students level of readiness  | 180 | 1.000 | .000* | 1    |
| 13 | Quickly grasps what student's level of readiness  | 180 | 1.000 | .000* | 1    |
| 14 | Answers carefully and precisely questions raised by students in clinical place.                         | 180 | 1.000 | .000* | 1    |
| 15 | Questions students to elicit underlying reasoning   | 180 | .945  | .000* | 0.89 |
| 16 | Help students organize their thoughts about patient problems in clinical environmrnt.                   | 180 | .158  | .17   | 0.02 |
| 17 | Promote student independence  | 180 | .158  | .17   | 0.02 |
| 18 | My instructor demonstrates clinical skills and judgment   | 180 | 1.000 | .000* | 1    |
| 19 | My Clinical instructor demonstrates communication skills  | 180 | 1.000 | .000* | 1    |
| 20 | Reveals broad reading in his/her area of interest   | 180 | .215  | .002  | 0.04 |
| 21 | Discusses current development in his/her field  | 180 | .498  | .000  | 0.24 |
| 22 | Directs students to useful literature in nursing  | 180 | .278  | .000  | 0.07 |
| 23 | Demonstrates a breadth of knowledge in nursing  | 180 | 1.000 | .000* | 1    |
| 24 | Recognizes own limitations  | 180 | .454  | .000* | 0.20 |
| 25 | Takes responsibility for own actions  | 180 | .508  | .000* | 0.25 |
| 26 | My instructor is a good role model  | 180 | .532  | .000* | 0.28 |
| 27 | Makes specific suggestions for improvement  | 180 | .978  | .000* | 0.95 |
| 28 | Provides frequent feedback on students' performance   | 180 | .357  | .000* | 0.12 |
| 29 | Identifies students 'strengths and limitations objectively  | 180 | .539  | .000* | 0.29 |
| 30 | Observes student's performance frequently   | 180 | .449  | .000* | 0.20 |
| 31 | Clinical teacher communicate expectations of students   | 180 | .993  | .000* | 0.98 |
| 32 | My instructor gives students positive reinforcement for good contributions, observations or performance | 180 | .521  | .000* | 0.27 |
| 33 | Correct students' mistakes without belittling them  | 180 | .967  | .000* | 0.93 |
| 34 | Do not criticize students in front of others in wards or in any clinical setting.                       | 180 | .470  | .000* | 0.22 |
| 35 | provides support and encouragement  | 180 | .433  | .000* | 0.18 |
| 36 | Is approachable   | 180 | .573  | .000* | 0.32 |
| 37 | Encourages a climate of mutual respect  | 180 | .393  | .000* | 0.15 |
| 38 | Listens attentively   | 180 | .299  | .000* | 0.08 |
| 39 | Shows a personal interest in students   | 180 | .874  | .000* | 0.76 |
| 40 | Demonstrates empathy  | 180 | .574  | .000* | 0.32 |
| 41 | Demonstrates enthusiasm   | 180 | .570  | .000* | 0.32 |
| 42 | Is a dynamic and energetic person   | 180 | .493  | .000* | 0.24 |
| 43 | Self confidence   | 180 | .507  | .000* | 0.25 |
| 44 | is self-critical  | 180 | .531  | .000* | 0.28 |
| 45 | is open minded and non-judgmental   | 180 | .497  | .000* | 0.24 |
| 46 | Has a good sense of humor   | 180 | .491  | .000* | 0.24 |
| 47 | Appears organized   | 180 | .575  | .000* | 0.33 |

Table 7 shows the results *Teaching Behavior with the Highest Frequency of Use*, This is revealed from the result of this study that majority of students (mean=4.31,SD=1.211) were stated that their teacher enjoy teaching. Many of students (mean=4.12,SD=1.263) were stated that their teachers have good communication skills and they demonstrate it class. A significant amount of the

participants (mean=4.07, SD=1.325) were stated that their teachers "Demonstrates clinical skills and judgment". The participants of the study (Mean=4.04,SD=1.382), were agreed that their teachers "Promotes students interest" and( Mean=3.99, SD=1.412) "Encourage active participation in discussion".



**Table 7 Clinical Teaching Behavior with the Highest Frequency of Use**

| Item.NO | Question Statement                           | N   | Mean | SD    |
|---------|--|-----|------|-------|
|         | <b>Teaching Behavior</b>                     |     |      |       |
| 10      | My teacher enjoys teaching                   | 180 | 4.31 | 1.211 |
| 19      | Demonstrates communication skills            | 180 | 4.12 | 1.263 |
| 18      | Demonstrates clinical skills and judgment    | 180 | 4.07 | 1.325 |
| 17      | Promotes students interest                   | 180 | 4.04 | 1.382 |
| 11      | Encourage active participation in discussion | 180 | 3.99 | 1.412 |

*Note: Item description condensed for meaning*

Table 8 shows the result of *Clinical Teaching Behavior with the Lowest Frequency of Use*. The responses of students are shown here in Mean and its Standard Deviation. A little amount of the participants (Mean 3.02, SD 1.50) were agreed that their clinical teacher “Directs students to useful literature in nursing,

(Mean 3.0, SD 1.33) were stated that their Teachers “Remains accessible to students”, (Mean 3.1, SD 1.41) were stated that their teacher “Demonstrates empathy”, ( Mean 3.1 SD 1.4) were stated their teachers “correct students mistakes without belittling them the more detail are shown in Table 8.

**Table 8 Clinical Teaching Behavior with the Lowest Frequency of Use**

| Item.NO | Question Statement                                | N   | Mean | SD    |
|---------|---|-----|------|-------|
| 21      | Directs students to useful literature in nursing  | 180 | 3.02 | 1.506 |
| 04      | Remains accessible to students                    | 180 | 3.03 | 1.339 |
| 40      | Demonstrates empathy                              | 180 | 3.10 | 1.419 |
| 32      | Correct students mistakes without belittling them | 180 | 3.16 | 1.402 |
| 41      | Demonstrate enthusiasm                            | 180 | 3.20 | 1.419 |

*Note: Item description condensed for meaning*

## DISCUSSION

A correlational study was carried out in Ganga Ram Hospital and Mayo Hospital Lahore with the purpose of exploring the relationship between the behavior of clinical teaching faculty and students learning for which the response of 180 students were taken to explore the relation. The data was taken only for from female students and the qualification of 77% of the participants were FSc, The maximum amount of the participants were belong to age group of 18 to 22 which was 88%.

Learning of clinical skills is one of the crucial step in nursing profession which is utilized throughout in the student’s professional career, this is very important for the clinical faculty to teach the students in supportive, cooperative and most effective way.

Participants of the study were asked about the question that which clinical teaching behaviors have the highest and lowest frequency of use. For this statement the response of students was above 100 for each statement which are mentioned in the result in details, the response of students were about their clinical faculty was that their teacher are well prepared, well organized, they are enjoying their teaching role, Teachers are good demonstrator and demonstrate clinical skills, they are very good communicator and follow this strategy and show positive behavior about providing frequent feedback, they are nonjudgmental,

This results were also supported by Al-Hamdan, Z., et al. [7] this prevailed from his article that 59% of the study participants were stated that that demonstration of clinical skill, giving confidence to students, and having good communication skills is very important for clinical teaching faculty and it affect the performance of students precisely.

To find out the relationship between teaching behavior and its influences on students learning the participants were asked that which teaching behavior are most prominently influence on students learning for which the response of 180 participants were taken and to find out the exact relation a Bivariate correlation test were applied on data.

It is evident from the results that the relation between teaching behavior its influence on learning was positive and most significant the “r” value for five statement was 1.000 which was “Encourages active participation in discussion, Gears instruction to students level of readiness, Quickly grasps what student’s level of readiness, Answers carefully and precisely questions raised by students, Demonstrates clinical skills and judgment, Demonstrates communication skills. It means that this behavior 100% influence learning positively when teachers use this behavior then students learning will be increased vice versa.

Thus the hypothesis were proved by the result that “There is relationship between frequency of use of

clinical teaching behaviors and students' perceptions of those behaviors' influence on learning.

These results were also supported by Kube, M. L. [14] who conduct his research on relationship between teaching behavior and its influence on students learning stated that teaching behavior of clinical faculty significantly affect the performance and learning of students the "r" value for the statement about confidence of teacher during teaching, explanation of the subject clearly, and demonstration of the clinical skills was above 0.68 which means that it significantly affect students learning.

It is also evident from the results of this study that some of the teaching behavior didn't show positive relationship to influence students learning like "Help students organize their thoughts about patient problems, Reveals broad reading in his/her area of interest, Recognizes own limitations, Provides frequent feedback on students' performance, Encourages a climate of mutual respect, Is a dynamic and energetic person" The "r" value for this statements were below 0.4 hence the result were also significant.

These results were different from many of the research done before in which it is mentioned that this behavior also significantly affect students learning while in my study the results were slightly different,

The mean relationship between teaching behavior and its influences on learning are mentioned in Table 4 which shows that 89% of teaching behavior have positive relationship with student learning and it affect students' performance in a significant way. These results were also supported by Kube, M. L. [14] stated that 67% of teaching behaviors have positive relationship with students learning.

In current study, students of Mayo hospital Lahore and Sir Ganga Ram hospital Lahore described that their clinical teachers use effective behavior in the clinical setting in lowest frequency include direct students to useful literature in nursing, demonstrates empathy, remains accessible to students, correct students mistakes without belittling them, demonstrate enthusiasm.

Another study conducted by Ismail [3] in Egypt also found that students perceived that teachers who remains accessible to students, is a good role model, clinical teachers who emphasize what is important, teachers who directs students to useful literature in nursing is most important and helpful for student learning .and also described that their clinical teachers rarely direct students to useful literature in nursing.

So, these behaviors are important for student learning but students stated that clinical teachers used these behaviors in lowest frequency. In our country, there are many reasons and among them are; outdated libraries, lack of electronic libraries or other resources in nursing schools and that is why clinical teachers rarely direct their students to relevant literature. Clinical teachers who do not remain accessible to students, it will affect students' learning .The main reason of this incompetence is that there is no training of novice teachers when they join teaching or take first step in teaching profession. So, it is a great need of nursing students to learn in effective clinical environment where the clinical teachers use these effective behaviors.

## CONCLUSION

Nursing is a very Noble profession and it is very important for the clinical and non-clinical teaching faculty to teach the students in a competent way and to provide the best of their knowledge to their students. Nursing students also play a vital role in Hospitals and work in different wards of the patient for which it is very necessary to be teaches in a polite and confident way. The relationship between clinical faculty teaching behaviors and its influence on students learning is very significant and it is also proved in this research work. It was concluded that there was strong positive relationship of Nursing clinical teachers behaviors and student learning as perceived by diploma nursing students or Sir Ganga Ram Hospital and Mayo Hospital Lahore. Results of this study indicated that clinical teacher increase use of effective clinical teaching behaviors , it is extremely helpful for study learning .If clinical teacher never used these effective behaviors, student learning will be affected.

## Limitations:

Shortage of time, incomplete filling of questionnaire by students, data were taken only female nursing students of Mayo hospital and Sir Ganga Ram hospital, only two teaching hospital was also limitation of this study. Rude behavior of some senior persons of hospitals was also a limitation.

## Recommendation:

Clinical Instructors/teachers should use this NCTEI tool for self-assessment. And orientation programs should be organized for newly teachers. Clinical teachers should use these effective behaviors which are extremely helpful for student learning. Establish an orientation program for preparation of novice teachers about principles of adult learning how to assess students' needs and evaluate student performance.

## Dedication

I unpretentiously dedicated this piece of work to my entire family predominantly my parents who

presented me unconditional love and backing Me all the way through my life.

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