



# Teaching effectiveness of clinical instructors in the School of Nursing at the University of Baguio

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## Abstract

Despite many studies on clinical teaching behaviors, a gap still exists concerning the topic of clinical teaching effectiveness. Exploring the effective characteristics of clinical instructors may provide insights to improve the educational programs for student nurses further. The objective of this study was to assess the teaching effectiveness of clinical instructors on teaching ability, nursing competence, evaluation, interpersonal relations, and personality. It also investigated the significant difference in the teaching effectiveness of clinical instructors as rated by the student nurses according to sex and year level. The study used the descriptive-correlational method. ANOVA was used to compute significant differences according to year level and t-test for sex and mean value for teaching effectiveness. The questionnaire was based on the Nursing Clinical Teacher Effectiveness Inventory (NCTEI), a survey tool for nursing students, graduates and



faculty to rate the characteristics of the best and worst clinical teacher behavior. In terms of year level, the significant domains were evaluation (E), interpersonal relations (IR), and personality (P), but not teaching ability (TA) and nursing competence (NC). There was significant difference between the *F*- and *p*-values at 0.05 level. Based on the *T*-values, the teacher's sex was not an important variable for the student nurses' perceptions of effective clinical instructor characteristics. The *T*-values showed that personality was the most important characteristic, and nursing competence was the least important. There was no significant variance in the responses of the male and the female student nurses. The results reiterated the major role of clinical instructors in the students' learning process.

**Keywords:** effective teaching, clinical instructors, student nurses, learning effectiveness

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## Introduction

Previous research (ERN, 2003, and RAND, n. d.) found that among the factors that contribute to academic performance (such as personality, family, neighborhood, and community involvement), the most influential factor is the teacher because effective teachers promote student learning. Effectiveness pertains to competency in both the subject-matter and instructional ability. Teaching effectiveness is usually in the context of evaluation because student ratings are frequently described as measures of teaching effectiveness. Understanding the term is important because it "is crucial to faculty and administrators when interpreting student survey results" Layne (2012). It is because the "effectiveness of clinical teaching can be judged on the extent to which it produces intended learning outcomes" (Oermann, 2007). According to Korte, Lavin, and Davies



(2012), while there were individual differences in teaching effectiveness, those differences constantly persisted even when diverse students evaluate the same teachers. There is a tendency that parallel evaluations of teaching effectiveness remain the same even as their professions progressed.

Previous research (ERN, 2003, and RAND, n. d.) found that among the factors that contribute to academic performance (such as personality, family, neighborhood, and community involvement), the most influential factor is the teacher because effective teachers promote student learning. Effectiveness pertains to competency in both the subject-matter and instructional ability. Teaching effectiveness is usually in the context of evaluation because student ratings are frequently described as measures of teaching effectiveness. Understanding the term is important because it “is crucial to faculty and administrators when interpreting student survey results” Layne (2012). It is because the “effectiveness of clinical teaching can be judged on the extent to which it produces intended learning outcomes” (Oermann, 2007). According to Korte, Lavin, and Davies (2012), while there were individual differences in teaching effectiveness, those differences constantly persisted even when diverse students evaluate the same teachers. There is a tendency that parallel evaluations of teaching effectiveness remain the same even as their professions progressed.

Nursing instructors should grow with the changing needs of learning and teaching. Remaining competent while developing an interpersonal relationship and being approachable is necessary for effective clinical education. Effective teachers become good at what they do because they evaluate their practice. Educational evaluation is a professional responsibility of the academic staff. It arises from a commitment to understand the effects of teaching on students and to enhance student learning (Caves, 2016 ). At the core of roles and duties is the actual practice of teaching, which facilitates student learning. Learning may be defined as a change in behaviors, attitudes, or capabilities.



Efforts must be made to meet the needs of the student nurses, 82% of whom are millennials, according to the National League of Nurses (Horntvedt, Nordsteien, Fermann, & Severinsson, 2018). The millennial generation is defined as those born from 1982 to 2002. The specific needs of millennial nursing students have not yet been addressed; hence, this study identified what traits the students perceived to be important in clinical instructors. The researchers aimed to identify the most effective methods for teaching current and future nursing students. Most of the research on clinical nursing education is outdated and no studies have specified the needs of the millennial generation of nursing students.

In the Philippines, the demand for nurses has raised a concern about the declining quality of nursing education due to the shortage of instructors and clinical training venues (Hicap, 2005) following the increase in the number of nursing enrollees in different nursing schools. A moratorium was imposed by the government's Commission on Higher Education (CHED) on new nursing schools in 2004 (Sparacio, 2005) in an attempt to close down poorly performing schools. Competent clinical instructors who can assist students in integrating theory with practice and in improving their clinical decision-making skills are needed to assure quality education. Since time immemorial and from personal experience, it has been known that teaching makes an important difference in the lives of students. Studies identified the behaviors of effective clinical teachers. Researchers developed tools to measure these behaviors and to evaluate the effects of teaching behavior on the performance of students. In nursing education, the classroom and clinical environments are interconnected. Student nurses must apply in clinical practice what they have learned in the classroom, ward exposures, and other experiences. Student nurses at universities complete practicums, which are considered essential to developing professional competence in most health-based professions.

Clinical learning involves the application of theory to concrete clinical situations that represent real risks for students, the patients they care for, and the instructors who work with them. For these reasons, clinical instructors



must possess the skills and strategies to create clinical experiences conducive to learning and patient safety. The bulk of studies on effective learning is taken up by rating the effectiveness of individual teachers by supervisors. There is little focus on learners and how they precisely define the qualities of a good teacher.

Layne (2012) defined the components of teaching effectiveness. For faculty members, it requires that the teacher loves the subject or knows the subject material well (50%), is well-prepared or organized for the class (44%), uses a variety of teaching methods and formats (41%), cares about the success of students (31%), motivates students to do well in the course (25%), outlines course expectations clearly and accurately (22%), and encourages questions and feedback from students (22%). The teacher interacts with students or takes a hands-on approach to the subject (29%), uses a variety of teaching methods or formats (24%), accessible to students (23%), and patient and flexible when dealing with students' problems (21%). For the students, effective teaching keeps students interested for the whole class period or makes the class enjoyable (45%). Layne's (2012) study is related to the present study in terms of identifying what makes an instructor effective. Layne's (2012) research showed that there are differences in what makes teaching effective for the faculty members themselves and the college students.

According to Valiee, Moridi, Khaledi, and Garibi (2016), clinical instructors need to adopt a respectful manner in improving the students' motivation to learn. They said that paying attention to the students' problems can facilitate the teaching-learning process. They also argued that clinical instructors need to provide students with education about independence and self-confidence. The past study is related to the focus on effective teaching but is different in terms of determining factors that could affect teaching and learning. The respondents of this study are clinical instructors and student nurses, but the Valiee, Moridi, Khaledi and Garibi's (2016) study included hospital staff.



Australian students described the ‘good’ teacher (Batten, 1993) as someone who helps the students with their work, explains well so they can understand, is friendly and easy to get along with, is fair and straightforward, makes lessons enjoyable, cares about the students, is always ready to listen, understands the students, has a sense of humor, controls the class well, and knows what he or she is talking about. According to Stradling (1991), some factors may cause ineffectiveness, such as the teachers’ low expectations, disorganization of individual learning needs and difficulties, inadequate monitoring and record-keeping, lack of short-term learning goals, irrelevant course content, the teaching methods are insufficiently stimulating or too rigid. The characteristics mentioned can be addressed to achieve better results. If effective teaching aims to upturn student performance and to learn in schools, teachers must recognize the power of excellent instruction. According to Christenbury (2011), “Good teaching comes not from following a recipe, but from consistently putting the student needs first.” Nursing students rely primarily on their mentor as a source of knowledge.

In Tang, Chou, and Chiang’s (2005) study on effective and ineffective clinical instructors, nursing students based their evaluation on four categories, namely, professional competence, interpersonal relationship, personality characteristics, and teaching ability. The results showed that effective teachers possessed significantly high scores in these four qualities. On the other hand, the scores of ineffective teachers were lower in all categories, except in professional competence. More significant differences in scores between effective and ineffective teachers were found in the interpersonal relationship category, followed by personality characteristics. Smaller differences in scores between effective and ineffective teachers were in the professional competence category, followed by the teaching ability category. In another study at Cairo University, Banan and Elsharkawy (2017) indicated teaching ability and interpersonal relationships were the most valued characteristics for both undergraduate nursing students and clinical instructors. The less valued characteristics by both groups of respondents were nursing competence, personality traits, and evaluation. Banan and Elsharkawy (2017) recommended that workshops or seminars can



be organized to orient clinical teachers on their roles in the clinical setting. They also stated that the intermittent evaluation of clinical instructors is indispensable to incorporate good behaviors.

A study on the perceived characteristics of good clinical instructors (Aquino, 2017) was conducted with the fourth-year nursing students and faculty members of a city-subsidized College of Nursing using the Nursing Clinical Teacher Effectiveness Inventory (NCTEI) survey instrument developed by Knox and Morgan (1987). The results showed that teaching ability and nursing competence were the teacher characteristics that had the highest ratings by the faculties. Conversely, teaching ability was the teacher characteristic with the lowest rating by the students and personality was the characteristic most favored them. The difference in the perceptions of students and faculties on the characteristics of a good clinical teacher were compared.

A study conducted by Sabog, Lawrence, and David (2015) found that for the students of the Benguet State University's College of Nursing sex was not an important characteristic in their perception of an effective clinical instructor. However, the difference in academic level poses an effect on students' perception of the identified characteristics. Professional competence is deemed to be the most important characteristic of the five domains. An exploration of effective characteristics expected from clinical instructors may provide insights to improve educational programs for student nurses further.

## **Theoretical Framework**

There are several models of clinical nursing education. The direct supervision model (Wong & Shirley, 1987) assigns students to a setting where they receive supervision from the clinical instructor. In an apprenticeship model, student nurses are exposed to the clinical area or clinical practice where the clinical instructor teaches and evaluates students. In the preceptor model, student nurses are assigned to work several shifts with a staff nurse while receiving indirect supervision from the clinical instructor (Hunsberger et



al., 2000). A Dedicated Education Unit or DEU (Tanner, 2010) is a newer clinical model where staff nurses assist clinical instructors with clinical teaching. Education in both apprenticeship and DEU models takes place in the actual hospital setting. Hospital immersion places students in a fast-paced and unpredictable environment. Several factors make these environments unpredictable, such as the complexity of the healthcare process, patients with multiple acute and chronic health issues, and high nurse-to-patient ratios that require nurses with strong time management skills. Students depend on their instructors to initiate them into the often-overwhelming hospital setting, guide them through clinical training expectations, and help them become socialized to the role of a nurse. For these reasons, clinical instructors play a vital role in nursing education.

Clinical education is at the heart of the nursing education program. Effective nursing clinical instructors are needed for graduating future qualified nurses. Clinical education is defined as the integration of knowledge and skills associated with patient care (Scholtz, 2000). In this respect, clinical instructors are the most important and influential agents in nursing education.

### **Significance of the study**

Clinical instructors play an important role in preparing the student nurse in becoming a competent nurse in the practice setting. This information can be used to provide a foundation in creating an educational opportunity to inform nurse educators in ways to become a more effective clinical instructor.

This study is significant because

1. identifying the qualities of good teaching can contribute to improving overall teaching inside and outside the classroom,
2. it can lead to instructional practice improvements by identifying the key dimensions of effective teaching and learning to help students meet those expectations,





3. the findings may help the faculty to be aware of students' views and acknowledge the areas of success and the areas that need improvement in local and international clinical learning.
4. to help to establish reciprocal and clear expectations among the students and clinical instructors, and
5. to help create and maintain a healthy academic atmosphere that will contribute to effective learning that considers the uniqueness of each situation.

### **Objectives of the study**

The objective of this study was to assess the teaching effectiveness of clinical instructors through student nurses' evaluation. It sought to answer

1. how do student nurses rate the teaching effectiveness of the clinical instructor according to:
  - a. Teaching ability
  - b. Nursing competence
  - c. Evaluation
  - d. Interpersonal relations
  - e. Personality

1.1. Is there a significant difference in the teaching effectiveness of clinical instructors as rated by the student nurses according to the sex and year level of the students?

### **Methodology**

The study used descriptive design, which is useful to gain additional information about characteristics within a particular area of study.



## **The population of the Study**

Data were obtained from student nurses using the purposive sampling technique. All student nurses from Levels I to IV (total population) enrolled during the undertaking of the study were the respondents. The issue of how student age may affect the traits was addressed in the survey since the respondents are all millennials, defined as those who were born from 1982 to 2002. The sex and year level of the student nurses were considered since the researcher believed that sex is a determinant to effective teaching. The study was conducted at the School of Nursing at the University of Baguio. It must be noted that participation of the respondents was voluntary and they were given freedom to withdraw any time without questions.

## **Data Gathering Tools**

A tool was constructed and used by the researcher. It covered two sections, namely, the respondents' personal data such as sex and year level and effectiveness based on the Nursing Clinical Teacher Effectiveness Inventory (NCTEI). Based on the NCTEI, a questionnaire containing 47 items was developed as a survey tool for nursing students, graduates, and faculty to rate the characteristics of the best and worst clinical teacher behavior. The respondents were asked to rate the importance of each item using a Likert scale. Instead of the seven-point Likert-type scale used in the original NCTEI, this study's questionnaire used a five-point Likert scale. The 47 items under the five domains from the NCTEI were still used in the current study. Dr. Carolyn Fong developed the NCTEI at the San Francisco State University in San Francisco, California. The five domains of the NCTEI include

1. Teaching ability (TA): the process of transmission of skills and attitudes and the creation of an atmosphere that facilitate learning process
2. Nursing competence (NC): the clinical teacher's theoretical and clinical knowledge used in the practice of nursing



3. Evaluation (E): the type and amount of feedback the student receives from the clinical instructor regarding clinical performance and written clinical assignments
4. Interpersonal relationships (IR): a state of reciprocal interest or communication between student and clinical instructor, and
5. Personality (P): the totality of the individual's attitudes, emotional tendencies, and character traits, which are not specifically related to teaching, nursing or interpersonal relationships but may affect all three.

The scale was interpreted as follows

1	1.00 - 1.80	Never	(N)
2	1.81 - 2.60	Seldom	(Se)
3	2.61 - 3.40	Sometimes	(So)
4	3.41 - 4.20	Usually	(U)
5	4.21 - 5.00	Always	(A)

The student nurses chose the extent of teaching effectiveness for each item under every domain. The questionnaire items were matched with specific research problems to establish content validity. The questionnaire was pre-tested for reliability to the level 2 Bachelor of Science students from the University of the Cordilleras during the First Semester of the school year 2018 to 2019.

### **Data Gathering Procedures**

The researcher asked permission with an endorsement letter from the Dean of the School of Nursing of the University of Baguio as well as recommending approval from the Office of the Vice President for Academic Affairs. These were attached to her letter of request to the Research and Development Center of the University of Baguio for the approval of this study to be conducted in the School of Nursing at the University. Upon approval of the request, the researcher floated the questionnaires.



## Treatment of Data

The collected data were scored, tabulated, and analyzed. Descriptive and parametric inferential statistics was utilized to analyze the data. The mean values were interpreted as follows

1.00 - 1.80	Never
1.81- 2.60	Seldom
2.61 - 3.40	Sometimes
3.41 - 4.20	Usually
4.21 - 5.00	Always

A T-test for independent samples was used to compute for the significant differences according to sex and ANOVA for the year level. The level of significance was set at the .05.

## Ethical Considerations

The respondents’ anonymity was protected throughout the study. They were also informed that the findings will be used for research purposes only and, if they wanted to, the results of the study can be discussed with them. The completion of the questionnaire was considered as informed consent for participation in the study. The data were handled with professionally and confidentially.

## Results and Discussion

Table 1 presents how student nurses rated their clinical instructors’ teaching effectiveness. The domain comprises the process of development of skills and attitudes and the creation of an atmosphere that facilitates the learning process.

Among the items, “Emphasizes what is important” and “Enjoys teaching” got the highest mean value. These qualities contribute to effective teaching and



encourage a good flow of learning between the clinical instructors and the student nurses. The RAND Corporation (2019) suggests that it matters that teachers enjoy teaching and giving attention to what is vital in the lessons. Student nurses can reap the benefits of the content because the clinical instructor clarifies the purpose and learning goals. A good learning flow provides opportunities for student nurses to share their views and opinions and ask relevant questions. It makes the learning journey more challenging. The student nurses see, hear, and feel the material themselves when they are aware that their clinical instructors enjoy what they do.

Table 1  
*Teaching effectiveness according to the teaching ability of clinical instructors of the College of Nursing, N = 309*

Teaching Ability	Mean	Standard Deviation	Descriptive Interpretation
1. Explains clearly	3.92	0.69	Usually
2. Emphasizes what is important	4.22	0.72	Always
3. Stimulates student interest in the subject	3.97	0.77	Usually
4. Remains accessible to students	3.97	0.86	Usually
5. Demonstrates clinical procedures and techniques	4.17	0.80	Usually
6. Guides students' development of clinical skills	4.16	0.78	Usually
7. Provides specific practice opportunity	4.10	0.77	Usually
8. Offers special help when difficulties arise	4.09	0.83	Usually
9. Is well prepared for teaching	4.18	0.79	Usually
10. Enjoys teaching	4.21	0.77	Always
11. Encourages active participation in discussion	4.19	0.79	Usually
12. Gears instruction to students level of readiness	4.07	0.78	Usually
13. Quickly grasps what students are asking or telling	4.04	0.86	Usually
14. Answers carefully and precisely questions raised by students	4.01	0.77	Usually
15. Helps students organize their thoughts about patient problems	4.60	0.76	Usually
16. Promotes student independence	4.14	0.74	Usually
17. Questions students to elicit underlying reasoning	4.09	0.71	Usually
<b>Overall Mean</b>	<b>4.09</b>	<b>0.61</b>	<b>Usually</b>



Batten (1993) described an effective instructor as one who explains well so the student can understand, knows what they are talking about, and makes lessons enjoyable. When there is fluidity, student nurses absorb or pick up as much as they can. Combining the innate joy of teaching with innovative ideas and tools helps the student nurses appreciate the classroom and clinical experience. The result of teaching effectiveness according to Bird (2017) is nurturing the learning of the students, motivating them, and developing personal responsibility.

The characteristic that had the lowest mean was the clinical instructor's ability to explain clearly. There is a difference between emphasizing what is important and explaining clearly. More often, the emphasis is mainly on requirements, tasks, projects, reports, college guidelines, and hospital orientations so that clear, accurate, and easy to understand lectures or discussions can get overshadowed. It is crucial to outline the course expectations clearly and accurately (Aquino, 2017; Layne, 2012).

There will always be variance in the perceptions of student nurses on the characteristics of a good clinical teacher. Some student nurses felt that they could not grasp what the clinical instructors were discussing. According to Stradling (1991), this happens when clinical instructors are not able to recognize individual learning needs and difficulties. There is a misunderstanding in communication between instructors and their students when they are not able to express their thoughts adequately. Meanwhile, the same is true when the receiver does not have a clear understanding of what is being communicated. An important component of explaining something clearly is understanding the needs of the students. During the explanation, the instructor can look for nonverbal cues, such as nodding or frowning, which indicate that the students understood what was explained. If they or some students appear confused, the teacher can take a moment to check-in and directly ask if they understood or not. The teachers need to be attentive and non-judgmental. Previous and current studies may raise doubt about teacher effects, but most of the previous research serves as evidence of the bearing teachers can have on the student nurses' learning.



Table 2 shows the nursing competence of clinical instructors as rated by student nurses. Nursing Competence includes the clinical instructor’s theoretical and clinical knowledge in the practice of nursing. The highest mean value of 4.24 showed that clinical instructors demonstrated effective communication skills every time they are in a learning situation. In agreement with this finding, Australian students described the ‘good’ teacher as someone who is able to explain concisely so that students can easily understand (Batten, 1993). Communication is vital because it is the means by which human beings express feelings, emotions and fulfill needs. The quality of teaching has a big impact on the achievement of students and effective questioning and assessment are at the heart of great teaching. Teaching augmented positive student outcomes resulting in an efficient and productive future workforce (Huntly, 2004). Competence combines skills, knowledge, attitudes, values and abilities. Notably, the lowest mean value ( $M = 4.20, SD = 0.788$ ) item was the inability to recognize one’s limitations. This becomes a barrier to competence because it takes away opportunities to learn.

Table 2  
*Teaching effectiveness according to nursing competence of clinical instructors of the College of Nursing, N = 309*

Nursing Competence (NC)	M	SD	Descriptive Interpretation
1. Demonstrates clinical skill and judgment	4.21	0.70	Always
2. Demonstrates communication skills	4.25	0.74	Always
3. Reveals broad reading in his/her area of interest	4.17	0.75	Usually
4. Discusses current development in his or her field	4.18	0.75	Usually
5. Directs students to useful literature in nursing	4.16	0.80	Usually
6. Demonstrates a breadth of knowledge in nursing	4.18	0.87	Usually
7. Recognizes own limitations	4.11	0.79	Usually
8. Takes responsibility for own actions	4.20	0.79	Usually
9. Is a good role model	4.23	0.77	Always
<b>Overall Mean</b>	<b>4.19</b>	<b>0.64</b>	<b>Usually</b>



Clinical instructors should know when they possess some generic pedagogical skills but have limited subject-matter knowledge, which predisposes them to ineffective teaching. The interactions that teachers have with their students have a significant impact on learning. Effective clinical instructors successfully perform professional responsibilities and are also proficient in interpersonal communication (Ullian, 1994). In Knox's (1987) study on the characteristics of 'best' and 'worst' clinical teachers as perceived by university nursing faculty and students, the faculty and student nurses acknowledged that being a good role model was the highest-rated characteristic for 'best' teachers. Clinical instructors are expected to convey knowledge from experiences and demonstrate communication skills.

Table 3 contains the teaching effectiveness of the clinical instructors of the School of Nursing. The evaluation considers the type and amount of feedback the student nurses receive from the clinical instructor regarding clinical performance and written clinical assignments during learning sessions.

Table 3

*Evaluation of clinical instructors of the School of Nursing, N = 309*

Evaluation (E)	M	SD	Descriptive Interpretation
1. Makes specific suggestions for improvement	4.08	0.73	Usually
2. Provides frequent feedback on students' performance	4.06	0.80	Usually
3. Identifies students' strengths and limitations objectively	4.01	0.82	Usually
4. Observes students' performance frequently	4.08	0.82	Usually
5. Communicates expectations of students	4.07	0.82	Usually
6. Gives students positive reinforcement for good contributions, observations or performance	4.10	0.77	Usually
7. Corrects students' mistakes without belittling them	4.06	0.81	Usually
8. Does not criticize students in front of others	4.00	0.88	Usually
<b>Overall Mean</b>	<b>4.06</b>	<b>0.66</b>	<b>Usually</b>





The item with the highest mean value ( $M = 4.10$ ,  $SD = 0.777$ ) among the items was clinical instructors give students positive reinforcement for good contributions, observations, or performance. This implies that clinical instructors give praise and construct specific suggestions so that student nurses can improve. Based on the student nurses' rating, clinical instructors usually criticize them in front of other students, which in one way or another affects the teaching-learning process. It must be noted that student nurses are no longer children and their faults can be dealt with in a manner appropriate to their age. According to Layne (2012), teaching effectiveness is usually in the context of evaluation and measured using student ratings. Clinical instructors should always find something nice to say. Highlighting good behavior while discouraging negative ones typically produces positive results. The indicator with the lowest mean was on criticizing their students in front of others ( $M = 4.00$ ,  $SD = 0.879$ ). When student nurses are treated with dignity, learning has a stronger impact. While criticism is necessary, it is not the only component of an evaluation (Heinz, 2016).

Table 4 displays the rating on teaching effectiveness according to the interpersonal relations of clinical instructors of the School of Nursing. This part consists of the state of mutual interest or communication between student nurses and clinical instructor.

Table 4  
*Teaching effectiveness according to interpersonal relations of clinical instructors of the College of Nursing, N = 309*

Interpersonal Relations (IR)	M	SD	Descriptive Interpretation
1. Provides support and encouragement to students	4.19	0.77	Usually
2. Is approachable	4.17	0.85	Usually
3. Encourages a climate of mutual respect	4.18	0.80	Usually
4. Listens attentively	4.18	0.78	Usually
5. Shows a personal interest in students	4.20	0.78	Usually
6. Demonstrates empathy	4.17	0.79	Usually
<b>Overall Mean</b>	<b>4.18</b>	<b>0.70</b>	<b>Usually</b>



Clinical instructors showing personal interest in their students acquired the highest mean value ( $M = 4.20$ ,  $SD = 0.777$ ) among the items. Interpersonal relationship skills pertain to a person's ability to build rapport with fellow individuals having similar interests and goals. The learning environment becomes the venue where trust and positive feelings for one another are maintained. Being friendly, caring, understanding, and willingness to listen are qualities that point to productive interpersonal relations with student nurses (Batten, 1993). The requisite of interest in learning does not only mean that student nurses possess an interest in learning but it also becomes an easy and enjoyable task. Demonstrating personal interest is a manifestation of how student nurses describe how they felt during the learning period. It embodies the sense of excitement, the feeling of security to venture and make mistakes, or the confidence that students were valued as human beings. The lowest mean value ( $M = 4.16$ ,  $SD = 0.850$ ) was being approachable which was usually manifested. It is significant to maintain an open platform to discuss any issue and encourage honest feedback that students feel they can approach the clinical instructor at appropriate times. When the instructors are unapproachable, students tend to hide problems. Scott Berkun, former manager at Microsoft, stated that "Initiating a positive exchange is a hallmark of a difference maker." The same can lead to better and effective learning for student nurses because they feel comfortable coming and talking to their clinical instructors who keep the channels of communication open.

Teachers need a number of skills that embody positive communication, empathy, positive motivation, effective and positive body language and humor, mutual respect, and approachability (Milanowski, 2004). According to Ehrenberg (1994), teaching is not purely knowledge; it is also composed of interpersonal skills. Interpersonal skills enhance clinical instructors' effectiveness in teaching. Robinson, Wilson, and Robinson (1981) stated that usually, teachers give importance to a comprehensive knowledge of various teaching techniques. However, they have inadequate cognizance on the importance of the interpersonal process and relations in teaching.



The teaching effectiveness based on the personality of clinical instructors of the School of Nursing is shown in Table 5. This refers to the totality of the individual’s attitudes, emotional tendencies, and character traits, which are not specifically related to teaching, nursing, or interpersonal relationships but may affect all three.

According to the student nurses, their clinical instructors have always been confident. An individual with a likable personality typically has strong personal relationships with his family and friends. Others usually avoid people with an unapproachable personality.

Meanwhile, student nurses observed that there are clinical instructors who do not always demonstrate enthusiasm. Aquino (2017) found that personality was the characteristic most favored by their respondents. In this study, personality had the highest overall mean. This demonstrates that their clinical instructors stood out in this area according to the student nurses. The clinical instructors were self-confident, organized and possessed a good sense of humor. They carried themselves well as they fulfilled their role in the academic community. It must be noted that personality is not directly related to teaching, however, it affects all other areas of effectiveness.

Table 5  
*Teaching effectiveness based on the personality of clinical instructors of the School of Nursing, N = 309*

Personality (P)	M	SD	Descriptive Interpretation
1. Demonstrates enthusiasm	4.13	0.76	Usually
2. Is a dynamic and energetic person	4.13	0.75	Usually
3. Has self-confidence	4.29	0.76	Always
4. Is self-critical	4.19	0.77	Usually
5. Is open-minded and non-judgmental	4.17	8.89	Usually
6. Has a good sense of humor	4.23	0.79	Always
7. Appears organized	4.27	0.80	Always
<b>Overall Mean</b>	<b>4.20</b>	<b>0.68</b>	<b>Usually</b>



This result is affirmed by the study on effective and ineffective clinical instructors by Tang, Chou, and Chiang (2005) where the scores were significantly high in the areas of personality characteristics, interpersonal relationships, competence, and teaching ability and were lower among the ineffective characteristics. Aquino (2017) agreed that personality was the characteristic most favored by the students. Personality is what makes a person interesting and the things that the person does marks that person one of a kind. A clinical instructor who understands the personalities of his co-workers, students and the people around them increases the chances of success at the workplace as they connect with others.

Evaluation garnered the lowest mean, although all of its five areas got an interpretation of usually. The student nurses felt that the amount of feedback concerning their clinical performances and written clinical assignments is just right, but they expect some improvement. This finding aligns with the study by Banan and Elsharkawy (2017) undertaken at Cairo University. Their results indicated that the least valued characteristics by the respondents were nursing competence, personality traits, and evaluation. Teaching ability and interpersonal relationships were their most valued characteristics.

Table 6 shows that all the *p*-values did not meet the .05 level of significance for all of the effective teaching domains in relation to the sex of the student nurses. Most of the male and female respondents agreed that personality counts the most in learning and there was no big variance in the responses of the male and the female student nurses. While males and females have different outlooks on personality, people regardless of sex agree that personality is the most important characteristic that effective clinical instructors possess. The results of the current study align with another study that identified the effective characteristics of a clinical instructor (Sabog, Lawrence, & David, 2015). Sabog, Lawrence and David (2015) inferred that sex was not a variable in the student nurses' perceptions of effective clinical instructor characteristics so that two student nurses would have different opinions regarding the teaching effectiveness of a particular clinical instructor.



Table 6  
*Significant differences in effective teaching in terms of the sex of the student nurses, N = 309*

Domains	t	p	Decision
A. Teaching ability (TA)	0.39	0.70	Not Significant
B. Nursing competence (NC)	0.19	0.85	Not Significant
C. Evaluation (E)	0.29	0.77	Not Significant
D. Interpersonal Relations (IR)	0.33	0.75	Not Significant
E. Personality (P)	0.30	0.77	Not Significant

In agreement with the above findings, Erdle (1985) stated that the difference in student ratings on the overall teaching ability of the professor is only a small percentage (roughly 4%). Results showed that teacher personality traits and classroom behaviors were particularly more important. On the other hand, a study on student evaluations of college instructors and the effects of type of course, instructor’s gender and gender role, and student gender does not agree with the “no difference” of the male versus female ratings of teacher effectiveness (Freeman, 1994). Recent studies are proposing that there may be certain clinical instructor personality traits and classroom behaviors desired by student nurses centered on their gender.

Every individual is different from another though they may share a lot of similarities. The student nurses felt that there is always room for growth and development. Though the differences may be small, it was still significant. No statistically significant differences were found in the choices by female versus male student nurses.

Islahi’s (2013) study on a different group of respondents provides another point of view such that the effectiveness of male and female teachers according to marital status, training, location, and medium of instruction slightly differed based on gender. It was, however, revealed that there were disparities in terms of the demographic aspects. Islahi recommended investigating specific gender responsibilities and requirements to fully measure the degree of effectiveness.



Table 7

*Significant differences in effective teaching in terms of the year level of the student nurses, N = 309*

Domains	F-value	p-value	Decision
A. Teaching ability (TA)	1.86	0.14	Not Significant
B. Nursing competence (NC)	1.36	0.26	Not Significant
C. Evaluation (E)	6.00	0.00	Significant
D. Interpersonal Relations (IR)	3.32	0.02	Significant
E. Personality (P)	3.54	0.02	Significant

In terms of year level, the significant domains were evaluation (E), interpersonal relations (IR), and personality (P), but teaching ability (TA) and nursing competence (NC) were not significant. An extreme difference between the *F*-value and the *t*-value at the .05 of significance level shows an immense variance.

Student nurses gave importance to the type and amount of feedback provided during the clinical performance and written clinical assignments, the entirety of the clinical instructors' attitudes, emotional tendencies and character traits, and the communication between them and their clinical instructor.

Macsuga-Gage, Simonsen, and Briere (2012) reiterated that it is essential for teachers to be student-centered and show respect for their backgrounds, ideologies, beliefs, and learning styles. They are eager to connect with the student and aim to influence their lives personally and professionally. The nature and extent of feedback that student nurses receive from their clinical instructors become the springboard from which learning takes place. When clinical instructors give clear expectations, feedback, and positive reinforcements, it is expected that students will also grow. If they are belittled or insulted, then there are more negative results that arise. However, the blame should not totally rest in the clinical instructor. Assessment supports clinical instructors to improve teaching effectiveness and the quality of student learning (Teitel, 2004). At the same time, it serves as a gauge in



which aspects of their course or teaching effectiveness can be improved or changed to enhance learning outcomes, as well as recognizing domains in which they are excelling. The process of developing skills and attitudes, the establishment of a setting that facilitates the learning process, and the clinical teacher's theoretical and clinical knowledge used in the practice of nursing were not significant for the student nurses in terms of year level.

Several models of clinical nursing education presently utilized, such as the direct supervision model (Wong & Shirley, 1987), ascribes students to a setting where they receive supervision from the clinical instructor and the apprenticeship model (Hunsberger, et al., 2000). The student nurses are exposed in the clinical area or clinical practice supports the current findings that student nurses differ in their learning and on how they regard effective teaching of their clinical instructors. Hancock, Shannon, and Trentham (1993) explained that when students rate their instructors, the rating may reflect different characteristics as each student has a unique set of experiences and perceptions.

A recognition of the many ways through which all students learn is at the heart of good teaching. Highly effective teachers can have an enriching effect on the daily lives of student nurses and their lifelong educational and career aspirations. Effective teachers inspire their students to play with ideas, think deeply about the subject matter, take on more challenging work, and even pursue careers in a field of study. Some exceptional teachers achieve celebrity status, such as Jaime Escalante, the math teacher who inspired the film *Stand and Deliver*. The effectiveness of education is dependent on its teachers. The best instructors make learning collaborative and interactive, challenge students to go beyond their comfort zone, meet great expectations, and display care and concern for their students' learning and growth.



## Conclusion and Recommendations

Teaching effectiveness according to year level was significant for evaluation (E), interpersonal relations (IR), and personality (P), while it was not significant for teaching ability (TA) and nursing competence (NC). Becoming an effective teacher is a continually evolving, multi-faceted journey. The study identified teaching traits that contribute the most and least to effective teaching. Effective clinical instructors practice discerned instruction, exhibit cultural sensitivity, highlight open communication, and offer positive feedback on students' academic and clinical performance. It is possible that the students' expectations of particular traits differ or not depend on factors.

Sex was not a significant factor in teaching effectiveness, based on the respondents' answers. Instead, student nurses need well-prepared instructors who are well-informed in their subject matter, plan courses that reflect standards, and clearly communicate course content and expectations. Clinical instructors who manifest such behaviors motivate interest using discussion, experiential and action-oriented activities, and group work. Active learning occurs when instructors connect relevant material to the students' lives.

Future studies can investigate educational attainment, years of teaching experience, and the in-service training that also affect the teaching effectiveness of the clinical instructors in all five domains. The University's administrators can also be chosen as the evaluators or respondents instead of the student nurses. The instructors' in-service training modules can also be updated to enhance the current training program. It is recommended that clinical instructors must continually improve their competence in all five domains to give more attention to nursing competence and interpersonal relations. The in-service training module to be created based on the findings of the study will be useful to achieve these objectives.

On the other hand, evaluations help determine what works well and what





could be improved. For both the clinical instructor and the student nurses, evaluation is important to improve learning. It ensures that the initiatives are effective and reflect the learning needs. Evaluations provide examples of success to inspire others and improve internal performance. Clinical instructors need to encourage feedback amongst and within the learning environment.



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