Nurse Students versus Faculty Staff Assistants Perception Regarding to Teaching Behaviors in Clinical Setting

Thesis

Submitted in Partial Fulfillment of the Requirement for the Degree of Master
in Nursing Administration

By

Elsehemy Walaa Ebrahim Fath Allah

(B.Sc. Nursing)

Faculty of Nursing
Ain Shams University
2018

Nurse Students versus Faculty Staff Assistants Perception Regarding to Teaching Behaviors in Clinical Setting

Thesis

Submitted in Partial Fulfillment of the Requirement for the Degree of Master
in Nursing Administration

Supervised by

Dr. Rabab Mahmoud Hassan

Assistant Professor of Nursing Administration
Faculty of Nursing – Ain Shams University

Dr. Galila Mohemed Abd Elghafar

Lecturer of Nursing Administration
Faculty of Nursing - Ain Shams University

Faculty of Nursing
Ain Shams University
2018

Acknowledgement

*Foremost, I feel always indebted to **Allah** to whom I relate any success in first and achieving any work in my life.*

*I would like to express my deepest appreciation to **Dr. Rabab Mahmoud Hassan,** Assistant Professor of Nursing administration department, faculty of Nursing, Ain Shams University, who devoted much of her time and effort for the completion of this work. No words can also express my hearty thanks to her sincere advice and her valuable experienced support, encouragement, and guidance to accomplish this study.*

*I would like also to express my gratitude to **Dr. Galila Mohamed Abd Elghafar,** Lecturer of Nursing Administration, faculty of Nursing, Ain Shams University, for her assistance, continuous directions and support throughout the whole work.*

Special thanks are also extended to all the participants in this study who gave their time and cooperation during data collection.

✍. ***Walaa Ebrahim Fath Allah***

Dedication

I would like to dedicate this thesis

to My parents, My Husband, My Daughters and My Family

for Their Love, care, support and encouragement that allowed me to accomplish this work. It has made the journey far more enjoyable and rewarding.

Walaa Ebrahim Fath Allah

List of Contents

Subjects	Page
• **Introduction**	**1**
• **Aim of the Study**	**6**
• **Review of Literature**	
• **Clinical Nursing Education**	**7**
• Clinical experience	8
• Clinical learning environment	9
• Clinical teaching/learning	10
• Clinical teaching outcomes	12
• Adult learning theories	16
• **Teaching behaviors in clinical setting**	**19**
• Clinical instructors' effective teaching characteristics	21
• Caring behaviors of clinical instructors	28
• **Faculty staff assistants**	**42**
• **Nursing students**	**44**
• **The effect of teaching behaviors on the nurse students, faculty staff assistants and nursing education**	**47**
• **Faculty of Nursing**	**48**

List of Contents (Cont.)

Subjects	Page

- **Subjects and Methods……...…..…50**
- **Results……63**
- **Discussion 100**
- **Conclusion 120**
- **Recommendations 122**
- **Summary 124**
- **References 128**
- **Appendices ..... ----**
- **Arabic Summary ..... ----**

List of Tables

No	Table	Page
Tables of Subjects and Methods		
1	Distribution of nurse students by scholar year	53
2	Distribution of faculty staff assistants by scientific department	53
Tables of Results		
3	Demographic characteristics of nurse students.	65
4	Demographic characteristics of the faculty staff assistants.	68
5	Comparison between study subjects' perception regarding interpersonal relationship.	72
6	Comparison between study subjects' perception regarding personality traits.	74
7	Comparison between study subjects' perception regarding teaching practices.	75
8	Comparison between study subjects' perception regarding knowledge and experience.	77
9	Comparison between study subjects' perception regarding evaluation procedures.	79
10	Comparison between study subjects' perception regarding total dimensions of characteristics of effective clinical instructor.	80
11	Comparison between study subjects' perception regarding instills confidence through caring.	81
12	Comparison between study subjects' perception regarding supportive learning climate.	83

List of Tables

No	Table	Page
13	Comparison between study subjects' perception regarding appreciation of life's meaning.	85
14	Comparison between study subjects' perception regarding control versus flexibility.	86
15	Comparison between study subjects' perception regarding respectful sharing.	87
16	Comparison between study subjects' perception regarding total dimensions of caring behaviors of clinical instructor.	88
17	Comparison between study subjects' perception regarding teaching behaviors in clinical setting.	89
18	The relation between nurse students' total perception level regarding characteristics of effective clinical instructor and their demographic characteristics.	90
19	The relation between faculty staff assistants' total perception level regarding characteristics of effective clinical instructor and their demographic characteristics.	92
20	The relation between nurse students' total perception level regarding caring behaviors of clinical instructors and their demographic characteristics.	94
21	The relation between faculty staff assistants' total perception level regarding caring behaviors of clinical instructors and their demographic characteristics.	96
22	Correlation between dimensions of characteristics of effective clinical instructors and caring behaviors of clinical instructors.	98
23	Correlation between characteristics of effective clinical instructors and caring behaviors of clinical instructors.	99

List of Figures

No	Figure	Page
	Figures of Results	
1	Distribution of the nurse students by scholar years.	66
2	Distribution of the nurse students by gender**.**	67
3	Distribution of the studied faculty staff assistants by age.	69
4	Distribution of the studied faculty staff assistants by years of experience.	70
5	Distribution of the studied faculty staff assistants by academic position.	71

List of Abbreviations

Abb.	Full term
CI	Clinical instructor.
CIs	Clinical instructors.

Nurse Students versus Faculty Staff Assistants Perception Regarding to Teaching Behaviors in Clinical Setting

Abstract

Background: Effective teaching behaviors are identified as important factors in nurse students and faculty staff assistants' relationship. **Aim:** Identify nursing students' perception regarding teaching behaviors of their faculty staff assistants in clinical setting, determine faculty staff assistants' perception regarding teaching behaviors in clinical setting, compare among perceptions of nursing students and faculty staff assistants regarding teaching behaviors in clinical setting. **Design:** Descriptive, cross-sectional, comparative research design was used. **Setting:** The study was conducted at Faculty of Nursing Ain-Shams University. **Subjects:** 355 nurse student and 55 faculty staff assistant. **Tools:** Data were collected using two tools; Nurse Students' perception regarding teaching behaviors questionnaire sheet and faculty staff assistants' perception regarding teaching behaviors questionnaire sheet. **Results:** Regarding effective teaching characteristics, nurse students perceived evaluation procedures as the most important dimension while personality traits are the lowest dimension. Regarding caring behaviors, nurse students perceived instills confidence as the highest demonstrated caring behaviors while control versus flexibility as the lowest demonstrated caring behaviors. Regarding effective teaching characteristics, faculty staff assistants perceived evaluation procedures as the most important dimension while personality traits are the lowest dimension. Regarding caring behaviors, faculty staff assistants perceived instills confidence as the highest demonstrated caring behaviors while supportive learning climate as the lowest demonstrated caring behaviors. Data revealed that nurse students and faculty staff assistants had a positive perception of teaching behaviors in clinical setting for all components. **Conclusion:** Although there is a positive perception from both study subjects regarding teaching behaviors in clinical setting, there is a highly statistically significant difference between their perceptions. **Recommendations:** Providing support and encouragement for nurse

students in the clinical setting. Continuous support and reward from the faculty for effective performance of faculty staff assistants.

Keywords: Faculty staff assistants, nurse students, teaching behaviors.

Introduction

Teaching is a process of helping another person to learn and involves interaction between students and teachers under teacher responsibility in order to bring about expected change in students' behaviors. Teaching is considered to be facilitating rather than controlling, so, it occurs within a climate of trust and caring where learners are supported as they enter into learning process **(Gaberson et al., 2015)**.

The basic aim of nursing students' learning is to practice skills and demonstrate vital procedures that are the foundation of clinical teaching. Clinical teaching is a form of interpersonal communication between teacher and a learner. The teaching learning process is a human transaction involving the teacher, learner and learning group in a set of dynamic interrelationships **(Jackson, 2015).**

Clinical teaching has been the source of many studies, which have indicated that the clinical teachers have an extremely significant influence on students' clinical experiences. Clinical teachers play an important role in the development of skillful and competent nurses **(Khan & Alam, 2015)**.

Creating an effective learning environment is not an easy task in today's world, and it is even more complex in education programs for the health professions. Students entering the fields of health care are extremely diverse, so educators are challenged to recognize different learning needs. Educators should respect and utilize the knowledge and experiences that students bring to the learning settings **(Bradshow & Hultquist, 2016).**

Effective clinical teaching requires clinical teachers who able to demonstrate effective teaching behaviors during monitoring their students in the clinical setting. During training in the clinical setting, nursing students face many persons as patients, nurses, doctors and other health care providers. Nursing students can’t provide proper care without acquiring sufficient knowledge and skills from their nursing instructors **(Ismail et al., 2015)**.

Teaching behaviors are those actions and activities of clinical faculty members that facilitate student learning in the clinical setting. The clinical teachers have an extremely significant influence on students' clinical experiences. In the last four decades, studies of clinical teaching effectiveness focused primarily on the teaching behaviors of clinical nursing faculty. Nursing Students always observe their teachers behaviors, attitude, personality and confidence and imitate them as it is. In clinical setting, nurse students learn from the behavior, knowledge, experience, and skills of their clinical instructor **(Rehan, 2012)**.

The responsibility of the faculty staff assistants is not only to give knowledge and skills to the students in a clinical setting but also realize their students to be care giver to the patients. The teaching behaviors of clinical faculty members play an important role to prepare a competent nurse. Studies have revealed that effective clinical teacher behavior can enhance students' learning process **(Okoronkwo, 2013).**

Learning of students in a clinical setting is highly influenced by characteristics of clinical teacher, therefore