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## Faculty and Student Perceptions of Effective Clinical Teachers: A Replication

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FACULTY AND STUDENT PERCEPTIONS OF EFFECTIVE CLINICAL TEACHERS:  
A REPLICATION

By

Kathleen L. Miller

A THESIS

Submitted to  
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## ABSTRACT

### FACULTY AND STUDENT PERCEPTIONS OF EFFECTIVE CLINICAL TEACHERS: A REPLICATION

By

Kathleen L. Miller

Clinical teaching in nursing has been found to be as problematic as it is in other practice-oriented professions. The purpose of this study is to identify student's and faculty's perceptions of effective characteristics of clinical teachers. An anonymous questionnaire was distributed to students and faculty at a university college of nursing in western Michigan to solicit their perceptions. The study data reveal both similarities and differences in their perceptions and raises awareness of how clinical teachers need to be atune with nursing student's learning needs and learning styles. Comparison of this study with the previous studies shows a common direction in student and faculty perceptions of effective characteristics of clinical teachers. The comparison also shows some differences. The student and faculty groups felt characteristics of clinical teachers relating to professional competence to be the most important. The groups differed in the importance of characteristics related to relationships faculty have with students. A description of the statistical analysis is presented. Specific recommendations in relation to effective characteristics of clinical teachers are presented.

Dedication

My love to  
John, my husband,  
Luke, my son,  
Molly, my daughter.

Thank you for countless hours of support and  
encouragement. You've made my success possible.

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## CHAPTER I

### INTRODUCTION

"Clinical education is considered an essential part of professional nursing education" (Bergman & Gaitskill, 1990, p. 33). It is through clinical education that nursing students practice nursing skills such as assessment, therapeutic communication, clinical judgement, and psychomotor skills. Role socialization has its beginnings during clinical experiences. Thus clinical learning experience is hailed as "the heart" of professional nursing education. With such a value placed on the clinical experience, it is essential that clinical teachers are able to identify and utilize teaching behaviors which foster learning, thus avoiding wasteful, ineffective behaviors (Brown, 1981; Jacobson, 1966). There is, however, a lack of substantial research which addresses effective or ineffective characteristics of clinical teachers.

Effective characteristics of clinical teachers, as identified by Bergman and Gaitskill's (1990) study, can be classified into three categories: professional competence, relationships with students, and personal attributes. Examples of professional competence include relating theory

to practice, stimulating learning, being objective and fair, being well informed, and maintaining the ability to communicate this information to the student. Characteristics which exemplify the relationship with students include honesty, confidence in the student, being realistic and freedom of discussion. Personal attributes which are considered effective are sense of humor, flexibility, enthusiasm for teaching, and patience (Bergman & Gaitskill, 1990).

Numerous variables exist in the patient care setting which pose an enormous task for the clinical teacher. Such things as inability to control the patient care environment, the continual changing of patients' health status, the inexperience of caregivers caring for acutely ill clients, and the need to collaborate with a variety of staff are but a portion of these variables. The learning situation is often one that cannot be repeated, and the clinical learning milieu is not usually controlled specifically for the teaching of the nursing student (Jacobson, 1966). A teaching plan developed to meet the course objectives may be ineffective due to these environmental circumstances.

Teaching under these circumstances is unquestionably a complex task, since the clinical teacher is in a position different from teachers in most other fields (Brown, 1981). Clinical teaching is involved in dealing with people's lives. Decisions regarding patients must often occur in a limited

period of time, thus making the teaching of the lesson more complex. Few other teaching scenarios deal with potentially life-threatening circumstances in limited time constraints. Teaching in the clinical area, in contrast to the classroom, presents many challenges and obstacles. One such challenge is the situation in which the lesson plan so carefully created may not be achievable in the clinical setting due to the many variables previously identified. Regardless of this complexity, nursing educators have a responsibility to their students, the profession, and their clients to identify and exhibit effective teaching characteristics (Zimmerman & Waltman, 1986).

Many nursing students perceive clinical experiences as anxiety-provoking (Kushnir, 1986). The presence of a clinical teacher is usually perceived as evaluative by nursing students and thereby increases their level of anxiety. The teacher's presence during the learning phase of a task may continue to be interpreted as evaluative. Anxiety of these students in relation to clinical courses can seriously interfere with learning. Additionally, nurse educators are inclined to send double messages to students in the clinical setting. On one hand they encourage nursing students to be independent, risk-takers, and self-directed while, on the other hand students are warned that there is no room for error in clinical practice (Blainey, 1980). Because of this dilemma, it is important for teachers to have a

clearer notion of which clinical teacher characteristics foster learning and reduce anxiety.

#### Purpose

The purpose of this study was to identify which effective clinical teacher characteristics are deemed most important by nursing students and faculty, and to investigate whether the perception of effective clinical teacher characteristics changes as students advance toward graduation.

#### Research Questions

A. How do baccalaureate nursing students and faculty compare in their identification of characteristics of effective clinical teachers?

B. How do students of different grade levels compare in their identification of characteristics of effective clinical teachers?

## CHAPTER II

### LITERATURE AND CONCEPTUAL FRAMEWORK

#### Literature Review

Limited research has been found describing effective characteristics of clinical teachers. These few existing studies are summarized in this chapter.

Tanner and Lindeman (1987) conducted a study to identify and rank order critical research questions regarding nursing education. They determined research of effective approaches to clinical teaching to be a high priority. They found there is little known about the effectiveness of approaches to clinical teaching in terms of student learning. This, coupled with limited research describing effective characteristics of clinical teachers, justifies the need for this study. If nursing educators are to be effective, they need to know which teacher characteristics make differences in achievement of educational goals for their students (Brown, 1981).

Kanitsaki and Sellick (1989) define clinical teaching as instruction which occurs in settings and situations in which the student provides direct care to real clients as part of a planned activity. It is through clinical teaching that

nursing students acquire the kinds of professional and personal skills, attitudes and values deemed essential for professional practice. Clinical teaching is a dynamic process that promotes interpersonal relationships and interactions between an expert (clinical teacher) and novice (nursing student) to facilitate learning and professional development. Clinical teachers who can incorporate characteristics identified as effective into their teaching style could then perhaps enhance the development of interpersonal relationships between student and teacher.

Nursing students experience three predictable developmental stages. During stage I the students are unsure and dependent on the teacher since everything is new. They tend to be nervous and frightened. In stage II the nursing student is less obsessed with psychomotor skills but is confused regarding what nurses do besides utilizing these skills. By stage III they demonstrate increased confidence, decreased dependence on the teacher, and are more comfortable with "not knowing" (Windsor, 1987). Windsor (1987) also states there is an inverse relationship between anxiety and self-actualization. By being more confident with themselves, the student would be able to perceive the teacher in a less threatening role and consequently would be less anxious. Thus as nursing students move through a nursing curriculum, they become more self-actualized and more comfortable in their role. This may explain the findings of several authors

indicating that nursing students' perceptions of effective characteristics of clinical teachers change with progression through a nursing curriculum (O'Shea & Parson, 1979; Kiker, 1973; Pugh, 1983; Kanitsaki & Sellick, 1989; Betz. 1985).

The results of the 1989 study by Kanitsaki and Sellick suggest that clinical teachers need to give different emphases for each level in a nursing program. They compared students and found that perception of teacher effectiveness varied across the three years of nursing education programs.

Anxiety levels of nursing students influence their ability to learn. Fear as well as stress contribute to their level of anxiety. The presence of instructors during learning increases error rate due to fear of failure or embarrassment (Kushnir, 1986; Blainey, 1980). Much of clinical nursing education is done in the presence of instructors. The aim of teaching to reduce errors, especially in critical tasks involving people's lives, may be hindered due to the increased stress for the student in response to the teacher's presence. Students felt the worst characteristic of a clinical teacher was to have the instructor belittle them when they made mistakes (Morgan & Knox, 1987).

The levels of anxiety for nursing students change with developmental progression through a nursing curriculum. As they progress toward completion of their program, their knowledge and confidence increase. Although no relationship between reduced anxiety and progression through a nursing

curriculum was identified by Kushnir (1986) or Blainey (1980) it was noted that the groups of nursing students were not the same.

Jacobson (1966) described the students' perception of effective teacher characteristics. She indicated that since the student is the recipient of the teacher's effort, the student response is one pertinent measure of the teacher's effectiveness. Her critical incident study revealed the six major critical characteristics for effective clinical teaching as: 1) keeps self available to students; 2) demonstrates own ability as a nurse and teacher; 3) shows skill in interpersonal relationships; 4) demonstrates knowledgeable teaching practices; 5) possesses personal characteristics including warmth, patience, and sense of humor; and 6) evaluates fairly and constructively. She describes the relationship of student and teacher as extremely important to learning in the clinical setting.

A study done by O'Shea and Parsons (1979) focused on the identification and comparison of effective and ineffective characteristics of clinical teachers as described by students and faculty. Three broad categories of clinical teacher characteristics were identified as evaluative, instructive/assistive, and personal. They reported differences in ratings when junior and senior student nurses were compared as did Knox and Morgan (1985). Junior students saw faculty willingness to help as an important facilitative



behavior while seniors stressed the value of allowing students to recognize and correct their own errors. These differences would be congruent with their greater experience and independence (O'Shea & Parsons, 1979).

Personal characteristics were rated higher by beginning nursing students than by students in the upper levels of a nursing curriculum (Knox & Morgan, 1985). They suggested further research may have implications for the way in which nurse educators are prepared in graduate schools.

This present study proposes to replicate the study of Bergman and Gaitskill (1990), which was replicated from a study done by Brown (1981). Brown compared students' and faculty members' descriptions of effective characteristics of clinical teachers. She hypothesized that nursing students and faculty would be congruent in their description of the effective characteristics of the clinical teacher.

Results of the study (Brown 1981) showed there was no congruence between faculty and students as to which teaching characteristics were more important. Students regarded the instructors' relationships as more important than professional competence. An inverse relationship was indicated by the faculty group, i.e., professional competence was more important than relationships.

There was also a significant difference between the values of the two groups in four areas: 1) relating theory to practice ( $p < .005$ ); 2) supervising experiences without taking

over ( $p < .05$ ); 3) self-control, cooperativeness, patience ( $p < .005$ ); 4) freedom of discussion and venting of feelings ( $p < .05$ ). The students rated each of these areas as more important than the teachers did except for relating theory to practice.

Brown (1981) suggested using her results to guide professional educational development of nursing educators and to prepare clinical teachers in graduate schools. She calls for replication of her study. "The ultimate goal to be achieved from identification of effective clinical teacher characteristics, as determined in this study, is improvement in clinical teaching" (Brown, 1981, p. 14).

Bergman and Gaitskill (1990) founded their study on Brown's (1981). Contrary to Brown, they hypothesized that nursing students and faculty would differ in their perceptions of the importance of selected characteristics. Their hypothesis was not supported, as both groups indicated instructor relationships are most important. They also found partial support in their study for the hypothesis that students' perceptions of effective clinical instructor characteristics will tend to resemble faculty perceptions as grade level increases. According to Bergman and Gaitskill, teachers may be uniquely suited for specific grade levels.

In the studies of Brown (1981) and Bergman and Gaitskill (1990) certain characteristics were identified as effective. They were: 1) shows genuine interest in patients and their

care; 2) conveys confidence in and respect for the student; 3) is well informed and able to communicate knowledge to students; 4) provides useful feedback on student progress; 5) encourages students to feel free to ask questions or to ask for help; and 6) is objective and fair in the evaluation of the student. These characteristics support the importance of good interpersonal relationships between teachers and students and a genuine interest by the teacher in the student as very crucial in the learning process.

Key characteristics revealed by the data of Bergman and Gaitskill (1990) were respect for the student and a display of confidence in the student nurse by the teacher. Being approachable in the teacher role is an essential segment of the communication process and demonstrates respect for the student. When students perceive the teacher has confidence in her/him and this feeling is communicated to the student without fear and intimidation, more effective learning can occur.

In order for clinical teachers to integrate effective characteristics into their teaching methods they need to be aware of students' perceptions of what characteristics enhance or inhibit their learning. Identification of effective characteristics will aide teachers in their professional development and administrators in promoting and fostering these characteristics.

#### Conceptual framework

The conceptual framework for this study was based on the

principles of adult learning according to Knowles (1984). Malcolm Knowles states four definitions of an adult. The biological definition is when a person is able to reproduce. The legal definition is when legal parameters of voting age, driving age, marrying without consent and the like are attained. The social definition is when one takes on adult roles such as spouse, parent, or worker. The fourth definition is psychological, indicating a point at which a person is responsible for his or her own life and has developed his/her self-concept so as to be self-directed. The psychological definition is the most crucial in the learning process.

Learning for adults, according to Knowles (1984), occurs more efficiently and with greater knowledge retention if adult learning principles are utilized in the learning environment. Students in nursing programs are adults, according to Knowles' criteria, and their learning curve should increase if these principles are utilized by the clinical teacher. Knowles describes adult learning principles with six assumptions:

1. Adults need to know why they need to know/learn something and how they will use these learnings in the real world.
2. As persons grow and mature, their self-concept progresses from total dependency to one of increasing self-directedness.
3. Individuals accumulate experiences that are a rich

resource for learning.

4. As individuals mature, readiness to learn is directly related to the developmental tasks required for their evolving social roles.
5. Adults tend to have problem-centered orientation to learning.
6. Motivation to learn is internal as well as external. All normal adults are motivated to grow and develop if not blocked by barriers such as negative self-concept, inaccessibility of opportunities, or other violations of adult learning principles.

Nursing students can be considered adults according to Knowles' (1984) criteria. They enter nursing programs with a variety of experiences. They need to be respected for the knowledge they bring to any learning situation. Adults need to feel they are in an environment in which they can speak freely without fear of intimidation. Students of a nursing curriculum have a goal to enter a profession and their learning focuses on that. Windsor's (1987) developmental stages of students in nursing programs interface with the adult learning assumption that the self-concept progresses to self-directedness (see Table 1).

Table 1

Interfacing of Windsor's Developmental Stages and Knowles  
Adult Learning Principles

Windsor	Knowles
Stages of professional development of nursing students	Adult learning principles
1) Nervous, obsessed with psychomotor skills. Dependent on instructor. Unsure of self.	1) Self concept progresses from total dependency to self-directedness.
2) Increased confidence with psychomotor skills. Unsure of "nurse's" role in addition to tasks.	2) Readiness to learn increases when learning is applied to real life situations.
3) Increased confidence of self. Less dependent on instructor. More self-directed in learning. Able to deal with "not knowing".	3) Problem/goal-centered learner. Learns when sees need for learning.
	4) Motivation to learn most affected by internal motivators. Increase in learning occurs when self-esteem increases.

Clinical teachers have many opportunities to teach one on one and to make this an optimal learning moment; a positive interpersonal relationship between student and teacher must be present. There needs to be honesty and sincere concern for the students' welfare. The opportunity is greater for clinical teachers to establish a personal relationship with students since the student teacher ratio is 10 to one or less, unlike a classroom situation where the ratio is likely to be much greater.

Students have made it clear they wish to have an active role in the education process. They serve as active members of faculty committees and ask to have input on the manner in which classes are conducted. Aware of their rights as students, they do not want those rights violated. By adhering to the principles of adult learning, nursing students will have that privilege. In addition, they will move toward a positive self-concept, they will understand how to use the knowledge presented in the real clinical world, and they will be motivated to learn.

The effective characteristics of clinical teachers, as described by Brown (1981) and Bergman and Gaitskill (1990) can be compared with Knowles' principles of adult learning (see Table 2).

Table 2

Knowles' Principles of Adult Learning Compared With Effective Characteristics of Clinical Teachers

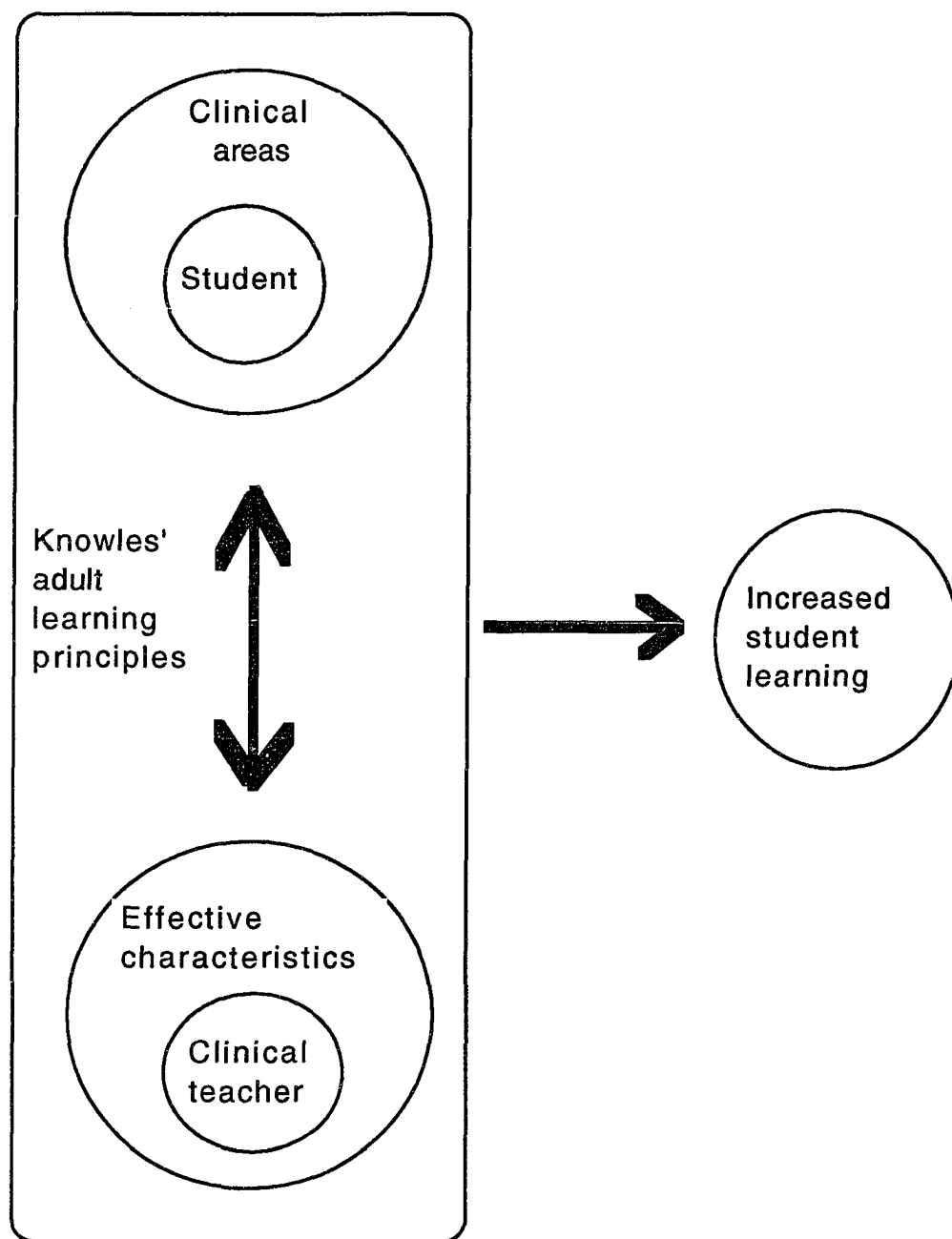
Knowles' Principles of Adult Learning	Effective characteristics of clinical teachers
1. Need to know why of learning and apply to the real world.	Relates underlying theory to practice. Is well informed and able to communicate to students.
2. Growth and maturity allows self-concept progression from dependency to self-directedness.	Is honest and direct with students. Encourages students to feel free to ask questions. Permits freedom of discussion
3. Individuals' past experiences are a rich learning resource.	Is flexible when the occasion calls for it.
4. Readiness to learn is directly related to developmental tasks of evolving social roles.	Facilitates student awareness of their professional responsibilities. Shows genuine interest in patients and their care. Supervises without taking over. Demonstrates skills, attitudes, and values in the clinical area.
5. Adults have problem-centered learning.	Relates underlying theory to practice. Available when needed by the student.
6. Motivation to learn is internal as well as external.	Provides useful feedback. Is objective and fair. Is realistic in expectations. Displays sense of humor. Admits mistakes and limitations. Shows enthusiasm for learning.



Further investigation of effective clinical teacher characteristics is needed as demonstrated by the preceding review of the literature. All the subjects for this study will be assumed to be adults, as defined biologically, legally, socially, and psychologically, in an educational environment.

The principles of adult learning provide a conceptual framework on which to base this study. Clinical teachers who adhere to Knowles' principles of adult learning, will exhibit effective characteristics when interacting with students in the clinical area and thus can effect an increase in learning for the nursing student. (Figure 1)

Figure 1. Influence of characteristics of clinical teachers and adult learning principles on learning.



### Hypotheses

Based on the results of the studies of Brown (1981) and Bergman and Gaitskill (1990), the following hypotheses were used for this study.

- 1) Baccalaureate nursing students and faculty will differ in their perceptions of the importance of selected characteristics.
- 2) Students will identify instructor-student relationships as most important.
- 3) Instructors will identify professional competence as the primary characteristic.
- 4) As progression in the educational program occurs, student perceptions of the characteristics of effective clinical instructors will tend to become more similar to those of the faculty.

### Definitions of terms

- 1) Baccalaureate nursing student - a student who is admitted to a nursing program in a college or university, engaged in the study of nursing, and who will receive a bachelor's degree in nursing upon graduation.
- 2) Baccalaureate nursing faculty - all teachers who are on the staff of a four-year school of nursing, affiliated with a university or college and who teach nursing classes with a clinical component at the junior or senior level.
- 3) Characteristic - a distinguishing trait or quality.
- 4) Effective - producing a desired result; accomplishing goals

and expectations.

5) Clinical teacher - an instructor of nursing students in the practice setting.

## CHAPTER III

### METHODS

#### Design

A nonexperimental group comparison research design was utilized for this study. Since a true experimental design was not used it is appropriate to use the term group comparison instead of control group (Polit and Hungler, 1987). An anonymous questionnaire was used as the research tool to collect data.

#### Study site and subjects

The study was conducted using baccalaureate nursing students and teachers at a university in western Michigan. The student respondents were enrolled in clinical classes and the teacher respondents were currently teaching in the nursing program. All faculty were included in the study even though all may not have been involved in clinical teaching during the data collection period. Faculty without a current clinical teaching assignment may have done clinical teaching in the past and/or may be mentors for teachers who do have a clinical assignment. They themselves may be returning to the clinical arena at a future time. Any of these situations make it important for them to be included in the study.

The study included nineteen faculty and 139 students. The student population consisted of 50 first semester juniors, 37 second semester juniors, 29 first semester seniors, and 24 second semester seniors. The demographic data of the students surveyed showed that 91 had never been married, 32 were married, and nine were divorced. Of the faculty (n=19) one had never been married, seventeen were married, and one was widowed. The majority of the student respondents (n=95) were 20-25 years of age. Sixteen students were 26-30 years old, nine were in the 31-35 age group, and eight were in the 36-40 age group. One faculty member was in the 31-35 age group, two were in the 36-40 age group, and sixteen of the faculty were over 41 years of age. Eleven subjects declined to answer the age grouping and marital status questions (Table 3).

Table 3

Demographic Data of Surveyed Groups

		Age					Marital Status			
		20- 25	26- 30	31- 35	36- 40	+41	S	M	D	W
<hr/>										
Group 1	First Semester Juniors									
n=50		36	6	2	2	0	35	12	1	0
<hr/>										
Group 2	Second Semester Juniors									
n=37		28	4	1	3	0	26	8	2	0
<hr/>										
Group 3	First Semester Seniors									
n=29		17	3	4	0	0	19	3	4	0
<hr/>										
Group 4	Second Semester Seniors									
n=24		14	3	2	3	0	11	9	2	0
<hr/>										
Group 5	Faculty									
n=19		0	0	1	2	16	1	17	0	1
<hr/>										
<u>Note.</u>	S = never been married									
	M = married									
	D = divorced									
	W = widowed									

### Instrument

The questionnaire was developed by Brown (1981) and also used by Bergman and Gaitskill (1990). Section One of the questionnaire identified 20 characteristics of clinical teachers. (See Appendix A) These characteristics were rated using a Likert-type scale with a stated rating code ranging from "of most importance" to "of no importance." Section Two of the tool required the subjects to select the five characteristics from the list of 20 that they considered most important for a clinical teacher. These five characteristics were then ranked in order of importance. Prioritizing these characteristics gave the instrument greater sensitivity in discriminating which characteristics were rated most effective between the two groups (students and teachers). Section Three sought demographic data from the participant.

Brown's (1981) instrument was tested for content validity by a panel of experts (S. T. Brown, personal communication, September 13, 1991). Several studies have been done by other researchers since its development in which reliability and validity have been tested; however, results of this testing was not available (S. T. Brown, personal communication, September 30, 1991).

### Procedure

After approval by the Human Research Review committee (Appendix B), permission was requested from the classroom



teacher to administer the tool to students during ten minutes of a regularly scheduled class period. A verbal explanation (Appendix C) was given to each potential participant describing the questionnaire and assuring confidentiality. Return of a completed questionnaire implied voluntary participation.

The researcher distributed the survey to the participants and provided a container in the front of the classroom in which they returned the surveys. This gave the researcher the greatest possible return of completed surveys and also helped assure anonymity. Anonymous responses kept any risk to the participants at a negligible level. There was time for questions after the tool was distributed. Faculty questionnaires were completed during a faculty meeting following the same procedure used with the students. The student sample consisted of all first semester juniors, second semester juniors, first semester seniors, and second semester seniors. The faculty sample consisted of all nursing teachers. The expected sample was 150 students and 19 faculty.

Data was gathered in November and December from all four student groups and the faculty group. It was compiled and analysis was completed. The statistical measure used for the first hypothesis, baccalaureate nursing students and faculty will differ in their perceptions of the importance of selected characteristics, was the Mann-Whitney U Test, to

test for differences between groups using ordinal data. Percentages and simple frequency distribution were applied to analyze the second, students will identify instructor-student relationships as most important, and third hypotheses, instructors will identify competence as the primary characteristic. The fourth hypothesis, as progression in the educational program occurs, student perceptions of the characteristics of effective clinical instructors will tend to become more similar to those of the faculty, was tested by the Kruskal-Wallis Test to test for differences among first semester juniors, second semester juniors, first semester seniors, second semester seniors, and faculty. The dependent variable was the identified characteristics of clinical teachers by both groups and the independent variables were the nursing students and the faculty.

## Chapter IV

### RESULTS AND DATA ANALYSIS

#### Interpretation of the data

Results from data analysis will now be described. Each hypothesis will be stated, followed next by the findings. Statistical results will be presented in table form as well. This chapter will address the statistical results, leaving the discussion for Chapter Five.

Statistical measures were applied to the data of this study. There were 139 baccalaureate nursing students and 19 faculty members included in the study. Table 4 lists the items from Section I of the Clinical Teacher Characteristics Instrument, the tool that was used in this study. Analysis of the data revealed some significant findings.

Through utilization of the collected data, statistical measures were implemented to determine how baccalaureate nursing students and faculty compared in their description of effective characteristics of clinical teachers.

Table 4

Effective Characteristics of Clinical Teachers

---

1. Facilitates students' awareness of their professional responsibilities.
2. Shows genuine interest in patients and their care.
3. Relates underlying theory to nursing practice.
4. Displays a sense of humor.
5. Conveys confidence in and respect for student.
6. Is well informed and able to communicate knowledge to students.
7. Supervises and helps in new experiences without taking over.
8. Admits limitations and mistakes honestly.
9. Provides useful feedback on student progress.
10. Is self-controlled, cooperative, and patient.
11. Is realistic in expectations of students.
12. Is honest and direct with students.
13. Encourages students to feel free to ask questions or to ask for help.
14. Is objective and fair in the evaluation of the student.
15. Demonstrates skills, attitudes and values that are to be developed by the student in the clinical area.
16. Possesses the ability to stimulate the student to want to learn.
17. Shows enthusiasm for teaching.
18. Is flexible when the occasion calls for it.
19. Permits freedom of discussion and venting feelings.
20. Available to work with students as situation arises in clinical setting.

The twenty characteristics, listed on the instrument, were classified into three categories as did Brown (1981). The three categories were: professional competence, relationship with students, and personal attributes (Table 5). Brown (1981) included items 1, 2, 3, 6, 7, 9, 14, 15, and 16 in the category of professional competence. Items 5, 11, 12, 13, 19, and 20 were categorized as relationships with students. Personal attributes included items 4, 8, 10, 17, and 18.

Table 5  
Categorization of Instrument Characteristics

---

Professional Competence

---

1. Facilitates students' awareness of their professional responsibilities
  2. Shows genuine interest in patients and their care
  3. Relates underlying theory to nursing practice
  6. Is well informed and able to communicate knowledge to students
  7. Supervises and helps in new experiences without taking over
  9. Provides useful feedback on student progress
  14. Is objective and fair in the evaluation of the student
  15. Demonstrates skills, attitudes, and values that are to be developed by the student in the clinical area
  16. Possesses the ability to stimulate the student to want to learn
- 

Relationship with Students

---

5. Conveys confidence in and respect for students
  11. Is realistic in expectations of students
  12. Is honest and direct with students
  13. Encourages students to feel free to ask questions or to ask for help
  19. Permits freedom of discussion and venting of feeling
  20. Available to work with students as situation arises in the clinical setting
- 

Personal Attributes

---

4. Displays a sense of humor
8. Admits limitations and mistakes honestly
10. Is self-controlled, cooperative, and patient
17. Shows enthusiasm for teaching
18. Is flexible when the occasion calls for it

### Hypothesis One

The first hypothesis, baccalaureate nursing students and faculty will differ in their perceptions of the importance of selected characteristics, was supported by the collected data. The Mann-Whitney U test was applied to the ordinal data to determine the differences between students and faculty in their perceptions of importance of selected characteristics (Table 6). This investigator used the  $p < .05$  level as criteria justifying a significant difference. The results showed a significant difference ( $p < .05$ ) for three items. These items were item 3, related underlying theory to nursing practice; item 16, possesses the ability to stimulate the student to want to learn; and item 17, shows enthusiasm for teaching. Of the student groups, only 13.1% ranked item 3 "of most importance" where 72.2% of the faculty rated it as "of most importance". The majority of faculty (50%) rated item 16 as "of most importance" and only 24.8% of student groups chose "of most importance" as the rating for this item. Item 17 was rated by 18.2% of students as "of most importance" but 44.4% of faculty rated it as "of most importance". The responses to these items were the only characteristics that reflected a significant difference between faculty and student groups. The remaining seventeen items did not reflect any significant differences.

Table 6

Mann-Whitney U Test for Differences Between Student and Faculty Perceptions

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Status	N	Mean Rank	U	Z	p
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Item 3, relates underlying theory to nursing practice

Student	137	83.19	423.5	-4.8361	.0000*
Faculty	18	33.03			

---

Item 16, Possesses the ability to stimulate the student to want to learn

Student	137	81.04	817.0	-2.4678	.0136*
Faculty	18	54.89			

---

Item 17, shows enthusiasm for teaching

Student	137	81.64	734.0	-3.0128	.0026*
Faculty	18	50.28			

---

Note. \*  $p < .05$ . Lower scores indicate higher ranking



### Hypothesis Two

The second hypothesis states students will identify instructor-student relationships as most important. Table 7 identifies the percentage distribution of student responses by percentages to each of these items in Section I of the instrument. Four items were selected "of most importance" by more than 50 per cent of the students. The items most often identified were item 5, conveys confidence in and respect for student; item 6, is well informed and able to communicate knowledge to students; item 13, encourages students to feel free to ask questions or to ask for help; and item 14, is objective and fair in the evaluation of the student.

The items, most often chosen as "of most importance" by students, came from two categories. Items from the category of professional competence were item 6, is well informed and able to communicate knowledge to students, and item 14, is objective and fair in the evaluation of students. The relationship with students category revealed item 5, conveys confidence in and respect for students, and item 13, encourages students to feel free to ask questions and to ask for help, to be most often chosen.

### Hypothesis Three

The third hypothesis states instructors will identify professional competence as the primary characteristic. Distribution of faculty responses by percentage are described by Table 8. Seven items were selected by greater than 50 per

Table 7  
Distribution of Student Responses to Each Item by Percentage  
(n=139)

	<u>Response Choices</u>				
	a	b	c	d	e
Item	%	%	%	%	%
1	28.5	51.1	19.0	1.5	-
2	42.3	38.7	19.0	-	-
3	13.1	46.7	35.8	4.4	-
4	18.2	26.3	43.1	11.7	-
*5	58.4	32.1	8.8	.7	-
*6	65.7	30.7	3.6	-	-
7	43.3	43.1	12.4	2.2	-
8	24.1	43.1	28.5	3.6	.7
9	48.9	42.3	8.0	.7	-
10	35.0	48.2	16.1	.7	-
11	41.6	42.3	14.6	1.5	-
12	38.0	43.8	16.8	1.5	-
*13	53.3	32.8	13.1	.7	-
*14	52.6	43.8	2.9	.7	-
15	29.2	59.1	10.2	1.5	-
16	24.8	42.3	28.5	4.4	-
17	18.2	48.2	30.7	2.9	-
18	19.0	50.4	27.0	3.6	-
19	21.9	43.8	30.7	3.6	-
20	37.2	43.1	18.2	1.5	-

Note. \*= over 50% of students rated this item of most importance.

a= of most importance

b= very important

c= important

d= slightly important

e= of no importance

cent of the faculty as of most importance. These items were item 2, shows genuine interest in patients and their care; item 3, relates underlying theory to nursing practice; item 5, conveys confidence in and respect for student; item 9, provides useful feedback on student progress; item 13, encourages students to feel free to ask questions or to ask for help; item 14, is objective and fair in the evaluation of the student; and item 16, possesses the ability to stimulate the student to want to learn.

Those items chosen most often by faculty were from the same two categories as the students. Items in the category of relationship with students were number 5, conveys confidence in and respect for students, and number 13, encourages students to feel free to ask questions and to ask for help. Professional competence items chosen by faculty were item 2, shows genuine interest in patients and their care; item 3, relates underlying theory to nursing practice; item 9, provides useful feedback on student progress; item 14, is objective and fair in the evaluation of students; and item 16, possesses the ability to stimulate the student to want to learn.

Both the student and faculty groups felt all of the items were of some importance with the exception of one student (.7%) who identified item 8, admits limitations and mistakes honestly, as of no importance.

Table 8  
Distribution of Faculty Responses to Each Item by Percentage  
 (n=19)

Item	<u>Response Choices</u>				
	a	b	c	d	e
	%	%	%	%	%
1	44.4	44.4	11.1	-	-
*2	61.1	33.3	5.6	-	-
*3	72.2	22.0	5.6	-	-
4	16.7	61.1	16.7	5.6	-
*5	66.7	27.8	5.6	-	-
6	44.4	50.0	5.6	-	-
7	27.8	50.0	22.2	-	-
8	33.3	50.0	16.7	-	-
*9	61.1	38.9	-	-	-
10	22.2	55.6	22.2	-	-
11	22.2	66.7	11.1	-	-
12	44.4	55.6	-	-	-
*13	55.6	44.4	-	-	-
*14	72.2	27.8	-	-	-
15	44.4	33.3	22.2	-	-
*16	50.0	38.9	11.1	-	-
17	44.4	50.0	5.6	-	-
18	11.1	72.2	16.7	-	-
19	22.2	66.7	11.1	-	-
20	38.9	44.4	16.7	-	-

Note. \*= over 50% of faculty rated this item of most importance. Although the numbers were small, percentages were used for faculty responses to be consistent with student responses.

a= of most importance  
 b= very important  
 c= important  
 d= slightly important  
 e= of no importance

As done in the studies of Brown (1981) and Bergman and Gaitskill (1990), this researcher then horizontally collapsed the data of Section I of the tool into two categories to further determine which items were felt to be important and those considered to be unimportant by the student and faculty groups (Table 9). Responses a, b, and c were classified into one group labeled "important." Responses d and e were classified in a group labeled "unimportant." Item 2, shows genuine interest in patients and their care and item 6, is well informed and able to communicate knowledge to students, were considered to be important by both groups unanimously. The remaining seventeen items were considered important by 100% of the faculty. The student groups rated the remaining seventeen items as important with less than 5% rating them as unimportant.

In Section II of the instrument, the subjects were to choose the five most important characteristics and rank them in order of importance. Table 10 indicates the frequency of each item that was ranked as one of the most important characteristics. The reader can observe that items 5, conveys confidence in and respect for student, 9, provides useful feedback on student progress and 13, encourages students to feel free to ask questions or to ask for help, were the three characteristics both faculty and students ranked in the top five. Greater than 50% of both groups ranked these three items in the top five. One of these (item

Table 9

Percentage of Responses by Groups Using Horizontally  
Collapsed Data

Student (n=139)		Faculty (n=19)		
Important	Unimportant	Important	Unimportant	
Item				
1	98.6	1.5	100	-
2	100	-	100	-
3	95.6	4.4	100	-
4	88.3	11.7	94.4	5.6
5	99.3	.7	100	-
6	100	-	100	-
7	97.8	2.2	100	-
8	95.7	4.3	100	-
9	99.3	.7	100	-
10	99.3	.7	100	-
11	98.5	1.5	100	-
12	98.5	1.5	100	-
13	99.3	.7	100	-
14	99.3	.7	100	-
15	98.5	1.5	100	-
16	95.6	4.4	100	-
17	97.1	2.9	100	-
18	96.4	3.6	100	-
19	96.4	3.6	100	-
20	98.5	1.5	100	-

Table 10  
Frequency of Items that were Ranked as the Five Most  
Important Characteristics

Item	Students (n=139)	Faculty (n=19)
	No. Cases	No. Cases
1	25	5
2	28	7
3	15	9 *
4	20	2
5	55 *	8*
6	75 *	6
7	29	2
8	18	2
9	65 *	8 *
10	34	0
11	40	5
12	36	5
13	56 *	10 *
14	57 *	5
15	38	6
16	18	9 *
17	11	5
18	10	0
19	19	0
20	24	1

Note. \*=items ranked most often in the top five.

9) comes from the professional competence category, the other (items 5 & 13) from the relationship with students category. The remaining items that were chosen most frequently also came from the professional competence and relationship with students categories.

The student groups responded to the greatest number of times (the top five in descending order) to item 6, is well informed and able to communicate knowledge to students; item 9, provided useful feedback on student progress; item 14, is objective and fair in the evaluation of the student; item 13, encourages students to feel free to ask questions or to ask for help; and item 5, conveys confidence in and respect for student. The faculty group's most frequent responses were to item 13, encourages students to feel free to ask questions or to ask for help; item 3, relates underlying theory to nursing practice; item 16, possesses the ability to stimulate the student to want to learn; item 9, provides useful feedback on student progress; and item 5, conveys confidence in and respect for the student. These are the top five listed in descending order.

Although this study identified the five top ranked characteristics of clinical teachers, Bergman and Gaitskill compared their results with Brown and included the top ten characteristics (Table 11). For consistency sake this researcher has also compared the top ten characteristics from this study with that of Brown and of Bergman and Gaitskill.



Table 11  
The Ten Items Most Frequently Selected For Ranking

Brown		Bergman & Gaitskill		Miller	
Student	Faculty	Student	Faculty	Student	Faculty
Item					
1		x	x		x
2	x	x	x		x
3		x			x
4					
*5	x	x	x	x	x
*6	x	x	x	x	x
7	x	x		x	
8					
*9	x	x	x	x	x
10				x	
11	x	x	x	x	x
12	x		x	x	x
*13	x	x	x	x	x
*14	x	x	x	x	x
*15	x	x	x	x	x
16	x		x		x
17					x
18					
19					
20					

Note. Some columns indicate more than ten items due to ties.

Six items are cited by all six groups as characteristics which were most frequently identified in the top five characteristics. All characteristics were from the professional competence (6, 9, 14, & 15) and relationship with students (5 & 13) categories.

#### Hypothesis Four

The fourth hypothesis states, as progression in the educational program occurs, student perceptions of the characteristics of effective clinical teachers will tend to become more similar to those of the faculty. To determine if there was a significant difference between first semester juniors, second semester juniors, first semester seniors, second semester seniors, and faculty, a Kruskal-Wallis test was applied and the results are indicated in Table 12. The dependent variable was the perceptions and the independent variables are the student and faculty groups. The researcher used the  $p < .05$  level to indicate a significant difference in responses. The items which showed significant differences were items 3, relates underlying theory to nursing practice; 8, admits limitations and mistakes honestly; and 17, shows enthusiasm for teaching. For each one of these items the ranking given the item by the faculty was closest to the fourth semester seniors (lower scores indicate higher ranking). First semester juniors consistently showed a greater difference between them and faculty. There is progression of the student groups towards a greater

Table 12

Kruskal-Wallis Test for Differences Between Students and Faculty

Group	Cases	Mean Rank	Chi Sq	p
<u>Item 3, relates underlying theory to nursing practice</u>				
1	50	90.86	25.5837	.0000*
2	37	80.57		
3	29	87.64		
4	24	78.94		
5	18	33.39		
<u>Item 8, admits limitations and mistakes honestly</u>				
1	50	92.79	10.0894	.0389*
2	37	77.76		
3	29	80.60		
4	24	63.48		
5	18	65.75		
<u>Item 17, shows enthusiasm for teaching</u>				
1	50	83.37	10.8349	.0285*
2	37	82.36		
3	29	90.09		
4	24	75.67		
5	18	50.92		
<u>Note.</u> *Lower scores indicate higher ranking				
p<.05				
Group 1 = first semester junior				
Group 2 = second semester junior				
Group 3 = first semester senior				
Group 4 = second semester senior				
Group 5 = faculty.				

similarity with the faculty as they move through the nursing program though it is not a linear progression. The statistical evidence of the remaining characteristics failed to demonstrate any significant difference between the surveyed groups.

### Hypotheses

All the hypotheses in this study cannot be supported by the statistical analysis of the data. The results of the statistical tests revealed some significant differences between the faculty and student groups but also some strong similarities.

The first hypothesis, baccalaureate nursing students and faculty will differ in their perceptions of the importance of selected characteristics, was tested with the Mann-Whitney U Test. This researcher required a minimum of 50% of the 20 items with a significant difference to accept the hypothesis. The data showed a significant difference with only three of the twenty items. Faculty and students did reveal a much stronger congruence than non-congruence as evidenced by no significant difference with seventeen of the characteristics from the instrument. Therefore hypothesis one was rejected.

The second hypothesis, students would identify instructor-student relationships as most important, cannot be supported since the students placed equal emphasis on the category of professional competence by identifying the same number of items in each of these two categories as "of most

importance".

The data support the third hypothesis, instructors will identify professional competence as the primary characteristic. Faculty chose four characteristics in the professional competence category and three from relationships with students category. The results of the testing places professional competence as most important, relationships with students and second, and personal attributes as third.

The fourth hypothesis, as progression in the educational program occurs, student perceptions of the characteristics of effective clinical instructors will tend to become more similar to those of faculty, was accepted when tested. It was interesting to find significant differences between the groups on only three items when the Kruskal-Wallis test was applied. There was a significant difference detected in the groups ranking of relating underlying theory to nursing practice, admits limitations and mistakes honestly, and shows enthusiasm for teaching. For each of these, the faculty rated the characteristic as more important than the student groups. Two of these characteristics, admits limitations and mistakes honestly and shows enthusiasm for teaching, come from the category of personal attributes. These are the only characteristics in the personal attribute category that were indicated by the test results as more important.

## CHAPTER V

### DISCUSSION AND IMPLICATIONS

#### Discussion of findings

Discussion and implications of the data analysis will be presented in this chapter. Recommendations for further research will be presented.

The data analysis yielded many implications that are applicable to clinical nursing teachers, nursing students, and nursing administrators. There were significant differences between the groups as well as congruence. There were trends seen from the previous studies of Brown (1981) and Bergman and Gaitskill (1990).

The first hypothesis states baccalaureate nursing students and faculty will differ in their perceptions of the importance of selected characteristics. The students were congruent with faculty in their selection of items in the relationship with students category. Faculty did choose a greater number of items in the professional competence category than the student groups though not a significant amount. Neither group had a majority choose items from the category of personal attributes as "of most importance."

This shows the student and faculty groups were more similar than dissimilar.

The second hypothesis states baccalaureate nursing students will identify instructor-student relationships as the most important characteristics. The results indicate that baccalaureate nursing students regarded professional competence and instructor's relationships with students equally important and personal attributes of clinical instructors as least important. The results of this test do not concur with the results of the studies of Brown (1981) and Bergman and Gaitskill (1990) where relationships with instructors was found to be most important. Being well informed and able to communicate knowledge to students was more important to students than to faculty. This may be an indication of the students' desire to have information presented at their level of understanding. Faculty must have an awareness of the students' level of understanding. Faculty need to have a good understanding of theoretical knowledge but if they cannot communicate so the student can understand, it is not helpful to the student.

The third hypothesis states that instructors will identify professional competence as the primary characteristics of most importance. This is in congruence with Brown's study (1981) but does not concur with the study of Bergman and Gaitskill (1990). Bergman and Gaitskill found faculty and student groups ranked the three categories in the

same order: (1) relationship with students; (2) professional competence; and (3) personal attributes. Faculty felt professional competence was the category of greatest importance but without the ability to communicate it effectively at the student's learning level it may make them less effective in clinical teaching. None of the faculty felt relationships with students was unimportant but it was not ranked as highly as professional competence.

The fourth hypothesis states as progression in the educational program occurs, student perceptions of the characteristics of effective clinical instructors will tend to become more similar to those of the faculty. Few differences were seen. The students made a steady progression toward to becoming more similar to faculty.

Trends can be observed by comparing the results (Table 11) of this researcher with Brown (1981) and Bergman and Gaitskill (1990). Six characteristics were ranked among the five most important characteristics from the faculty and student groups of Brown (1981), Bergman and Gaitskill (1990), and this researcher. Two of the characteristics, conveying confidence in and respect for the student and encouraging the student to feel free to ask questions or to ask for help came from the relationship with students category and would indicate the teacher and student must have open lines of communication to facilitate these characteristics. The responsibility for maintaining effective communication lies



with both the student and faculty. The faculty may need opportunities to attend workshops/classes to facilitate their ability to do this. Students may also need opportunities to learn and practice communication skills. The faculty and students need to mutually acknowledge the importance of these characteristics and feel uninhibited in their communication efforts.

The remaining four characteristics ranked among the most important characteristics by both groups came from the professional competence category. These include: is well informed and able to communicate knowledge to students, provides useful feedback on student progress, is objective and fair in the evaluation of the student, and demonstrates skills, attitudes, and values that are to be developed by the student in the clinical area. These four characteristics would also require effective lines of communication to be established and maintained.

Analysis showed that the item, displays a sense of humor, was identified as being the least important of the 20 characteristics listed by both the faculty and student groups. In Brown's study (1981) 4.9% of faculty identified this same item as unimportant.

The consistancy between this study and Brown (1981) and Bergman and Gaitskill (1990) suggests the faculty and student groups have been congruent since the study of Brown (1981) until this study. The aforementioned characteristics were

repeatedly ranked among the most important characteristics.

This study revealed a very diverse group of students. It is a very interesting finding that, out of the twenty items, each was selected by no less than ten students out of the 139 in the study to be ranked in the top five. A relatively high number of items were selected by a majority of both groups as most important. This may indicate the wide differences and needs among the students. Students as a group were not able to settle on any particular characteristic that was most important for all students but rather indicated they have a wide variance of needs and desires in a clinical teacher. This would make it vital for the faculty to individualize their teaching for each student in the clinical area. With such a range of student perceptions of important characteristics, it is imperative that clinical teachers have the ability to determine student learning needs and styles, and attempt to address them as effectively as possible to promote optimal learning.

Effective clinical teaching requires many characteristics. Certain characteristics have been noted by this researcher as well as Brown (1981) and Bergman and Gaitskill (1990) (Table 11). These characteristics are: convey confidence in and respect for students, is well informed and able to communicate knowledge to students, provides useful feedback on student progress, encourages students to feel free to ask questions and to ask for help,

is objective and fair in the evaluation of the student, and demonstrates skills, attitudes, and values that are to be developed by the student in the clinical area, have consistantly emerged as important in the effective clinical teacher. This researcher recommends clinical instructors strive to develop clinical teaching strategies stressing these areas.

Developing and maintaining a sound theoretical knowledge base is vital to professional competence. Communicating this knowledge is equally vital for the effective teacher. The clinical teacher serves as a role model for the students. As a role model, the teacher must establish therapeutic relationships with patients and demonstrate an understanding of human behavior and the communication process. In order to be objective and fair in evaluation, the clinical teacher must provide useful feedback to the student. If the clinical teacher has confidence in and respect for the student, the student will feel free to ask questions and to ask for help.

A trend for the student perceptions to more closely resemble the faculty as they progress through the nursing curriculum was seen. Though the progression was consistant the progression was not linear. The first semester seniors (group three) consistantly showed a greater dissimilarity with the faculty than the second semester juniors (group two). This may be due many things. One possiblility may be the time of the academic year in which they began the nursing

curriculum (August or January), or the particular combination of individuals in that class of students. Perhaps the "chemistry" occurring between the students; the type of leaders in the class may have also influenced the group. Other possibilities may have been the grade point average or the class size. It would be interesting to further research this level within a nursing curriculum to determine if the third semester in a two year nursing curriculum is a time when the student shows a significant change in how they view themselves as a nursing student. Perhaps this is a time of greater unrest or time to more overtly differ with faculty.

There are discrepancies between the studies of Brown (1981), Bergman and Gaitskill (1990), and this researcher. Brown found a marked level of faculty interest in applying theory to practice. That level of interest was replicated in this study but not in the Bergman and Gaitskill study (1990). The student groups in this study did not feel instructor relationships were of any greater importance than professional competence unlike both the two previous studies.

### Limitations

This study was limited to one institution, thus the number of participants was also limited. Repeated measurement of the same students over the course of their educational program may have provided more definitive findings. A longitudinal research approach may have been

able to better determine the perception changes of the students by surveying them during each semester of their program.

### Recommendations

Based on analysis of the data and consideration for the limitations of the study, this researcher has made the following recommendations:

1. Replication studies be conducted in other schools of nursing in varying geographic regions in attempt to clarify the discrepancy of the studies.
2. Longitudinal studies need to be conducted to track changes in each students' perceptions as they progress through the educational process.
3. Differentiate responses of faculty according to level of students being taught and years of teaching experience.
4. Evaluation programs be established measuring the effectiveness of clinical teachers using characteristics identified by the studies as most important.
5. Compare perceptions of students in relation to their age groupings to reflect any trends due to the rising average age of the college student.

## Conclusion

This study followed the work of two previous studies. All aimed at identifying the most effective characteristics of the clinical teacher in a baccalaureate nursing program. The instrument used in the previous studies was expanded to include more demographic questions.

This study proposed four hypotheses 1) baccalaureate nursing students and faculty will differ in their perceptions of the importance of selected characteristics, 2) students will identify instructor-student relationships as most important, 3) instructors will identify professional competence as the primary characteristic, and 4) as progression in the educational program occurs, student perceptions of the characteristics of effective clinical instructors will tend to become more similar to those of the faculty.

The first hypothesis can be supported. There were three items that revealed significant differences between the student and faculty groups. The second hypothesis cannot be supported. Students did not choose characteristics regarding instructor relationships with them as any more important than professional competence of the instructor. The third hypothesis was supported. Faculty rated characteristics of professional competence more frequently than any of the other categories. The fourth hypothesis was also supported.

There is more congruence than difference between the

faculty and students in their perceptions of effective characteristics of clinical teachers. The role model function of clinical teachers is strengthened by demonstrating characteristics that have been determined most effective. There is a great deal of congruence between this study, Brown's (1981), and Bergman and Gaitskill's (1990) which would suggest a clinical teacher would increase his/her effectiveness by concentrating on the characteristics identified as most effective. There are differences between the studies which would require further studies for validation. The differences are however overshadowed the similarities. The ultimate goal is improvement in clinical teaching. Movement toward this goal would be achieved by clinical teachers being increasingly aware of which characteristics are perceived to be most effective.

**PLEASE NOTE**

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**appendix A  
pages 56-57**

**University Microfilms International**



## Appendix B: Verbal Instruction to Research Participants

The purpose of this research study is to identify your perceptions of effective characteristics of clinical instructors. Your participation in the study cannot be identified. It will be offered to all the students in the nursing curriculum and the faculty. The tool lists 20 characteristics of clinical instructors. You are to rate each item using the "Likert" type scale at the top of the tool. The ratings are: a = of most importance; b = very important; c = important; d = slightly important; and e = of no importance.

Section II of the tool asks you to choose from this list of 20 characteristics the five that you think are the most important. These top five should be listed in priority, 1 = most important to 5 = least important, on the lines provided.

The back side of the tool has four items related to demographics. Please don't forget to complete these four items.

Your participation is voluntary. Completing the survey implies your consent.

Appendix C: Human Research Review Approval



301 W FULTON STREET • GRAND RAPIDS MICHIGAN 49504-6495

December 2, 1991

Kathleen Miller  
2208 Burchard SE  
Grand Rapids, MI 49506

Dear Kathleen:

The Human Research Review Committee of Grand Valley State University is charged to examine proposals with respect to protection of human subjects. The Committee has considered your proposal, "Faculty and Student Perceptions of Effective Clinical Teachers: A Replication", and is satisfied that you have complied with the intent of the regulations published in the Federal Register 46 (16): 8386-8392, January 26, 1981.

Sincerely,

A black rectangular box redacting the signature of Paul Huizenga.

Paul Huizenga, Chair  
Human Research Review Committee

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