

Perceptions and evaluation regarding clinical teaching among nursing students in a selected nursing college in Selangor

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Background: Clinical teaching is an important and essential teaching tool in the clinical area. Clinical teaching and learning is essential for the development and progression of experiential nursing knowledge.

Objectives: This research study aims to identify the perceptions and evaluations regarding clinical teaching among Year 2 and Year 3 nursing students, and also to find out if there are any differences in the perceptions and evaluations of the nursing students in regards to clinical teaching.

Methods: The formula for calculating the sample size was adopted from Morris (2005). The sample size obtained from the calculation with the confidence interval of 95%, was 132 participants. The participants were taken from a universal population of 142 diploma nursing students: 50 Year 2 nursing students and 92 Year 3 nursing students from the International Medical College in Selangor. The research instrument used was the Bedside Teaching Evaluation questionnaire that was adapted with approval by the writer from the University of Witwatersrand Department of Surgery (2008). A pilot study was conducted on 20 participants of Year 1 to Year 3 nursing students from the Assunta College of Nursing, with a Cronbach's alpha reliability index of 0.89.

Results: The data collected were analysed using descriptive statistics to find out the participant's perceptions and evaluations regards clinical teaching; and also to compare the perceptions and evaluations between the two groups of nursing students from Years 2 and 3. The study findings showed that 46% (n=142) of the respondents had a good feedback on all the five (5) items under the perceptions of clinical teaching whereas 42% (n=142) of the respondents had a moderate view on all the five (5) items in the perceptions of clinical teaching sessions. With regards to the evaluation of clinical teaching sessions, 50% of the respondents had a moderate feedback on all the three (3) items in this section.

Conclusion: Most of the participants perceived and

evaluated the clinical teaching as an important teaching-learning strategy in enhancing clinical learning.

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Introduction

Nursing has its own body of knowledge where nurses utilise the knowledge and integrate the knowledge into nursing practice. Over the years, the proportion of time spent on clinical bedside teaching has been decreasing. Evidence revealed that there is "A decline from 75% of teaching time 30 years ago to just 16% by 1978"¹. Only 48% of learners reported that they had been given enough bedside teaching during their undergraduate training, while 100% thought that bedside learning was the most effective way of learning clinical skills². Therefore, clinical teaching and learning is essential for the development and progression of experiential nursing knowledge.

Methods

For the study, the researchers used the quantitative approach with descriptive design to determine the perceptions and evaluations of diploma nursing students regarding clinical teaching.

Sampling plan

The researchers used the Universal sampling approach, where the target population of all Year 2 and Year 3 diploma nursing students at International Medical College in Selangor were invited to participate in the study. The formula of calculating the sample size was adopted from Morris (2005)³ *Sampling from small population*. Based on the formula, the population size determined was 142 nursing students comprising of 50 Year 2 and 92 Year 3 nursing students.

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Based on the three research questions “What are the perceptions of nursing students regarding clinical teaching?”; “What are the evaluations of nursing students regarding quality of clinical teaching?”; and “What is the difference in the perceptions and evaluations of clinical teaching among Year 2 and Year 3 nursing students?”; a descriptive study was conducted at the International Medical College (January 2015 to February 2015) on 142 nursing students.

The research instrument used was the Bedside Teaching Evaluation questionnaire that was adapted with approval from the University of Witwatersrand, Department of Surgery (2008). Approval and permission to utilise this questionnaire was obtained from Green Thomson, one of the researchers involved in the developing this questionnaire.

A pilot study was conducted on 20 participants of Year 1 to Year 3 nursing students from the Assunta College of Nursing to determine the reliability of the questionnaire. All the participants were selected by the clinical instructor and consent were taken from the students. Cronbach’s alpha was used to compute the reliability index based on data collected from pilot study. The results of the reliability index was 0.89. According to Polit and Beck (2014)⁴, the normal range of the Cronbach’s alpha is between 0.00 and +1.00, where the value is more than 0.7, the measure is more accurate. The principal of IMC, as a member of the panel of experts reviewed the validity of the contents for all the items of the questionnaire. No modifications were necessary, therefore the researchers proceeded to implement the data collection process.

Ethics approval

Ethics approval for the study was obtained from the International Medical University Joint Committee on Research and Ethics.

Questionnaire survey

Participants had the right to choose not to participate

in the study and were assured of anonymity and confidentiality. After securing written consent from the participants, the questionnaires were distributed to the Diploma Nursing students, face-to-face on 5th of January 2015 and the students were informed that the questionnaire could be completed within 15 minutes. The students were selected based on the inclusion criteria: Year 2 and Year 3 diploma nursing students; able to communicate in English and the students had participated in the clinical teaching activity for at least once in the clinical area. The questionnaires were distributed in a face-to-face meeting. The items on the questionnaire were explained, and once the participants had completed the questionnaire, the researcher collected the completed questionnaire forms on the same day.

The theoretical framework of Imogene King Goal Attainment model (1981), which is based on the three important concepts of the personal system, interpersonal system and social system in initiating and promoting the effectiveness of clinical learning of students, was utilised to guide the study.

Results

From the 142 participants, 35.2% (n=50) were Year 2 diploma nursing students and 64.8% (n=92) were Year 3 diploma nursing students. 90% (128) of the participants were females whereas 10% (n=14) participants were males.

Perceptions of clinical teaching session

There were five items on perceptions of clinical teaching sessions. Forty seven percent (n=66) of the participants stated that their interest on clinical teaching sessions was good while only 1% (n=1) of the participants stated that it was bad or they were not interested at all. Fifty-five percent (n=78) of the students stated that they valued clinical teaching sessions as good and none of the students did not value the clinical teaching sessions. Forty-seven percent (66)

of the students had a good impression on the quality of the clinical teaching sessions while none of the students had a bad impression. With regards to the item on whether the clinical educator was inspiring and made an impression, 52% (n=74) of the students' view was average and none said it was bad. Lastly, the majority of the students 47% (n=66) reported that motivation

to learn more after clinical teaching sessions was good, whereas none stated it was bad. Therefore, with regards to the domain of students' perceptions on clinical teaching session, it showed that the students perceived the clinical teaching sessions as interesting, as the tutors gave positive incentive to enhance continuous learning in the clinical area (Table1).

Table 1: Summary on the items on the perceptions of clinical teaching sessions among Year 2 and Year 3 nursing students (n=142).

Items	Bad / Not Done		Poor		Average		Good		Excellent	
	%	n	%	n	%	n	%	n	%	n
1. Clinical teaching sessions is interesting	1	1	9	12	40	57	47	66	4	6
2. Clinical teaching session being valued	0	0	5	7	34	48	55	78	6	9
3. Impression of the quality of the clinical teaching session	0	0	6	8	44	63	47	66	4	5
4. Clinical educator inspires and make an impression	0	0	6	8	52	74	37	53	5	7
5. Motivated to learn more after clinical teaching session	0	0	5	7	42	59	47	66	7	10

For the open ended question item 24 "What are the challenges that you faced during clinical teaching session?", there were a total of six (6) themes that were identified. The themes included clinical teaching environment and institutional factors, the effectiveness of the clinical teaching session, personal factors, challenges on the ambiguous importance of clinical objective from attachment site, qualities of clinical instructor and others or no comment.

Among the Year 2 nursing students, 38% of the participants did not have any comment but 20% of them stated that their challenges were related to "personal factors" as evident from their responses such as '...not

confident and no knowledge about the procedure and the assignment' and '... lack of speed in answering questions' (Figure 1). As for the challenges faced during clinical teaching sessions among the Year 3 nursing students, 44% of the participants (n=40) highlighted the challenges of the clinical teaching environment and institutional factors as evident from their responses such as "...lack of clinical instructor" and "...don't have enough tutors to refer" (Figure 2). The challenges faced by the Year 2 nursing students were focused more on personal factors, whereas the Year 3 nursing students' challenges were focused on the clinical teaching environment and institutional factors (Table 2).

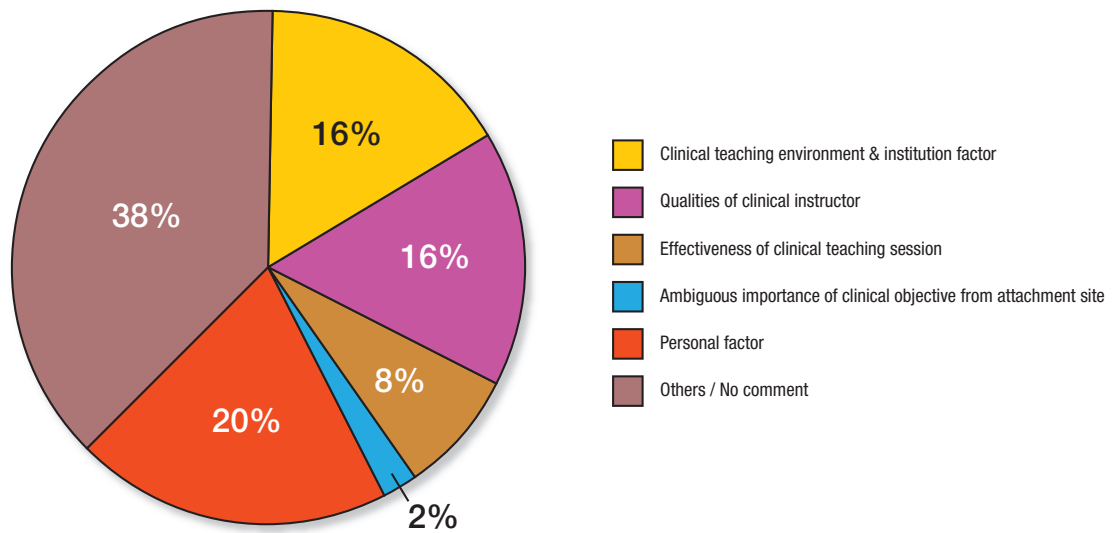


Figure 1: Challenges faced during the clinical teaching session in Year 2 nursing students

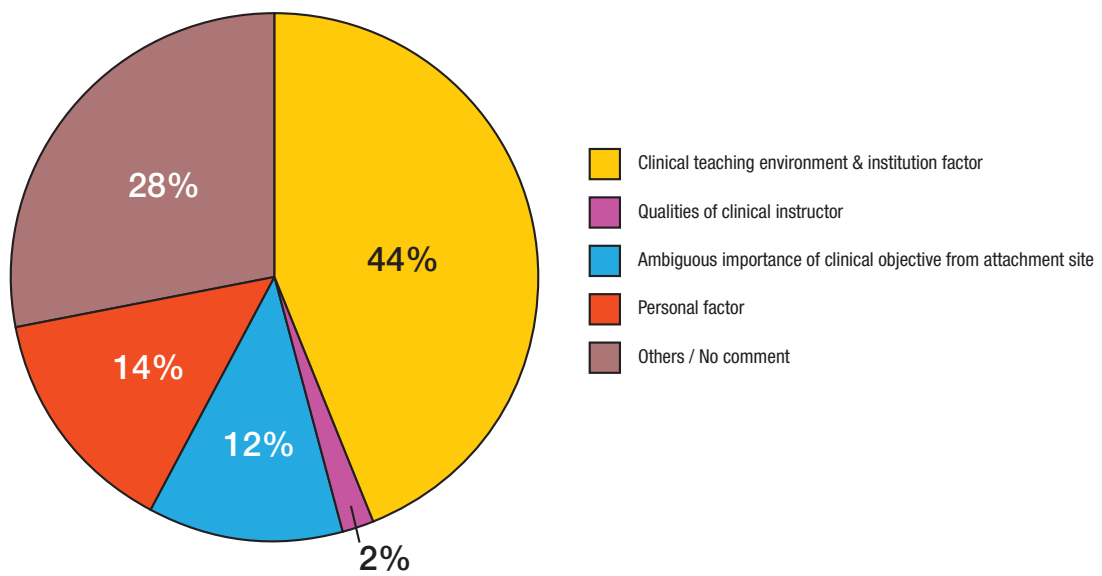


Figure 2: Challenges faced during the clinical teaching session in Year 3 nursing students

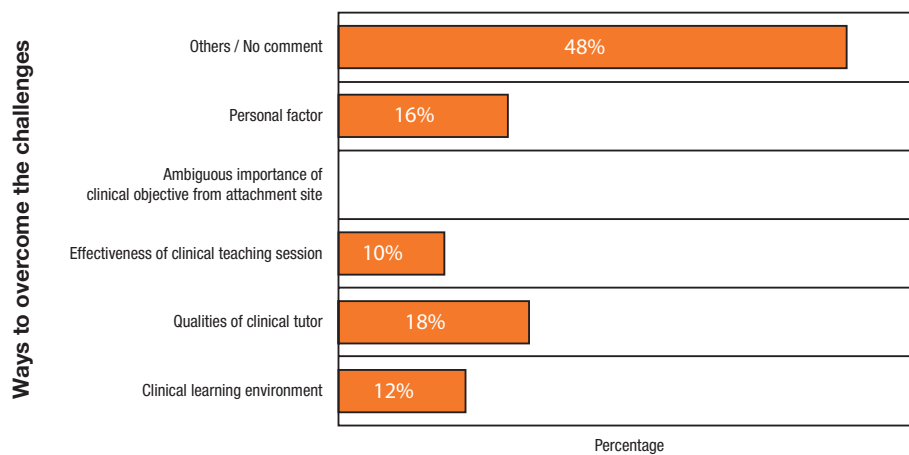
Table 2: Summary on the challenges faced during clinical teaching sessions among Year 2 and Year 3 nursing students

Items	Year 2		Year 3	
	%	n	%	n
1. Clinical teaching environment and institutional	16	8	44	40
2. The effectiveness of the clinical teaching session	8	4	0	0
3. Personal factor	20	10	14	13
4. Challenges on the ambiguous importance of clinical objective from attachment site	2	1	12	11
5. Qualities of clinical instructor	16	8	2	2
6. Others or no comment	38	19	28	26

With regards to the last open ended question item 25 on “Give suggestions on way(s) to overcome the challenges identified in clinical teaching sessions”, there was a total of six (6) themes which included clinical teaching environment and institutional factors, the effectiveness of the clinical teaching session, personal factors, challenges on the ambiguous importance of clinical objective from attachment site, qualities of clinical instructor and others or no comment.

Among the Year 2 nursing students, 48% of the participants (n=24) had other suggestions or no

comment. Sixteen percent (n=8) of the participants suggested personal factors, as evident from their responses like “I will improve my English communication skills” and “read and gain more knowledge” (Figure 3). As for the Year 3 nursing students, 32% of the participants (n=29) had written under others or no comments. Ten percent of the participants (n=9) gave suggestions for the personal factor, as evident from their responses, like “must increase knowledge and good skills in front of all patients” and “I as student nurse have to work hard and plan the work” (Figure 4).

**Figure 3:** Suggestions on way(s) to overcome the challenges determined in clinical teaching session in Year 2 nursing students (n=50)

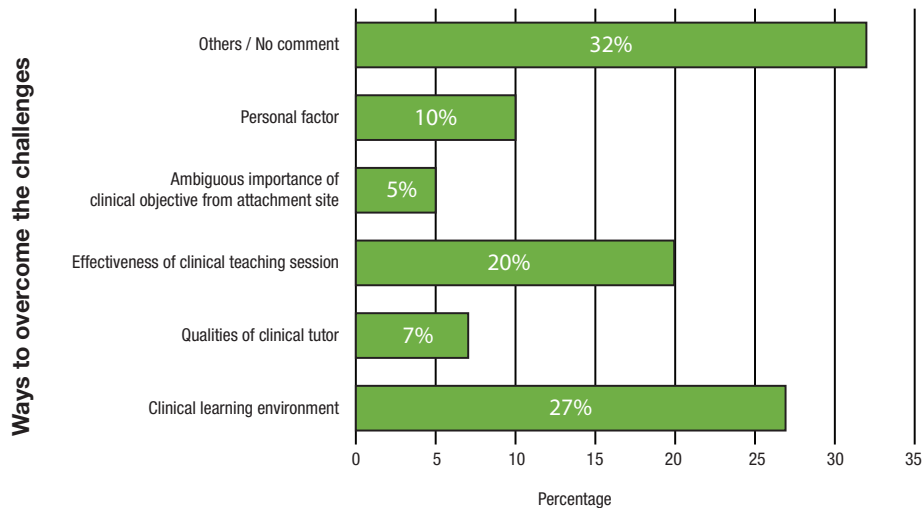


Figure 4: Suggestions on way(s) to overcome the challenges identified in clinical teaching session in Year 3 nursing students (n=92)

Forty eight percent and 32% of Year 2 and Year 3 nursing students respectively had “others/no comments” when responding to suggestions for ways to overcome the challenges identified. Eighteen percent of the Year 2 nursing students had suggestions on ways

to improve with regards to the qualities of clinical instructor, whereas 27% of the Year 3 nursing students had suggested on ways to improve the clinical teaching environment and institutional factors (Table 3).

Table 3: Summary on the suggestions on way(s) to overcome the challenges determined in clinical teaching among Year 2 and Year 3 nursing students.

Items	Year 2		Year 3	
	%	n	%	n
1. Clinical teaching environment and institutional factors	12	(6)	27	(25)
2. The effectiveness of the clinical teaching sessions	10	(5)	20	(18)
3. Personal factors	16	(8)	10	(9)
4. Challenges on the ambiguous importance of clinical objective from attachment site	0	(0)	5	(5)
5. Qualities of clinical instructor	18	(9)	7	(6)
6. Others or no comment	48	(22)	32	(29)

Evaluation of clinical teaching session domain

With regards to “evaluation of clinical teaching sessions” domain, there were three items to be discussed. It included whether the clinical teaching sessions were drawn to a satisfactory conclusion; summary of the main ideas; and whether the participants had been given guidance and encouragement during the clinical teaching sessions. Fifty two percent (n= 74) evaluated the clinical teaching session as average, 1% (n=1) of the participants evaluated the clinical teaching session as bad or not done at all. As for the summary of the ideas, majority of the participants 40% (n=77) stated that the tutor had summarised the main ideas, while only one percent (n=1) of the participants stated that it was excellent; and another one percent (n=1) of the participants stated that it was bad or not done. In relation to whether the clinical tutor had given guidance and encouragement to them during the clinical teaching sessions, 43% of the participants (n=61) stated that average guidance and encouragement was given to them, while 8% (n=12) stated that it was excellent.

Discussion

One of the findings on perception of clinical teaching sessions from this study showed that 47% of the participants thought that the clinical teaching sessions were interesting. Similar results were found in a qualitative study where some students thought that when the clinical educator “put them on spot”, it was a positive incentive for them to learn⁵. However, in this study, 1% of the participants stated it was bad or not interesting at all. Some of the students disliked clinical teaching because they thought that it is boring and embarrassing⁶. It was supported in a study that “the students felt the teaching was irrelevant and obscure and that there was not much to gain from it”⁵.

With regards to the item on the motivation to learn after clinical teaching, majority of the students said they were motivated. This was also reported in another study where the majority of the nursing students reported that

they responded positively to reinforcing self-assurance as they were motivated by the clinical instructor⁷. If the students did not feel connected to the preceptor and were unsupported by the preceptor, ineffective learning had taken place⁸.

A high percentage of students in this study valued the clinical teaching session. This finding was consistent with a study on students preferences of teaching methods which found that 75% of male students and 87.7% of the female students had valued clinical teaching the most of all the teaching methods⁹. This could be due to the high number of female students as compared to male students.

The study has also found that 47% of the students had a good impression regarding the quality of the clinical teaching session. It is supported by a study that found that 52% of the students had developed a good impression that bedside teaching is able to develop clinical skills⁹.

With regards to the item on the inspiration from the clinical educator, the majority of the students were averagely inspired. In another study, some of the students commented that good role modelling of the consultants, such as creating good relationships with patients, has inspired them⁵. With regards to evaluation of clinical teaching sessions, 52% of students in this study evaluated the clinical teaching sessions as average. Similar findings were found in the qualitative study where some students commented that they were least satisfied with clinical teaching due to insufficient emphasis on the basic skills¹⁰.

Besides, majority of the participants in this study stated that the tutor had averagely summarised the main ideas. Similar results were found in another study where 44% reported that the clinical tutor had averagely summarised the main ideas¹¹. The question on guidance and encouragement by tutor was discussed by the students and the majority of the participants stated that average guidance and encouragement were given to them as reported in a similar study⁷. In this study, comparison between the Year 2 and Year 3 nursing

students showed that Year 2 rated it as average while Year 3 rated this item as good.

With regards to evaluation of clinical teaching sessions, the majority of the participants in this study (52%) evaluated the clinical teaching sessions as average. Similar findings were found in a qualitative study where some students commented that they were least satisfied with clinical teaching due to insufficient emphasis on the basic skills¹⁰. The majority of the participants (40%) stated that the tutor had averagely summarised the main ideas. Similar results were found in the study done which also showed that 44% of the students reported that the clinical tutor has averagely summarised the main ideas¹¹. The question on guidance and encouragement by the tutor was discussed by the students with 43% stating that average guidance and encouragement were given to them. A similar finding in another study showed that 46.6% of the students thought that the instructor and staff has strengthened their self-confidence⁷.

This study highlights the importance of clinical teaching among nursing students to bridge the theory practice gap. Most of the time, nursing students have the knowledge after learning in the classroom but failed to connect and relate the knowledge that they have and utilise it in the clinical area. By identifying what were the perceptions and evaluation of clinical teaching among nursing students, students can develop competencies by acquiring psychomotor skills in the clinical area and model professional values that can help in the socialization process for the student to develop and become a professional nurse practitioner. Students can be given opportunities to learn to develop their critical thinking and clinical reasoning skills and learn to care for their patients holistically. Therefore, nursing educators or nursing faculty can play a major role in enhancing each of the clinical teaching sessions by linking theory to practice to increase the students' understanding and knowledge, ensuring that the environment of the hospital supports teaching and

learning opportunities for the students by allocating space and time for discussions to take place, providing adequate clinical instructors for the appropriate learning and teaching, encouraging interpersonal learning (IPL) to promote inter-professional learning and teamwork among healthcare personnel, ensuring that guidance and reinforcement are given to the students, and providing a summary review after each clinical teaching session so that the students can gain an overall view of the learning outcomes and how knowledge and skills can be applied.

Conclusion

In conclusion, about half of the participants in this study perceived and evaluated clinical teaching sessions implemented as averagely good and this showed the teaching and learning in the clinical area was effective. The others stated that it was done averagely and a minority stated that it was poor and excellent. By conducting this research, the researchers were able to determine what were the perceptions and evaluation of clinical teaching among the nursing students. It will help in the nursing institutions to develop strategic plans such as providing adequate numbers of knowledgeable clinical educators to enhance learning among their students. Based on the findings, the clinical educator can plan and organize clinical teaching more effectively for the students to learn better in the clinical area by providing a place for clinical teaching sessions.

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