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Evaluation of the facilitating skills of clinical instructors in the supervision of related learning experience (RLE) in selected colleges of nursing in Quezon city, Manila, Philippines

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ABSTRACT

A college have good facilities, money, well-designed program and leadership; however, a very large extent of successful delivery of services depends on the quality of persons engaged in the educational process and effective discharge of responsibilities. The aim of the study were to determine the knowledge, attitude and skills by the students and clinical instructors themselves, to determine the association between the clinical instructors' personal or professional observation and their clinical teaching performance and find out the suggestion to improve related learning experience. A descriptive study was conducted to assess the knowledge, attitude and skills of the students and clinical instructors. A total of 190 nursing students and 31 clinical instructors were randomly selected. Data was collected using structured interview schedule. Findings of the study showed that the age of the clinical instructor from college A and college B ranged from 20 -29 to 50 and above brackets. Their average age is 35.09 and 40.21 for CI from college A and college B respectively. The monthly salary of the clinical instructors from college A ranged from below P10,000 to P15,000 – 19,999 salary brackets with an average of P13,588. In the case of clinical instructors from college B, the salaries ranged from P20,000 to P25,000 and above with an average of P27,286. The students from college A assessed the clinical instructor administrative responsibilities, duties and functions as “almost always” ($\bar{X} = 4.20$) while those coming from college B assessed this as “always” ($\bar{X} = 4.57$). There was no significant relationship between age, gender and civil status of the clinical instructors and their performance relative to knowledge and facilitating skills. The most common suggestions of the clinical instructors and nursing students from the two colleges of nursing to improve RLE should be taken seriously by the college administration. These are the improvement of skills laboratory, upgrading professionally of clinical instructors through seminars, workshops etc, and the development of standardized evaluation system for RLE. The clinical instructor is a very important factor in the educative process of the nursing profession. Thus the quality of teaching performance he/she renders determines the progress of civilization.

Keywords: Clinical instructors, related learning experience (RLE), college of nursing.

INTRODUCTION

Nursing educators are helping in shaping up the present and future practitioners and have a great and

delicate task. In their hands lay the kind of nurses that our country needs. They mould the youth like

pieces of plastic clay into Christian, professional and mature Filipino nurses. They serve as exemplary counsellors and friend as they touch the very souls of the nursing students. They open the young minds and give the necessary training so that they will acquire the qualities essential to a nurse[1].

Considering the important role the clinical instructor plays in developing the nurse's personality and in promoting the nation's health status, her welfare should be taken care of and the quality of her performance in the service should be closely watched and checked. The services that she renders must be effective and excellent. For this reason, deans and administrators must see to it that the clinical instructors are highly efficient in their job[2].

Realizing a highly efficient service is a must for nurse educators, this could be a result of many factors that revolve around the teacher's personality among which are personal factors such as age and income; professional factors like academic qualification, experience and board rating[3]. The competence of new nurses has always been the researcher's concern as nursing instructor. The researcher firmly believes that the teaching performance affects the products – the nursing graduates[4].

The preparation and qualification of clinical instructors are the important factors which determine the quality of nursing education, a faculty member in a college or school of nursing shall have academic preparation appropriate for teaching assignment[5]. The faculty development program plays a role in the effective operation of the college. The clinical instructors should have objectives where the desired competencies for a given clinical area are indicated to facilitate planning, selection, implementation and evaluation of clinical experience[6].

Objectives of this study were to

1. To determine the knowledge, attitude and skills by the students and clinical instructors themselves
2. To determine the association between the clinical instructors' personal or professional observation and their clinical teaching performance.
3. Find out the suggestion to improve related learning experience.

MATERIALS AND METHODS

To achieve the objectives a descriptive research design was adopted. A total of 190 nursing students and 31 clinical instructors were randomly selected from two colleges. Data was collected using structured interview schedule. It consisted of three parts, viz. Part – I that helped to collect the profile of clinical instructors; Part – II that was a self-evaluation of clinical instructors. It was aimed at assessing the clinical instructor's knowledge and facilitating skills, teaching skill, relationship with students, administrative duties and functions. The questionnaire consisted of 31 questions. The scoring was as follows:- Always -5, Almost always – 4, Sometime – 3, Almost never – 2, Never – 1. Part – III that was the evaluation by students. It was assessing the student's knowledge and facilitating skills, teaching skill, relationship with students, administrative duties and functions. The questionnaire consisted of 31 questions. The scoring was as follows:- Always -5, Almost always – 4, Sometime – 3, Almost never – 2, Never – 1. The prepared tool was validated by experts. The reliability of the tool was found to be $r=0.98$.

RESULTS

This study sample consisted of 190 nursing students and 31 clinical instructors. As shown in Table 1, the age of the clinical instructor from college A and college B ranged from 20 – 29 to 50 and above brackets. Their average age was 35.09 and 40.21 for college A and college B respectively. The majority of the clinical instructors from college A 88.24% and college B 85.71% were female; the combined data of 12.9% male clinical instructors from college A and college B. Majority of the clinical instructors were married in both colleges A 58.82% and college B 85.72%; there were many single clinical instructor from college A which was attributed to the high rate of turnover of nurses in that college; the average monthly salary of the clinical instructors from college A was P 13,588 and the average monthly salary of the clinical instructor from college B was P 27,286; the findings showed that the clinical instructors from college B were paid more than the clinical instructors from college A; the good pay received by clinical instructors from college B serves as motivation for them to stay longer in the college; all the clinical

instructors 100% from college B had the highest educational attainment of MSN/ MAN; the average board rate by clinical instructors from college A was 80.90 and the average board rate by clinical instructors from college B was 80.50; majority 76.47% of clinical instructors from college A had 1-5 years' experience and majority 71.43% of clinical instructors from college B also had 1-5 years' experience; and the average workload of clinical instructors from college A was 36 hours per week and the average workload of clinical instructors from college B was 38 hours per week.

Table 2 showed that the overall mean obtained was 4.49 which is interpreted as "almost always". The gathered data were statistically treated using t-test. This yielded computed t-values less than the critical t-value of 1.98 at 0.05 level of significance and 115 degrees of freedom in five out of seven statements. The t-test for the average mean was also less than the critical value of t. thus the hypothesis accepted. There were no significant difference between the

assessments of the clinical instructors and nursing students from college A regarding the clinical instructors' knowledge and facilitating skill. Table 3 shows that the data statistically using t-test resulted to computed t-values less than the critical t-value of 1.98 at 0.05 level of significance and 102 degrees of freedom in majority of statements and in overall mean. This leads to the acceptance of the hypothesis. There is no significant difference between the assessments of the two groups of responds from college B concerning the clinical instructor's knowledge and facilitating skills.

Table 4 resulted to a coefficient value of 0.50 and has a probability value of 0.038. This formed the basis for rejecting the hypothesis. The probability value of 0.038 was obtained when N= 9, and S= 18. This was more than 0.05, thus the hypothesis was accept. Table 5 resulted to a coefficient equal to 0.07 which means moderate substantial agreement. The probability value of 0.00063 was obtained when N= 9, and S= 24. This was less than 0.05, thus the hypothesis was rejected.

Table 1 Personal factors of clinical instructors

Variables	College A		College B		Total	
	F	%	F	%	F	%
Age (in years)						
20 – 29	5	29.41	1	7.14	6	19.35
30 – 39	7	41.18	5	35.71	12	38.71
40 – 49	4	23.53	7	50.00	11	35.48
50 and above	1	5.88	1	7.14	2	6.45
Average		35.09		40.21		37.40
Gender						
Male	2	11.76	2	14.28	4	12.90
Female	15	88.24	12	85.71	27	87.10
Civil status						
Single	6	35.30	1	7.14	7	22.58
Married	10	58.82	12	85.72	22	70.97
Widow/er	1	5.88	1	7.14	2	6.45
Monthly salary						
Below 10,000	2	11.76	0	-	2	6.45
10,001 – 14,999	11	64.71	0	-	11	35.48
15,000 – 19,999	4	23.53	0	-	4	12.90
20,000 – 24,999	0	-	2	14.29	2	6.45
25,000 and above	0	-	12	85.71	12	38.71
Average		13,588		27,286		19,774
Highest Educational attainment						
BSN Graduate	7	41.18	0	-	7	22.58
MAN/MSN units	10	58.82	14	100.00	24	77.42

Board rating	5	29.41	2	14.29	7	27.58
75 – 78	5	29.41	10	71.42	15	48.39
79 – 82	7	41.18	2	14.29	8	29.03
83 – 90		80.97		80.50		80.75
Average						
Experience (in years)						
1 – 5	13	76.47	10	71.43	23	74.19
6 – 10	4	23.53	3	21.43	7	22.58
11 – 15	0	-	1	7.14	1	3.23
Average		4.18		4.79		4.45
Workload (hours)						
20 – 25	1	5.88	0	-	1	3.23
26 – 30	2	11.76	1	7.14	3	9.68
31 – 35	1	5.88	0	-	1	3.23
36 – 40	11	64.71	11	78.57	22	70.97
41 and above	2	11.76	2	14.29	4	12.90
Average		36		38		31

Table 2 Comparative assessment of the clinical instructors and nursing students from college A regarding the clinical knowledge and clinical performance

Knowledge and facilitating skill	College A clinical instructors			College A students			t-test	Remark
	\bar{X}	SD	remark	\bar{X}	SD	remark		
1.Have mastery of subjects related to clinical experience	4.52	0.51	A	4.32	0.63	AA	1.44	-
2.Shows competence in the clinical field	4.59	0.51	A	4.26	0.61	AA	2.39	*
3.Demonstrates the self-confidence as a clinician	4.65	0.49	A	4.50	0.66	A	1.10	-
4.Theoretical knowledge learned by students in the classroom with clinical experience	4.18	0.73	AA	3.89	0.63	AA	1.54	-
5.Serves as a role model	4.59	0.51	A	4.20	0.76	AA	2.69	*
6.Students intermediate competencies developed in the clinical experience	4.41	0.71	AA	4.23	0.69	AA	0.97	-
7.Relates clinical experience With clinical objectives	4.47	0.62	AA	4.17	0.71	AA	1.81	-
Average	4.49	0.58	AA	4.22	0.67	AA	1.73	-

$$LS= 0.05 \quad DF =115 \quad CV_t=1.98$$

LS= level of significant, DF= degree of freedom,* significant, - not significant.

Table 3 Comparative assessment of the clinical instructors and nursing students from college A regarding the clinical knowledge and clinical performance

Knowledge and facilitating skill	College A clinical instructors			College A students			t-test	Remark
	\bar{X}	SD	remark	\bar{X}	SD	remark		
1.Have mastery of subjects related to clinical experience	4.79	0.43	A	4.46	0.69	AA	2.43	*
2.Shows competence in the clinical field	4.57	0.65	A	4.43	0.65	AA	0.75	-
3.Demonstrates the self-confidence as a clinician	4.50	0.65	A	4.38	0.63	AA	0.65	-
4.Theoretical knowledge learned by students in the classroom with clinical experience	4.57	0.76	A	4.39	0.68	AA	0.84	-
5.Serves as a role model	4.71	0.47	A	4.38	0.61	AA	2.34	*
6.Students intermediate competencies developed in the clinical experience	4.50	0.76	A	4.43	0.64	AA	0.33	-
7.Relates clinical experience With clinical objectives	4.64	0.62	A	4.34	0.69	AA	1.64	-
Average	4.61	0.62	A	4.40	0.66	AA	1.17	-

LS= 0.05 DF =115 CV_t=1.98

LS= level of significant, DF= degree of freedom,* significant, - not significant.

Table 4 Degree of agreement between the suggestion of clinical instructors and nursing students from college A to improve related learning experience (RLE).

Suggestion to improve RLE	college A clinical instructors		college A students	
	F	Rank	F	Rank
1.Improvement of skills laboratory such as medical facilities, instruments, etc.	17	1	85	1
2.Provide continuing education for clinical instructions.	15	2	73	3
3.Motivate clinical instructors to attend seminars to update teaching - learning techniques.	7	7	51	6
4.Schools must provide modern technologies such as computers, power points, projectors , etc.	9	6	67	4
5.Provision of benefits and incentives to retain qualified clinical instructors.	5	8	40	9
6.Formulation of standardized evaluation system for all clinical instructors.	14	3	81	2
7.Adherence to the maximum number of student per clinical instructors.	10	5	45	8
8.Interpersonal relationship between & among the hospital staff, students & clinical instructors.	4	9	59	5
9.Provision of conference room	11	4	48	7

LS= 0.05, N= 9, r = 0.50, S= 18, P= 0.038, Accept

Table 5 Degree of agreement between the suggestion of clinical instructors and nursing students from college B to improve related learning experience (RLE).

Suggestion to improve RLE	college B clinical instructors		college B students	
	F	Rank	F	Rank
1.Improvement of skills laboratory such as medical facilities, instruments, etc.	14	1	81	1
2.Provide continuing education for clinical instructions.	13	2	73	2
3.Motivate clinical instructors to attend seminars to update teaching - learning techniques.	6	7	45	6
4.Schools must provide modern technologies such as computers, power points, projectors , etc.	7	6	55	4
5.Provision of benefits and incentives to retain qualified clinical instructors.	3	9	81	9
6.Formulation of standardized evaluation system for all clinical instructors.	10	4	64	3
7.Adherence to the maximum number of student per clinical instructors.	11	3	36	8
8.Interpersonal relationship between & among the hospital staff, students & clinical instructors.	4	8	39	7
9.Provision of conference room	8	5	48	5

LS= 0.05, N= 9, r = 0.67, S= 24, P= 0.063, Reject

CONCLUSION

Findings of the study showed that, there was no significant relationship between age, gender and civil status of the clinical instructors and their performance relative to knowledge and facilitating skills. The most common suggestions of the clinical instructors and nursing students from the two college of nursing to improve RLE should be taken seriously by the college administration. These are the improvement of skills laboratory, upgrading professionally of clinical

instructors through seminars, workshops etc, and the development of standardized evaluation system for RLE. There is no significant difference between the assessments of the two groups of respondents from college B concerning the clinical instructor’s knowledge and facilitating skills. The clinical instructor is a very important factor in the educative process of the nursing profession. Thus the quality of teaching performance he/she renders determines the progress of civilization.

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