

Nursing Students' Perceptions toward Clinical Instructor Behaviors and its Effect on the Students Self Confidence

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Abstract: Nursing students' perception and experiences is the method of measuring effective clinical instructors' characteristics in nursing education. Evidence suggests that student could be a reliable and valid effective teaching indicator. The aim of this study was to assess nursing students' perceptions toward clinical instructors' behaviors and its effect on students self confidence. Sample: stratified random sample composed of 456 nursing students out of 604 were included in this study. Method: This study was descriptive cross sectional study. Tools: one tool was used in this study namely clinical instructor behavior revised survey and student's self confidence it classified into two parts, Part one: used was to assess demographic characteristics of the studied sample; Part two was used to assess perception of nursing students regarding clinical instructor behavior and its effect on self confidence. Conclusion: It is concluded that factor analysis of these behaviors revealed six dimensions of clinical teaching that characterized the instructor as: encourager, evaluator, discourager, enabler, benevolent presence, and resource. All behaviors contributing to the dimensions of clinical instructor were rated by students as helpful in their development of self-confidence with the exception of instructor as discourager. Recommendations: The study was recommended that Workshops should be implemented to discuss the importance of self confidence of the nursing student and the instructor behaviors that facilitate it and further studies should be done to determine the clinical instructor's perception of behaviors that affect nursing student self-confidence.

Keywords: Nursing Students, Perception, Self-confidence.

1. INTRODUCTION

The Nurses Act defines a nursing student as any person enrolled in an approved nursing education program while student nurses are enrolled in a program of nursing and are under the support of the university faculty, may accomplish the tasks, responsibilities and functions essential as part of a course of study, subject to such conditions, limitations and restrictions laid down by the educational institution (*Weber & Janet, 2014*).

When nursing students are in clinical settings and under the umbrella of the university, registered nurses (RNs) continue to be responsible for clients care; however, some client care components will be shared, nursing students are usually supervised by a clinical instructor who is accountable for assigning nursing tasks and for providing the nursing students with support and supervision, however, the RN must be available for both students and clinical instructor, for assistance or consultation with assigned activities (*Fredericton, et al, 2011*).

The nursing curriculum prepares the student to carry out clinical skills competently and confidently in the clinical settings. Most of the time theory with lecture demonstration enables the students to acquire the skills and to work confidently when giving care to the patients have pointed out that competence and self confidence are the most important factors in allowing students to make appropriate decision in patient care (*Hagbaghery, et al. 2010*).

Occasionally, nursing students receive instructions that differ from what was taught in the classroom leading to confusion and creating students who are rather anxious which in turn can affect their performance in the clinical setting (*Atherton & Bailey, 2014*). Nursing Students who perceive their instructors as caring also perceive themselves to be caring and report increased self-confidence (*Nelson, 2011*).

Nurse educators (clinical instructors) are registered nurses (RNs) with advanced nursing qualifications, that allow them to teach nursing curriculum at colleges and universities, teaching and helping to train the world's future nurses, they serve as faculty members in both nursing schools and teaching hospitals, transferring their valuable knowledge, experience, and skills to their students who will actually serve as the next generation of nurses (*Khan, et al, 2015*).

In addition to working in the classroom and teaching many clinical instructors also work in clinical settings, the best clinical instructor will excellently demonstrate qualities of leadership, have excellent communication skills, and have comprehensive knowledge in their field, it is the responsibility of clinical instructors to designing, evaluating, updating, and implementing current nursing curricula, these educational professionals act as both advisers and role models for the students, helping them in their journeys become successful registered nurses (*Lovric, et al, 2015*).

Clinical instructors have the opportunity to greatly influence self-confidence the students' to be learning who eventually graduate and shape nursing practice (*Okoronkwo et al, 2013*). On the other hand, the clinical instructor's behavior plays a significant role in the development of professional nursing that are knowledgeable, confident and skillful within health care system, deliver safe quality nursing services to all categories as patients, families and communities to attain, maintain and recover optimal health (*Ali, 2012*).

Clinical instructors' behavior characteristics play a crucial role since clinical instructor not only enables students to integrate the knowledge, skills, attitude, self-regulation and their self-confidence associated with caring for patients, but also gives learners the opportunity to internalize the role of the nurse as caregivers (*Tanner, 2010*). To achieve high quality in clinical nursing education, variables as the relationship of clinical teaching behaviors to student learning must be identified. Also, nursing students' perception of effective clinical instructor behavior is an important indicator to modify and facilitate effective clinical instruction (*Kube, 2010*).

Self-confidence is the belief in oneself and abilities, it describes an internal state made up of what one thinks and feels about oneself, this state is unstable according to the conditions currently in and responses to events going on around us, not unusual to feel quite confident in some circumstances and less confident in others it is also influenced by past events and how remember them; recalling a former success has a very different outcome in terms of level of confidence than thinking about an opportunity when it fails (*Booth & Gerard, 2011*).

Confidence as an important aspect of rendering nursing care and that nursing education should foster the development of trust among nursing students; the confidence level should be facilitated by the nursing education process in order to produce competent and confident students (*Welford, 2013*).

Clinical instructor interaction with nursing students in the clinical environment makes them to perceive this environment as stimulating and motivating, being cared for strengthens their ability to cope with stress sources, student nurses who feel cared for and valued are empowered to have confidence in their clinical practice (*Tanner, 2010*).

Nursing Students experience high levels of stress, due to rigorous academic and emotional demands when they start taking responsibility for patient care, that stress decreases ability of student nurses to think critically and impacts on their experiences while engaging in a nursing program, it can also have an impact on their lives and journeys as registered nurses (*Roe, 2009*).

Stress is challenge when nursing students have relationship with their clinical instructors, when clinical instructors model effective communication, when they inform the registered nurses about levels of student nurse skills, when they set faithful goals for clinical experiences, student nurses are then less anxious more satisfied with their self-confidence (*Reeve, et al., 2013*). Poor relationships between nursing students and clinical instructors are a source of stress and could result in them losing interest in learning and diminishing self-confidence, the students creating and establishing a clinical instructor-initiated caring transaction, linked to taught self-care interventions, have the potential to reduce their anxiety while enhancing learning outcomes, critical thinking and developing self-confidence (*Tiwaken et al., 2015*).

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Perception is the organization, identification and interpretation of sensory information in order to represent and understand the information presented or the environment, perception can be divided into two processes first, processing sensory input ,which transforms these low – level information to higher level information (e.g., extracts shapes for object recognition): second process is the sensory input ,which is connected with person's concepts and expectations (or knowledge) of the person, restorative and selective mechanisms (such as attention) that influences perception ((*Reeve et al., 2013*))

Significance of the study

Clinical practice remains a significant component and critical part of nursing education which considered as the “heart” of professional practice and bridging the theory-practice divided, the quality clinical practice delivered through clinical instructor is dynamic to the success of clinical education and has enhanced learning, promoted the student's self confidence and has direct impact on the quality of nursing to ensure students achieve positive outcomes in the clinical settings as well as in future practice, therefore, the clinical instructors as a cornerstone of nursing education plays an essential role in preparing nursing graduates for their role as competent, capable, caring nurses and play such important role in the development of the student's self-confidence, students' perceptions of teachers' behaviors had a significant influence on the self-confidence of students from both high- and low-ability groups. So the aims of this study assessing the nursing students' perceptions of clinical instructor behaviors that affect the development of self –confidence (*Kelly, 2014*).

Aim of study:

This study aimed at assessing the perception of nursing students toward clinical instructor behavior and its effect on students' self -confidence.

Research Questions:

- 1- What are the perceptions of nursing students toward clinical instructor behaviors in promoting the development of self-confidence?
- 2- What are the perceptions of nursing students toward clinical instructor behaviors in hindering the development of self-confidence?
- 3-Is nursing students self -confidence affected by clinical instructors behaviors?

Research design:

Descriptive cross sectional design was used in this study.

Setting:

The study was carried out at Faculty of Nursing Ain Shams University.

Sample:

Stratified random sample included 456 nursing students out of 604 were chosen randomly enrolled in academic year 2015/2016 (second, third and fourth year).

Sample size:

Study subjects included representative sample (456 nursing student).Distributed as following:

Total	Sample size
2 nd year 245	148
3 rd year 340	181
4 th year 190	127

$S = \frac{X^2 NP(1-P)}{d^2(N-1) + X^2 P(1-P)}$. S = required sample size. 2X= the table value of chi-square for 1 degree of freedom at the desired confidence level (3.841). N = the population size. P = the population proportion (assumed to be .50 since this would provide the maximum sample size. D = the degree of accuracy expressed as a proportion (.05). (*Krejcie and. Morgan, 1970*)

Sample technique

Stratified random sampling was used in this study.

Tools of data collection:

The data of this study collected by using clinical instructor behavior revised survey and student's self-confidence as a nurse it was developed (**Veltkamp, 1997**). It was modified by the researcher. It aimed to assess perception of nursing students toward clinical instructor behavior and its effect on students' self-confidence, this tool was consisted of two parts, as the following

Part I: it was included socio – demographic data about the study subject such as age, gender, academic year Etc.

Part II: clinical instructor behavior revised survey and student's self confidence as a nurse adapted from (**Veltkamp, 1997**) bases on (*Flagler, Loper-Powers, and Spitzer, 1988*) and modified by the researcher

It was included 21 item classified into six domains as following Enabler (3items), Encourager (5items), Resource (2items), Evaluator (5items), Benevolent Presence (2items), and Discourager (4items)

Scoring system

This was a Likert-scale questionnaire which contained a list of twenty-one specific clinical instructor behavior. Students were asked to respond as to the degree these helped in their development of self-confidence ("very much" or "some") or hindered in their development of self-confidence ("very much" or "some"). There was also a response labeled "does not apply" if the student felt the behavior had no effect on their self-confidence. This scale contained two open-ended questions intended to elicit any additional behaviors that students felt were influential in their development of self-confidence.

Content validity test:

The validity of the content was reviewed and determined by a panel of five expert

Professors in the Community Health Nursing, Community Health Nursing Department and professors in Nursing Administration, Nursing Administration department, Ain Shams University after testing tools modifications were done to develop final form of study tools.

Pilot study:

A pilot study was carried out on 10% (45) of nursing students to test the applicability of the study and to test clarity of the designed questionnaire, as well as to estimate the time needed for the tool, nursing students of the pilot study were excluded from the study's sample.

Procedure/field work:

The actual fieldwork for the process of the data collection has consumed one month on beginning of January 2018 and was completed by the end Jan 2018 The questionnaire was administered in the class room after permission from professors to use class time for data collection. Researchers were not present when tool were being filled to protect subject anonymity. Participants were also asked to omit their names when filling out the tool.

Ethical considerations:

Before initiating the study the research approval was obtained from the faculty of nursing research ethics committee. The researcher clarified the purpose and aim of the study to head of departments and nursing students included in the study. Nursing students obtained oral consent to ensure willingness to engage in the study. The researchers maintained anonymity and confidentiality of the data of the subjects'.

Nursing students were informed that they are can withdraw from the study at any time without penalty. The students were also informed that the participation was voluntary and would have no effect on their academic standing if they choose to participate or not. Furthermore, all identifications were kept confidential. All students had the option to contact the researchers of the study for questions or obtain the results of the data collected.

2. RESULTS

Table (1): Distribution of demographic characteristics of the nursing students (N=456)

Characteristics	Second year(n=148)	Third year (n=181)	Fourth year(n=127)
Age group	18-19	19-20	20-21
Mean± SD (19.74 ±1.82)			
Gender			
Female	89 (60%)	106 (58.5%)	74 (58%)
Male	59 (40%)	75 (41.5%)	53 (42%)
Marital status			
Single	148 (100%)	181 (100%)	113 (89%)
Married	-	-	14 (11%)
how many different instructors as supervisors in the clinical area	3 (100)	3 (100)	3 (100)

Table (1): Shows that 60%, of students were female in the second year class, 58,5% in the third year and 58,5% in the fourth year class, the ages of participants ranged from 18 to 21 with one participant of age 24 , Mean± SD (19.74 ±1.82) and all students in second and third year 100% and 89% were single in fourth year .

Table (2A) Cont: Nursing students' perception of a clinical instructor behaviors that promote or hinder in their self-confidence as a nurse by percent of response :(n=456)

Clinical instructor Behaviors dimensions	Second year (n=148)		Third year (n=181)		Fourth year (n=127)	
	Help	Hinder	Help	Hinder	Help	Hinder
Enabler						
Gives positive feedback	84	26	79	21	88	22
Provides opportunities for students' independent actions	88	22	68	32	90	10
Instructor is readily available to students on the clinical unit	52	48	51	49	56	44
Encourager						
Encourages students to ask questions	81	19	88	22	77	33
Accepting of student's questions	94	6	95	5	89	11
Shows confidence and trust in students	93	7	91	9	92	8
Encourages discussion of patient care	59	41	57	43	52	48
Creates a climate in which less than perfect behavior at new skills& application of know ledge is acceptable.	60	40	51	49	56	44
Resource						
Assists students in answering their own questions	57	43	51	49	50	50
Makes a distinction between teaching time and evaluation time	59	41	57	43	52	48

Table 2: Indicates that regarding enabler domain that gives positive feedback and provides opportunities for students' independent actions were helpful 84 % , 88% in second year , 89%,68% in third year and 88%,90% in fourth year regarding encourager domain encourages students to ask questions, accepting of student's questions and shows confidence and trust in students were helpful 81%,88% and 77% in second year ,94%,99% and 89% in third year and 93%, 91% and 92% in fourth year

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Table 2 B: Nursing students' perception of behaviors of a clinical instructor that promote or hinder in their self-confidence as a nurse by percent of response (n=456)

Clinical instructor Behaviors dimensions	Second year (n=148)		Third year (n=181)		Fourth year (n=127)	
	Help	Hinder	Help	Hinder	Help	Hinder
Evaluator						
Asks questions re: patients and patient care at random times	53	47	50	50	58	42
Unannounced, the instructor observes student providing patient care	59	41	57	43	52	48
Holds students responsible for when to seek help	52	48	51	49	56	44
Expects report of patient care at specified time each day	49	51	61	49	59	41
While observing students providing care, instructor is present for evaluation	59	41	57	43	55	45
Benevolent Presence						
Instructor clarifies purpose of his/her presence in observing student giving care.	54	46	51	49	57	43
While observing student giving care, instructor is present for support	59	41	57	43	52	48
Discourager						
Gives mostly negative feedback	1	99	5	95	9	91
Appears distressed about students' lack of knowledge or performance	21	89	28	82	19	81
Gives no feedback	30	70	15	85	29	71
Criticizes students in the presence of others	2	98	4	96	9	91

Table 2: Indicates that regarding gives mostly negative feedback, appears distressed about students' lack of knowledge or performance, gives no feedback and criticizes students in the presence of others were helpful in second ,third and fourth year

Table 3: Additional behaviors identified by nursing students that promoted their development of self-confidence (n=456)

Instructor Behaviors	Mean ±SD
Gives positive feedback nonverbal and verbal.	4.01±0.83
Shows confidence and trust in students	4.15±0.91
Provides support and encouragement	4.36±0.94
Personal characteristics of instructor	3.61±0.93
Reviews unfamiliar procedure	4.47±1.48
Provides specific and realistic expectations	4.59±0.88
Asks questions to elicit knowledge	4.53±0.91
Encourages and accepts questions	4.52±1.01
Sharing a student's successes in front of the group	4.36±0.98
Encouraged independence and allowed them to perform procedures unsupervised and make decisions independently.	4.02±0.88

Table3: Indicates additional behaviors identified by students that promoted their development of self-confidence. The highest mean was provides specific and realistic expectations (4.59±0.88), Asks questions to elicit knowledge (4.53±0.91) Encourages and accepts questions (4.52±1.01). Meanwhile the lowest mean was personal characteristics of instructor (3.61±0.93)

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Table 4: Additional behaviors identified by nursing students that hindered their development of self-confidence (n=456)

Instructor Behaviors	Means ±SD
Gives no feedback or negative feedback only	3.65±1.09
Uses intimidation or unfair treatment, is insensitive	3.72±1.00
Is not specific or realistic about requirements and Expectations	3.81±1.07
Personal characteristics of the instructor	2.21±1.34
Criticizes in front of others or behind student's back	3.25±1.23
Watches too closely or doesn't allow independence	3.85±1.04
Takes over the care of the patient	3.93±0.89
Instructor is un available to the student on the clinical unit	3.92±0.97
Appears distressed about the student's performance	3.72±0.84
lack of knowledge	3.23±0.99

Table 4: Indicates a additional behaviors identified by students that hindered their development of self-confidence .The highest mean was takes over the care of the patient 3.93±0.89, Instructor is un available to the student on the clinical unit3.92±0.97 and watches too closely or doesn't allow independence 3.85±1.04

Meanwhile the lowest mean was personal characteristics of the instructor2.21±1.34 and lack of knowledge3.23±0.99

Table 5: Comparison of overall nursing students' mean perception regarding clinical instructor behaviors (n=456)

Clinical instructor Behaviors total dimensions	Nursing students' mean perception			Paired t-test	p-value
	Second year (n=148)	Third year (n=181)	Fourth year (n=127)		
	Mean±SD	Mean±SD	Mean±SD		
Enabler	32.92±4.74	33.42±4.08	79.4±12.5	3.340	<0.001*
Encourager	73.62±8.88	75.14±4.76	78.1±14.1	3.067	0.002*
Resource	30.65±4.26	32.60±3.21	77.9±13.2	1.34	0.160
Evaluator	45.73±5.96	47.05±4.02	75.4±16.4	3.19	0.083
Benevolent Presence	55.4±21.5	78.1±11.6	62.5±17.2	2.58	0.073
Discourager	54.4±25.2	76.3±13.8	65.6±22.4	2.37	0.004*
Total	68.1±8.9	72.5±11.0	72.8±8.4	7.667	<0.001*

(*) Statistically significant at p <0.05

Table 5: Shows that mean perception of nursing student among fourth year student is 79.4±12.5 for enabler while perception of nursing student among them was 78.1±14.1 for encourager. There were statistically significant differences among nursing students second, third and fourth academic year regarding total dimension except for resource, evaluator and benevolent presence.

Table 6: Correlation between socio-demographic and characteristics of nursing students nurses and clinical instructor behaviors total dimension score (n=456).

Socio-demographic characteristics	Nursing students (n=456)	
	Clinical Instructor Behaviors Total Dimensions Score	
	R	P value
Age group	.395	< 0.01**
Gender	.017	>0.05
Marital status	.171	<0.05*
how many different instructors as supervisors in the clinical area	-.063-	>0.05

High Significant at P < 0.01(**)

Statistically significant at p<0.05 (*)

Table (6): Indicates that there were high significant correlations between age group and clinical instructor behaviors total dimensions score and there was significant correlation between marital status and clinical instructor behaviors total dimensions score.

3. DISCUSSION

Clinical experiences are a key component of pre licensure nursing education, identified three key roles of clinical instructors who play a significant part in facilitating students’ clinical experiences: role model, clinical supervisor, and instructional leader/scholar, furthermore, the categories and characteristics of effective clinical instructors: professional/nursing competence, relationships with students, and personality traits or attributes (*Girija, 2012*).

The clinical instructor play an important role in the production and training of competent student nurses, students also observed the behavior of their teachers and also adopt that behaviors in their future life’s, it is evident from many of studies that there was positive relation of behaviors of clinical instructor which they frequently used and learning process of student in the clinical site. “Clinical nursing teacher’s behaviors impact on learning of student. If clinical teaching behavior is good with students in the workplace then learning outcome will be positive (*Ludin, & Fathullah, 2016*)

Regarding demographic characteristics of the nursing students (**table 1**) showed that majority of students were female two third, in the second year class, more than half in the third and fourth year the ages of participants ranged from 18 to 21, with one participant of age 24, this result in the same line with the (*Prabha , et al., 2016*) who studied perceptions of nursing students on clinical teaching behaviors of teaching faculty in India and stated that all study sample were female and their aged ranged from 18-22 years from first to fourth years.

This result was in opposite of (*Headare, & Norouzadeh, 2015*)who exploring that nursing students prospective on clinical education in Tahrán, who stated that all the participants between the ages of 21 and 28 majority of students were male. From the opinion of the researcher, this result may be related to differentiation of educational system from country to another and the age for education submission to faculty of nursing.

According to nursing students' perception by a clinical behaviors that promote or hinder in their self-confidence as a nurse (**table 2A**) indicates regarding enabler domain that gives positive feedback and provides opportunities for students' independent actions were helpful majority in second year students, majority and more than two third in third year students and majority of fourth year students regarding encourager domain encourages students to ask questions, accepting of student's questions and shows confidence and trust in students were helpful .Majority and more than three quarter in second year students most in third year students and majority in fourth year students .This result in accordance with (*Lundberg,2008*) who studied the promoting self-confidence in clinical nursing students in United States and illustrated that mostly of the clinical instructors provides frequent feedback on students’ performance, encourages active participation in discussion and answers carefully and precisely questions raised by students in clinical place.

This result in contrast with (*Maxwell, et al, 2015*) who has explored that lack of feedback is considered a mental strain for nursing students and the nurses experience high levels of stress, due to difficult academic and emotional strains when they begin to take obligation. From researcher view this result may relate to importance of feedback, it can actually motivate the nurse's students to perform better. And they like to feel respect and appreciate being asked to provide feedback that can help formulate educational decisions.

Regarding gives mostly negative feedback (**Table 2B**) the study shows that appears distressed about students' lack of knowledge or performance, gives no feedback and criticizes students in the presence of others were helpful in second, third and fourth year, this result in agree with (*Girija.,2013*) who investigated the perception of undergraduate nursing students as an effective clinical instructor in Oman and revealed that professional competence was rated by the respondents, regardless of sex, as the most significant characteristic that a clinical instructor should have;

Also this result contrasted with (*Moscaritolo, 2009*) who investigate interventional strategies to reduce nursing student anxiety in the clinical learning environment in Ogden and indicated that beginning level nursing students in clinical area experience fears of making an error with the potential harm to the patient, being evaluated by faculty, which leads to impairment in their competency to focus and achieve previously learned skills.

From the view of the investigators this result may be related to whenever clinical instructor positively supports nurse's students, whenever the less practical mistakes are made by students and less anxiety, regardless of their sex.

Regarding additional behaviors identified by students that promoted their development of self-confidence (**Table3**) the lowest mean was personal characteristics of instructor while the highest mean was provides specific and realistic expectations.

This result may be related to the perceptions and expectations of the students about their instructors are that they are professionals, dedicated; helpful, hard-working and expert about the subjects they teach, which improvement in addition to develop of self-confidence of students.

This result agree with (*Ali and Phelps, 2009*) who studied effective characteristics of clinical instructors in Indiana and exposed that nursing students have common and unique perceptions on the importance of a clinical instructor representative effective characteristics and personality characteristics ranked lowest less than three quarter while knowledge and experience topped the list of the most effective characteristics of a clinical instructor from point of view of students.

This result disagrees with (*Girija, 2013*) who stated that professional competence was regarded as very important in nursing student's education. And this result also disagree with (*David, et al., 2015*) who investigated effective clinical instructor characteristics as perceived by student nurses in Philippines and indicated that relationship with students is the least important overall.

According to a additional behaviors identified by students that hindered their development of self-confidence (**table 4**) .The present study showed that the lowest mean was personal characteristics of the instructor and the highest mean was takes over the care of the patient and watches too closely or doesn't allow independence.

This result may be related to problems in the relationship such as lack of support and assistance from instructors can affect the academic performance of the student; this may cause emotional problems, absence of concentration in class and lack of confidence in the whole thing that the student does.

This result agree with (*Nelson,2011*) who investigated the perceptions of nursing students' of the clinical instructor effective characteristics and caring behaviors in South Africa and revealed that the poor relationships between clinical instructors and their student nurses are a cause of stress and may lose interest in learning and have an effect on self-confidence of nursing student.

This result was in contrast of (*Amadhila, et al., 2016*) who studied the factors that hinder the academic performance of the nursing students who registered as first years in Namibia and concluded that the academic performance and students self confident is influenced by insufficient resources, lack of university accommodation, curriculum related factors

According to mean perception of nursing student among fourth year student is 79.4 ± 12.5 for enabler while perception of nursing student among fourth is 78.1 ± 14.1 for encourager. There are statistically significant differences among nursing students second, third and fourth academic year regarding total dimensions. This result in the same line with (*David, et al., ,2015*) who founded that there is a significant difference among the perception of nursing student regarding the effective clinical instructor characteristics when grouped according to year level in contrast with (*Girija, 2013*)who found no statistical difference.

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This result may be related, when the student become mature in academic year, they became more attached with their instructors and experience more self-confident.

Regarding the correlation between socio-demographic and characteristics among staff nurses (**Table 6**) the current study indicated that there are high significant correlations between age group and clinical instructor behaviors total dimensions score and there is significant correlation between marital status and clinical instructor behaviors total dimensions score. This result was in the same line to (**Lundberg, 2008**) who stated that there was a significant correlation between age and clinical instructor behaviors.

This result from the investigator opinion may be related to when the clinical instructor more older and has more years of his experience become more dealing positively with his students and has greater the ability to absorb and motivated them and the student more accepted their clinical teaching .

This result opposite to **Meyer & Nel , 2016** who investigate the basic student nurse perceptions about clinical instructor caring who revealed that there were no significant correlation between the ages of the respondents and their perceptions of clinical instructor.

4. CONCLUSION

Based on the study's finding and research questions, it was concluded that, it is concluded that factor analysis of these behaviors revealed six dimensions of clinical teaching that characterized the instructor as: encourager, evaluator, discourager, enabler, benevolent presence, and resource. All behaviors contributing to the dimensions of clinical instructors were rated by students as helpful in their development of self-confidence with the exception of instructor as discourager. The highest mean was provides specific and realistic expectations , asks questions to elicit knowledge and encourages and accepts questions was additional behaviors identified by nursing students that promoted their development of self-confidence while the highest mean was takes over the care of the patient, instructor is un available to the student on the clinical unit and watches too closely or doesn't allow independence was the additional behaviors identified by nursing students that hindered their development of self-confidence.

5. RECOMMENDATION

The study was recommended that

- Workshops should be implemented to discuss the importance of self confidence of the nursing student and the instructor behaviors that facilitate it .
- Further studies should be done to determine the clinical instructor's perception of behaviors that affect nursing student self-confidence.
- Extensive orientation and reorientation of principles and evidence based practice of clinical teaching behaviors be practiced.
- Replicate of this study at additional sites would also confirm and increase generalization of the result.

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