

Caring Behaviors of Clinical Instructors and Clinical Practical Setting as Perceived by Nursing Students and its relation to their Self Confidence

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Abstract

Background: Caring clinical instructors' interaction with their nursing students in the clinical practical setting causes them to perceive this clinical setting as stimulating, and a challenge. Student nurses who feel cared for and valued are empowered to have self-confidence in their clinical practical setting. **Aim of this study:** Was to assess caring behaviors of clinical instructors and clinical practical setting as perceived by nursing students and its relation to their self-confidence. **Design:** Cross sectional design was utilized to conduct this study. **Setting:** The study was conducted at the Faculty of Nursing Benha University. **Sampling:** Simple random sample of nursing students (322) in the second, third and fourth academic year. **Tools of data collection:** Included three main tools; **I:** Caring behaviors questionnaire. **II:** Clinical practical setting questionnaire and **III:** Students self-confidence scale. **Results:** 87.9% of nursing students had high perception levels regarding total caring behaviors of clinical instructors. Also, 91.9% of nursing students had high perception level regarding total clinical practical setting, and 89.8% of them had high level of self-confidence. **Conclusion:** There were highly statistically significant positive correlations between caring behaviors, clinical practical setting and self-confidence. **Recommendations:** Establish an orientation program for preparation of newly appointed clinical instructors about how to assess students' needs and evaluate students' self-confidence continuously.

Key words: Caring behaviors, Clinical instructors, Clinical practical setting, Nursing students, Perception, Self- confidence.

Introduction

Nursing is a practical profession and clinical training encompasses the greater part of the nursing student's curriculum. Nursing students need to learn clinical skills in addition to gaining knowledge during their training courses. Clinical instructor play a pivotal role in the student's learning process and their interaction alone can either ease or impede the student's learning and self-confidence in the clinical practical setting (Elbilgahy et al., 2020).

Caring behaviors is putting your heart in whatever you do, give attention, and share your abilities in enhancing a person

holistically without asking any in return. Caring behaviors of clinical instructors is one of the most important and influential factors in the process of clinical instruction. Even guiding caring behavior can make nursing students more confident and training of competent nurses in clinical setting (Allari et al., 2020).

Clinical practice is a crucial feature of nursing teaching. This is because it is the application of theoretical information into clinical training as well as being the foundation of nursing as a health profession. To achieve efficient clinical learning training, the clinical setting needs to be supportive,

including the climate of the clinical setting, and association shared between the clinical staff supervisors and mentors (**Günay and Kılınc, 2018**).

Nursing students are required to develop various skills throughout clinical practice such as independence, critical thinking, communication, time management, sense of responsibility and clinical judgment. In addition, to implement safe practice, the assurance of the optimal clinical area for learning is the job of clinical instructor. The teaching and learning process in the clinical setting is expedited through practice (**Zerwekh and Garneau, 2020**).

Confidence as an important aspect of rendering nursing care and that nursing education should foster the development of confidence among nursing students. Further investigation of the role of the clinical instructors in the clinical setting, regarding the promotion of self-confidence in their students is warranted. So the clinical instructors need to understand the concept of self-confidence in order to facilitate the success of nursing students and their learning of technical and nontechnical skills (**Bakeer and Nassar, 2018**).

Self-confidence is the belief and the feeling of confidence regarding oneself, and about self-respect, abilities and skills to organize and execute actions required to reach objectives while foreseeing the effort, perseverance and attitude to overcome obstacles and failures. Self-confidence encompasses the feelings of well-being that come as a result of the agreement made with oneself and with the surrounding people, while experiencing deep positive emotions that will enable nurses to act courageously and foster self-assessment. Self-confidence is fundamental for the nursing students, in order to feel assured while executing an action (**Espinosa-Rivera et al., 2019**).

Significance of the study:

Clinical instructors caring behaviors play a significant role in the learning process of the nursing students, especially in the clinical practical setting. Clinical training as the core of nursing education is a significant and essential component for development of professional nursing students. The roles of clinical instructors are to play an important role in the development of student's confidence and training of competent nurses. Competent clinical instructors who can assist students to integrate theory with practice and improve clinical decision-making skills and self-confidence (**Ismail et al., 2016; Munwar et al., 2019**). Therefore, the current study aims to assess caring behaviors of clinical instructors and clinical practical setting as perceived by nursing students and its relation to their self-confidence.

Aim of the study

This study aimed to assess caring behaviors of clinical instructors and clinical practical setting as perceived by nursing students and its relation to their self-confidence.

Research questions:

1. What is the nursing students' perception toward caring behaviors of clinical instructors?
2. What is the nursing students' perception toward clinical practical setting?
3. What is the level of self-confidence among nursing students?
4. What is the relation between caring behaviors of clinical instructors and clinical practical setting as perceived by nursing students and their self-confidence?

Subjects and Method

Research design:

Cross sectional research design was utilized to conduct this study.

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Settings:

The current study was conducted at the Faculty of Nursing Benha University, which was established in 1992 and accredited on 25/8/2014 by the National Authority for Quality Assurance and Accreditation of Education (NAQAEE) and the fourth accredited Nursing Faculty between nursing faculties in Egypt. It is composed of four floors and there are six scientific departments in the Faculty including; Medical and Surgical Nursing, Newborn Health Nursing, Pediatric Nursing, Psychiatric and Mental Health Nursing, Community Health Nursing and Nursing Administration Department.

Sample

Simple random sample was taken from (2nd, 3rd and 4th) of academic years nursing students. The total numbers of all academic years were (1656 students), while final subject was 322 student including both males and females students at the first term of academic year 2020-2021. The subject was calculated according this equation

$$n = \frac{N}{1+N(e)^2}$$

Where n is sample size = 332

(N) Is the total number of nursing students in the above mentioned study setting = 1656

(e) Is coefficient factor = 0.05% (**Emmell and Nickl, 2013**).

Tool of data collection:

The data for this study was collected by using three tools namely:

Tool I: Caring behaviors questionnaire:

It was developed by **Wade, (2006)** and was modified by the investigator after reviewing the related literature to assess caring behaviors of clinical instructors as perceived by nursing students. It consisted of two parts;

Part (1): Socio-demographic characteristics of the nursing students includes (age, gender,

marital status, previous qualification before faculty enrolment, place of residence, living in, financial income of family, educational level of father, educational level of mother, and number of brothers and sisters).

Part (2): It consisted of (32) items grouped under five main dimensions; which are the instill confidence through caring (11) items, supportive learning climate (11) items, appreciation of life meanings (3) items, control versus flexibility (4) items, and respectful sharing (3) items.

Scoring system:

Responses of nursing students were measured on a three points Likert Scale as follow, (3) Agree, (2) Neutral and (1) Disagree. The scores for each area of the items were summed up and the total divided by the number of the items, giving a mean score for the part. These scores were converted into a percent score. Range of scores for nursing students toward caring behaviors of clinical instructors were ranged from (32-96), the total perception score was considered high if the percent score was equal or more than 75% of total perception score ≥ 72 point, consider moderate if the percent score was ranged from 60 <75% of total perception score 58:<72 point, while it considered low if the percent score less than 60% of total perception score <58 point (**Beeckman et al., 2010**).

Tool II: Clinical practical setting questionnaire:

It was developed by (**Abd El Mageed, 2012**) and modified by the investigator after reviewing the related literature to assess the clinical practical setting as perceived by nursing students. It consisted of (45) items grouped under eight main dimensions as the following: Hospital and external units (8) items, faculty laboratory (2) items, equipment and supplies (4) items, manpower (7) items,

task Orientation (7) items, personalization (6) items, student Involvement (4) items and students satisfaction (7) items.

Scoring system:

Responses of nurse students were measured on a three points Likert Scale as follow, (3) Agree, (2) Neutral and (1) Disagree.

The scores for each area of the items were summed up and the total divided by the number of the items, giving a mean score for the part. These scores were converted into a percent score. Range of scores for nursing students toward clinical practical setting were ranged from (45-135), the total perception score was considered high if the percent score was equal or more than 75%, of total perception score ≥ 102 point, consider moderate if the percent score was ranged from 60 <75% of total perception score 81:<102 point, while it considered low if the percent score less than 60% of total perception score <81 point (Abd El Mageed, 2012).

Tool (III): Students self-confidence scale:

It was developed by (Hicks, 2006); Panduragan et al, (2011). and modified by the investigator after reviewing the related literature to assess the level of self-confidence among nursing students. It consisted of 21 questions.

Scoring system:

Responses of the applicants were measured on three point likert scale ranging as follow, (3) Agree, (2) Neutral, and (1) Disagree. It was determined based on Range of scores for nursing students self-confidence were ranged from (21-63), the participant who had a percent equal or more than 65% of total score of total perception score ≥ 41 point, this indicated that the nursing students had high level of self-confidence. Also, if scores less than 65% of total score <41 point, this indicated that the nursing students had low level of self-confidence (Panduragan et al., 2011).

Validity of the tools:

- The tools were tested by jury group consisted of nine experts from Nursing Administration (three assistant professors of nursing administration from Benha University, three assistant professors of nursing administration from Menoufiya University and two professor, one assistant professors of nursing administration from Tanta University).
- Some modifications were done in tools based on comments of jury experts such as modifying some words in some statements to give the right meaning for the phrase which did not understand clearly and adding or deleting some statements to tools to arrive at the final version of the tools.

Reliability of the tools:

Reliability of tools tested Cronbach's Alpha coefficient, it was (0.759) for caring behaviors questionnaire, (0.861) for clinical practical setting questionnaire and (0.817) for students self-confidence scale.

Ethical considerations:

Before conducting the study, the respondent rights was protected by ensuring voluntary participation, so the informed consent was obtained from each participant after explaining the aim of the study, its potential benefits, methods for filling data collection tools and expected outcomes. The respondent rights to withdraw from the study at any time were assured. Confidentiality of data obtained was protected by allocation code number to the questionnaire sheets. Subjects were informed that the content of the tools used for the study purpose only.

Pilot study:

A pilot study was conducted at October, 2020 to test the sequence of items feasibility, practicability and applicability of the tools, clarity of the language and to estimate the time needed for filling each tool. It was done on 10% of the total subjects that is means it

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was done on 32 nursing students from Benha University there was no change occurred of the pilot study so this sample was included in the study.

Field work:

- Collection of data took two months from the beginning of end of October, 2020 to the end of December, 2020, three days per week.
- The investigator collected data from nursing students for three days per week (Sunday, Monday and Thursday) from 9.0 a.m. to 4.00 p.m.
- The appropriate time of data collection was after clinical training of nursing students' and before starting lectures.
- The investigator met nursing students and explained the aim and the nature of the study and the method of filling questionnaire. Each student was interviewed after explaining the purpose of the study and getting agreement to participate in the study.
- The average time needed to fill questionnaire sheet ranged from (20:25) minutes. The average number of completed sheets daily ranged from 13-14 sheets, the filled forms was revised to check their completeness to avoid any missing data.

Statistical analysis

After completion of data collection, the data was organized, analyzed and tabulated .data entry and statistical analysis was done using Statistical Package for Social Sciences (SPSS ver. 25.0). Descriptive statistics were applied (e.g., frequency, percentage, mean and standard deviation). Test of significance, Chi-square test and Fisher Exact Test was used to detect the relation between variables. In addition, correlation coefficient (r) test was used to estimate the closeness association between variables. The P-value is the probability that an observed difference is due to chance and not a true difference. A significant level value was considered when

p-value <0. 05 and a highly significant level value was considered when p-value <0.001, while p-value >0.05 indicates non- significant results.

Results

Table (1): Indicates that, more than half (57.1%) of the nursing students their age from 20 < 22 years, two thirds (66.1%) of nursing students were female and the majority (89.1%) of them were singles, more than three quadrants (77.0%) of nursing students had secondary school before faculty enrolment, according to place of residence the majority (87.9%) of them were living in rural. Regarding to financial income, nearly two thirds (65.2%) of them was sufficient.

Table (2): Shows total mean scores of caring behaviors of clinical instructors dimensions were (77.21 ± 4.63), and the highest mean percentage (93.9%) related to respectful sharing with highest ranking (8.45 ± 0.91). While, the lower mean percentage (66.3%) related to control versus flexibility with the lowest ranking (7.96 ± 1.87).

Figure (1): Shows that, the majority (87.9%) of studied nursing students had high perception level regarding total caring behaviors of clinical instructor. While, (0.3%) of studied nursing students had low perception level regarding total caring behaviors of clinical instructors.

Table (3): Shows total mean scores of clinical practical setting dimensions were (148.15 ± 11.28), and the highest mean percentage (87.9%) related to students satisfaction with the highest ranking (18.45 ± 1.92). While, the lower mean percentage (82.2%) related to equipment and supplies with the lowest ranking (9.86 ± 2.03).

Figure (2): Shows that, the majority (91.3%) of studied nursing students had high perception level regarding total clinical practical setting. While, only (1.2%) of

studied nursing students had low perception level regarding total clinical practical setting.

Figure (3): Shows that, the majority (89.8%) of studied nursing students had high level of self-confidence and only (0.3%) of studied nursing students had low level of self-confidence.

Table (4): Shows that, there was a highly statistically significant correlation between caring behaviors of clinical instructors,

clinical practical setting and self-confidence. This means when nursing students perception levels caring behaviors of clinical instructors and clinical practical setting increased self-confidence increase.

Table (1): Distribution of the studied nursing students according to their socio demographic characteristics at study setting (n=322)

Demographic characteristics	No.	%
Age (years)		
20<22	184	57.1
22≤24	138	42.9
Mean ± SD	21.19 7± 1.26	
Gender		
Male	109	33.9
Female	213	66.1
Marital status		
Single	287	89.1
Married	35	10.9
Previous qualification before faculty enrolment		
Secondary School	248	77.0
Technical Institute	74	23.0
Place of residence		
Rural	283	87.9
Urban	39	12.1

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Table (2): Total mean score and percentage of nursing students' perception regarding caring behaviors of clinical instructors at study setting (n=322)

Dimensions	Score	Range	Mean ± SD	Mean %	Rank
Instill confidence through caring	33	18 - 33	27.19 ± 3.15	82.3	3
Supportive learning process climate	33	18 - 31	25.52 ± 1.94	77.3	4
Appreciation of life's meaning	9	3 - 9	8.09 ± 1.14	89.8	2
Control versus flexibility	12	4 - 12	7.96 ± 1.87	66.3	5
Respectful sharing	9	5 - 9	8.45 ± 0.91	93.9	1
Total	96	62 - 89	77.21 ± 4.63		

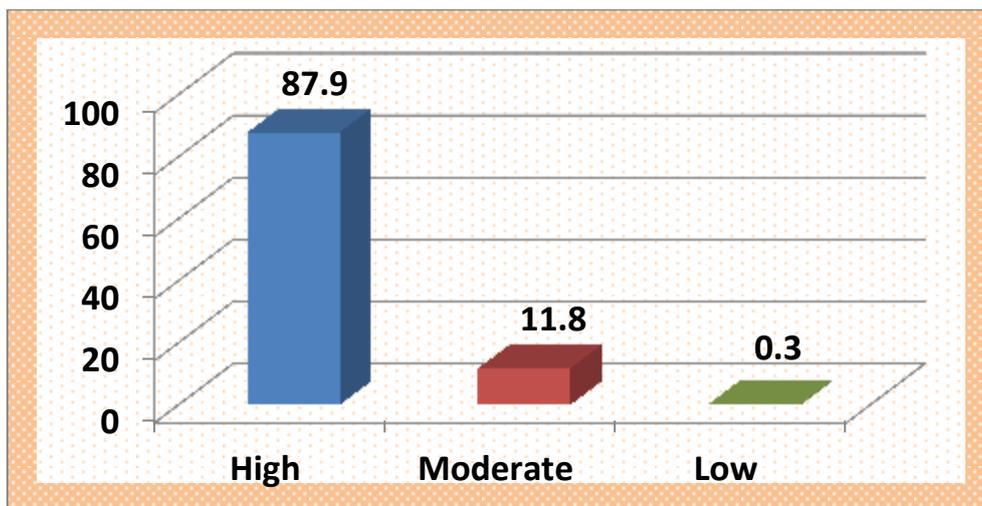


Figure (1): Total level of perception about caring behaviors of clinical instructors among nursing students at study setting (n=322)

Table (3): Total mean score and percentage of nursing students' perception regarding clinical practical setting at study setting

Dimensions	Score	Range	Mean ± SD	Mean %	Rank
Hospital and External Units	24	8 - 24	20.45 ± 2.62	85.2	4
Faculty laboratory	36	18 - 36	30.28 ± 4.07	84.1	6
Equipment and supplies	12	4 - 12	9.86 ± 2.03	82.2	8
Manpower	30	16 - 30	25.41 ± 2.66	84.7	5
Task Orientation is Fostered through:	21	9 - 20	17.99 ± 2.43	85.7	3
Personalization	18	10 - 16	15.68 ± 1.69	87.1	2
Students Involvement	12	6 - 12	10.02 ± 1.43	83.5	7
Students Satisfaction	21	9 - 20	18.45 ± 1.92	87.9	1
Total	174	99 -172	148.15 ± 11.28		

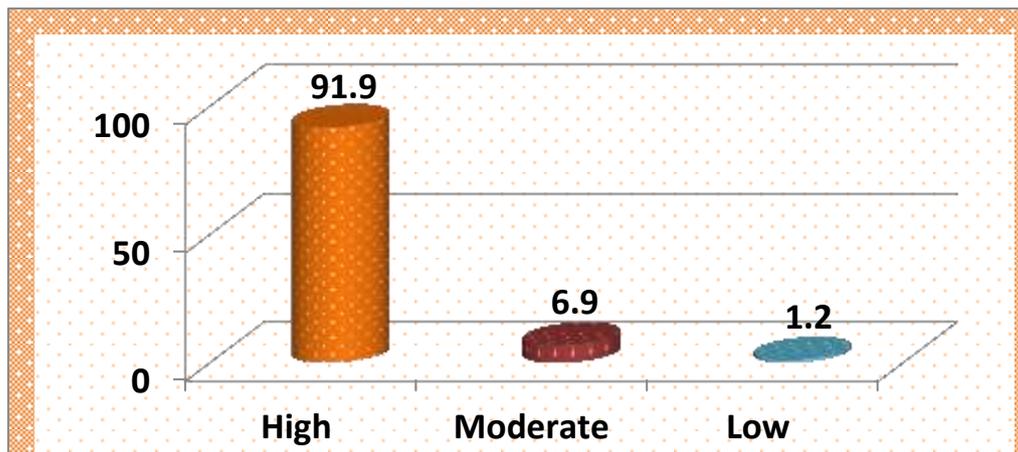


Figure (2): Total level of perception about clinical practical setting among nursing students at study setting (n=322)

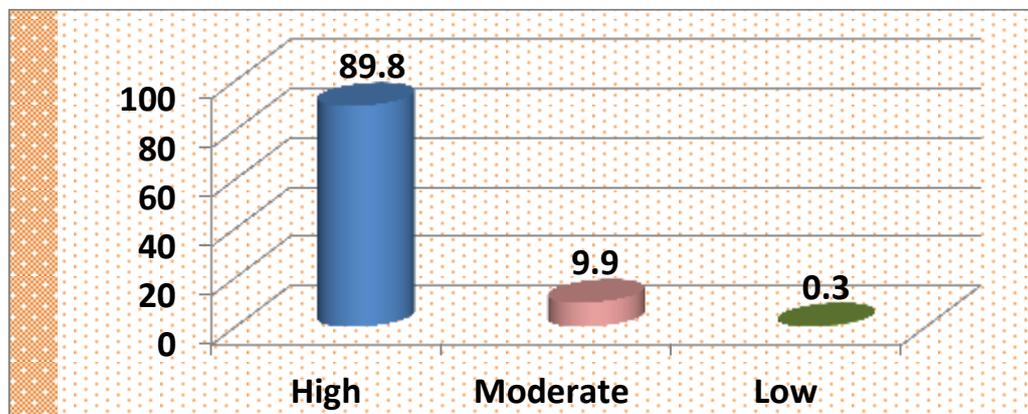


Figure (3): Total level of perception about self-confidence among studied nursing students at study setting (n=322)

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Table (4): Correlation between total caring behaviors of clinical instructors, clinical practical setting, and self-confidence among studied nursing students at study setting (n=322)

Variable	Total self-confidence score	
	r	P value
Total caring behaviors of clinical instructors score	0.537	0.000**
Total clinical practical setting score	0.694	0.000**

Discussion

Students can learn to be professional if they perceive a caring-based learning setting and when nursing students integrate caring into clinical practices. Caring relationships between clinical instructors and students contribute to the growth of students as caring professional nurses **Durgun et al., (2020)**. The clinical instructor is playing an important role in the development of nursing student's self-confidence and training of competent nurses in the clinical practical setting. Students also observe the caring behaviors of their clinical instructor and also adopt those behaviors in their future life **(Ludin and Fatehullah, 2017)**.

Caring behavior is a vital component for nursing students. Nursing students always looked at their clinical instructor as a role model in demonstrating professionalism in nursing, students become more competent, more open, and have high learning motivation. It is expected that clinical instructor needs to pay attention to caring behaviors towards their students. This can have a positive impact, improve the clinical learning process, make student and instructor relations better, and promote nursing students self-confidence **(Hunowu and Arofiati, 2019)**.

The present study aimed at assess caring behaviors of clinical instructors and clinical practical setting as perceived by nursing students and its relation to their self-confidence.

Regarding demographic characteristics of the nursing students, the present study result agreed with **Fath Allah, (2019)** study about "nurse students versus faculty staff assistants perception regarding to teaching behaviors in clinical setting", who found that, near two thirds of nurse students had age ranged between 20 and 22 years, majority of them had secondary school education, and more than two thirds were living with their families, approximately two thirds of nurse students were females. In the same line, the present study result agreed with **Parvan, Hosseini and Bagherian, (2018)** study about "the relationship between nursing instructors' clinical teaching behaviors and nursing students' learning", who found that, high percent of nurse interns were in the age 22 years, In addition, the majority of students were female and single.

Regarding the total dimensions of caring behaviors of clinical instructors. This is supported by **Zamanzadeh, Shohani and Palmeh, (2015)** study about "nursing students' perception of instructors' caring behaviors",

who demonstrate that, the highest level of nursing instructors caring behavior during teaching students belonged to the respectful sharing lowest in the dimension of control versus flexibility.

Regarding the total dimensions of clinical practical setting, the findings of present study indicated that nursing students' perception of clinical practical setting is highest in the dimensions of students satisfaction followed by personalization and lowest in the dimension of equipment and supplies. The present study findings is goes with **Phillips et al., (2019)** study about "the effectiveness of shared clinical teaching in nursing", who shows that, the majority of nursing students reported that satisfaction subscale was the most important actual characteristics of effective clinical learning environment.

The present study result supported by **Banan and Elsharkawy, (2019)** study about "effective clinical learning environment as perceived by nursing students", who demonstrate that, the satisfaction dimension was the highest domain as perceived by undergraduate nursing students in both the actual and preferred form. This indicated that undergraduate nursing students perceived that the satisfaction domain of their actual clinical learning environment is good and is an integral domain of their preferred clinical learning environment and they perceive the equipment and supplies domain at least.

The present study findings revealed that highest percentage of nursing students was agreed that they have high level of self-confidence. From the investigator perspective these results is related to that, the clinical instructors guide the students in clinical area and teach them many aspect of practice, thus the nursing students were able to obtaining a patient history, implement accurate nursing intervention and knowing my abilities and limitations. This result supported by **Gibbs**

and Kuling (2017), study about "we definitely are role models: exploring how clinical instructors' influence nursing students' attitudes towards older adults", who noted that, instructors can promote students' self-confidence. This self-confidence makes the students feel more competent, they participate in a more meaningful way, and they improve in their practices.

These results are in agreement with **Khan et al., (2020)** who mentioned that, their subject demonstrated that clinical practice helps to develop the confidence and competence in nursing students of healthcare need to provide the services required by healthcare facilities.

Findings of present results revealed that there was a highly statistically significant correlation between caring behaviors, clinical practical setting and self-confidence. This means when caring behaviors and clinical practical setting increased self-confidence increase. From the investigator's point of view this may be due to nursing students always observe their clinical instructors caring behaviors, attitude, personality and confidence and play a role as a model by which students learn and absorb their clinical instructor qualities, in clinical setting and this influence the nursing students student's achievement, self-concept, social relationships, thinking abilities, and their self-confidence.

The present study results is goes with **Elsayed, Abd Ellatef and Prince, (2019)** study about "nursing students' perceptions toward clinical instructor behaviors and its effect on the students self-confidence", who found that, 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

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valued are empowered to have confidence in their clinical practice. Nursing Students who perceive their instructors as caring also perceive themselves to be caring and report increased self-confidence.

In the other hand, The study results is contradicting with **Meyer et al., (2016)** study about "basic student nurse perceptions about clinical instructor caring", who stated that, poor relationships between student nurses and clinical instructors are a source of stress and could result in them losing interest in learning. Creating and establishing a clinical instructor-initiated caring transaction, linked to teach self-care interventions, has the potential to reduce their anxiety while enhancing learning outcomes and critical thinking.

Regarding relation between study variable. The present study results is supported by **Munawar et al., (2019)** who conduct a study about "nursing students' perceptions of clinical instructor behaviors that affect the development of self-confidence", and found that, the clinical instructor caring behaviors plays an important role in the development of confident, skillful and prepare a competent nurses with their behavior. Clinical teacher who instruct their students can assist students to integrate theory with practice and improve clinical decision-making skills and confidence in performing skills with confidence.

Conclusion

The majority of nursing students had high perception level regarding caring behaviors of clinical instructors and the first ranking with highest mean score was related to respectful sharing while, the last ranking with lowest mean score with related to control versus flexibility dimension. Also, the majority of studied nursing students had high perception level regarding clinical practical setting and the first ranking with highest mean score was

related to students satisfaction while, the last ranking with lowest mean score was related to equipment and supplies dimension. Additionally, the highest level of the nursing students had high degree of self-confidence,

Finally, there were highly statistically significant positive correlation between caring behaviors, clinical practical setting and self-confidence, so it indicated that when nursing students perception levels caring behaviors of clinical instructors and clinical practical setting increased self-confidence increase.

Recommendations

- Establish an orientation program for preparation of newly appointed clinical instructors about how to assess students' needs and evaluate students' self-confidence continuously.
- Periodic clinical instructors' evaluation is necessary to incorporate unused caring behaviors into their practice.
- Dividing students into small groups to provide chance for each student to deal with the equipment and apply training procedures and maintaining appropriate clinical practice.
- Provide hall for daily meeting to students with their clinical instructors.
- Replicate of this study at additional sites would also confirm and increase generalization of the result.

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سلوكيات الرعاية المقدمة من مدربي العملي وأماكن التدريب العملي كما يدركها طلاب التمريض وعلاقتهم بالثقة بالنفس

أسماء يوسف محدي- رحاب محمد رشاد- هدى عبدالله صالح

يرغب طلاب التمريض في قضاء تدريبهم العملي مع مدربي العملي المتخصصين الأكثر خبرة مما يجعل الطلاب يشعرون بمزيد من الأمان ويطورون الدافع لديهم. لذا هدفت هذه الدراسة إلى تقييم سلوكيات الرعاية المقدمة من مدربي العملي وأماكن التدريب العملي كما يدركها طلاب التمريض وعلاقتهم بالثقة بالنفس وقد أجريت هذه الدراسة على ٣٢٢ من طلاب الفرقة الثانية والثالثة والرابعة من طلاب كلية التمريض جامعة بنها. وظهرت النتائج ان الغالبية العظمي من طلاب التمريض لديهم مستوى عالي من الادراك فيما يتعلق بسلوكيات الرعاية المقدمة من مدربي العملي كما يوجد علاقة ذات دلالة إحصائية بين سلوكيات الرعاية وأماكن التدريب العملي والثقة بالنفس. وقد اوصت الدراسة بتنفيذ برنامج توجيهي لاعداد مدربي العملي المعينين حديثا حول كيفية سد الفجوة بين النظري والتطبيق العملي وكيفية تقييم احتياجات الطلاب وتقييم ثقة الطلاب بأنفسهم بصفة مستمرة.