

Teaching Effectiveness Of Clinical Instructors In Nursing Education

Radzmir M. Habibon^{1*} and Alijandrina T. Jalilul¹

Sulu State College Graduate Studies, Jolo, Sulu

*Corresponding author: gs@sulustatecollege.edu.ph

ABSTRACT. This study investigated the teaching effectiveness of clinical instructors in nursing education in Sulu, Philippines, utilizing a sample of 100 level III and IV nursing students from five different nursing schools. The research aimed to comprehensively assess instructor effectiveness, exploring several key areas. Firstly, it examined the demographic profile of the student respondents, focusing on age, gender, and year level. Secondly, it evaluated the level of teaching effectiveness based on three key dimensions: instructor personality, skills, and teaching strategies. A crucial aspect of the study involved analyzing whether significant differences in teaching effectiveness existed across various demographic categories. Finally, the study investigated the correlations between the different subcategories of teaching effectiveness. The methodology involved a three-part modified survey questionnaire adapted from existing research on teaching-related factors. Part I collected socio-demographic data from the students. Part II employed a 24-item Likert scale (5-point scale) to quantitatively assess the teaching effectiveness of their clinical instructors across the three dimensions mentioned above. Part III incorporated open-ended questions to gather rich qualitative data, providing valuable contextual information and student perspectives. The findings revealed a representative sample across age, gender, and year level. The overall level of teaching effectiveness was determined to be moderate across all three dimensions (personality, skills, and strategies). Significantly, the results highlighted the critical need for integrating formative assessment methods into the curriculum, alongside summative evaluations. The strong interrelationship between student engagement, motivation, instructor feedback, and instructional practices was also a key finding, suggesting that improvements in any one area could positively impact the others.

KEYWORDS: *Teaching Effectiveness, Clinical Instructors, Nursing Education*

ARTICLE DETAILS

JEAS-00053; Received: April 05, 2025; Accepted: April 20, 2025; Published Online: May 13, 2025

CITATION:

Habibon, Radzmir M., Jalilul, Alijandrina T. (2025). *Teaching Effectiveness Of Clinical Instructors In Nursing Education*. *Journal of Education and Academic Settings*, 2(1). DOI: 10.62596/e0ch2a85

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Introduction

Nursing is one of the challenging professions that uses specialized knowledge and abilities to provide services to both healthy and unwell individuals in various industries. Since nursing is a practical profession and clinical training makes up the majority of nursing students' educational courses, nursing students must gain clinical skills in addition to knowledge during their training. One of the most significant factors influencing the quality of nursing education has been identified as the caliber of clinical education received by nursing students. Thus, it is referred to as the core of professional nursing education. (S. H. A. EL Banan 2017). In many countries, the

focus on research performance for both institutions and individual academics often overshadows teaching and learning (Pakarinen, Lerkhanen, Poikkeus, Sidkkinen, & Nuirmi, 2010). Some decision-making bodies within institutions might view teaching as secondary to their mission or fail to recognize how their policies might convey this message to their faculty. Academics, understandably, highly value research due to its significant role in shaping their career paths.

Institutions are facing increasing public pressure to prove that they are preparing students to demonstrate the value they receive for their education costs. Many institutional leaders are reevaluating how to balance their teaching and research missions and improve the quality of teaching and learning they provide (Parker, 2013). However, top-down initiatives may face resistance from faculty members who see it as an infringement on academic freedom, requiring a careful balance between institutional leadership and managerial intrusion. Despite this resistance, significant progress has been made.

In Malaysia, nursing programs require a minimum 52 weeks of clinical internship with 100% attendance for students to be registered with the Malaysian Nursing Board. (Malaysian Nursing Board & Malaysian Midwives Board, 2018). In Sarawak, nursing students are assigned to clinical assignments at hospitals and clinics. where they learn appropriate nursing care skills, gain exposure to specific areas, and develop into competent practitioners.

The Philippine Government's Department of Education is investigating teachers' conceptions of effective teaching to improve basic education quality. These conceptions influence teaching practices and children's learning. While not a complete picture, they provide valuable data for policy formulation and refinement of teacher education policies in the Philippines. According to Aiken et al 2006 over 150,000 Philippine-trained nurses are employed overseas, accounting for one-fourth of the total in hospitals. This growth has led to Apprehensions regarding diminishing quality attributable to a scarcity of teachers and clinical training facilities. In 2004, the government imposed a moratorium on new nursing schools to address this issue.

Numerous educational research studies have attempted to link leadership abilities and the application of specific instructional strategies to the effectiveness of the teacher's instruction; however, few of these studies have been published locally, particularly in the Philippines, and especially in rural areas like Sulu, which is the focus of this study (2024 by authors. *Journal of Education and Academic Settings*). However, it has been observed that some teachers are ineffective, and students find them boring or lacking in subject matter expertise, leading to questions about teaching effectiveness. Some teachers are also reluctant to pursue continuing education, not realizing its importance for professional growth and development. Therefore, a study has been conducted to identify, The effectiveness of clinical instructors' instruction in nursing school.

Research Questions

The aim of the study was to determine the teaching effectiveness of clinical instructors in nursing education. It sought to determine the following.

1. What is the demographic profile of the respondents in terms of
 - 1.1. Age;
 - 1.2. Gender; and
 - 1.3. Year level?
2. What is the level of teaching effectiveness of clinical instructors in nursing education in terms of:
 - 2.1. Personality,
 - 2.2. Skills; and

- 2.3. Strategies?
3. Is there significant difference in level of teaching effectiveness of clinical instructors in nursing education when data are categorized according to demographic profile in terms of:
 - 3.1. Age
 - 3.2. Gender; and
 - 3.3. Year level?
4. Is there a significant correlation among the subcategories subsumed under teaching effectiveness of clinical instructors in nursing education?
5. What are the other qualities and values of clinical instructors in nursing education?

Literature

This chapter presents a review of related literature and studies that have a direct bearing on the research problem. This chapter is organized into sections to allow the readers for a better understanding of the literature presented.

Foreign Literature And Studies

Clinical Instructor

Clinical instructors, a crucial component of nursing education since the 18th century, are a key term used to describe teachers in clinical education. (Brown et al., 2008 as cited in Dahlke et al., 2012). Clinical instructors play a vital role in the students experience and they can either help or hinder the students learning and self-efficacy (Rowbotham & Owen, 2015). Clinical instructors play a crucial role in teaching various health sciences and humanistic disciplines, promoting effective instruction through matching teaching skills to student understanding, effective communication, constructive feedback, and student-centered environment. (Levy et al., 2009). According to Valiee, Moridi, Khaledi & Garibi (2016) the instructor's teaching performance is an important contributing factor to the quality of clinical education. In Speech & Language Pathology, the clinical supervisor and the students conduct problem solving activities and evaluations to build the best learning environment (McGovern and Dean 1991, cited in Levy et al., 2009). In Mental Health "the supervisor's responsibility is to facilitate the student's educational and individual growth while supporting their clinical independence" (Winstanley & White 2003, cited in Levy et al., 2009).

The development of nursing students into professional nurses is dependent on the quality of the clinical learning environment (Ali, 2012). The relationship between the student and the clinical instructor greatly influences students' educational development because it can affect students' integration of theory into the clinical practice (Ali, 2012). Nursing students model their behaviors from those of their clinical instructors as they learn from their behavior's, knowledge, experience, and skills. Research has suggested that when clinical instructors are perceived as caring, nursing students develop the same caring ability (Wade 2006, cited in Ali, 2012); this further highlights the importance of the nursing student-clinical instructor relationship and the vital role this relationship plays in clinical education. Clinical instructors play a crucial role in supporting students by providing experiences, feedback, and active presence. They foster effective communication, responsibility, and learning of academic and clinical skills. Improper instructor preparation hinders effective clinical teaching, which is essential for quality nursing practice. Students can also evaluate their strengths and weaknesses from various perspectives. Nursing education programs should incorporate clinical experience and theoretical knowledge to prepare students for professional nursing roles. Student involvement in clinical practice is crucial for acquiring new skills. Effective clinical instructors provide optimal learning experiences, and

identifying and utilizing their characteristics can improve educational programs. The relationship between students and instructors is crucial for student satisfaction and competence.

The role of the clinical Instructor

Is an extremely important factor in nursing students learning. The clinical instructor role and responsibilities to supervise all student nurses' clinical activities and present all content from the formal classroom. Thus, this entails them being prepared with the current knowledge of the specialized discipline, trends, and nursing issues. Yascavage (2016) indicated that the clinical teachers' preparation for their role could impact student learning and patient safety. Clinical teachers who stay clinically current and have a collaborative relationship with other health care professionals in the clinical environment create trust and remain effective in the clinical setting (Hababeh & Lalithabai, 2020). According to Glynn, McVey, Wendt and Rusell (2017) the role of clinical teachers as perceived by students are mentoring with basic nursing skills and the ability to coordinate with clear objectives. A study by Zhao, Wang, and Wang (2018) concluded that the roles of clinical teachers, including as a teacher, researcher, nurse, nurse mentor, and supervisor, relate closely to the findings of the study by Gibbs and Kulig (2017) reported that nursing instructors were strong role models for students. Consistent findings with the study by Niederriter, Eyth and Thoman (2017) found that characteristics identified as an effective clinical instructor were role models: the coach, the debriefing process, being organized, and exhibiting professional behavior. The clinical instructors rated activities being guides and role models and creating a positive atmosphere for their students to learn and reflect. Evoking trust; having clear expectations; being authentic in communications; being respectful, encouraging, and willing to share past experiences; acting as a role model are the attributes of a competent clinical instructor (Zlotnick, Jones, Koren, Peters, Saffer & Torsvik, 2016).

Personality

Teachers have also identified specific personality traits that have a positive impact on both their classroom management skills as well as to their commitment to students' overall well-being. These are: "being organized, structured, personally satisfied, ethical, moralistic, just, creative, nonconforming, and personifying the work ethic" (Pajak & Blasé, 1989). Bustos-Orosa (2008) also adds self-awareness, confidence, and a good sense of humor to this list. Intuitively, teachers can develop patterns of teaching behavior that are characteristic of their instructional practice (Gonzalez-Thompson, 1984). However, there are also instances wherein patterns of teaching behavior serve as manifestations of consciously held notions, beliefs, and preferences that act as 'driving forces' in shaping the teacher's behavior. In other cases, the driving forces may be unconsciously held beliefs or intuitions that have evolved out of the teacher's experience (Gonzalez – Thompson, 1984.). Indeed, researchers have observed that teachers' beliefs have an immense influence on classroom instruction, especially in mathematics, reading, and science (Ertmer, 2005).

Skills

Effective clinical instructors possess teaching and clinical skills, including up-to-date information, time management, information transfer, and accurate student assessment, which are crucial for effective content transmission. Clinical education is a crucial aspect of nursing education, as it allows students to develop their clinical skills and values. Over 50% of nursing students spend their time in clinical practice, fostering their professional values and attitudes. Clinical instructors play a vital role in transferring classroom knowledge to bedside implementation. Clinical education is used across various healthcare professions to combine

theory and practice in a controlled environment, ensuring students acquire the necessary skills, behaviors, and attitudes for entry into professional practice. (N. B. Elsharkawy 2017).

Strategies

Within the domain of flexible learning, teachers encounter the crucial obstacle of guaranteeing the involvement and assistance of every student (Almusaed et al., 2023). Research highlights that proficient educators effectively utilize various strategies to address and overcome this difficulty. Serrano et al. (2018) state that effective teachers employ various communication methods, including email, discussion forums, and video conferencing, to enhance their teaching strategies. This comprehensive strategy seeks to establish a feeling of connection and participation, cultivating an atmosphere in which every student is actively involved in the learning process (Atmacasoy & Aksu, 2018). Expanding on this, Scull et al. (2020) emphasizes further strategies skilled educators utilize in flexible learning. Scaffolding, a technique that offers gradual assistance to improve students' understanding and abilities, emerges as a fundamental tool (Margolis, 2020). In addition, Reeves (2022) indicated that proficient educators establish unambiguous standards, providing students with a clear path for their educational progress. They acknowledge the need for collaborative learning possibilities, establishing venues where students can collaborate, exchange thoughts, and collaboratively address the problems of adaptable learning settings (Boz & Cetin-Dindar, 2023).

Using these methods increases student involvement, and a comprehensive support structure is established for students with different needs (Filgona et al., 2020). Amid the changing nature of education, these flexible teaching methods are crucial in guaranteeing that the advantages of adaptable learning are available to every student, irrespective of their learning styles or preferences (Lander et al., 2020). The role of the clinical instructor in the clinical area was explored qualitatively by Duffy & Watson (2001) in a qualitative study in Scotland; instructors described their role as being an “advisor”, “supporter”, “regulator”, “interpreter” and “networker” for the students. The inter-personal relationship between the student and the clinical instructor greatly influences students' educational development because it can affect students' integration of theory into the clinical practice (Ali, 2012).

Local Literature And Studies

Magno and Sembrano (2012) used Structural Equations Modeling (SEM) to test two models on the interaction of teacher variables. The first model examined the effect of teachers' personality characteristics and teaching efficacy on their performance and effective teaching. The second model explored the effects of learner-centered practices on teachers' performance, effective teaching, and teaching efficacy. Raymundo (2014) concluded from their study that effective teaching is not solely contingent on a single factor or heuristic. Instead, it is a combination of various dispositions, traits, knowledge, and skill sets.

The kind of students the university produced is conditioned by the quality of teachers and the quality of teaching they received. Based on the foregoing, it is therefore necessary to have an assessment of the teaching effectiveness of the faculty members of the University, specifically the teacher education programs which is tasked to prepare future teachers. A teacher needs to possess certain knowledge, skills, and appropriate personality profile. All these put together is termed as competencies (Priscilla L. Aagsalud 2017). More and more researchers are using data to study teachers and the effect they have on their students' achievement. Most show that beginning teachers are less effective than experienced teachers, that teachers' effectiveness grows dramatically in the first three years on the job and levels off afterward, and that, in many districts,

the least experienced teachers wind up in the most disadvantaged schools, that individuals with higher level of education are assumed to be more productive (Priscilla L. Agsalud 2017)

Many studies acknowledged the importance of determining teacher effectiveness. More and more researchers are using data to study teachers and the effect they have on their students' achievement. Most show that beginning teachers are less effective than experienced teachers, that teachers' effectiveness grows dramatically in the first three years on the job and levels off afterward, and that, in many districts, the least experienced teachers wind up in the most disadvantaged schools, that individuals with higher level of education are assumed to be more productive (Priscilla L. Agsalud 2017).

Related Studies

Gignac-Caille and Oermann's 2001 study on clinical teachers in the associate degree nursing program found that effective instructors communicate clear expectations, correct students without belittling, are approachable, demonstrate clinical skill, and are well-prepared for teaching. Another qualitative descriptive study identifying students' perspectives of the characteristics used to judge the quality of a classroom nursing instructor was conducted by Berg and Lindseth (2004). A study of 171 nursing students revealed that effective instructors are characterized by teaching methods, personality, and course material presentation, with personality being the most important factor, according to their responses (Berg & Lindseth, 2004). Heshmati-Nabavi and Vanaki's 2010 study found that effective clinical instructors possess personal traits, meta-cognition, enjoyable learning, support, and role modeling, using Grounded Theory method.

Teaching effectiveness has been accepted as a multidimensional construct since it measures a variety of different aspects of teaching such as subject mastery, effective communication, lesson preparation and presentation (Onyeachu 1996). The influence of teachers' teaching effectiveness on the learning outcome of students as measured by students' academic performance has been the subject of several studies (Adediwura and Tayo 2007; Adu and Olatundun 2007; Lockhead and Komenan 1988; Schacter and Thum 2004; Starr 2002). The above studies suggest that effective teaching is a significant predictor of students' academic achievement. Therefore, effective teachers should produce students of higher academic performance.

Fatemeh, Vanaki, and Zohreh's study on Iranian nursing students and faculty identified five key characteristics of effective clinical educators: personal traits, meta-cognition, making learning enjoyable, providing support, and acting as role models. The study attributed these findings to Iran's socio-cultural conditions, similar to Oman. Kelly's 14-year (1989-2003) study on student perceptions of effective clinical teaching in a Canadian university found that students consistently valued teachers' knowledge, feedback, communication skills, clinical settings, curriculum, learner, and teaching theory. Johnson Farmer and Frenn's study at the 17th International Nursing Research Congress highlighted the importance of dynamic teaching excellence, focusing on student-centered, knowledgeable, and clear communication. A retrospective qualitative study identified faculty strengths as knowledge, strategic teaching, professionalism, and supportiveness. A quantitative descriptive correlation study found teaching and nursing competence as more important than evaluation skills and student relationships.

Lee conducted a study entitled "nursing students' and clinical educators' perceptions of characteristics of effective clinical educators" in Australia. The study used the Nursing Clinical Teacher Effectiveness Inventory (NCTEI) to assess the perceived characteristics of effective clinical educators. Results showed interpersonal relationships were highly valued by both students and educators, with personality being the lowest among five categories. NCTEI, a reliable tool,

categorizes teacher characteristics into teaching ability, interpersonal relationships, personality traits, nursing competence, and evaluation.

The COVID-19 pandemic severely impacted the academic community, particularly affecting the lives of indigent learners in higher education (Chavez, J.V. (2020). The study emphasizes the importance of understanding student anxieties and insecurities for effective clinical instruction, emphasizing the need for instructors to adapt their teaching methods accordingly. Due to practical and structural issues, the COVID-19 epidemic has had a major impact on teaching and learning methods, especially in student assessment (Chavez, J., & Lamorinas, D. D. 2023). The study highlights the importance of effective assessment in clinical instruction, suggesting that research on assessment methods can aid in creating improved evaluation tools for clinical nursing students. The COVID-19 pandemic has significantly impacted the women's sector in academia, causing significant livelihood and economic disruptions (Chavez JV, Del Prado R, Estoque M 2023). The study explores the economic factors affecting educators, highlighting their indirect impact on teaching quality and the need for support systems.

Parents played a crucial role in their children's transition to homeschooling after the suspension of face-to-face education (Murro RA, Lobo JG, Inso ARC, Chavez JV. 2023). Even though the focus is on distant learning, parents' struggles to support their children's schooling are essential. Instructors must address similar support concerns that nursing students may experience that impact their clinical learning. Inclusive classrooms aim to create a learning environment that accommodates diverse students, including those with disabilities, different learning styles, and diverse backgrounds (Leon AJTD, Jumalon RL, Chavez JV, et al. 2024). Inclusive teaching practices are crucial in clinical settings, as they enable effective instructors to support learners with diverse backgrounds and abilities. AI in education can revolutionize learning by addressing challenges and accelerating progress, with generative AI like ChatGPT transforming tasks like essay writing (Chavez, J.V., Cuilan, J.T., Mannan, S.S., et al., 2024.). The study underscores the necessity for clinical instructors to comprehend and tackle ethical concerns concerning AI's use in healthcare and its application in nursing education. AI can simulate human intelligence in machines for tasks like reasoning, learning, problem-solving, and decision-making, requiring careful assessment in education to ensure student development (Mundo MAD, Reyes EFD, Gervacio EM. 2024). The study highlights the need for clinical instructors to adapt their teaching and assessment strategies to ensure academic integrity and avoid potential misuse of AI tools in healthcare.

Teachers frequently teach subjects outside of their areas of competence, which is an issue that schools throughout are still facing (Castro FLT, Ventura BLO, Estajal, RS, et al. 2024.) The study explores the impact of teacher workload on instruction quality, particularly in clinical instructors who may also manage multiple roles, potentially affecting their effectiveness. Teachers' holistic role in shaping individuals, extending beyond classrooms, raises concerns about their well-being and effectiveness due to increasing administrative expectations (Dagoy THS, Ariban AI, Chavez JV, et al. 2024). This study highlights the importance of professional ethics and commitment in clinical instructors, highlighting the direct impact of their conduct on the learning environment and student outcomes. Teachers' rights protect their professional autonomy, welfare, and contribution to education, including the freedom to teach without conclusions, fair remuneration, a welcoming workplace, and immunity from discrimination (Bucoy RK, Enumerabellon KM, Amilhamja AJ, et al. 2024). The study emphasizes the importance of clinical instructors' legal awareness and competency in patient care and student supervision, suggesting an adaptation to knowledge assessment methods.

Methodology

This chapter discusses the research design, environment, respondent and sampling procedure, instrument, data gathering procedure, and data analysis procedure. A detailed description of each element is presented.

1. *Research Design*

A mixed method research design was used in this study. It is a research method that combines and integrates the qualitative and quantitative research methods in a single research study. It involves collecting and analyzing qualitative and quantitative data to understand a phenomenon better and answer the research question.

2. *Research Locale*

The Sulu archipelago comprising a hundred of volcanic and coral islands and numerous rocks and reefs in the southwestern Philippines. A double island chain, it extends 170 miles (270 km) southwest from Basilan islands southwestern Mindanao and ends near the eastern shores of Sabah (East Malaysia).

The study was conducted in five (5) Nursing school in Sulu both public and private. The private school are Notre Dame of Jolo College (NDJC), Sulu College of Technology (SCT) and Southwestern Mindanao Islamic Institute (SMII) and the public school are Sulu State College (SSC) and Mindanao State University (MSU) which offers a 4-year Baccalaureate programmed. The population studied were Level III and Level IV nursing students. This population was chosen because students at this level in the programmed were developing basic nursing skills in the clinical skills laboratory and had more direct contact time with clinical instructors.

3. *Respondents of the study*

The respondent of this research was the nursing students in five (5) nursing school in Sulu. In which a total of 100 students from level III and IV were requested to participate in the current study voluntarily.

Distribution of Respondents According To School

School of nursing	Number of Teacher-Respondents
Batu Ugis Elementary School	10
Bualo Elementary School	10
Ipil Elementary School	10
Lagasan Elementary School	10
Langtad Elementary School	10
Lidung Elementary School	10
Maimbung Higad Elementary School	10
Matatal Elementary School	10
Sultan Mohammad Jamalul Kiram Cenral School	10
Usman Elementary School	10
TOTAL	100

4. *Sampling design*

The sampling design used in the study is Purposive sampling. It is a non-probability sampling technique that involves researchers selecting participants for study based on their own judgment and criteria.

5. *Data gathering procedure*

First step is to look for literature allied to the object of the study. An adopted and modified questionnaire was used in the study from Jennilyn F. Balosa, Teaching related factors 2019, factor affecting mathematics performance of high school of laboratory high school student.

The questionnaire was presented to the research panel for correction and approval. Validation of the content of questionnaire will be done institutively by two (2) experts from the Sulu State College (SSC) graduate studies. After it will be found valid, the researcher will now proceed to conducting of the study.

An approved letter from the Dean of graduate studies was requested before the launching of the survey questionnaire. The researcher will then now forward the letter to the deans of different school in sulu for the approval of consent of the study.

After the survey has been done, the recounts was then be computed using the Statistical Packages for Social Sciences (SPSS).

6. *Research instrument*

The instrument used in the study was adopted and modified survey questionnaire from Jennilyn F. Balosa, Teaching related factors. Is the use of new or customized techniques to improve the research process or outcomes.

Part I of the instruments was the socio-demographic profile of the respondents which are the age, gender, and the year level.

Part II of the instruments was the level of teaching effectiveness of clinical instructors in nursing education in terms of personality, skills, and strategies. It is composed of 24 items that was answerable by a 5 points Likert scale.

Weight	Range	Perception	Interpretations
5	4.51-5.0	Strongly agree	High teaching effectiveness
4	3.51-4.5	Agree	Moderate teaching effectiveness
3	2.51-3.50	Neutral	Effective
2	1.51-2.5	Disagree	Low teaching Effectiveness
1	1.0-1.50	Strongly Disagree	Very low teaching effectiveness

Part III of the instruments were the open-ended question that will be answered the respondent.

7. *Validity and reliability*

Upon approval of the panel members to pursue or conduct the study, an adopted and modified questionnaire was used in the study from Jennilyn F. Balosa 2019, factor affecting mathematics performance of high school of laboratory high school student. The researcher presented this research instrument to two (2) experts from the SSC graduate studies faculty, for validity using content validity index.

Confidentiality and anonymity of the student were assured through coding the data.

8. *Statistical treatment of data*

The data obtained in this study was statistically treated with appropriate methods to facilitate analysis.

i. In the statement of the problem number 1, what is the demographic profile of the respondents in terms of age, gender, and year level, Frequency counts, and percentage will be used as the statistical treatment of data in teaching effectiveness of clinical instructors in nursing education. To do this, the researchers explained the distribution of the variables using frequency, and percentage. The researchers can determine the number of respondents who fit into each age, gender, and educational achievement category by looking at the frequency distribution. This will

assist us in seeing any trends or patterns in the data. While the percentage enables the researchers to compare the proportions of respondents in each category.

ii. In the statement of the problem number 2, what is the level of teaching effectiveness of clinical instructors in nursing education in terms of personality traits, teaching skills and strategies, Weighted mean and standard deviation will be utilized to measure the level of teaching effectiveness. That considers the relative importance or weights of each value in the data set.

iii. In the statement of the problem number 3, Is there significant deference in level of teaching effectiveness of clinical instructors in nursing education when data are categorized according to demographic profile in terms of age, gender, and year level. The data that will be analyzed using variety of statistical methods, such as T-test and ANOVA, t-test use for gender and year level, is a statistical test used to compare the means of two population groups. ANOVA use for age, is an observable technique used to compare the means of more than two population groups.

iv. In the statement of the problem number 4, Is there a significant correlation among the subcategories subsumed under teaching effectiveness of clinical instructors in nursing education. The data that will be used to analyze the statistical methods, will be Pearson correlation coefficient also knows as Pearson's r , is a statistical measure that shows the strength and direction of the linear relationship between two variables.

v. In the statement of the problem number 5, the researcher measure as the qualitative research method. Qualitative research is an exploratory and descriptive approach to understanding phenomena, focusing on gaining insight and perspective through non numerical data, and using content analysis, the researcher can qualify and analyze the presence, meaning, and relationships of such a certain words, themes, or concept. The researcher will group according to the answer of the respondent into two (2) to three (3) groups and afterwards all answer with the same thought will be consolidated as one based from the respondent answer.

9. Ethical considerations

Ethical considerations are fundamental in ensuring the reliability and validity of this research. The data collection, analysis, and interpretation adhered to established ethical standards, ensuring the protection of participants' rights and the integrity of the study. Specifically, the following ethical principles were observed:

i. Non-maleficence: No harm was inflicted on the respondents in any manner.

ii. Respect for dignity and rights: The respondents' dignity, autonomy, and rights were upheld throughout the research process.

iii. Confidentiality and anonymity: Measures were taken to safeguard the confidentiality of the data and maintain the anonymity of the respondents.

iv. Objectivity: The highest level of objectivity was maintained in discussions, interpretations, and analyses to prevent bias.

v. Informed consent: Participation was entirely voluntary, with respondents providing their informed consent before inclusion in the study.

vi. Ethics clearance: The research obtained ethics clearance by complying with all requirements set by the Ethics Committee.

Results and Discussion

This section focuses on the analysis and interpretation of the data collected for the study. It presents the demographic profile of the clients who participated in the study based on their age, gender, and year level. The study also examines the level of teaching effectiveness of clinical instructors in nursing education in terms of personality, skills, and strategies. Additionally, the study identifies

significant correlations and differences in the level of teaching effectiveness of clinical instructors in nursing education when data are categorized according to demographic profile.

Based on the thorough, proper scoring and statistical treatments of data gathered for this study, the following are the presentations, analyses and interpretations of results which correspond to each of the research questions:

1. What is the demographic profile of the respondents in terms of age, gender; and year level?

1.1 In terms of Age

Table 1.1 Demographic profile of respondents in terms of age.

Age	Frequency	Percent
20 and below	11	11.0
21-24	88	88.0
25 years old and above	1	1.0
Total	100	100.0

Table 1.1 presents the demographic profile respondents in terms of age. It can be gleaned from this table that out of 100 respondents, 11 (11.0%) are within 20 years old & below, 88 (88.0%) are within 21-24 years old, 1 (1.0%) is 25 years old & above. This means that most of the respondents involved in this study are within 21-24 years old suggesting a predominantly young adult population in this study. The number of young respondents is lower that there is only one respondent in the 25 years and above.

1.2 In terms of Gender

Table 1.2 Demographic profile of respondents in terms of gender.

Gender	Frequency	Percent
Male	19	19.0
Female	81	81.0
Total	100	100.0

Table 1.2 presents the demographic profile respondents in terms of gender. It can be gleaned from this table that out of 100 respondents, 19 (19.0%) are male and 81 (81.0%) are females. The findings indicate a significantly higher proportion of female respondents compared to males.

1.3 In terms of Year Level

Table 1.3 Demographic profile of respondents in terms of year level.

Year Level	Frequency	Percent
level 3	50	50.0
level 4	50	50.0
Total	100	100.0

Table 1.3 presents the demographic profile respondents in terms of year level. It can be gleaned from this table that out of 100 respondents, 50 (50.0%) who fall under the group of level 3 and 50 (50.0%) in level 4 group. This shows an equal split between the two year levels. There is an equal representation of the respondents involved in the study

2. What is the level of teaching effectiveness of clinical instructors in nursing education in terms of personality, skills, and strategies?

2.1 In terms of Personality

Table 2.1 Level of teaching effectiveness of clinical instructors in nursing education in terms of personality

Personality	N	Mean	S.D.	Rating
1. Has a good relationship with students and teachers	100	4.2800	.81749	Agree
2. Shows smartness, confidence, and firmness in making decisions.	100	4.0800	.84900	Agree
3. Imposes proper discipline and is not lenient in following the prescribed rules.	100	3.9300	1.13933	Agree
4. Has appealing personality with good sense of humor	100	4.1300	.86053	Agree
5. Is open to suggestion and opinions and is worthy of praise.	100	4.3600	.79798	Agree
6. Respect students as individual	100	4.5100	.83479	Strongly Agree
7. Tries to know the concern of students who mis behave	100	4.1600	.96106	Agree
8. demonstrate competencies that are be emulated by the students (Role modeling)	100	4.3000	.90453	Agree
Total Weighted Mean		4.21875	.89558	Agree

Weight	Range	Perception	Interpretations
5	4.51-5.00	Strongly agree	High teaching effectiveness
4	3.51-4.50	Agree	Moderate teaching effectiveness
3	2.51-3.50	Neutral	Effective
2	1.51-2.50	Disagree	Low teaching Effectiveness
1	1.00-1.50	Strongly Disagree	Very low teaching effectiveness

Table 2.1 shows the level of teaching effectiveness of clinical instructors in nursing education in terms of personality. As revealed in this table, this sub-category obtained a total weighted mean score of 4.21875 with standard deviation of .89558 which is rated as Agree or with moderate teaching effectiveness. Respondents expressed agreement that in terms of personality the teaching effectiveness of the clinical instructors are at moderate level. In also show that except for statement number 6 (Strongly agree) all other statement was rated as agree. Specifically, statement number 6 “Respect students as individual” receives the highest mean score. This suggests most students value that they are being respected by the clinical instructors. On the contrary, statement number 3 “Imposes proper discipline and is not lenient in following the prescribed rules” receives the lowest mean score. This indicates that effective classroom management such as imposing discipline and rules within the class is crucial to being effective clinical instructors.

2.2. In terms of Skills

Table 2.2 Level of teaching effectiveness of clinical instructors in nursing education in terms of skills

Skills	N	Mean	S.D.	Rating
1. Explains the objectives of the lesson clearly at the start of each period.	100	4.3100	1.00197	Agree
2. Has mastery of the of the subject matter	100	4.1400	.91032	Agree
3. Is organized in presenting subject matters by systematically following course outline.	100	4.4300	.83188	Agree
4. Is updated with present trends, relevant to the subject matter.	100	4.3700	.82456	Agree

5. Uses various strategies, teaching aids/devices and techniques in presenting the lessons.	100	4.1800	.89194	Agree
6. Communication knowledge for safe practices	100	4.4200	.78083	Agree
7. Show clinical skills competence	100	4.4500	.83333	Agree
8. Exhibits the ability to attend to a lot of concern while teaching.	100	4.3200	.83943	Agree
Total Weighted Mean		4.3150	.72678	Agree

Weight	Range	Perception	Interpretations
5	4.51-5.00	Strongly agree	High teaching effectiveness
4	3.51-4.50	Agree	Moderate teaching effectiveness
3	2.51-3.50	Neutral	Effective
2	1.51-2.50	Disagree	Low teaching Effectiveness
1	1.00-1.50	Strongly Disagree	Very low teaching effectiveness

Table 2.2 shows the level of teaching effectiveness of clinical instructors in nursing education in terms of skills. As revealed in this table, this sub-category obtained a total weighted mean score of 4.3150 with standard deviation of .72678 which is rated as Agree or with moderate teaching effectiveness. Respondents expressed agreement that in terms of skills the teaching effectiveness of the clinical instructors are at moderate level.

Specifically, statement number 7 “Show clinical skills competence” receives the highest mean score. This suggests most students agreed that aside from being knowledgeable of the subject matter, clinical instructors must possess clinical competence in demonstrating clinical skills. On the contrary, statement number 5 “Uses various strategies, teaching aids/devices and techniques in presenting the lessons.” receives the lowest mean score. These findings suggest that, becoming an effective clinical instructor means that one must know how to use different teaching strategies as well as the use of teaching aids.

2.3. In terms of Strategies

Table 2.3 Level of teaching effectiveness of clinical instructors in nursing education in terms of strategies

Strategies	N	Mean	S.D	Rating
1. Explain the objectives of the lesson clearly at the start of each period.	100	4.3400	.86713	Agree
2. Has mastery of the subject matter	100	4.3600	.79798	Agree
3. Evaluate student objectively and fairly	100	4.2800	.81749	Agree
4. Encourage the students to feel free to ask question on evaluation result	100	4.4800	.73140	Agree
5. Provide student with opportunities to practice nursing skill	100	4.6100	.69479	Strongly Agree
6. Give many examples to make difficult topics easy to learn	100	4.2600	.88329	Agree
7. Set a classroom rule for student to follow.	100	4.3400	.89013	Agree
8. Make continues Evaluation	100	4.4400	.71520	Agree
Total Weighted Mean		4.3875	.78841	Agree

Weight	Range	Perception	Interpretations
5	4.51-5.00	Strongly agree	High teaching effectiveness
4	3.51-4.50	Agree	Moderate teaching effectiveness
3	2.51-3.50	Neutral	Effective
2	1.51-2.50	Disagree	Low teaching Effectiveness
1	1.00-1.50	Strongly Disagree	Very low teaching effectiveness

Table 2.3 shows the level of teaching effectiveness of clinical instructors in nursing education in terms of strategies. As revealed in this table, this sub-category obtained a total weighted mean score of 4.3875 with standard deviation of .78841 which is rated as Agree or with moderate teaching effectiveness. Respondents expressed agreement that in terms of skills the teaching effectiveness of the clinical instructors are at moderate level.

Specifically, statement number 5 “Provide student with opportunities to practice nursing skill” receives the highest mean score. This suggests that most students agreed that effective clinical instructors are those that gives equal opportunities for student learning and outcome. On the contrary, statement number 6 “Give many examples to make difficult topics easy to learn.” receives the lowest mean score. This indicates that to be able to grasp the subject matter, clinical instructors must give varied examples in giving discussions. Example my help students relate topic content with real life experiences.

3. Is there significant difference in level of teaching effectiveness of clinical instructors in nursing education when data are categorized according to demographic profile in terms of age, gender and year level?

3.1. According to age

Table 3.1 Differences in level of teaching effectiveness of clinical instructors in nursing education when data are categorized according to their demographic profile in terms of age

SOURCES OF VARIATION		Sum of Squares	Df	Mean Square	F	Sig.	Description
PERSONALITY	Between Groups	.391	2	.195	.458	.634	Not Significant
	Within Groups	41.339	97	.426			
	Total	41.730	99				
SKILLS	Between Groups	1.397	2	.698	1.549	.218	Not Significant
	Within Groups	43.722	97	.451			
	Total	45.118	99				
STRATEGY	Between Groups	1.004	2	.502	1.267	.286	Not Significant
	Within Groups	38.430	97	.396			
	Total	39.434	99				

*Significant alpha .05

Table 3.1 presents the differences in level of teaching effectiveness of clinical instructors in nursing education when data are categorized according to their demographic profile in terms of age. It can be gleaned from this table that the value of F ratios and P-values of all the sub-categories subsumed under the level of teaching effectiveness of clinical instructors in nursing education are not significant at alpha .05. This means that, although respondents vary in gender, still they do not differ in their perception towards the level of teaching effectiveness of clinical instructors in nursing education. This result implies that having a young age may not necessarily put him in a vantage point towards level of teaching effectiveness of clinical instructors in nursing education than those with older age.

Nonetheless, it is safe to say that variable age has no significant mediation in ways how student respondents assessed the level of teaching effectiveness of clinical instructors in nursing education. Therefore, the hypothesis which states that “There is no significant difference in the level of

teaching effectiveness of clinical instructors in nursing education when data are categorized according to their demographic profile in terms of gender” is accepted.

3.2. According to Gender

Table 3.2 Differences in the level of teaching effectiveness of clinical instructors in nursing education when data are categorized according to their demographic profile in terms of gender.

VARIABLES	Grouping	Mean	Std. Deviation	Mean Difference	t	Sig.	Description
Personality	Male	4.4662	.46861	.25453	.496	.483	Not significant
	Female	4.2116	.67805				
Skills	Male	4.4276	.47014	.12362	1.387	.242	Not significant
	Female	4.3040	.71506				
Strategy	Male	4.3816	.34979	-.00885	2.014	.159	Not significant
	Female	4.3904	.68219				

*Significant alpha .05

Table 3.2 presents the differences in the level of teaching effectiveness of clinical instructors in nursing education when data are categorized according to their demographic profile in terms of gender. It can be gleaned from this table that the value of Mean Differences and *P*-values of all the sub-categories subsumed under the level of teaching effectiveness of clinical instructors in nursing education are not significant at alpha .05. This means that, although respondents vary in gender, still they do not differ in their assessment towards level of teaching effectiveness of clinical instructors in nursing education. This result implies that being a male respondent may not necessarily put him in a vantage point towards the assessment of level of teaching effectiveness of clinical instructors in nursing education than his female counterpart, or vice versa.

Nonetheless, it is safe to say that variable gender has no significant mediation in ways how student respondents assessed the level of teaching effectiveness of clinical instructors in nursing education. Therefore, the hypothesis which states that “There is no significant difference in the level of teaching effectiveness of clinical instructors in nursing education when data are categorized according to their demographic profile in terms of gender” is accepted

3.3. According to Year level

Table 3.3 Differences in the level of teaching effectiveness of clinical instructors in nursing education when data are categorized according to their demographic profile in terms of year level.

VARIABLES	Grouping	Mean	Std. Deviation	Mean Difference	T	Sig.	Description
Personality	Level 3	4.4429	.35845	.36571	2.922	.000	Significant
	Level 4	4.0771	.80926				
Skills	Level 3	4.5375	.45754	.42000	3.258	.051	Not Significant
	Level 4	4.1175	.78831				
Strategy	Level 3	4.5900	.33316	.40250	3.349	.004	Significant
	Level 4	4.1875	.78175				

Table 3.3 presents the differences in the level of teaching effectiveness of clinical instructors in nursing education when data are categorized according to their demographic profile in terms of year level. It can be gleaned from this table that the value of Mean Differences and *P*-values of all the sub-categories subsumed under the level of teaching effectiveness of clinical instructors in nursing education are significant at alpha .05. This means that, although respondents

vary in year level, still they do differ in their assessment towards level of teaching effectiveness of clinical instructors in nursing education. This result implies that being a level 3 respondent may necessarily put them in a vantage point towards assessing level of teaching effectiveness of clinical instructors in nursing education than level 4 respondents, or vice versa.

Nonetheless, it is safe to say that variable year level has a significant mediation in ways how student respondents assessed the level of teaching effectiveness of clinical instructors in nursing education. Therefore, the hypothesis which states that “There is no significant difference in the level of teaching effectiveness of clinical instructors in nursing education when data are categorized according to their demographic profile in terms of gender” is rejected.

4. Is there a significant correlation among the subcategories subsumed under teaching effectiveness of clinical instructors in nursing education?

Table 4 Correlation among the sub-categories subsumed under the teaching effectiveness of clinical instructors in nursing education

Dependent	Variables		Pearson <i>r</i>	Sig	N	Description
	Independent					
Personality	Skills		.775**	.000	100	Very High
	Strategy		.768**	.000	100	Very High

** . Correlation is significant at the 0.01 level (2-tailed).

Correlation Coefficient Scales Adopted from Hopkins, Will (2002):

0.0-0.1=Nearly Zero; 0.1-0.30=Low; .3-0.5 0=Moderate; .5-0.7-0=High; .7-0.9= Very High; 0.9-1=Nearly Perfect

Table 4 illustrates the correlation among the sub-categories subsumed under the teaching effectiveness of clinical instructors in nursing education in terms of personality, skills and strategies. It can be gleaned from this table that the computed Pearson Correlation Coefficients (Pearson *r*) among these variables are indeed significant at alpha .05.

Specifically, the degrees of correlations among the sub-categories subsumed under the teaching effectiveness of clinical instructors in nursing education are as follows:

- 1) Very High positive correlation between personality and skills; and
- 2) Very High positive correlation between personality and strategies.

These results indicate that the group of respondents who assessed the level of teaching effectiveness of clinical instructors in nursing education in terms of personality as Agree or with moderate teaching effectiveness is probably the same group of respondents who assessed the level of teaching effectiveness of clinical instructors in nursing education in terms of skills and strategies respectively.

For the time being, it is safe to say that, generally the sub-categories subsumed under the level of teaching effectiveness of clinical instructors in nursing education in terms of personality, skills and strategy are highly correlated.

Therefore, the hypothesis states that “There is no significant correlation among the sub-categories subsumed under teaching effectiveness of clinical instructors in nursing education” is rejected.

Conclusion

This study concludes the following based of the findings above:

- i. Respondents involved in this study are adequately represented in terms of age, gender, and year level.
- ii. On the average, the level of teaching effectiveness of clinical instructors

in nursing education in terms of personality, skills and strategies is at moderately level of teaching effectiveness.

iii. The result clearly emphasize the need to have formative assessment before the final assessment.

iv. The result means that it is very difficult to separate student engagement and motivation from the teacher feedback and instructional practices because of their close interrelationships.

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