
Nursing Students' Perceptions of Clinical Instructor Behaviors that Affect the Development of Self-Confidence

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INTRODUCTION

Nursing is a very noble profession in the health care system which plays a significant role in the development of health care industry and providing proper holistic care to the sick and support the community in a best way. Every individual nurse study in a college, University or in hospital where he/she practice skills and demonstrate some vital procedure which is the basic learning of the nursing students (Jackson, 2015).

Student nurse is any person enrolled in an approved nursing education program. Student nurses, during the time they are enrolled in a program of nursing and are under the support of the university faculty, may perform the tasks, duties and functions required as part of a course of study, subject to such conditions, limitations and restrictions as determined by the educational institution. Nursing students are usually supervised by a clinical instructor who is

responsible for assigning nursing tasks and for providing support and supervision to the nursing student (Maclaren, 2011).

A competent nurse pass from many stages like training, education, demonstration, and teachers guidance, Nursing students didn't only takes classes in classrooms but they performed different skill in hospitals under the supervision of the clinical teaching faculty (Khan& Alam, 2015).

The clinical instructor is an important part of the quality clinical experience for the student. They are charged with the task of aiding the student in transferring the knowledge learned in the classroom to the practice setting. The clinical teaching faculty plays an important role in the development of confident, skillful and competent nurses with their behavior. Clinical teacher who instruct their students in performing skills with confidence. Clinical instructor's behavior plays an important role to prepare a competent nurse. Competent clinical instructors who can assist students to integrate theory with practice and improve clinical decision-making skills and confidence (Khan &Amal, 2015).

Development of perception as a student begins nursing education and continues throughout the process of professional socialization. During the theoretical and practical education process, students internalize professional knowledge, skills, attitudes, values and ethical standards, and integrate them with their self-identity and behaviors Nursing student's perception and experiences is the method of measuring effective clinical instructors characteristics in nursing education. Nursing Students always observe their teachers behavior, attitude, personality and confidence and play a role as a model by which students learn and absorb teachers qualities, in clinical setting nurses learn from the behavior, knowledge, experience and skills of their clinical instructor (Selma, 2017).

The concept of self-confidence self-assurance in one's personal judgment, ability and power. Self-confidence increases from experiences of having mastered particular activities. Self-confidence is a combination of a state of mind and a strong feeling of self-belief. Self-confidence influences virtually every aspect of an individual's life, from the individual's ability to think optimistically, persevere through difficulties, and ultimately, completes activities. Self-confidence provides motivation, which is a key determinant of persisting through

difficult learning activities. For some students, learning new skills is hard work requiring many hours dedicated to the process (Lundberg, 2015).

Nursing educators mindful of the importance of nurturing confidence in their students will conscientiously control their own teaching behaviors to include techniques aimed at supporting each student's emerging confidence. Confidence-building encouragement from faculty links new challenges to recent successes. Encouragement must be timely to connect the recent experience with a positive feeling, thus helping to reinforce the effort and encourage persistence. Providing frequent, immediate, and task specific feedback with corrective comments and justified praise are essential confidence-building clinical instructor behaviors. Instructors can promote confidence through the behavior encouraging questions and guiding the students through the learning process (Margolis & McCabe, 2015).

There are following factors that help or hinder the students self-confidence related to clinical instructor behavior. Creating environment and opportunities to action independently. Encourage student to ask questions and clinical is instructor presence and absence effect on students self-confidence as they perceive the teacher behavior. Criticize by teacher to student may effect on student perception how the effect on student confidence level. Available for the students on clinical to discuss patient care. Create an open, positive environment for learning. Get to know the students on an individual level. Provide environment and opportunity to student so that work independently and apply knowledge (Kube, 2015).

Negative attitude towards student is one of the fastest ways to ensure the failure of every student in. A positive attitude, on the other hand, helps the student to develop confidence. Set realistic goals for each student. Recognize that every students different and has different learning capabilities. Make goals realistically achievable so that students will feel a sense of accomplishment when the goal is completed. Don't make tasks too easy or too challenging (Tanda& Danham ,2016).

The evaluation, feedback (information about reactions to a product, a person's performance of a task, etc. which is used as a basis for improvement) or positive behavior, responding to students and presence is responsibility of clinical instructor. Clinical instruction

was a balance of stepping back and observing the student in control of patient care and stepping in when the student's action could be detrimental to the patient. Acknowledging the reciprocity of the learning experience by allowing students to involve patients in their care. Clinical instructor criticism in front of other. Expression of disapproval of someone or something on the basis of perceived faults or mistakes hinders and helps to develop the student confidence level. Responding to students so as to create a trusting environment and to help maintain, extend, and become aware of their thinking. Clinical instructor behavior influence a student's achievement, self-concept, social relationships, and thinking abilities. Clinical instructors were considered as a source of support when they used interpersonal and professional interpersonal skills and when they developed relationships with students and staff members in the clinical setting (Frobes, 2016).

Supportive clinical instructor behavior can enhance student confidence. Supportive behavior developed by educational support, emotional support and social support by clinical teacher. Positive and supportive behavior between clinical teacher and student has long lasting effect on student confidence development (Heydari, Yaghoubinia & Roudsari, 2013).

The objectives of this study are:

1. To assess the perception of nursing students about clinical instructor behavior?
2. To identify the clinical instructor behaviors that nursing students perceive to the development of their self- confidence as a nurse?

LITERATURE REVIEW

The role of clinical instructor is to play an important role in the development of student's confidence and training of competent nurses. Students also observed the behavior of their teachers and also adopt those behaviors in their future life. 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 student self-confidence. If clinical teaching behavior is good with students in

the workplace then knowledge and confidence development outcome will be positive (Ludin & Fatehullah 2017).

A meta-analysis done by Parsh (2015) uncovered traits and techniques of an effective Clinical Instructor which play an essential role in maximizing a student's confidence. The author identified characteristics and five themes or attributes of clinical instructor that helps the student in acquiring knowledge, perceiving instructor behavior, hands-on skills, and decision making skills in the practice setting. These are personality, teaching ability, evaluation, nursing competence, and interpersonal relationships. The purpose of this current study is to perceive additional or different traits and techniques of the effective clinical instructor behavior based on a different student demographic and program type.

A trusting relationship and instructor behavior defined as a developmental relationship in which the clinical instructor provides guidance and influence the student's knowledge and confidence as the student grows into a successful and productive nurse has been found to be needed to facilitate an optimal emotional environment for student. This type of environment fosters a positive relationship between clinical instructor and students. Instructor then becomes coach, guide, helper, and advocate for students. To effectively serve in all of these roles, teacher must be able to combine proficient clinical skills and effective teaching abilities with his/her behavior. The development of self-confidence in nursing performance must begin during the education process if the new graduate is to proceed confidently into clinical practice (Hou, Zhu, & Zheng, 2016).

A study carried out by Cook (2010) He Stated that the behavior of clinical teaching faculty have significant relationship with students self-confidence and achievement of goal, it is prevailed from his study that using of effective clinical instructor behavior that student perceived influence the students' performance in a positive way and development of their confidence level, and decreased anxiety ,stated that 78% of the faculty are well prepared for their lectures and adopt upright behavior the students in an organized way. It is mentioned in study that Results there is a direct correlation between effective clinical teaching behavior and student self-self-confidence because as use of effective clinical teaching characteristics increases, self-confidence of student also increases. Student perception about

clinical instructor behavior will be enhanced and student self-confidence will be increased, if nursing faculty use effective teaching characteristics or behavior into their teaching in the clinical setting (Rowbotham & Owen, 2015).

Teachers' feedback has been found to influence their relationships with students and students' outcomes, including their achievement, engagement and aspects of their self-perceptions. Whereas clinical instructors who use more positive feedback develop supportive relationships with their students, clinical teacher who use more negative feedback tend to develop low self-confidence relationships with students. Teachers play a critical role in shaping students' careers, as they are responsible. when teachers provide high levels of support, they engage with students with more eye contact, clearer directions, and positive feedback. These positive behaviors, then, reinforce students' behaviors by making them feel encouraged, interested in their immediate task, and motivated to continue their behavior Clinical instructor role for not only educating their students, but also developing students' motivation to develop self-confidence skills (Hattie& Timperley, 2016).

Clinical instructor responsibility is to give feedback according to nursing student work. Feedback may be positive or negative that may help to develop the student self-confidence or hinder their capabilities as they perceive it. Feedback and self-confidence the relationships between feedback and students' self-confidence as positive feedback enhance the student confidence level and opportunity to improve their work and work with confident. Feedback as information provided to learners that is aimed at changing their views or ideas. Feedback as knowledge informed by an agent such as other people, concerning features of one's practice. Feedback based on student develops problem solving skills through the guidance of capable peers after first experiencing the problem (Jung et al., 2015).

Negative feedback also affects students' behaviors indirectly by decreasing student's self-concepts and feelings of self-worth. More specifically, teachers' consistent use of negative feedback makes students doubt their teachers' concern for them, feel unworthy of praise, have a lower sense of intrinsic motivation, and require a reward in order to do a task Thus, teachers' consistent use of negative feedback can have long-term effects on students' behavior by causing

students to develop negative self-perceptions. Having negative self-perceptions is especially concerning because it has been documented that self-perceptions have more influence on students' success in the classroom than their actual skills (Hattie & Timperley, 2016).

Clinical instructor presence on clinical , is part of the nursing education plan which is important part to develop student confidence level and student's opportunity to sought out any problem on the time of clinical practice. This can create appropriate conditions to improve skills in the application of nursing knowledge in the field, consistent with the promotion of innovation power and inclusive autonomy observing the important principle of supervision in community teaching and protecting the clients and their families' safety .Improving and promoting the quality of clinical education needs continued checking of the existing situation, recognition of the strengths and modification of the weak points. In this regard, the students and instructor' ideas and opinions can contribute to the future plans and develop confidence student perceive that presence of instructor is source of confident work on clinical setting (Bifttu et al., 2018).

Nursing educators mindful of the importance of nurturing confidence in their students will conscientiously control their own teaching behaviors to include techniques aimed at supporting each student's emerging confidence. Confidence-building encouragement from faculty links new challenges to recent successes. Encouragement must be timely to connect the recent experience with a positive feeling, thus helping to reinforce the effort and encourage persistence (Jackson, 2015).

METHOD AND MATERIAL

A non-experimental descriptive design was utilized to describe student nurses' perceptions of how clinical instructors influence their development of self-confidence.

The current study was conducted in department of Lahore School of Nursing, University of Lahore. The study utilized 158 sampling size from nursing department BSN 1st semester, 3rd semester, 5th semester , 7th semester and Post RN 2nd semester , 4th semester students. A simple random sampling technique was used in

this research study. Questionnaire adopted from (Flagler, Loper-Powers & Spitzer 1,988) was used to collect data. Questionnaires consist of two section, (Section A) composed of demographic data Name (Optional), Age, Sex, Semester information about the participants. (Section B) composed of 21 questions regarding to determine clinical instructor behaviors that students perceived as important in promoting or hindering their development of self-confidence. After moving Questionnaire among the participants the data was analyzed through SPSS version 21 for Descriptive statistics and finding mean, frequencies, percentage and standard deviations. Consent was taken from all the participants and free hand were given to the participants to take part in the study or refused to participate.

RESULTS

Data was entered to SPSS version 21 and was analyzed in the form of Tables and graphs, Frequency, percentage etc. Descriptive statistics were performed through Bar graphs and frequency distribution table.

Demographic Analysis:

Age	Gender	Course
18-21years 63.3% (100)	Male 13.3% (21) Female 86.7% (137)	BSN 72.2% (114) Post RN 27.8% (44)
22-25years 32.9% (52)		
26-29years 3.8% (06)		

Age:

Figure 01 shows that 63.3% (n=100) participants age between 18-21years, 32.9% (n=52) participants age between 22-25years and 3.8% (n=6) participants have age between 26-29 years.

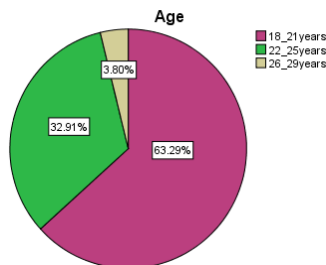


Figure 01

Gender:

Figure 02 13.3% (n=21) participants were male gender and 86.7% (n=137) participants are female gender

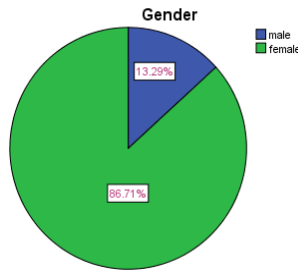


Figure 02

Course:

Figure 03 shows 72.2 % (n=114) participants were BSN students and 27.8 % (n=44) were Post RN students

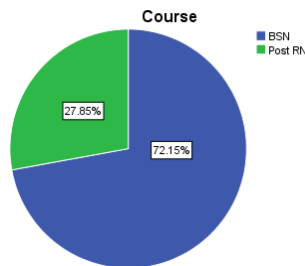


Figure03

Research Question

Research question states, "What clinical instructor behaviors do nursing students perceive as important in promoting the development of self-confidence as a nurse?" Other behaviors that students felt helped in their development of self-confidence were "shows confidence and trust in students", "encourages students to ask questions", and "provides opportunities for student's independent actions".

Table # 02 Students' Ratings of Clinical Teaching Behaviors That Promote or Hinder Their Development of Self-Confidence by Valid Percent of Response (N=158)

Helps				
Sr#	Questionnaires	Very Much	Some	Does Not Apply
1.	Creates a climate in which less than perfect behavior at new skills and application of knowledge is acceptable.	63	28	1
2.	Holds students responsible for when to seek help.	41	46	4
3	Provides opportunities for student's independent actions.	76	22	0
4	Gives positive feedback.	90	9	0
5	Gives mostly negative feedback.	0	5	6
6	Accepting of student's questions.			
7	Encourages students to ask questions	80	20	0
8	Encourages discussion of patient care.	70	28	1
9	Expects report of patient care at specified time each day.	26	43	15
10	Asks questions re: patients and patient care at random times.	32	45	4
11	Instructor is readily available to students on the clinical unit.	71	20	2
12	Unannounced, the instructor observes students providing patient care.	7	35	8
13	Instructor clarifies purpose of his/her presence in observing student providing patient care.	41	48	8
14	While observing student providing care, instructor is present for support.	57	34	3
15	While observing students providing care, instructor is present for evaluation.	22	39	4
16	Assists students in answering their own questions.	42	49	1
17	Shows confidence and trust in students	86	13	0
18	Gives no feedback.	1	1	10
19	Makes a distinction between teaching time and evaluation time.	17	45	22
20	Criticizes students in the presence of others.	1	1	13
21	Appears distressed about students' lack of knowledge or performance	1	5	9

The questionnaire about instructor behaviors that enhanced the student's self-confidence as a nurse. The responses were grouped with similar responses. The behavior most frequently identified dealt with giving positive, specific feedback with 65 subjects, or 41% of the sample, mentioning this behavior. Students felt that feedback that was frequent, immediate, specific and honest was most helpful.

They appreciated constructive criticism given in a positive manner. One student identified the sandwich approach of "good-bad-good" feedback as being 40 helpful. Several identified the need for nonverbal as well as verbal feedback, and especially found it helpful when instructors identified specific ways for them to improve behavior.

Table 03 Additional Behaviors Identified by Students That Promoted Their Development of Self-Confidence

Instructor Behavior	Frequency	Percent of Response
Give positive feedback.	65	41
Shows confidence and trust in students.	52	33
Provide support and encouragement.	40	25
Personal characteristics of instructor	23	15
Review unfamiliar procedures.	19	12
Provide realistic and specific expectation.	17	11
Ask question to elicit knowledge.	15	10
Encourage and accept question.	13	8

Relaying of positive comments from patients and staff and sharing a student's successes in front of the group were also identified as enhancing self-confidence.

The second most frequently identified helpful behavior dealt with the instructor showing confidence and trust in the student with 52 subjects, or 33% of the sample, mentioning this behavior. Many found that it enhanced their self-confidence when instructors encouraged independence and allowed them to perform procedures unsupervised and make decisions independently. Being treated as an equal or a team member and not "just a student" was also helpful.

The provision of support and encouragement by the instructor as an enhancing behavior was identified by 40 subjects (25%). Some specific comments here were helping the students feel at ease, allowing imperfect performance, and giving one-on-one attention. A

number of the students felt that their self-confidence increased when the instructor got to know them on a personal level and recognized that they had a life outside of school.

The next most frequently identified category dealt with personal characteristics of the instructor. Traits of the instructor that enhanced their self-confidence were identified by 23 subjects (15%). These included 41 descriptions such as: friendly, approachable, nonthreatening, fun, understanding, relaxed, calm, confident, nonjudgmental, personable, concerned, and "down-to-earth". Instructors who exposed their own imperfections such as mistakes they made as a nurse or incidents that occurred when they were students, or were able to say "I don't know" were also found as helpful.

Another behavior that 19 students (12%) mentioned dealt with the instructor who reviewed unfamiliar procedures with the student before entering the patient's room. This involved "walking through" the procedure step by step before the student had to perform it. Included here was the instructor who sought out frequent opportunities for students to perform procedures.

Providing specific and realistic expectations was mentioned by 17 subjects (11%). Explaining expectations clearly at the beginning of the course and being specific about what was expected were identified as helpful. The instructor who had realistic expectations and didn't expect students to be perfect or know everything enhanced self-confidence.

Fifteen subjects (10%) felt it was helpful when instructors asked questions to elicit their knowledge. This helped "prove to myself that I knew it". And the final category of helpful behaviors identified by 13 subjects (8%) was the instructor who was encouraging and accepting of questions. Students found it helpful when they were assisted in answering their own questions and the instructor invited and was available for questions.

DISCUSSION

The findings from the questionnaire where students rated the 21 instructor behaviors are given. The following categories of response that appeared in the questions were also items in the first part of the

questionnaire: gives positive feedback, shows confidence and trust in students, encourages and accepts questions, gives mostly negative feedback, gives no feedback, criticizes students in the presence of others, and appears distressed about students' lack of knowledge or performance.

Clinical instructor behaviors that nursing students perceived as important in promoting their development of self-confidence as a nurse. When the percent of response to the 21 items of the survey are examined, (see Table 2) it can be noted that 17 of the 21 behaviors were more heavily weighted as helpful as hindering. This is a result of the items that were 51 chosen to be included in the survey. There is no doubt that there were more behaviors included that were intrinsically helpful to students, and fewer behaviors included that are by nature harmful to students' self-confidence. These were "gives positive feedback", "accepting of student's questions", "encourages students to ask questions", and "provides opportunities for students' independent actions". The item "shows confidence and trust in students" was not part of the original questionnaire, and therefore was not part of that study's results. The 10 highest rated helping behaviors in the original study also appear as the 11 highest rated behaviors in this study with the addition being the one added behavior in the revised instrument (shows confidence and trust in students). The items appear in a similar order with the exception of the item "creates a climate in which less than perfect behavior at new skills and application of knowledge is acceptable". This item appeared as #01 in this study, with 63% of the students rating it as very helpful. It was the highest ranked item in the original study with 86% of the students rating it as very helpful. These strong 52 similarities give weight to the generalizability of the study's results across another population. The responses to the open-ended questions, gave a more equally balanced picture of helpful vs. hindering behaviors. There were 8 categories of behavior identified that promoted the development of self-confidence (see Table 3). There were similarities between the present study and the study by (Veltkamp, 1997). In responses to the question on behaviors that promoted the development of self-confidence. Of the eight categories of behavior identified by students as promoting their self-confidence, four of the same categories appeared in the study by (Veltkamp, 1997). These

were gives positive feedback, show confidence in students, encourage and accept questions, and provide support. This gives further credence to the importance of these behaviors in affecting students' self-confidence.

CONCLUSION

The findings of this study offer support to previous analysis on clinical instruction the importance of giving encouragement, providing feedback, and being feedback. This study has created a contribution to the literature on clinical instruction by supportive the importance of the event of certainty within the nurse and distinctive specific ways in which during which the clinical teacher will facilitate it. This information are often helpful in educating nursing instructor regarding this necessary dimension of their role as clinical teacher and might offer them sensible information about however it can be enforced.

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