

Search

Alerts

Lists

My Scopus

[Back to results](#) | [< Previous](#) **2 of 173** [Next >](#)[Full Text](#) | [View at Publisher](#) | [Export](#) | [Download](#) | [+ Add to List](#) | [More...](#)**Nurse Education Today**

Volume 44, 1 September 2016, Pages 79-85

Undergraduate nursing students' perceptions of the effectiveness of clinical teaching behaviours in Malaysia: A cross-sectional, correlational survey (Article)

Ludin, S.M.^a , Fathullah, N.M.N.^b ^a Department of Critical Care Nursing, Kulliyah of Nursing, International Islamic University Malaysia, Jalan Hospital Campus, Kuantan, Pahang, Malaysia^b Kulliyah of Nursing, International Islamic University Malaysia, Malaysia[Hide additional affiliations](#)

Abstract

[View references \(42\)](#)

Background: Clinical teachers are a critical determinant of the quality of nursing students' clinical learning experiences. Understanding students' perceptions of clinical teachers' behaviours can provide the basis for recommendations that will help improve the quality of clinical education in clinical settings by developing better clinical teachers. Objectives: To understand clinical teaching behaviours and their influence on students' learning from the perspective of undergraduate nursing students. Design: A cross-sectional, correlational survey. Setting: A nursing faculty in Kuantan, Pahang, Malaysia. Participants: A sample of 120/154 (78%) students from Year 2-Year 4 were recruited according to set criteria. Methods: A self-administered questionnaire was employed to collect demographic data, and students' perceptions of clinical teaching behaviours and their impact on learning using the Nursing Clinical Teaching Effectiveness Inventory (NCTEI). Results: Year 3 and 4 students perceived faculty clinical teaching behaviours positively. There was a significant association between clinical teaching behaviours and their influence on students' clinical learning. Teachers' competence rated as the most significant influential factor, while teachers' personality rated as least influential. Conclusion: Participants were able to identify the attributes of good clinical teachers and which attributes had the most influence on their learning. Overall, they perceived their teachers as providing good clinical teaching resulting in good clinical learning. Novice clinical teachers and nursing students can use this positive association between teaching behaviours and quality of clinical learning as a guide to clinical teaching and learning. © 2016 Elsevier Ltd.

Author keywords

Clinical teachers; Clinical teaching behaviours; Quality of clinical learning; Undergraduate nursing students

ISSN: 02606917 Source Type: Journal Original language: English

DOI: 10.1016/j.nedt.2016.05.007 Document Type: Article

Publisher: Churchill Livingstone

References (42)

[View in search results format](#)

Cited by 0 documents

Inform me when this document is cited in Scopus:

[Set citation alert](#) | [Set citation feed](#)

Related documents

The effect of clinical nursing instructors on student self-efficacyRowbotham, M., Owen, R.M.
(2015) Nurse Education in Practice**Differences in radiation therapy staff and students' perceptions of clinical teaching characteristics**Palmer, C., Naccarato, N.
(2007) Journal of Radiotherapy in Practice**Implementation of problem-based learning in a final semester comprehensive nursing course**Lonsler, V.M., Abbott, R., Allen, K.
(2008) Health Care Manager[View all related documents based on references](#)

Find more related documents in Scopus based on:

[Authors](#) | [Keywords](#)