Perception of Nursing Students Regarding Quality Clinical Teaching in the Government College of Nursing Lahore, Pakistan

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Abstract

Introduction: Quality clinical teaching is the heart beat of nursing profession. A good Clinical teaching environment influences on nursing students learning outcome. The good clinical environment enhances the satisfaction and competence of nursing students in learning process(Sabog, Carantos, & David, 2015). Student nurses were performing some wrong practices in Government hospital Lahore. Study was conducted to assess the perception of nursing students regarding clinical teaching.**Methodology:** A cross-sectional descriptive study was carried out in the Government College of Nursing Lahore. Total 148 female nursing students' (General Nursing and Midwifery students) participates in the research age group of 18-37 years.**Results:** Statistical Analysis showed that clinical teachers, 62.8% never encouraged the students for questions and discussions and only 22.7% students were agreed with the clinical learning environment. This study showed that 27.0% students achieved opportunities for performance in the clinical learning environment. For age of participants and Physical Aspects of the Teaching Environment -.163 with p value of .047, Only Physical Aspects of the Teaching Environment had a statistically significance relationship. For level of program Only Teaching Skills of the Clinical Teachers and Physical Aspects of the Teaching Environment had a statistically significance relationship.(p<.001) and for level of education of respondents only Teaching Skills of the Clinical Teachers and Physical Aspects of the Teaching Environment had a statistically significance relationship.(P< .001).**Conclusion:** This study was designed to evaluate the perception of nursing student regarding quality clinical teaching in the Government College of Nursing Lahore, female students were involved as well as the students were selected from different class to identify the differences of their performance. Study revealed that teaching skills of the clinical teachers are very poor. Student nurses were not satisfied with the clinical learning environment and their performances were not good in the Government Hospital Lahore.

Keywords: Quality clinical teaching, Evaluation of Quality Clinical Teaching, Students Clinical Performance.

I. Introduction

As excellence clinical teachers are role model like physician, self-motivated and good planner. Student nurses are performing some wrong practices in Government hospital. Student nurses are doing their duty in clinical site they have no idea how to work in the clinical setting according to standard protocol; there is gap in theory and practice. Patients are suffering because of poor practices of student nurses. Clinical teaching is poor and learning environment is not appropriate, so the practices of student nurses are poor. On the other hand, the clinical teaching is not excellence student's learning environment is not appropriate to enhance the performance of students in the context of patient's care. Therefore, the researcher is going to conduct study on perception of quality clinical teaching and evaluation of student's performance. A study conducted in Pakistan on the role of clinical teachers and clinical learning environment to make better clinical teaching, learning environment and good performance of the student nurses. Total 195 nursing students participate in the research. Study showed that 49.23% student nurses were agreed with the clinical learning environment. On the other hand, 34.87% neither agree nor disagree. In pedagogical atmosphere 45.13% (88) agreement to some extent, (73) were neither agree nor disagree. Nursing care in the clinical site and role of the nurse teacher scores is 21.54% (42) in percentage agree (Victor, Ishtiaq, & Iqbal, 2016).Quality clinical teaching is the heart beat of nursing profession. A good Clinical teaching environment influences on nursing students learning outcome. The good clinical environment enhances the satisfaction and competence of nursing students in learning process. To improve the learning of nursing students build up the relationship between clinical instructor and nursing students(Sabog, Carantos, & David, 2015). A Study conducted on Quality clinical teaching and evaluation of student nurses performance in College of Nursing, Babylon University Iraq and total participants were 136. Study showed that

clinical teachers provide chances to the student's practices skills (37%), and opportunities for practicing skills and responses to encouraged students to participate in the discussions are (37%) an (46%) showed that less than half students can achieve these types of opportunities(Khaleel & Al-Yaseri 2017).The clinical learning environment is a key factor that influences student learning in the clinical setting. The clinical environment allow nurse teachers to improve Student's efficacy for learning in the clinical setting(Borrageiro, 2014).During learning environment many of the students had obscurity sentiment supported with low staffing levels, which affect the quality of nursing care and decreased the nursing student feelings of belonging in the clinical learning environment(Gilbert & Brown, 2015).A Study is conducted on clinical teaching that Clinical teaching is very important for nursing students learning outcomes. Punctuality is very important for clinical teacher. Clinical teaching supports students, in the course of their teaching approaches, and to combine theory with practice (Nielsen, 2016).Clinical Teaching is described as an interconnected process between teacher and learner. Different strategies of teaching are making progress from teacher to learner. In clinical setting this variation can be helpful for teachers and students to improve student nurses performance(Magnani et al., 2014).Clinical evaluation is a method in which instructor makes the decisions about the capability of nursing students during in clinical practice. During evaluation Teachers formulate and gather observations related to performance of nursing students and to compare with standard and set grades of students. There are two types of evaluation first is formative and the second is summative(Zafrir & Nissim, 2011)..Formative evaluation is a process that gives feedback to students related to their progress in clinical knowledge, skills, and values. However, summative evaluation provides appropriate judgment or grading about students' performance at the clinical area(Ashcroft, 2012). In Clinical evaluation students must have professional behavior in clinical setting, so can maintain the relationship between nursing students and patients. Good clinical evaluation needs basic knowledge about clinical methods to prioritize the problem and perform the   procedures properly, and apply critical thinking(Johnson, 2016).Teaching in clinical environment is totally changed from class room educational settings and many challenges faced by teacher. Excellent teachers are role model. According to nursing a student view that when the teacher is non-judgmental and applies democratic style of leadership, and facilitate the students to participate in the learning process. While the teacher who is strict and rigid adherence to rules inhibit the social relationship and learner participation(Khaleel & Al-Yaseri, 2017).

Significance of the Study:
The present study will be a source of information for me and this study will help in providing information about the quality clinical teaching and evaluation of student's performance. This study will help the clinical teachers to improve the quality of teaching according to teaching strategies to meet the present requirements of the nursing students. This study will become beneficial for clinical teachers and nursing students to work better in their field. After the results of this research the organization of the nursing school will enhance the quality clinical teaching by increasing number of clinical teachers, improve teaching methods and by providing good learning environment. After the findings of this research the organization will improve the teaching strategies for clinical teachers and design seminar, workshops, case study and bedside teaching, then ultimately improve the quality of clinical teaching and enhance quality of patient's care in the clinical setting. The findings of this study will be beneficial for the organization of university of Lahore. Organization will enhance the quality of clinical teaching and student's performance in the context of patients care. Organization of university will reduce the draw-backs that will identify in the study.

Research Purpose:
The purpose of this research is to identify the Perception of Nursing Students Regarding Quality Clinical Teaching in the Government College of Nursing Lahore.

Research Question:
 What is the Perception of Nursing Students Regarding Quality Clinical Teaching?

Research Objectives:
1. To assess the perception of nursing students regarding quality clinical teaching among nursing students in the Government College of Nursing Lahore.

II. Literature Review

A study conducted by Piek, effective clinical education and training contribute the quality of clinical education and both lead to improve the patient's consequences So, it's a global proof to maintain the fact(Piek, 2017).A study is conducted in Greek Cypriot nursing students' level of clinical learning environment in hospital settings. Clinical practice is more significant and educative according to student's point of view because clinical practice provides opportunities to students for clinical learning. Clinical teaching create the link between theory and practice (Papastavrou, Dimitriadou, Tsangari, & Andreou, 2016).A study conducted by Victor and his fellows in Pakistan on clinical learning environment and role of the clinical teachers to make clinical learning environment better .Most of the students approved that clinical environment could be improved by better clinical teaching. Results of this study showed 49.23% student nurses were agreed with the clinical learning environment, and

34.87% neither agree nor disagree. In pedagogical atmosphere 45.13% (88) agreement to some extent, (73) were neither agree nor disagree. Nursing care in the clinical site and role of the nurse teacher scores is in percentage agree 21.54% (42)(Victor, Ishtiaq, & Iqbal, 2016).Gilbert & Brown conducted a study in Australian literature on the clinical environment-do student nurses belong. Students had obscurity sentiment supported with low staffing levels, which affect the quality of nursing care and decreased the nursing student feelings of belonging in the clinical learning environment(Gilbert & Brown, 2015).   Study is conducted in Australia which was developed in nursing to improve the theory to practice. Four innovative models on clinical teaching developed first on problem based learning, second on self-Regulated Learning, third on developing nursing students' reflective skills and last are the computer based clinical simulation(Vitale, 2014).A Study is conducted on clinical teaching that Clinical teaching is very important for nursing students learning outcomes. Clinical teaching supports students, in the course of their teaching approaches, and to combine theory with practice (Nielsen, 2016).Study is conducted on clinical teaching and evaluation of student nurses, the role of the clinical teachers to facilitate the nursing students learning in the clinical environment and to lead, support and stimulate the students(Serçekuş & Başkale, 2016).Study conducted in the University of Babylon Saudi Arabia, 30% students shows that evaluation of clinical education in clinical was not good. 70% student's evaluation in clinical setting was good that means students benefit from the clinical learning (Jihad & Madlum, 2013).Banan & Elsharkaway, conducted study on perception of undergraduate nursing students' and uniqueness of clinical teaching at Cario University Egypt to indicate the teaching ability and interpersonal relationship among undergraduate nursing students and clinical teaching, nursing qualities competency and assessment(Banan & Elsharkawy, 2017).Evaluation of nursing students is a very complex and cannot be a personal opinion and difficulties encountered by clinical teachers. Clinical teachers also observe that the nursing student evaluation related to the clinical performance is vague, that is usually examined in a global way by the clinical teachers (Zafrir & Nissim, 2011).Nursing students' Clinical evaluation is a process by which decisions are made related to clinical capability of students all the observations are collected by the clinical teacher related to the student skills and compare this information with standard and ranking the students consequently. After comparison teachers give their opinion to the nursing students. Formative evaluation provides view to students and summative evaluation at the end provides faculty about formal opinion of students' clinical performance(Fotoukian et al., 2013). Clinical teachers encountered difficulties due to their personal relationship with the nursing students and cannot evaluate the nursing students' expression accordingly. Clinical performance evaluation is usually inaccurate(Johnson, 2016).

Conceptual Framework:

Social Learning Theory

Bandura and Walters provided theory which could be used to improve the quality of clinical teaching and performance of student nurses in the clinical learning environment(Bandura & Walters, 1977).Bandura gave a theoretical framework on social learning theory which consist of behavior (skills, practices), learning environment and personnel(faculty)

(Bandura & Walters, 1977)
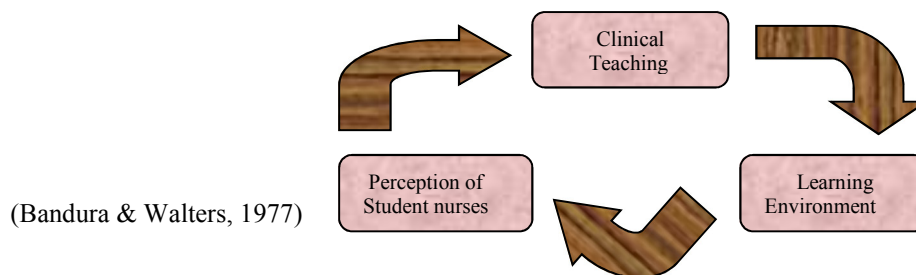
III. Methodology

Setting: Data was collected from 148 students of Government College of Nursing Lahore by going in class room.
Research design: A descriptive quantitative design was used for this study.
Population: The population was the nursing Student's of Government College of Nursing Lahore.
Sampling: Data was collected through convenient sampling. Total population of General Nursing Students and Midwifery in the Government College of Nursing Lahore was 236. Through formula sample size calculated from 148 students. Formula include was n=N/1+N $(0.05)^2$ (Slovenes', 1960).
Research Instrument: Data was collected from female students of College of Nursing Allama Iqbal Medical College Lahore and age group of 18-37 years. Data was collected through questionnaire.
.**Data Gathering Procedure:** Convenience sample Technique has been used to collect data from female students of College of the Government Nursing College Lahore and age group of 18-37 years. Data was collected through questionnaire.
Analysis of Data: Data was analyzed in SPSS, version 22. Results of clinical teaching and student's

performance had been shown in frequency, percentage, mean, medium, mode and standard deviation.

Study Timeline: Time duration of research was February, 2018- May, 2018.

Ethical Consideration: Ethical consideration had been strictly followed. Participant's recruitment was based on purely voluntary basis. It means that participants had been given an informed consent to given an agreement for involvement in the survey. Participant's confidentiality was maintained that will not be sharing their information with others. It had been sure to the students that this data will be kept confidentially. This data will be used only for study purpose. Participant's moral beliefs, values and social norms were respected

IV. Results
PROFILE OF THE RESPONDENTS
Table 1: Socio- Demographic Characteristics of Respondents;

Participants	n=148 (F)%	
Age Group of respondents	1=18-21 (114) 77%	2= 20-22(34) 23%
Program	1= General Nursing (111) 75.0% 2= Midwifery (37) 25.0%	
Level of Education	1=1styear(35)23.6% 2=2nd year(41) 27.7% 3=3rd year (35) 23.6% 4=4th- year (37) 25.0%	

Among age of the participant 148 attendees, there were 77.0% (n=114) between 18-21 years, 23% (n=34) were between 22-25years. There were 23.6% (n=35) 1st-year student, 27.7% (n=41) 2nd-year student, 23.6% (n=35), 3rd-year, and 4th-year students 25.0% (n=37) in the study. (Table no: 1)

Table No: 2 Teaching Skills of the Clinical Teachers

Variable	Always (F)%	Sometime (F) %	Often (F) %	Never (F) %
1-Punctuality (seminars, clinical teaching was started on time).	(13)8.8%	(30)20.3%	(13)8.8%	(92)62.2%
2-Quality of bed side teaching (integrated theory to practice).	(10)6.8%	(34)23.0%	(26)17.6%	(78)52.7%
3-Quality of theoretical discussion was good.	(39)26.4%	(47)31.8%	(43)29.1%	(19)12.8%
4-My clinical teacher encouraged questions and discussions.	(16)10.8%	(24)16.2%	(15)10.1%	(93)62.8%
5-My clinical teacher motivated me to do my best.	(41)27.7%	(73)49.3%	(15)10.1	(19)12.8%
6-My clinical teacher encouraged me to think rather than just accept and memorize.	(44)29.7%	(52)35.1%	(24)16.2%	(28)18.9%
7-Clinical teachers are available to advice and answer questions.	(24)16.2%	(24)16.2%	(19)12.8%	(81)54.7%
8-I was able to understand the language of my teacher in the clinical teaching.	(47)31.8%	(77)52.0%	(12)8.1%	(12)8.1%

Punctuality (seminar, clinical teaching was started on time. 13% students showed always punctuality, 30% students showed punctuality sometime, 13% students showed punctuality often, 92% students showed never punctuality. Quality of bed side teaching (integrated theory to practice).Students showed only 10% always quality of bed side teaching, 34% results were sometime, 26% students results showed often, 78% were showed never. Quality of theoretical discussion was good. From 148 students 39% showed result always, 47% sometime, 43% often and 19% students showed never. My clinical teacher encouraged questions and discussion. Only 16% student result showed always, 24% students showed sometime, 15% often and 93% showed result never. My clinical teacher motivated me to do my best. Students showed 41% always, 73% sometime, 15% often and 19% showed never .My clinical teacher encouraged me to think rather than just accept and memorize.44% student showed results always, 52% showed sometime, 24% showed often and 28% result showed never. Clinical teachers are available to advice and answer questions. Students showed 24% always, 24% sometime, 19% only often and 81% showed never. I was able to understand the language of my teacher in the clinical teaching.47% students showed always, 77% sometime, only 12% often and 12% never also.

Table No: 3 Physical Aspects of the Teaching Environment:

Variable	Always (F)%	Sometime (F) %	Often (F) %	Never (F) %
9-The length of clinical rotation was adequate.	(37)25.0%	(78)52.7%	(23)15.5%	(10)6.8%
10-Organization of learning objectives was clear.	(44)29.7%	(53)35.8%	(23)15.5%	(28)18.9%
11-Clinical teacher provided chances to practice clinical skills.	(33)22.3%	(74)50.0%	(22)14.9	(19)12.8%
12-Encouraged students to actively participate in the discussions.	(36)24.3%	(25)16.9%	(72)48.6%	(15)10.1%
13-Sufficient time for break time was given.	(29)19.6%	(83)56.1%	(19)12.8%	(17)11.5%

The length of clinical rotation was adequate. Students showed 37% always, 78% sometime, 23% often and only 10% students gave comments never. Organization of learning objectives was clear. Students viewed 44% always, 53% sometime, 23% often and 28% showed never. Clinical teaching provided chances to practice clinical skills. Student gave opinion 33% always, 74% sometime, 22% often and 19% showed never.Encouraged students to actively participate in the discussions, 36% students showed result always, 25% sometime, and 72 % often, only 15% never. Sufficient time for break time was given.29% student showed always, 83% showed sometime, 19% showed often and 17% showed never.

Table No: 4 Students Clinical Performance through Feedback:

Variable	Always (F)%	Sometime (F) %	Often (F) %	Never (F) %
14-Clinical teacher helped me to find my strength and weaknesses.	(40)27.0%	(53)35.8%	(23)15.5%	(32)21.6%
15-Clinical teacher encouraged students to bring up problems.	(28)18.9%	(45)30.4%	(27)18.2%	(48)32.4%
16-Clinical teacher offered students suggestions for improvement.	(34)23.0%	(46)31.1%	(32)21.6%	(36)24.3%
17-Clinical teacher explained students why he/she is incorrect.	(40)27.0%	(42)28.4%	(31)20.9%	(35)23.6%
18-Clinical teacher respected the students.	(19)12.8%	(33)22.3%	(18)12.4%	(78)52.7

Clinical teacher helped me to find my strength and weaknesses. Student gave opinion 40% always, 53% sometime, 23% often and 32% showed result never. Clinical teacher encouraged students to bring up problem.28% student showed always, 45% sometime, 27% often and 48% showed result never. Clinical teacher offered students suggestions for improvement. Student showed 34% always, 46% often and 36% showed never. Clinical teacher explained students why he/she is incorrect. Student viewed about 40% always, 42% sometime, 31% often and 35% never. Clinical teacher respected the students. Nursing student showed result 19% always, 33% sometime, 18% often and 78% showed never.

Table No: 5 Descriptive statistics for Teaching Skills of the Clinical Teachers Physical Aspects of the Teaching Environment and Students Clinical Performance

Statistics

		Teaching Skills of the Clinical Teachers	Physical Aspects of the Teaching Environment	Students Clinical Performance
N	Valid	148	148	148
	Missing	0	0	0
Mean		21.2500	11.0676	12.8919
Std. Deviation		4.21509	2.79129	4.02904
Minimum		11.00	6.00	5.00
Maximum		32.00	19.00	20.00

Teaching Skills of the Clinical Teachers

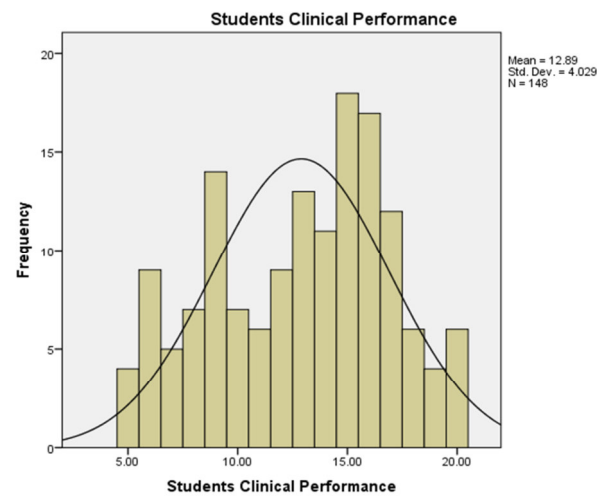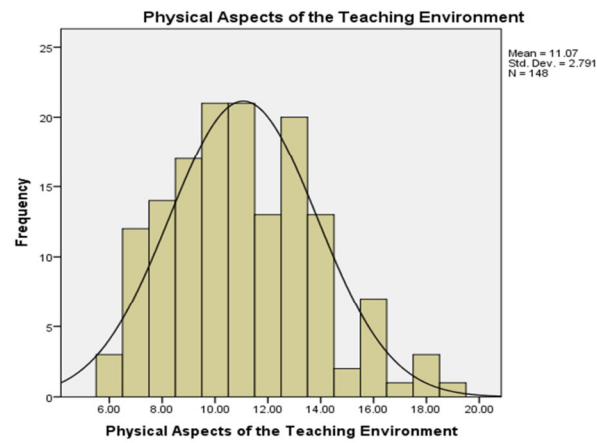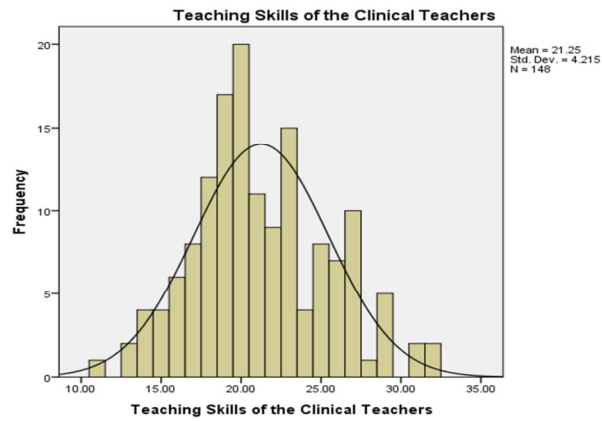Physical Aspects of the Teaching Environment

Students Clinical Performance

Table No: 6 Correlations for Teaching Skills of the Clinical Teachers Physical Aspects of the Teaching Environment and Students Clinical Performance

		Teaching Skills of the Clinical Teachers	Physical Aspects of the Teaching Environment	Students Clinical Performance
age of the participants	Pearson Correlation	-.040	-.163*	-.077
	Sig. (2-tailed)	.628	.047	.350
	N	148	148	148

		Teaching Skills of the Clinical Teachers	Physical Aspects of the Teaching Environment	Students Clinical Performance
Program	Pearson Correlation	-.254**	-.272**	-.152
	Sig. (2-tailed)	.002	.001	.066
	N	148	148	148

		Teaching Skills of the Clinical Teachers	Physical Aspects of the Teaching Environment	Students Clinical Performance
Level of Education	Pearson Correlation	-.229**	-.209*	-.017
	Sig. (2-tailed)	.005	.011	.840
	N	148	148	148

*. Correlation is significant at the 0.05 level (2-tailed).

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

Results

Teaching Skills of the Clinical Teachers, Physical Aspects of the Teaching Environment and Students Clinical Performance were scored on basis of Likert scale.

Mean Teaching Skills of the Clinical Teachers was 21.250 ± 4.2150 minimum score was 11 and maximum score was 32. Mean Physical Aspects of the Teaching Environment 11.067 ± 2.791 minimum score was 6 and maximum score was 19. Mean Students Clinical Performance 12.891 ± 4.024 minimum score was 5 and maximum score was 20. Data was normally distributed. (Table no: 4, Figure no: 1).

Correlation Coefficients were calculated for Teaching Skills of the Clinical Teachers and Physical Aspects of the Teaching Environment and Students Clinical Performance for age of respondents, program and level of education. For all the variables showed a negative correlation for age, program and level of education depicting increasing age, level of program and level of education has decreasing effects on Teaching Skills of the Clinical Teacher. Physical Aspects of the teaching environment and student's clinical performance

For age of participants and Teaching Skills of the Clinical Teachers showed a correlation coefficient of - .040 with p value of .628, for Physical Aspects of the Teaching Environment -.163 with p value of .047, and for Students Clinical Performance -.077 with p value of .350. Only Physical Aspects of the Teaching Environment had a statistically significance relationship.

For level of program and Teaching Skills of the Clinical Teachers showed a correlation coefficient of -.254 with p value of .0028 for Physical Aspects of the Teaching Environment -.272 with p value of .001, and for Students Clinical Performance -.152 with p value of .066. Only Teaching Skills of the Clinical Teachers and Physical Aspects of the Teaching Environment had a statistically significance relationship.

For level of education of respondents and Teaching Skills of the Clinical Teachers showed a correlation coefficient of - .229 with p value of .005, for Physical Aspects of the Teaching Environment -.209 with p value of .011, and for Students Clinical Performance -.017 with p value of .840. Only Teaching Skills of the Clinical Teachers and Physical Aspects of the Teaching Environment had a statistically significance relationship. (Table no:

V. Discussion

The study revealed the perception of nursing students regarding quality of clinical teaching in the Government College of Nursing Lahore. By using the appropriate statistical package it is found that teaching skills of the clinical teachers and physical aspects of the clinical learning have association with the student's clinical performance. Table No. (1) Showed that (77%) of the sample was students 18-21 years old and (23%) students were 20-22 years old. General Nursing students (75%) students and (25%) Midwifery students participate in the study. Level of education showed that 1st-year student were (23.6%), 2nd-year students (27.7%), 3rd-year students (23.6%), 4th-year (Midwifery) students were (25.0%).

Statistical Analysis showed that in case of teaching skills of the clinical teachers in recent study, in case of Teaching Skills of the Clinical Teachers, clinical teachers, 62.8% never encouraged the students for questions and discussions. Quality of bed side teaching (integrated theory to practice) was 6.8% very poor. Similarly in other study and role of the nurse (clinical) teacher scores was 21.54% (42) in percentage agree (Victor, Ishtiaq, & Iqbal, 2016).

This study showed that only 22.7% students were agreed with the clinical learning environment. In other studies only 49.23% student nurses were agreed with the clinical learning environment. (Victor, Ishtiaq, & Iqbal, 2016).

This study showed that 27.0% students achieved opportunities for practicing skills and performance in the clinical learning environment. But in other studies showed that clinical teachers provide chances to the student's practices skills (37%), and opportunities for practicing skills(Khaleel & Al-Yaseri 2017).

In my study Correlation Coefficients were calculated for Teaching Skills of the Clinical Teachers and Physical Aspects of the Teaching Environment and Students Clinical Performance for age of respondents, program and level of education. For all the variables showed a negative correlation for age, program and level of education depicting increasing age, level of program and level of education has decreasing effects on Teaching Skills of the Clinical Teachers, Physical Aspects of the Teaching Environment and Students Clinical Performance.

For age of participants and Physical Aspects of the Teaching Environment -.163 with p value of .047, Only Physical Aspects of the Teaching Environment had a statistically significance relationship.

For level of program Only Teaching Skills of the Clinical Teachers and Physical Aspects of the Teaching Environment had a statistically significance relationship.(p<.001) and for level of education of respondents only Teaching Skills of the Clinical Teachers and Physical Aspects of the Teaching Environment had a statistically significance relationship.(P< .001).

Conclusion

The recent study was designed to evaluate the perception of nursing student regarding quality clinical teaching in the Government College of Nursing Lahore, female students were involved as well as the students were selected from different class to identify the differences of their performance. More studies and references should be taken to extend the sample. Student nurses perceived the role of clinical teacher as a significant aspect of making clinical environment beneficial. Quality of clinical teaching skills could improve the perception of clinical learning environment of nursing students. Student's clinical performances could enhance by positive teaching skills of the clinical teacher. Clinical learning environment created by the clinical teacher and their role have a profound effect on clinical learning and problems faced by the nursing students. Quality clinical teaching and evaluation of students performance is very necessary for clinical learning in order to provide good quality of health care to the patients.

Limitation

During conducting study there were some limitations as the data was collected from only one setting, it has limited generalizability. Convenient sample was applied in data collection process whereas the probability sampling method can enhance the induction of different strata of the participants. Another limitation was to collect data by convenient sampling that could give biasness on results. The study was limited to assess the perception of nursing students regarding clinical teaching in the Government College of Nursing Lahore.

Recommendation

For future study it is suggested that data should be collected from all the nursing students Generic students also. Because all the students play vital role in acquiring the quality of clinical teaching to provide ideal patients care. It is suggested that future study should be conducted in more than one Nursing schools. Sample size should be more than 148 nursing students.

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APPENDIX
THE UNIVERSITY OF LAHORE
LAHORE SCHOOL OF NURSING

Perception of Nursing Students Regarding Quality Clinical Teaching in the Government College of Nursing Lahore, Pakistan

I am Humaira Shaheen, PBSN02163005, and Student of Lahore School of Nursing (LSN) 2-Year BS Nursing (Post RN) Year II, and Semester II, going to conduct study on "Perception of Nursing Students Regarding Quality Clinical Teaching in the Government College of Nursing Lahore". It is a data based study that has no harm to participant. You are free to participate in this study. The information obtain from this study will be kept in confidential and to determine at required places. Your participation in this study will be appreciated

 Signature…………………………..

Section: 01 Demographic Profile

Age: 18-21 ☐   22-25 ☐   26-29 ☐   30-33 ☐   34-37 ☐

Program: General Nursing   ☐ Midwifery ☐

Level: 1st-year ☐   2nd-year ☐   3rd-year ☐   4th-year ☐

Section: 02

Key: 1 (Always)   2. (Sometime) 3. (Often) 4. (Never)

S/NO	Teaching Skills of the Clinical Teachers	1	2	3	4
1	Punctuality (seminars, clinical teaching was started on time).				
2	Quality of bed side teaching (integrated theory to practice).				
3	Quality of theoretical discussion was good.				
4	My clinical teacher encouraged questions and discussion.				
5	My clinical teacher motivated me to do my best.				
6	My clinical teacher encouraged me to think rather than just accept and memorize.				
7	Clinical teachers are available to advice and answer questions.				
8	I was able to understand the language of my teacher in the clinical teaching.				

Key: 1 (Always)   2. (Sometime) 3. (Often) 4. (Never)

		1	2	3	4
	Physical Aspects of the Teaching Environment				
9	The length of clinical rotation was adequate.				
10	Organization of learning objectives was clear.				
11	Clinical teacher provided chances to practice clinical skills				
12	Encouraged students to actively participate in the discussions.				
13	Sufficient time for break time was given.				
	Students Clinical Performance through Feedback				
14	Clinical teacher helped me to find my strength and weaknesses.				
15	Clinical teacher encouraged students to bring up problems.				
16	Clinical teacher offered students suggestions for improvement				
17	Clinical teacher explained students why he/she is incorrect.				
18	Clinical teacher respected the students.				