

**THE INFLUENCE OF WORK-RELATED EXPERIENCES ON THE NURSING  
AND TEACHING COMPETENCIES OF CLINICAL INSTRUCTORS IN  
NURSING SCHOOLS IN ILOILO CITY**

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# **THE INFLUENCE OF WORK-RELATED EXPERIENCES ON THE NURSING AND TEACHING COMPETENCIES OF CLINICAL INSTRUCTORS IN NURSING SCHOOLS IN ILOILO CITY**

by

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## **ABSTRACT**

The study was conducted to determine the personal characteristics of clinical instructors assigned in handling nursing students in their Related Learning Experience (RLE) or clinical duty, their work-related experiences, nursing and teaching competencies. It further aimed to determine whether there is significant relationship between personal characteristics and work-related experiences, nursing and teaching competencies.

This is a descriptive-correlation study which covered 196 clinical instructors from six schools of nursing. The data were collected using the self-assessed questionnaire. The data were collected, analyzed by using the SPSS+ PC program.

The results of the study show that the majority of the clinical instructors of the colleges of nursing were 41 years old and above, their mean age is 38.98 years; female; married and were bachelor degree holders.

All of the respondents had experienced being a registered nurse, a clinical nurse and a clinical instructor. Slightly more than one-third of them had 10 years or less experience as registered nurse. Nine in every ten also had less than eleven years of experience as a clinical nurse. Similarly, the experience of most respondents as clinical instructor did not exceed ten years.

A little over half of the respondents had worked as staff nurse immediately before becoming a clinical instructor, while almost a quarter of them had worked as

private duty nurse or volunteer nurse. Majority had been assigned in the Medical/Surgical, Pediatric and Obstetrical-Gynecological wards or private rooms. As CIs, the majority had been assigned to follow up students in the government hospitals or private health facilities.

Membership in Accredited Professional Organizations like Philippine Nurses Association (PNA) was high. Most of them had been members of the identified organizations for less than ten years.

Majority gave themselves high or expert rating in nursing competency. In eleven areas of nursing core responsibility, the respondents obtained the highest mean rating (4.52) in Legal Responsibility; followed by Ethico-Moral Responsibility (mean= 4.41); and by Records Management responsibility (mean=4.37). and the least is Research, mean= 3.71. The lowest rating they gave themselves was in the area of research.

The majority of the clinical instructors also rated themselves outstanding in teaching competency. The highest mean rating obtained by the respondents was in the area of Management of Learning Environment (mean=4.33); followed by Teaching skills(mean= 4.31); and lastly in Personal and Social skills (mean=4.29).

The findings of this study further showed a significant relationship between the lengths of experience as RN and personal characteristics such as age and civil status and educational attainment. Moreover, a significant relationship was also found between the length of experience as clinical nurse and as a clinical nurse and selected personal characteristics, particularly, age and civil status but not with sex and educational attainment. Type of experience immediately before becoming a clinical instructor was not found to be significantly related with age, sex, civil status and educational attainment.

The study further show a significant relationship between area of assignment the CIs are currently assigned and sex and civil status but not with age and educational attainment. Types of health facility the CIs are currently assigned, likewise with their organizational participation has no significant relationship with personal characteristics. A significant relationship between nursing competency and age and civil status. However, no relationship was noted between nursing competency and sex and educational attainment.

The nurses' educational attainment was also found to be significantly related with teaching competency, but age, sex, and civil status were not. In relation to nursing competency, length of experience as clinical nurse and length of experience as a clinical instructor were found to be significant determinants. Their length of experience as RN, however, did not matter. On the other hand, a significant relationship was found between nursing competency and length of experience as clinical nurse and as clinical instructor.

The data further show a significant relationship between teaching competency and length of experience as clinical nurse and as clinical instructor. However, length of experience as an RN did not significantly influence their teaching ability. Moreover, no significant relationship was found between type of experience immediately before becoming a clinical instructor; area of assignment; type of health facility; organizational participation and their nursing and teaching competencies.

Finally, the study revealed a significant relationship between nursing and teaching competency.

## Conclusions

Based on the findings of the study, the following are the conclusions:

1. Nursing continues to be female dominated, but the number of male nurses is evidently increasing. The fact that married clinical instructors outnumbered their single counterparts suggests that married nurses tend to stay in the country and become clinical instructors. Being married and having full teaching load may have limited their opportunities to pursue graduate education.

2. The longer experience of the CIs as registered nurses than as a clinical nurse, or clinical instructor implies that many of the nurses had worked only for a short time as staff nurses or they did not immediately start working as a nurse or a clinical instructor after obtaining their RN license.

3. The most common area of assignment among the nurses was Medical/Surgical section followed by OB-Gynecology. Those assigned in Pediatric areas were not very many. The nursing experience of most of the nurses was in government health facilities.

4. Considering that most of the respondents are still young, their membership in the Philippine Nurses Association (Accredited Professional Organization) is understandably short also. Despite the young age of many, they obviously recognize the value of PNA membership, and this also show the popularity of the organization among the new nurses.

5. Based on their nursing competence rating, most of the clinical instructors are expert nurses. They rated highest in Legal Responsibility; then in Ethico-Moral Responsibility and then in Records Management. Research is still a Waterloo for many.

6. The outstanding ratings of the CIs in teaching competency as a whole, and particularly in the Management of Learning Environment, Teaching skills, and Personal and Social skills, is a positive indication of preparedness to teach and share knowledge to students.

7. The length of experience as RN tended to vary according to age, sex, civil status and educational attainment, while length of experience as clinical nurse and as clinical instructor were both influenced by age and educational attainment but not by sex and civil status. Moreover, age, sex, civil status and educational attainment tended to influence their area of assignment. Older CIs are more likely to be assigned in the Pediatric and OB-Gynecologic sections since patients in these sections need more care and attention.

8. The older and more experienced CIs tend to be more competent they are in nursing care. Obviously the long experiences of CLIs as a clinical nurse and/or as a clinical teacher may have helped hone their knowledge and skills in nursing and teaching. The better competence of married nurses compared with that of the single ones may be attributed to the role they play and the big responsibility they handle at home which in a way can also help them perform their role as a nurse or as a teacher.

9. The fact that educational attainment was found to have a significant bearing on teaching competency confirms that cognitive knowledge a nurse learned from his/her study of the basic foundations of nursing and specific nursing skills and the additional knowledge gained from advanced study of nursing have definitely contributed to his teaching competency. Because one needs knowledge to learn, it is not possible to

assimilate new knowledge without having some structure developed from previous knowledge to build on.

10. This study proved the relevance of experience in the development of knowledge and skills in professional practice of nursing and in teaching the profession. Further honing of knowledge and skills makes one a more competent nurse practitioner and clinical instructor. The popular quotation “Experience is the best teacher,” is affirmed by the findings of this study. This study also reaffirms the idea that “it takes time to learn because for learning to be significant, one needs to revisit ideas, ponder on them and use them repeatedly.”

13. The significant relationship between nursing competence and teaching competence confirmed that a nurse can be an competent and effective instructor only if she is a competent nurse. A competent the nurse has more to share or teach to the students. The constructivist explains that one needs knowledge from experience that is meaningful and important to them and recognizes the construction of new understanding as a combination of prior learning.