

Characteristics of an Effective Clinical Instructor as Perceived by Nurses

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Abstract

Back ground: The effectiveness of clinical instructors plays a pivotal role in the professional development of nurses. An effective clinical instructor not only demonstrates clinical expertise but also provides mentorship, support, and constructive feedback to learners. By fostering critical thinking, communication, and problem-solving skills, clinical instructors ensure that nurses are well-prepared for the challenges of patient care. **The aim of study was** to assess the characteristics of an effective clinical instructor as perceived by nurses. **Research design:** A descriptive research design was utilized to conduct this study. **Sample:** The study subject was compromised all nurses with Bachelor degree (400) enrolled in Itay-Elbarod general hospital at El- Beheira governorate. **Tool:** The Nursing Clinical Instructor Effectiveness Questionnaire. The questionnaire also collects socio-demographic data. **Results:** levels of clinical instructor effectiveness as perceived by studied nurses. It was found that (43%) of nurses rated their clinical instructors as having a moderate level of effectiveness. Additionally, (41%) of them perceived their instructors as highly effective. While (11%) of nurses reported a low level of effectiveness, only (5%) rated them as ineffective. **Conclusion:** less than one third of nurses agreed and less than one quarter strongly agreed on its importance and effectiveness. Lastly, in the personality dimension, more than one third agreed and 23.1% strongly agreed on the effectiveness of instructors' personality traits. **Recommendations:** Organize training workshops for clinical instructors to enhance teaching ability, focusing on clear communication, linking theory to practice and encouraging active participation during clinical training.

Keywords: Effective Clinical Instructor .

Introduction

Recent years have seen a substantial improvement in nursing education. The primary objective of this discipline, educating professionally qualified nurses, is what practitioners and specialists in this subject aim to accomplish (Farzi et al., 2018). To develop nurses who can offer patients high-quality care, these specialists work to pinpoint the causes and alter educational frameworks (Oldland et al., 2020). Since that nurses' clinical experiences or the caliber of their clinical training is one of the most significant aspects influencing nursing education (Jasemi et al., 2018). It is believed that the foundation of professional nursing education is clinical education (Khan et al., 2015). Clinical competence is considered the key component for efficient clinical learning (Willman et al., 2020).

Also, Clinical instructors' evaluations of nurses' clinical competence and their evaluations of their performance can offer crucial information on nursing education (Lovrić et al., 2015).

Nursing is a practice profession that necessitates skilled clinical practitioners to educate the next generation of nurses (Ahmed Mohamed et al., 2018). Clinical instructors play an important role in preparing competent nurses to meet our society's healthcare needs. However, nationwide clinical instructor shortages have jeopardized the future of nursing education (Sommers & Bonnel, 2020). The nation's healthcare infrastructure is in jeopardy unless adequately trained clinical instructors are available to teach future generations of

healthcare professionals. To facilitate change, clinical instructors must be able to prepare professional nurses who can think critically, communicate effectively, and collaborate with multidisciplinary teams (**Fitzgerald et al., 2020**).

Clinical instructor characteristics are assessed based on the models, methods, and strategies they use to deliver lessons and how the nurses receive the lessons in a real training setting (**Bisholt et al., 2014**). As clinical instructors' roles are extremely obvious in terms of knowledge transfer, their characteristics frequently have a significant impact on nurses' morale, emotional stability, motivation, and learning in academic pursuits in a typical teaching setting. Clinical instructors guide the class from the start to achieve the intended outcomes. Effective characteristics are therefore always a shared issue between the clinical instructor and the nurse. Thoughts and opinions from nurses are always the most important so the clinical instructor proficiency in delivering lessons had a greater bearing on how much the nurses learned about facts, theories, applications, and problem-solving and communication abilities (**Flinkman et al., 2017**).

Clinical instructors serve as the cornerstone of healthcare, with registered nurses (RNs) serving as its backbone. After working as registered nurses for a while, clinical instructors pursue further education, such as a master of nursing (MSN) or a doctor of nursing practice (DNP). With a greater awareness of the healthcare system and patient requirements, these degrees pave the way for careers in nurse education. The most successful clinical instructors play many roles that contribute to developing a well-rounded future generation of nursing professionals rather than just teaching (**Niederriter et al., 2017**). Also clinical instructors combine their passion for teaching with their clinical expertise to build fulfilling careers. These instructors are in charge of educating and guiding present and future generations of nurses, and they work in both the clinical and training environments, in addition to playing a critical role in the nursing workforce by serving as role models and providing the leadership required to implement evidence-based practices (**Bownes & Freeman, 2020**).

Clinical instructors have roles that include the following three primary responsibilities: collaborator, leader of nurse learning, and role model (**Sadeghi et al., 2019**). Collaborator: clinical instructors are expected to work in conjunction with other healthcare members and clinical rotation managers to guarantee a great educational experience for nurses, as there is a direct correlation between collaboration and positive patient outcomes in the nursing field. Leader of Nurse Learning: clinical instructors are trusted as leaders of nurse learning on their campus or inside their institution because they are teachers. Role Model: during different phases of experiential learning, clinical instructors frequently act as role models for nurses to guarantee successful clinical development. Additionally, clinical instructors must act as mentors for recently hired faculty members.

The development of nursing professionals' clinical competency is greatly aided by clinical instructors (**Shibiru et al., 2023**). Clinical instructors are in charge of their trainees' clinical development and excellence as well as how to apply theoretical knowledge to nursing practice and obtain clinical experience. Also clinical instructors are in charge of fostering a sense of autonomy, decision-making and enhancing the creative potential of nurses in various clinical settings in addition to leading the educational activities (**Oshodi et al., 2019**). As a result, it would seem important to identify the clinical instructor's traits that impede the development of nursing professionals' clinical competence. By recognizing these traits, clinical instructors can receive the right direction for their work, which will enhance the clinical competency of nurses.

According to the study of **Sorouch et al. (2021)** show that nurses have recognized particular qualities of effective clinical instructors. Effective clinical instructors have the following qualities over all others: a professional demeanor, internal motivation, and strong communication and teaching abilities. **Hababeh and Lalithabai (2020)** studied the perception of effective clinical instructor characteristics. The study reveals that nursing trainees prioritize personality over teaching ability as the most important trait for clinical instructors. This

highlights the need for effective strategies to fill this gap and for clinical instructors to be role models. The findings can enhance professional nursing healthcare delivery and create a conducive learning environment.

Significance of the study

Studying the characteristics of a clinical instructor is crucial for improving nursing learning, improving clinical competency, reducing nurses' stress, promoting professional development, and ensuring quality patient care (Soroush et al., 2021). Effective clinical instructors bridge the gap between theoretical knowledge and practical application, creating a supportive learning environment and demonstrating professional values also promote professionalism and ethical practice, fostering ethical standards within nursing practice. By understanding these characteristics, educational institutions can improve their clinical training programs, leading to better-prepared healthcare professionals and improved patient outcomes.

So this study will help to guide the institutions in selecting clinical instructors who foster a positive learning environment, enhancing learning outcomes and ensuring better-prepared nurses. Instructors can adapt teaching methods to accommodate diverse learning styles and needs, addressing individual strengths and weaknesses. Research on nurse trainees' perceptions informs curriculum design and instructor development, ensuring competent and confident nurses. Overall, understanding these characteristics can improve nursing education, nurses' success, and patient care quality.

Aim of The Study

This study aimed to assess the characteristics of an effective clinical instructor as perceived by nurses

Research question

What are the characteristics of an effective clinical instructor as perceived by nurses.

Materials and methods

Materials

Research design:

A descriptive research design was used to conduct this study. A descriptive research design was used to conduct this study, which is a type of research used to describe the characteristics of a population or phenomenon being studied without manipulating variables.

Setting:

This study was conducted in Itay-Elbarod general hospital at El- Beheira governorate. Itay-Elbarod General Hospital is a regional public hospital located in Itay El Barud city, Beheira Governorate, Egypt. It has a capacity of 216 beds and comprises five separate buildings, housing approximately 15 different clinical and support departments (such as Internal Medicine, Pediatrics, Obstetrics & Gynecology, Surgery, Emergency, Radiology, Laboratory, etc.).

Subjects:

The study subject was compromised all nurses with Bachelor degree (400) enrolled in the previously mentioned setting at the time of data collection and who had the willingness to participate in the study.

Tool of the study:

Nursing Clinical Instructor Effectiveness Questionnaire: was developed by the researcher based on the literature review (Soroush et al., 2021; Wu et al., 2024; Morgan & Knox, 1987; Yoost, & Crawford, 2021) to assess the characteristics of an effective clinical instructor as perceived by nurses. It was Composed of 92 items grouped into the following six dimensions:

1. Teaching ability (31 items) was used to assess the teaching ability in clinical teaching. It includes instructional skills, creating a positive learning environment, and promoting learning such as explaining clearly and answering the nurses' questions.

2. Nursing competence (14 items) was used to assess the nursing competence in clinical teaching. It includes nursing skills, demonstration, communication skills and knowledge such as demonstrating clinical skills and judgment and helping all nurses to acquire skills during clinical training.

3. Evaluation (13 items) was used to assess the type and amount of feedback the nurse receives from the clinical instructor in relation to clinical performances such as providing frequent feedback on nurses' performance and observing nurses' performance frequently.

4. Interpersonal relationships (7 items) was used to assess the interpersonal relationship between nurses and instructors such as providing support and encouragement to nurses and encouraging a climate of mutual respect.

5. Collaboration role (9 items) was used to assess how nurses collaborate with other healthcare professionals and organizations such as facilitating clinical training through coordination with unit staff and oriented with policies and routine of clinical training sites.

6. Personality (18 items) was used to assess the personality traits in clinical teaching such as self-confidence and open-minded and non-judgmental

In addition to socio/demographic, personal, and academic profile data: gender, age, years of experience, nursing educational level, and job title.

The responses to those items were measured on a five -point Likert scale that ranges from (5) for "strongly agree" to (1) for "strongly disagree". The overall score level of the questionnaire ranges from ($\leq 40\%$: $\geq 80\%$). The score was summed up and converted into the following interpretation: High effective clinical instructor ($\geq 80\%$), Moderate effective clinical instructor ($\geq 60\%$: $< 80\%$), Low effective clinical instructor ($> 40\%$: $< 60\%$), and Ineffective clinical instructor ($\leq 40\%$).

Methods

1. An official permission was obtained from the Dean of the Faculty of Nursing,

Damanhour University and the responsible authorities of the study settings at Itay elbarod General Hospital, after explanation of the purpose of the study.

2. The tool was translated into Arabic and was introduced to five experts in the field of the study to be tested for its content validity and the necessary modification was done.

3. The reliability of the tools was examined using the most appropriate statistical tests.

4. A pilot study was carried out on (10%) of total sample size ($n=40$), who will not be included in the study sample; in order to check and ensure the clarity, identify obstacles and problems that may be encountered during data collection and the necessary modifications was done.

5. Data collection for this study was conducted from the identified subjects by the researcher through self-administered questionnaires to nurses at their work settings.

6. After completion of data collection, the appropriate statistical analysis was used.

Ethical Considerations.

- The research approval was obtained from the Research Ethics Committee at the Faculty of Nursing – Damanhour University, in accordance with approval code 108-F, prior to the start of the study.

- Written informed consent was obtained from the study subjects after an explanation of the aim of the study.

- Right to refuse to participate or withdraw from the study at any time was ensured during the study.

- Anonymity regarding the data collected was maintained.

- Privacy and confidentiality of nurses was maintained during the implementation of the study

Results:

Table (1) shows the distribution of the studied nurses according to their socio-demographic characteristics: It was found that the majority (73.1%) of the studied nurses were females, while about one-quarter (26.9%) were male. The mean age of the participants was 26.4 ± 5.1 years. Concerning years of experience, the highest percentage, more than onethird (36.9%), had between 5 to 10 years of experience. Regarding qualifications, nearly two-thirds (65.0%) held a bachelor's degree, while about one-quarter (24.2%) had a diploma, and a very small proportion (3.6%) had a doctorate. As for job titles, the majority (86.7%) were

staff nurses, while only a negligible proportion (0.3%) were nursing directors.

Table (2) illustrates the frequency distribution of nurses' perceptions concerning various dimensions of nursing instructor effectiveness:

The findings indicate that teaching ability was highly rated, with 34.2% agreeing and 25.6% strongly agreeing on its effectiveness. Similarly, nursing competence received a positive evaluation, as 39% agreed and 28.4% strongly agreed.

Regarding the evaluation, 34.7% agreed and 28.7% strongly agreed that instructors were effective in evaluating nurses' performance. In terms of interpersonal relations, 36.9% agreed and 32.5% strongly agreed.

As for the collaboration role, 37.2% of nurses agreed and 23.6% strongly agreed on its importance and effectiveness. Lastly, in the personality dimension, 40.0% agreed and 23.1% strongly agreed on the effectiveness of instructors' personality traits.

Finally, shows the mean and standard deviation of the Nursing Instructor Effectiveness dimensions among the studied group: The overall mean score of nursing instructor effectiveness was (209.1 ± 49.1) . This table illustrates that the Teaching Ability dimension had the highest mean score (64.4 ± 7.1) , followed by Personality (47.1 ± 5.7) and Nursing Competence (39.1 ± 5.6) . On the other hand, the Interpersonal Relations dimension had the lowest mean score (24.7 ± 4.8) , as perceived by the studied participants

Figure (1): Illustrates levels of clinical instructor effectiveness as perceived by studied nurses: It was found that less than half (43.0%) of nurses rated their clinical instructors as having a moderate level of effectiveness. Additionally, about two-fifths (41.0%) of them perceived their instructors as highly effective. While just over one-tenth (11.0%) of nurses reported a low level of effectiveness, only a very small proportion (5.0%) rated them as ineffective.

Table (1): Distribution of the studied nurses to their socio-demographic data (n=360).

Socio -demographic characteristics		No.	
Gender:			
Male		97	26.9
Female		263	73.1
Age:			
20 : ≤ 25		88	24.4
26 : ≤ 30		126	35.0
31 : ≤ 35		99	27.5
More than 35		47	13.1
Min – Max		21 - 57	
Mean ±SD		26.4 ±5.1	
Years of experience:			
Less than 5 years of experience		128	35.6
5 years – 10 years of experience		133	36.9
More than 10 years of experience		99	27.5
Qualification:			
Bachelor's		234	65.0
Diploma		87	24.2
Master's degree		26	7.2
Doctorate		13	3.6
Job title:			
Staff nurse		312	86.7
Unit head nurse		34	9.4
Supervisor		13	3.6
Nursing directors		1	0.3

SD: Standard deviation

Table (2): Frequency distribution of the studied nurses' perceptions regarding their total nursing instructor effectiveness (n=360).

Items	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Mean and standard deviation			
	No.		No.		No.		No.		No.		Ranking	No of Items	Min – Max	Mean ± SD
Teaching Ability	92	25.6	123	34.2	85	23.5	47	13.1	13	3.6	4	31	42 - 135	64.4 ± 7.1
Nursing Competence	104	28.4	139	39.0	63	17.2	37	10.7	17	4.7	6	14	25 - 64	39.1 ± 5.6
Evaluation	100	28.7	126	34.7	69	18.9	49	13.7	16	4.0	3	13	24 - 54	37.9 ± 4.5
Interpersonal Relations	117	32.5	133	36.9	67	18.6	30	8.4	13	3.6	1	7	11 - 34	24.7 ± 4.8
Collaboration role	85	23.6	134	37.2	71	19.7	52	14.5	18	5.0	2	9	14 – 43	29.1 ± 4.1
Personality	83	23.1	144	40.0	67	18.6	50	13.9	16	4.4	5	18	26 - 72	47.1 ± 5.7
Total												92	114 - 394	209.1 ± 49.1

Total nursing instructor effectiveness

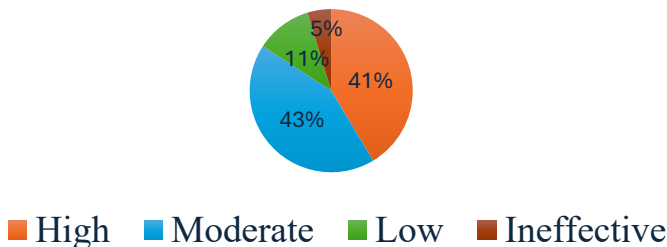


Figure (1): Levels of clinical instructor effectiveness as perceived by studied nurses

Discussion

Clinical instruction plays a vital role in shaping competent and confident nurses who are capable of providing safe and effective patient care. The clinical learning environment is heavily influenced by the characteristics and teaching approaches of the clinical instructor, who serves not only as an educator but also as a role model, supervisor, and evaluator. Clinical instructors must possess effective characteristics to encourage clinical teaching as nurses' demand (Shudifat et al., 2024).

Clinical nursing instructors play a crucial role in supervising, educating, and supporting nurses during clinical practice. The effectiveness of clinical instruction is enhanced by strong teaching skills, professional experience, effective communication, constructive feedback, and the provision of meaningful clinical training opportunities. Nurses emphasize that supportive clinical settings include instructors who provide positive feedback, communicate effectively, and foster self-confidence in the nursing role. Possessing these effective characteristics enables clinical instructors to prepare competent and confident nurses who are capable of delivering safe and high-quality patient care (Buzieh, 2024).

So, the aim of this study was to assess the characteristics of an effective clinical instructor as perceived by nurses in Itay-Elbarod general hospital at El- Beheira Governorate.

As regard nurses' perceptions concerning various dimensions of nursing instructor effectiveness, the present study

highlighted that teaching ability dimension was highly rated, with more than of fifth agreeing and about one quarter strongly agreeing on its effectiveness. Also, nursing competence dimension received a positive evaluation, as almost two fifths agreed and more than one quarter strongly agreed. As well, evaluation dimension which obtained more than one third agreeing and more than one quarter strongly agreeing that instructors were effective in evaluating nurses' performance.

This may be attributed to the emphasis placed on educational and clinical qualifications in selection and preparation of clinical instructors, which ensures that they possess teaching skills, nursing competence, and the ability to assess performance effectively. This result was compatible with Gujrati et al., (2025) who carried out a study to evaluate nursing students' perception of teacher attributes that enhance learning in Pakistan, and found that "clear instruction, breaking down content, and engaging teaching strategies" were among the top faculty attributes shaping students' clinical learning. Teaching effectiveness was repeatedly emphasized as a core driver of perceived instructor quality.

Aligned with the study result, a study performed by Zhang et al., (2022) who performed a study to investigate effective teaching behaviors of clinical nursing teachers in China, they identified "mastery of clinical content, up-to-date professional knowledge, and demonstration of best practice" as one of three core themes of effective clinical teaching

behaviors, directly underlining the value of nursing competence. On contrary, a study conducted by **Javadi & Keshmiri, (2023)** to assess surgical nursing students' perception of the feedback they received on a clinical rotation, in Iran and who found that the majority of nurses reported that feedback was not helpful, citing a lack of constructive feedback and undermined their learning, indicating that "evaluation" can be ineffective if poorly delivered.

In terms of interpersonal relations dimension, the present study reflected that more than one third agreed and nearly one third strongly agreed. As for the collaboration role, more than one third of nurses agreed and nearly one quarter strongly agreed on its importance and effectiveness. As for the personality dimension, two fifths agreed and nearly one quarter strongly agreed on the effectiveness of instructors' personality traits. This may be due to the critical role that interpersonal skills, collaboration, and personality traits play in shaping a positive clinical learning environment.

This result was congruent with the finding of study conducted by **Buanz et al., (2024)** who noticed a high level of agreement with the interpersonal relations dimension among the most critical instructor characteristics, they highlighted that participants perceived supportive, respectful, and empathetic interactions as foundational to a positive clinical learning environment. Likewise, study carried out by **Labrague, (2025)**, who declared that structured support and collaboration from nurse instructors significantly enhanced the academic achievement and reduced attrition among nursing students.

In this respect, a study conducted by **Labrague et al., (2020)** who conducted a study about nursing faculty teaching characteristics as perceived by nursing students in Australia pointed out that personality traits were less influential than core dimensions like teaching ability and nursing competence. Personality was the lowest-scored dimension.

Regarding the mean and standard deviation of the nursing instructor effectiveness dimensions among the studied group, the present study displayed that the

overall mean score of nursing instructor effectiveness was (209.1 ± 49.1) . Teaching Ability dimension had the highest mean score, followed by Personality and Nursing Competence dimension. While, the Interpersonal Relations dimension had the lowest mean score, as perceived by the studied participants. This may be due to the fact that clinical instructors often receive more structured training and evaluation in areas such as teaching ability, clinical competence, and professional behavior, which are essential components of their formal roles. As a result, these dimensions are more consistently demonstrated and positively perceived by nurses.

Moreover, the lower mean score in the interpersonal relations dimension may suggest variability in communication styles, empathy, or approachability among instructors, which can affect how connected and supported nurses feel during clinical training. In the same vein, a study performed by **Buzieh, (2024)** to assess effective characteristics of a clinical instructor as perceived by bachelor student nurses in Palestine, and noticed that participants rated the Teaching Ability dimension highest and placed Interpersonal Interaction and Evaluation receiving the lowest score.

Consistently, a study conducted by **Hababeh & Lalithabai, (2020)**, who found that personality and teaching ability were rated highest by nursing trainees, while interpersonal relations scored lower. In the opposite line, a study performed by **AlMekkawi et al., (2020)** who argued that interpersonal relations and personality had the highest mean scores among nurses' perceptions of instructor effectiveness. They highlighted that interpersonal relationships are essential for effective clinical teaching, as they foster trust, communication, and emotional support, which are vital for nurses learning.

Considering levels of clinical instructor effectiveness as perceived by studied nurses, the present study clarified that more than two fifths of nurses rated their clinical instructors as having a moderate level of effectiveness. Also, more than two fifths of nurses perceived their instructors as highly effective. While less than one fifth of them reported a low level of effectiveness, and only minority of them rated

instructors as ineffective. This may be due to the diverse backgrounds, experiences, and teaching styles of clinical instructors, which can lead to varying perceptions of their overall effectiveness among nurses.

The fact that more than two fifths of nurses rated their instructors as highly effective suggests that a significant portion of instructors demonstrate strong teaching skills, clinical competence, and supportive behaviors. At the same time, the similar percentage rating instructors as moderately effective may reflect areas where improvement is needed, such as communication, interpersonal relations, or adaptability to individual learning needs. This finding was in accordance with a study carried out by **Al-Daken et al., (2024)** who reported mean clinical teaching effectiveness scores of 3.22 out of 5, indicating moderate to high overall clinical teaching effectiveness as perceived by most participants.

Correspondingly, a study carried out by **Hassan et al., (2021)** who found that the highest percentage of clinical instructors were at moderate level of total competencies, while the lowest percentage of them were at low competencies level. On contrary, study conducted by **Youssif et al., (2024)** in Egypt, to assess core competencies and clinical performance level of academic nursing educators, and found that most of nursing educators had high levels of core competencies.

Conclusion

Based on the results of the present study and the research questions, the study concluded that:

Levels of clinical instructor effectiveness as perceived by studied nurses. It was found that more than two-fifths of nurses rated their clinical instructors as having a moderate level of effectiveness. Additionally, about two-fifths of them perceived their instructors as highly effective. While around one-tenth of nurses reported a low level of effectiveness, only less than one-tenth rated them as ineffective.

The frequency distribution of nurses' perceptions concerning various dimensions of

nursing instructor effectiveness. The findings indicate that teaching ability was highly rated, with more than one-third agreeing and about one-quarter strongly agreeing on its effectiveness. Similarly, nursing competence received a positive evaluation, as about two-fifths agreed and more than one-quarter strongly agreed.

Regarding the evaluation, about one-third agreed and more than one-quarter strongly agreed that instructors were effective in evaluating nurses' performance. In terms of interpersonal relations, more than one-third agreed and about one-third strongly agreed.

As for the collaboration role, more than one-third of nurses agreed and about one-quarter strongly agreed on its importance and effectiveness. Lastly, in the personality dimension, about two-fifths agreed and about one-quarter strongly agreed on the effectiveness of instructors' personality traits.

Recommendations

For Hospital and Nursing Education Management

- Organize training workshops for clinical instructors to enhance teaching ability, focusing on clear communication, linking theory to practice and encouraging active participation during clinical training.

- Implement continuous professional development programs for instructors on modern teaching strategies, evaluation methods and interpersonal skills.

- Encourage nursing schools and hospitals to create supportive environments where instructors can practice collaborative roles with unit staff and multidisciplinary teams.

- Develop a monitoring and feedback system for clinical instructors to ensure sustained quality and effectiveness of their teaching roles.

For Clinical Instructors

- Strengthen evaluation practices by providing constructive feedback, positive

reinforcement and fair assessment methods while avoiding criticism in front of patients.

- Enhance interpersonal relationships by demonstrating empathy, active listening and mutual respect with nurses to foster trust and motivation.

- Serve as role models in professionalism, self-confidence, patience and problem-solving to inspire nurses and build a positive learning climate.

- Emphasize the importance of collaboration and coordination with hospital units to facilitate smooth clinical training and ensure the availability of resources.

For Staff Nurses

- Increase awareness about the importance of providing feedback to clinical instructors, as this contributes to improving teaching methods and the learning environment.

- Encourage nurses to actively participate in training sessions, discussions and problem-solving activities with instructors to strengthen their clinical competence.

- Motivate staff nurses to pursue lifelong learning and maintain updated knowledge in clinical practice, which complements the role of the instructor.

For Further Research

- Conduct future studies to explore the impact of clinical instructor effectiveness on patient outcomes and nurses' job satisfaction.

- Develop and evaluate educational programs for clinical instructors focusing on advanced teaching skills, leadership and mentorship roles.

- Carry out comparative studies across different hospitals to assess variations in perceptions of instructor effectiveness and identify best practices in clinical education.

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