

Assess perception of nursing students regarding teaching and clinical competency of teachers working in nursing college of Navi Mumbai.

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ABSTRACT

This study assessed nursing students' perception regarding the teaching competency, clinical competency, and mentoring skills of teachers working in a selected nursing college in Navi Mumbai. A quantitative descriptive cross-sectional survey design was used among 357 undergraduate nursing students. Data were collected through a structured questionnaire using Google Forms. The findings showed that most students had a positive perception of their teachers. Teaching competency (63.3%), clinical competency (63.0%), and mentoring skills (56%) were mostly rated as good, while many students also rated them as very good. The study concludes that nursing educators are generally perceived as competent and supportive in teaching, clinical guidance, and mentoring. Continuous improvement in teaching and clinical supervision is recommended to enhance quality of nursing education.

Keywords: Perception, Teaching Competency, Clinical Competency, Mentoring Skills.

I. INTRODUCTION

Quality nursing education is essential for producing competent and confident nurses who can meet the growing and complex demands of modern healthcare systems. Nursing, as both a science and an art, requires that students acquire not only theoretical knowledge but also strong clinical skills. Therefore, nursing educators play a central role in shaping students' professional development. Their teaching competency and clinical expertise directly influence students' learning outcomes, skill acquisition, and readiness for clinical practice.

Mentoring is an important aspect of nursing education that supports students in achieving both academic excellence and professional growth. It is a structured relationship in which an experienced teacher guides, motivates, and supports students in developing their knowledge, clinical skills, critical thinking, confidence, and professional values. Effective mentoring helps students adapt to the learning environment, overcome academic and clinical challenges, and develop competence in providing safe and quality patient care.

In many nursing institutions, teachers are expected to demonstrate proficiency in instructional methods, curriculum delivery, communication, assessment strategies, and classroom management. Equally important is their clinical competency, which includes the ability to demonstrate clinical procedures, guide students during clinical rotations, apply evidence-based practice, and model professional behavior. When teachers lack updated clinical knowledge or effective teaching strategies, student learning is compromised¹.

Students' perceptions offer valuable feedback on the actual performance of teachers in both classroom and clinical settings. Since students interact with faculty on a daily basis, they are in a unique position to evaluate the strengths and weaknesses of teaching and clinical supervision. Their perceptions can reflect how well educators are able to integrate theory into practice, create supportive learning environments, and facilitate the development of essential nursing skills².

Nursing education plays a vital role in preparing competent nurses who can provide high-quality healthcare services to individuals, families, and communities. The quality of nursing education largely depends on the teaching abilities and clinical competence of nursing faculty members. Effective nursing teachers not only

possess strong theoretical knowledge but also demonstrate advanced clinical skills, critical thinking, and the ability to guide students in practical settings³.

In the modern healthcare system, nursing students must be equipped with both theoretical understanding and practical clinical skills. Teachers in nursing college play an important role in shaping students' knowledge, attitudes, and professional competencies. Teaching competency includes the ability to deliver lectures effectively, use appropriate teaching methods, encourage student participation, and evaluate student learning. Clinical competency refers to the ability of teachers to demonstrate clinical procedures, guide students during clinical postings, and apply evidence-based practices in patient care⁴.

Students' perception of their teachers' competence is an important indicator of the quality of nursing education. When students perceive their teachers as knowledgeable, supportive, and clinically skilled, it enhances their learning experience and professional development. On the other hand, poor teaching methods or lack of clinical competence may negatively influence students' confidence and clinical performance⁵.

NEED OF THE STUDY:

The quality of nursing education depends greatly on the competence of nursing faculty, both in their teaching abilities and clinical expertise. As the healthcare system becomes increasingly complex, nursing students must be trained by educators who not only possess strong theoretical knowledge but also demonstrate up-to-date clinical skills and professional behaviors. Nursing faculty serve as role models, mentors, and guides in shaping students into safe, confident, and competent future nurses.

The review of literature indicates that nursing students highly value instructors who demonstrate strong clinical expertise, effective teaching behaviors, good communication skills, and supportive mentoring. These factors significantly influence students' learning outcomes, skill acquisition, and overall professional development. Despite this, variations may exist in the perception of students regarding the competencies of their teachers, especially across different educational settings.

The present study is undertaken to assess student's perception regarding the teaching and clinical competency of teachers working in nursing college of Navi Mumbai. The findings of this study will help identify strengths and areas requiring improvement among nursing faculty, thereby contributing to the enhancement of the quality of nursing education, clinical teaching practices, faculty development programs and ultimately improving the competence of future nursing professionals.

Ali et al.⁶ (2016) reported that undergraduate nursing students in Malaysia perceived clinical teachers' competence as a key factor influencing the quality of their clinical learning, indicating that students value instructors who demonstrate both clinical expertise and effective teaching behavior's in clinical settings.

Labrague et al.⁷ (2020) reported that nursing students perceived effective teaching behaviors and clinical competence of instructors as essential factors that significantly influence their learning outcomes and professional development, highlighting the importance of competent educators in nursing education.

Khan et al.⁸ (2021) revealed that nursing students considered clinical instructors' guidance, communication skills, and demonstration of procedures as key components for effective clinical learning, indicating that students rely heavily on instructors for skill acquisition and confidence building.

Buanz et al.⁹ (2024) revealed that nursing students perceive interpersonal relationships, communication skills, and evaluation methods of instructors as important characteristics of effective clinical teachers, highlighting the need for competent and student-centered educators.

II. MATERIAL AND METHOD

OBJECTIVE OF THE STUDY

Primary Objectives:

- 1) To assess the perception regarding teaching competency of teachers working in nursing college
- 2) To assess the perception regarding clinical competency of teachers working in nursing college

Secondary Objectives:

- 1) To find the mentoring skills of teachers in a selected nursing college, Navi Mumbai.

RESEARCH QUESTION:

What are the perceptions of nursing students regarding the teaching competency, clinical competency and mentoring skills of teachers working in selected nursing college?

OPERATIONAL DEFINITION:

Perception: It refers to the nursing students' views, opinions, and judgments regarding their teachers' teaching and clinical competencies.

Teaching competency: It refers to the ability of nursing teachers to effectively deliver theoretical content.

Clinical competency: The ability of a health professional to consistently apply knowledge, skills, judgment, and professional attitudes to perform clinical duties safely and effectively in real patient-care situations.

Nursing students: It refer to individuals enrolled in recognized nursing programs (BSc Nursing and Post Basic BSc Nursing) in the selected nursing college during the period of data collection.

Teachers: It refer to qualified nurse educators working in the selected nursing college who are responsible for teaching theory and/or supervising clinical practice.

Nursing college: It refer to government, private, or semi-private institutions offering recognized nursing programs where the study will be conducted.

Mentoring Skills: Mentoring skills are defined as the nursing teachers' ability to guide, support, and motivate students, as perceived by undergraduate nursing students.

DELIMITATIONS:

1. The study includes only nursing students who are available and willing to participate during the period of data collection.
2. The study is limited to assessing students' perception regarding teaching competency and clinical competency of teachers.
3. The study findings will be applicable only to the selected nursing college.
4. The study is limited to the data collected through a structured questionnaire.
5. The study is conducted within a specified time period.

III. RESEARCH METHODOLOGY:

Research Approach: Quantitative Research Approach

Study design: A descriptive cross-sectional survey design

Research Variables: Teaching competency, clinical competency and mentoring skills of teachers

Population:

Target Population-Undergraduate Nursing Students.

Accessible Population-Undergraduate nursing students who are present during data collection

Sample: 357 Nursing students

Sampling Technique: Total enumeration method.

Inclusion criteria:

Undergraduate nursing students enrolled in the selected nursing college.
Students who have exposure to both classroom teaching and clinical practice.
Students who are present during the data collection period.
Students who voluntarily agree to participate and provide informed consent.

Exclusion criteria:

Postgraduate nursing students or other non-undergraduate programs.
Students absent during the data collection period.
Students who decline to participate or do not provide consent.
Students with insufficient exposure.

Description of tool: Data were collected through a self-structured questionnaire (Google Form) with a 5-point Likert scale. The tool was valid and reliable (0.82). Data were analyzed using descriptive statistics. Content validity was established by eight experts. Necessary modifications were made based on their suggestions.

A structured Likert scale was developed by the investigator to assess the perception of nursing students regarding teaching competency, clinical competency and mentoring skills of teachers.

Tool has four sections:

Section A- Consisting the demographic variables of students.

Section B- Likert Scale to assess the perception of nursing students regarding teaching competency of teachers.

Section C- Likert Scale to assess the perception of nursing students regarding clinical competency of teachers.

Section D- Likert Scale to find the mentoring skills of teachers

IV: ANALYSIS SECTION

Section 4.1: Demographic Data

Table 1: Distribution of sample based on demographic characteristics of Undergraduate Nursing Students using frequency and percentage.

n=357

Demographic Variables	Frequency (f)	Percentage (%)
Age group		
17-19yrs	164	46.20%
20-22yrs	169	47.60%
23-25yrs	22	6.20%
Gender		
Male	70	21.40%
Female	257	78.60%
Course of study		
B.Sc. Nursing	346	96.90%
Post B.Sc. Nursing	11	3.10%
Year of study		
I Year(B.Sc./PB B.Sc.)	105	29.40%
II Year (B.Sc./PB B.Sc.)	135	37.80%

III Year	96	26.90%
IV	21	5.90%
Clinical exposure during course		
Less than 6 months	99	27.70%
1 Year	71	19.90%
2 Years	95	26.60%
More than 2 Years	92	25.80%

Table 1 depicts that maximum 47.60% of students were belongs to in the age group of 20-22 years, out of which 78.60% were female, 96.90% of nursing students are there in B.Sc. Nursing, out of that 37.80% are there in IInd Year B.Sc. Nursing, 27.70% of nursing students having clinical exposure of below 6 months.

Section 4.2: Distribution of sample based on perception of nursing students regarding teaching competency of teachers.

INTERPRETION	RANGE	f	%
Very Good perception	81–100	78	22
Good perception	61–80	226	63
Average perception	41–60	52	15
Poor perception	≤40	1	0

Figure 1: Perception of nursing students regarding teaching competency

n=357

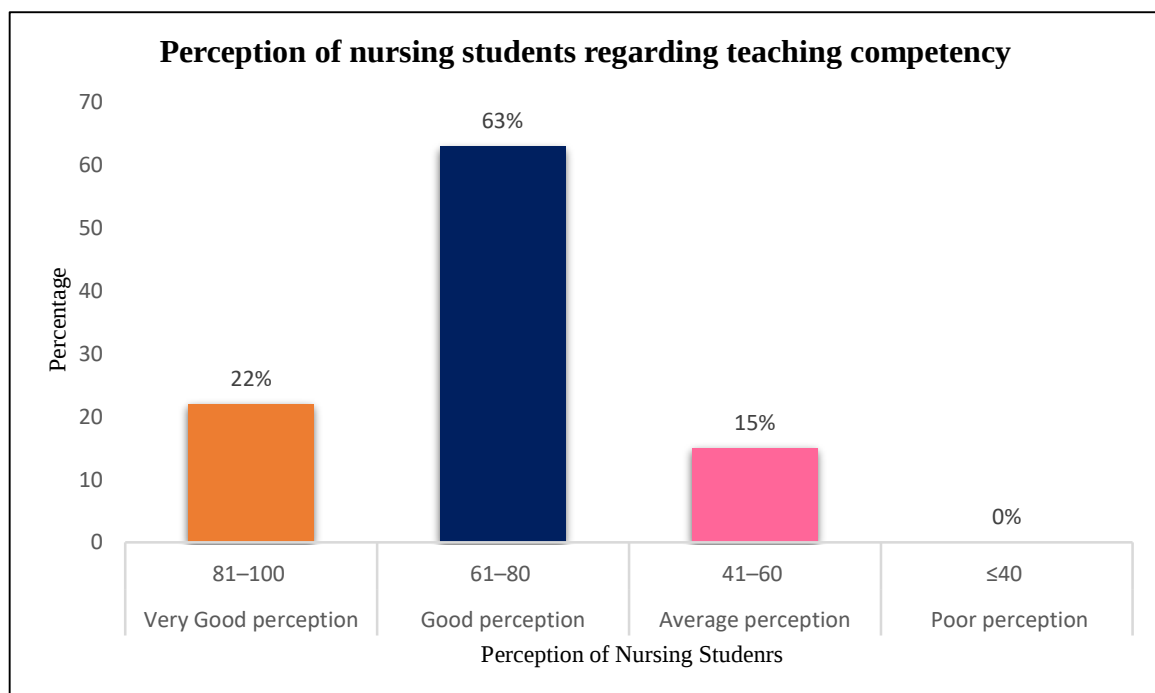


Figure 1 depict that majority (63%) of the students are having good perception regarding teaching competency of teachers.

Section 4.3: Distribution of sample based on perception of nursing students regarding Clinical competency of teachers.

INTERPRETION	RANGE	f	%
Very Good perception	81–100	75	21.0084
Good perception	61–80	225	63.02521
Average perception	41–60	56	15.68627
Poor perception	≤40	1	0.280112

Figure 2: Perception of nursing students regarding clinical competency

n=357

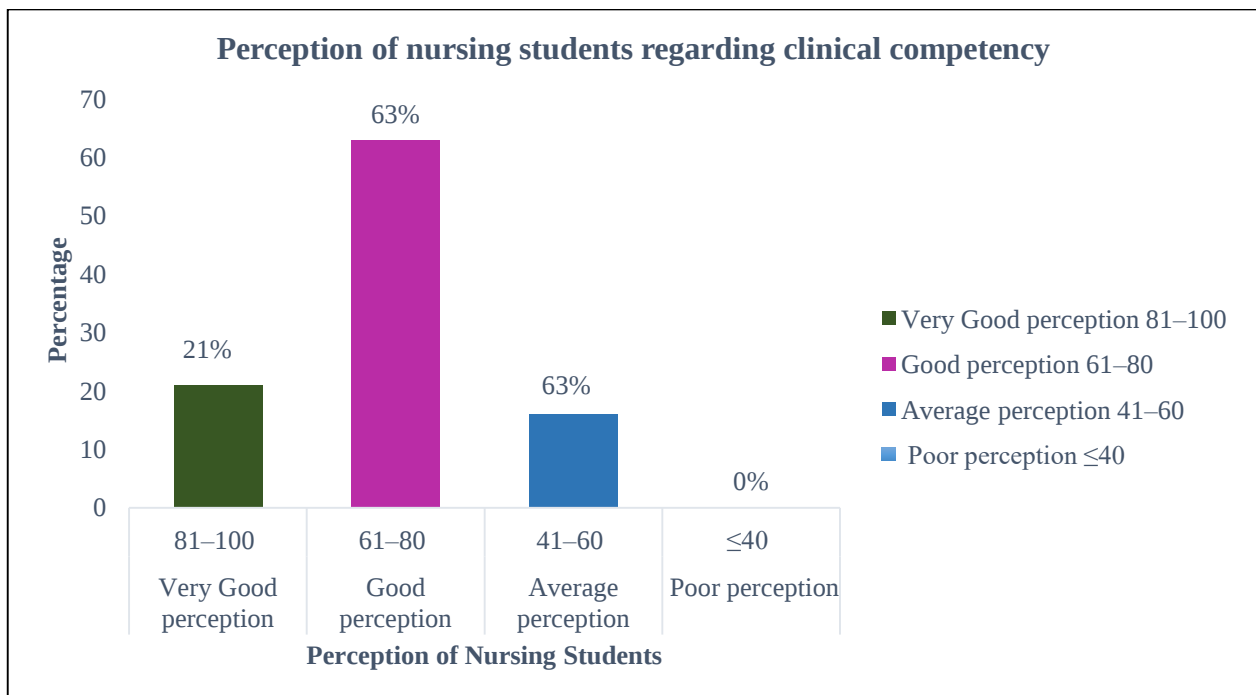


Figure 2 depict that majority of students rated clinical competency as good (63.0%), while 21.0% perceived it as very good. Very few students expressed poor perception.

Section 4.4: Distribution of sample based on Mentoring Skills of Nursing Teachers

INTERPRETION	RANGE	f	%
Very Good perception	81–100 %	83	23
Good perception	61–80%	200	56
Average perception	41–60%	71	20
Poor perception	≤40%	3	1

Figure 3: Mentoring Skills of Nursing Teachers

n=357

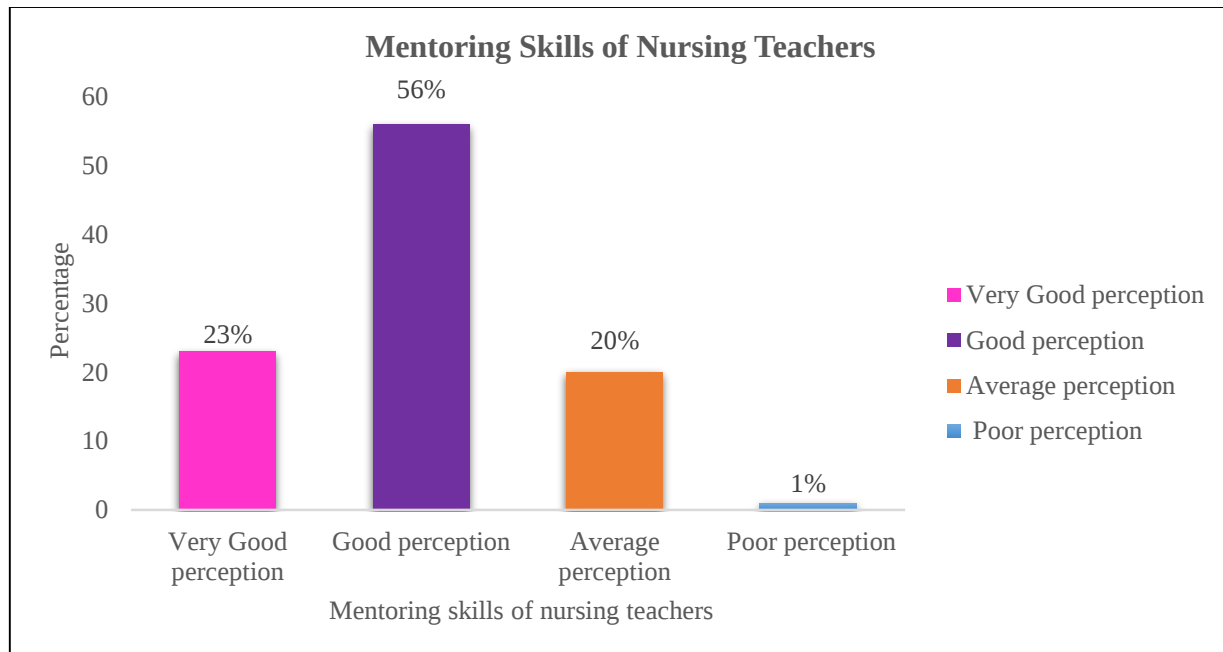


Figure 3 shows that more than half of the students (56%) rated mentoring skills as good, and 23% rated them as very good. Only 1% reported poor perception.

DISCUSSION

The present study revealed that nursing students generally had positive perceptions regarding teaching competency, clinical competency, and mentoring skills of nursing teachers. The findings are consistent with studies conducted by Saini et al.¹⁰. (2019) and Labrague et al.¹¹(2020), which reported that students value effective communication, professional competence, and supportive teaching behavior.

Similarly, the positive perception regarding clinical competency aligns with the findings of Al-Daken et al. (2024), who emphasized the importance of supportive clinical supervision in enhancing student learning. The results related to mentoring skills are also supported by Jokelainen et al. (2018), who reported that effective mentoring improves students' confidence, professional development, and clinical learning experiences.

The study findings indicate that nursing educators are generally successful in providing quality teaching and clinical guidance. However, the average perception reported by some students highlights the need for continuous professional development programs to improve innovative teaching methods, mentoring approaches, and clinical supervision strategies.

CONCLUSION:

The study concluded that nursing students perceive their teachers as competent and supportive in teaching, clinical practice, and mentoring roles. Most students reported good or very good perceptions regarding teaching competency, clinical competency, and mentoring skills. Continuous faculty development and enhancement of teaching-learning strategies are recommended to improve the quality of nursing education further.

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