

Relationships Between Personality Traits and Teaching Self-Efficacy in Clinical Nursing Preceptors

Su-Ya Huang

Department of Nursing, Chi Mei Medical Center, Tainan, Taiwan

Introduction

Clinical nursing preceptor is an important key of professional development in new nurses. Clinical nursing preceptor can provide effective teaching for new nurses to reduce Reality shock, decrease early burnout, and enhance retention rate. Few studies have examined the factors relationships between personality traits and teaching self-efficacy in Clinical nursing preceptors.

Purpose

The objective of this study were to examine the statuses and relationships of personality traits and the teaching self-efficacy in clinical nursing preceptors.

Methods

The study methods applied a cross-sectional design using structured questionnaires, including (a) demographic characteristics, (b) personality traits questionnaire, and (c) the teaching self-efficacy evaluation (Fig 1). A total of 172 participants were recruited from two hospitals in south Taiwan through a convenient sampling procedure. Data were analyzed using descriptive statistics, independent t-tests, one-way ANOVA, and Pearson’s correlations.

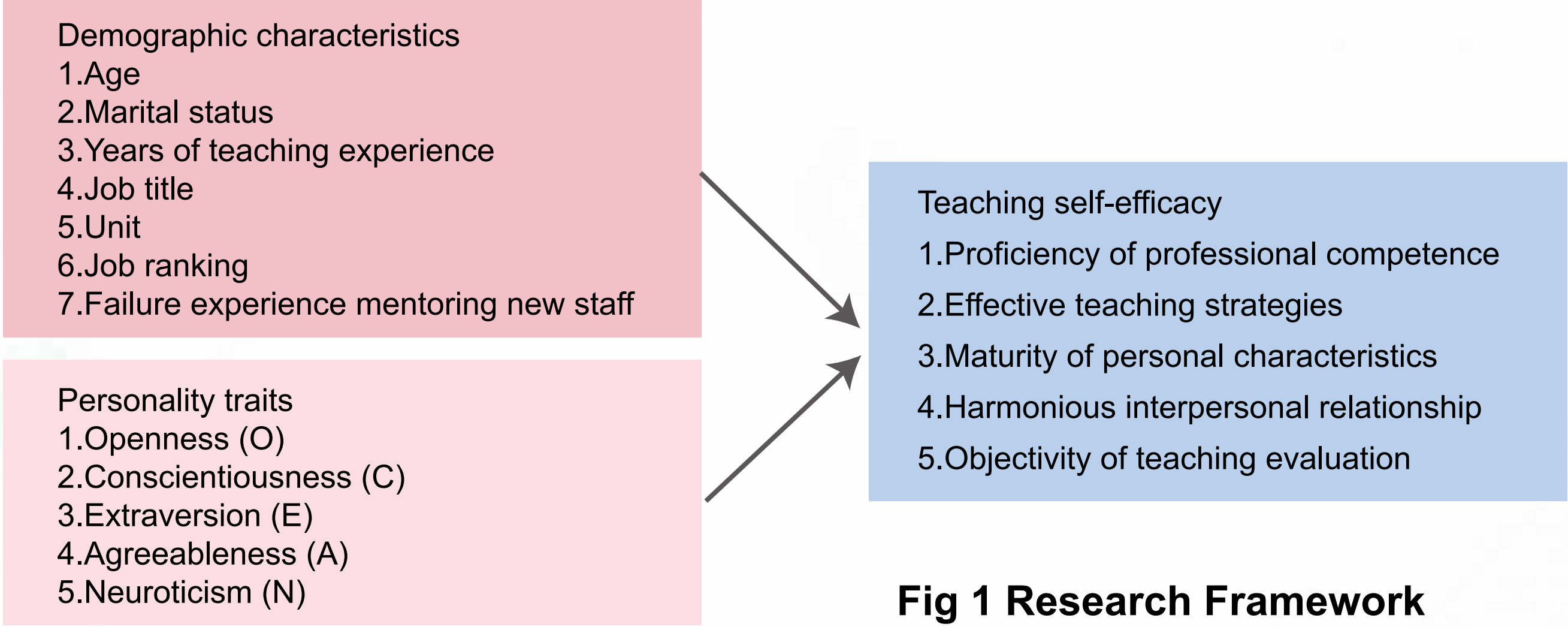


Fig 1 Research Framework

Results

The results of the study showed that clinical nursing preceptors had an average score of 3.86 in the teaching self-efficacy (Table 1). In terms of the five dimensions of the teaching self-efficacy, the score from the highest to lowest was harmonious interpersonal relationship, objectivity of teaching evaluation, maturity of personal characteristics, proficiency of professional competence and effective teaching strategies. Personal characteristics including age, marital status, years of teaching experience, job titles, and the job ranking had significant relationships with the teaching self-efficacy (Table 2). In consider with personality traits, except to the “Openness”, the teaching self-efficacy had significant positive relationships with the “Conscientiousness”, “Extraversion”, and “Agreeableness” ($r = .632$, $r = .316$, $r = .374$); and the significant negative relationships with the “Neuroticism” ($r = -.339$: Table 3).

TABLE 1. Teaching self-efficacy (n=172)

Variable	Item	Domain	Minimum	Maximum	M	SD	Item M	Score
Proficiency of Professional competence	7	7-35	19	35	26.83	3.388	3.83	4
Effective Teaching Strategies	16	16-80	46	80	60.58	7.501	3.78	5
Maturity of Personal Characteristics	16	16-80	44	80	62.16	7.039	3.88	3
Harmonious Interpersonal Relationship	9	9-45	26	45	35.77	4.222	3.97	1
Objectivity of Teaching Evaluation	9	9-45	26	45	35.23	4.395	3.91	2
Overall Teaching Efficacy	57	57-285	167	285	220.56	24.232		

TABLE 2. Participant Demographic Data (n=172)

Variable	n	%	M	SD	t /F /r	p
Marital Status					-2.000	.047*
	Single	83	48.3	216.77	25.645	
	Married	89	51.7	224.10	22.405	
Job Titles					-1.986	.049*
	Nurse	39	22.7	213.85	25.350	
	Leader	133	77.3	222.53	23.632	
Unit					2.070	.106
	Medical	37	21.5	224.95	24.864	
	Surgical	43	25	215.65	22.765	
	Intensive	58	33.7	217.71	24.781	
	Other	34	19.8	226.88	23.255	
Job Ranking					-3.077	.002**
	N3	99	57.6	215.80	22.791	
	N4	73	42.4	227.03	24.780	
Failure Experience Mentoring New Staff					1.051	.295
	Y	91	52.9	222.40	25.952	
	N	81	47.1	218.51	22.121	
Age	172				.257	.001**
Years of Teaching Experience	172				.303	.000**

*The correlation reaches significance level at 0.05 (two-tailed).
** The correlation reaches significance level at 0.01(two-tailed).

TABLE 3. Correlation Analysis of the Personality Traits and Teaching Self-efficacy (n=172)

Variable	Openness	Conscientiousness	Extraversion	Agreeableness	Neuroticism
Proficiency of Professional competence	.161*	.587**	.287**	.245**	-.326**
Effective Teaching Strategies	.114	.544**	.265**	.262**	-.272**
Maturity of Personal Characteristics	.095	.633**	.371**	.494**	-.403**
Harmonious Interpersonal Relationship	.069	.570**	.278**	.342**	-.261**
Objectivity of Teaching Evaluation	.117	.542**	.210**	.304**	-.260**
Overall Teaching Efficacy	.119	.632**	.316**	.374**	-.339**

*The correlation reaches significance level at 0.05 (two-tailed).
** The correlation reaches significance level at 0.01(two-tailed).

Conclusion

The subjects of the study targeted at the clinical nursing preceptors to understand the personality traits and the current situation of the teaching self-efficacy of the clinical nursing preceptors. The aspects of the clinical preceptors’ teaching self-efficacy in a descending order based on the mean scores include harmonious interpersonal relationship, objective teaching evaluation, maturity of personal characteristics, proficiency of professional competence and effective teaching strategies. The overall teaching self-efficacy was significantly correlated with age, marital status, years of teaching experience, job ranking and job title in the individual attributes. In terms of the correlation with the personality traits, the overall teaching self-efficacy had significant positive correlation with conscientiousness, extraversion and agreeableness except for the openness, and had significant negative correlation with the neuroticism in the personality traits.

★ Keywords

clinical nursing preceptor, personality traits, teaching self-efficacy, preceptor training courses.

★ Abstract Summary:

This study were to examine the statuses and relationships of personality traits and the teaching self-efficacy in clinical nursing preceptors. Clinical nursing preceptors average 3.86 in the teaching self-efficacy. The teaching self-efficacy had significant positive relationships with the “Conscientiousness”, “Extraversion”, and “Agreeableness”; and the significant negative relationships with the “Neuroticism”.