

STUDENT AND FACULTY PERCEPTIONS OF TEACHING  
EFFECTIVENESS OF FULL-TIME AND PART-TIME ASSOCIATE  
DEGREE NURSING FACULTY

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ABSTRACT

The effectiveness of full-time and part-time faculty is an area of major interest in education, especially in light of the dramatic rise of part-time faculty on the nation's campuses. In the period between 1976 and 1994, the use of full-time faculty increased by 21% while the use of part-time faculty increased by 91% (Clery, 1998).

The quality of instruction is the primary concern surrounding the use of part-time faculty (Clery, 1998; Fedler, 1989; Gappa & Leslie, 1997; Leslie, 1998; Mellander & Mellander, 1999; Spangler, 1990). One way of assessing quality of education is by assessing teacher effectiveness.

The purpose of this study was to compare the teaching effectiveness of part-time and full-time clinical nursing faculty. To achieve this, the Nursing Clinical Teacher Effectiveness Inventory (NCTEI) (Knox & Mogan, 1985) was adapted for use in measuring student and faculty perceptions of part-time faculty and of full-time faculty. The NCTEI was designed to measure five categories important in clinical nursing instruction: teaching ability, nursing competence, evaluation, interpersonal relationships, and personality traits.

The sample included two groups: clinical nursing students in Associate Degree Nursing programs at schools in a mid-Atlantic state and the part-time and full-time faculty who taught those students. There were three components of the study. First students completed questionnaires about the effectiveness of their part-time and full-time clinical nursing faculty. Second, part-time and full-time clinical nursing faculty completed questionnaires about their perceptions of their own effectiveness. Finally, results were compared with the percentage of first-time pass rates on the National Council Licensing Exam for Registered Nurses (NCLEX-RN).

Results of the study indicate that students rank part-time faculty as significantly less effective than full-time faculty on each of the five categories measured by the NCTEI and on the overall scale. These results are supported by the finding that there is no significant difference in the ways that students rate the effectiveness of teachers and the self-ratings of the teachers themselves.

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## CONTENTS

Acknowledgements.....	iii
Table of Contents.....	iv
List of Tables.....	v
List of Appendices.....	vi
Chapter 1: Introduction.....	1
Purpose of the Study.....	10
Research Questions.....	11
Significance of the Study.....	11
Limitations of the Study.....	12
Organization of the Study.....	13
Chapter 2: Literature Review.....	14
Effective Teaching.....	14
Teaching Ability.....	14
Professional Competence.....	15
Evaluation of Students.....	17
Interpersonal Relationships.....	18
Personality Traits.....	19
Student Evaluation of Faculty.....	20
Evaluation Tools.....	22
Clinical Teacher Characteristic Instrument.....	22
Effective Teaching Clinical Behaviors.....	23
Clinical Teaching Evaluation.....	23
Nursing Clinical Teacher Effectiveness Inventory.....	24
Chapter 3: Methodology.....	27
Instrumentation.....	27
Validity and Reliability.....	28
Pilot Study.....	30
Sample Selection.....	34
Data Collection Procedures.....	37
Data Analysis Procedures.....	38
Chapter 4: Results.....	41
The Sample.....	41
The Students.....	41
The Faculty.....	43
Results of the Study.....	43
Chapter 5: Discussion.....	54
Discussion of the Results.....	54
Relationship of the Findings to Previous Research.....	56
Implications for Future Practice, Research, and Policy.....	58
Limitations of the Study.....	60
References.....	62
Appendices.....	68
Vitae.....	77

LIST OF TABLES

Table 1: Student Perceptions of Part-time and Full-time Clinical Nursing Faculty Effectiveness: Pilot Study Findings ..... 32

Table 2: Part-time and Full-time Clinical Nursing Faculty Perceptions of Their Own Effectiveness: Pilot Study Findings .....33

Table 3: Differences in Perceptions of Clinical Nursing Faculty Effectiveness by Part-time Faculty and Students of Part-time Faculty: Pilot Study Findings.....35

Table 4: Differences in Perceptions of Clinical Nursing Faculty Effectiveness by Full-time Faculty and Students of Full-time Faculty: Pilot Study Findings.....36

Table 5: Demographic Characteristics of the Student Sample .....42

Table 6: Demographic Characteristics of the Faculty Sample .....44

Table 7: Differences Between Full-time and Part-time Faculty Respondents .....45

Table 8: Student Perceptions of Part-time and Full-time Clinical Nursing Faculty Effectiveness .....48

Table 9: Part-time and Full-time Clinical Nursing Faculty Perceptions of Their Own Effectiveness .....49

Table 10: Differences in Perceptions of Clinical Nursing Faculty Effectiveness by Part-time Faculty and Students of Part-time Faculty.....50

Table 11: Differences in Perceptions of Clinical Nursing Faculty Effectiveness by Full-time Faculty and Students of Full-time Faculty .....51

Table 12: Comparison of Student Perceptions of Overall Teaching Effectiveness and Average NCLEX-RN Pass Rate .....52

LIST OF APPENDICES

Appendix A	Nursing Clinical Teacher Effectiveness Inventory .....	68
Appendix B	Program Head Survey.....	76