

Emotional Intelligence and Teacher Self-Efficacy: Their Influence on The Teaching Effectiveness of Clinical Instructors in Selected Nursing Institutions

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Abstract

This study examined the influence of emotional intelligence and teacher self-efficacy on the teaching effectiveness of clinical instructors as perceived by Level 4 nursing students in selected nursing institutions in Bukidnon. Emotional intelligence was measured across four domains: self-awareness, self-regulation, motivation, and social skills, while teacher self-efficacy was evaluated in terms of student engagement, instructional strategies, and classroom management. Teaching effectiveness was assessed based on instructional competence, student interaction, and assessment and feedback. Utilizing a descriptive-correlational research design, the study employed a structured questionnaire administered to a purposive sample of Level 4 nursing students who had direct experience with clinical instructors. Descriptive statistics showed that emotional intelligence was rated moderate to high, with motivation scoring the highest. Teacher efficacy components were consistently rated high, as was overall teaching effectiveness. Pearson correlation analysis

revealed a significant yet unexpected negative relationship between self-awareness and teaching effectiveness ($r = -0.941$, $p = .000$). Regression analysis indicated that while self-awareness was the only significant predictor ($B = -0.619$, $p = .020$), the overall model was not statistically significant ($F = 8.995$, $p = .104$). Based on the findings, it was concluded that there is a significant relationship between emotional intelligence—particularly self-awareness—and teaching effectiveness. However, the predictive power of emotional intelligence on teaching effectiveness was limited when considered as a model. These results suggest that although clinical instructors possess both emotional and instructional competencies, self-awareness may not always translate to positive perceptions of teaching effectiveness. The study highlights the need to further investigate how emotional expressions are interpreted in clinical teaching and calls for culturally responsive faculty development.

Keywords: *emotional intelligence, teacher self-efficacy, teaching effectiveness, clinical instructors, nursing students*

INTRODUCTION

Clinical instructors are pivotal in nursing education, serving as the vital link between classroom instruction and clinical practice. Their role is crucial in preparing nursing students for the complex realities of healthcare delivery. Effective clinical teaching not only requires technical nursing competence but also demands psychological and interpersonal skills, notably emotional intelligence (EI) and teacher self-efficacy (TSE) (Huang, Lindell, & Jaffe, 2020; Yang et al., 2021). These attributes influence how instructors respond to emotionally charged situations, communicate with students, manage stress, and promote a positive learning environment.

Despite the increasing recognition of EI and TSE in educational contexts, there is a notable gap in the literature regarding their combined effect on teaching effectiveness in clinical nursing education. Existing studies tend to focus on traditional classroom settings or general teacher populations, overlooking the distinct challenges faced by clinical instructors in healthcare environments (Santana et al., 2021). As clinical teaching demands the ability to simultaneously ensure patient safety and facilitate student learning, the absence of studies focusing on this intersection creates a critical research void.

At the national level, nursing programs across the National Capital Region (NCR) report concerns over clinical education quality due to high student-to-instructor ratios, reduced availability of clinical placements, and overextended faculty who must juggle academic and clinical roles (Commission on Higher Education [CHED], 2021). These issues are further compounded in rural areas like Bukidnon, where institutions often employ part-time clinicians with minimal formal teaching training due to budget constraints and faculty shortages (Ahn & Choi, 2019). As a result, clinical instructors may lack the self-efficacy and emotional preparedness needed to create effective and engaging learning experiences.

Research has demonstrated that emotional intelligence—defined as the capacity to recognize, understand, and regulate emotions—is essential for building meaningful relationships with students, managing classroom stressors, and enhancing teaching performance (Huang et al., 2020). Likewise, teacher self-efficacy, or an instructor's belief in their capability to teach effectively, has been linked to increased instructional innovation, student motivation, and perseverance in challenging teaching environments (Bandura, 1997; Yang et al., 2021). Studies also suggest that emotional intelligence can foster higher levels of teacher self-efficacy by enhancing resilience and interpersonal engagement (Santana et al., 2021).

However, the combined influence of these two psychological constructs on clinical teaching effectiveness remains largely unexplored, particularly in Philippine nursing schools. Without this knowledge, nursing education institutions lack empirical grounding for designing faculty development programs that strengthen the emotional and instructional competencies of their clinical instructors.

Given this research gap, the current study investigates the relationship between emotional intelligence, teacher self-efficacy, and teaching effectiveness among clinical instructors in nursing schools in Bukidnon, as perceived by Level 4 nursing students. By focusing on this specific population and setting, the study aims to generate insights that are both context-sensitive and actionable, contributing to the broader discourse on improving the quality of clinical instruction in nursing education.

METHODOLOGY

A descriptive-correlational research design was employed to explore the influence of emotional intelligence and teacher self-efficacy on teaching effectiveness. The participants were 150 Level 4 nursing students from Central Mindanao University, and Bukidnon State University who had direct exposure to clinical instructors. A purposive sampling technique was used to ensure that respondents could accurately evaluate their instructors based on actual clinical experiences.

A structured questionnaire was utilized, consisting of three major sections: emotional intelligence (self-awareness, self-regulation, motivation, social skills), teacher self-efficacy (student engagement, instructional strategies, classroom management), and teaching effectiveness (instructional clarity, clinical competence, evaluation and feedback, student engagement, role modeling, and communication). Descriptive statistics, Pearson product-moment correlation, and multiple linear regression were used for data analysis via SPSS version 21.

RESULTS

Findings revealed that emotional intelligence was rated moderate in self-awareness ($M = 3.33$) and self-regulation ($M = 3.21$), and high in motivation ($M = 3.65$) and social skills ($M = 3.42$). Teacher self-efficacy was consistently rated high across all domains. Teaching effectiveness was also rated high, particularly in instructional clarity, clinical competence, and communication skills, while evaluation and student engagement were rated moderately high.

Pearson correlation analysis showed a significant negative relationship between self-awareness and teaching effectiveness ($r = -0.941$, $p = .000$), while other EI dimensions were not significantly related. The regression model showed that self-awareness was the only significant predictor ($B = -0.619$, $p = .020$), but the overall model was not statistically significant ($F = 8.995$, $p = .104$). The derived regression equation is:

$$\hat{Y} = 6.001 - 0.619X_1$$

where $\hat{Y}$ = predicted teaching effectiveness, and X_1 = self-awareness.

DISCUSSION

The unexpected negative relationship between self-awareness and teaching effectiveness highlights a complex dynamic between emotional expression and student perception. This result contradicts previous studies, such as that of Chan (2004), who emphasized that emotionally intelligent educators tend to be more effective communicators, especially in clinical settings where empathy and self-awareness are vital. However, in the context of this study, students may have interpreted heightened self-awareness as emotional distance or lack of assertiveness, a phenomenon observed in collectivist cultures where non-verbal cues and authority roles carry significant weight (Triandis, 2018).

Self-awareness was rated as moderate by the students. While generally expected to enhance instructor performance, its misinterpretation may explain the negative correlation with perceived teaching effectiveness. Goleman (1995) argues that the manner in which emotional competencies are displayed can influence interpersonal dynamics—a critical issue in hierarchical environments like clinical education.

The teacher self-efficacy was rated high, particularly in areas like classroom management and instructional strategies. These findings are in line with Tschannen-Moran and Hoy (2001), who assert that teachers with strong self-efficacy beliefs are more persistent, open to innovation, and better classroom leaders. Nevertheless, self-efficacy did not significantly predict teaching effectiveness in this study's

regression model, suggesting that perception gaps may exist between clinical instructors' efforts and students' expectations.

Teaching effectiveness was rated high in dimensions such as instructional clarity, competence, and communication. These outcomes affirm earlier work by Steinert et al. (2006), who found that structured clinical instruction and feedback are strongly associated with improved student learning experiences.

The correlation and regression results suggest that while emotional intelligence and self-efficacy individually relate to certain dimensions of teaching effectiveness, only self-awareness had a statistically significant—but negative—predictive value. This may point to the need for targeted training that bridges self-awareness with culturally sensitive instructional behaviors. According to Lunenburg (2011), aligning internal awareness with external behavior is a key component in achieving authentic teaching effectiveness.

Therefore, the discussion underscores the importance of context in interpreting emotional intelligence. Emotional behaviors perceived positively in one cultural or institutional setting may be misunderstood in another. Professional development initiatives may not only build emotional and instructional skills but also consider student perspectives and cultural norms influencing perception.

CONCLUSION

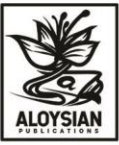
This study concludes that emotional intelligence, specifically self-awareness, is significantly related to teaching effectiveness as perceived by students. However, emotional intelligence and teacher self-efficacy combined do not significantly predict teaching effectiveness, indicating that other contextual and institutional factors may be influencing students' perceptions.

RECOMMENDATIONS

Clinical instructors may engage in self-reflection and emotional awareness workshops to understand how their emotional expressions are interpreted in clinical environments. Institutions may integrate emotional intelligence development into faculty training programs, and policy-makers may consider including EI and self-efficacy measures in professional development frameworks. Future researchers may explore other potential predictors such as teaching satisfaction, burnout, and institutional support. The findings may be utilized by nursing colleges in Bukidnon as supporting evidence in faculty development and policy initiatives.

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