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Bridging Theory And Practice: A Study On Innovative Teaching Strategies And Clinical Competence Of Nursing Students At Sulustate College

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Abstract: *This study examines how SSC's nursing students perceived the integration of innovative strategies into curricula and evaluates their effectiveness in clinical preparedness. By focusing on a localized context, the research addresses systemic barriers such as limited technology access, cultural factors. while contributing to broader discourses on nursing pedagogy in low-resource environments. This study investigates: What innovative teaching strategies are utilized by nursing students at Sulu State College, Jolo, Sulu in terms of Technological -enhanced learning, Student-centered approaches, Experiential learning, Assessment for learning.2. what is the level of clinical competence among SSC Nursing Students?3. Is there any significant difference in the impact of these innovative teaching strategies in student's level of clinical competence ?4. Is there a significant correlation between innovative teaching strategies and the level of clinical competence of student respondents?*

Based on the results gathered, the following findings are thereby presented: Generally, the result shows that the weighted mean for the innovative teaching strategies are utilized by nursing students' in terms of Technological-enhanced learning, Student-centered approaches, Experiential learning and Assessment for learning is rated as Agree. Generally, the result shows that the weighted mean for the level of clinical competence among SSC Nursing Students in terms of: technical Skill, Clinical Judgement and Interpersonal Skills is rated as High Competence. There is NO significant difference in the impact of innovative teaching strategies in terms of Technological-enhanced learning, Student-centered approaches, Experiential learning and Assessment for learning in students' level of clinical competence in terms of Technical Skill, Clinical Judgement and Interpersonal Skills. There is a significant correlation between the innovative teaching strategies according to Technological-enhanced learning, Student-centered approaches, Experiential learning and Assessment for learning to the level of clinical competence of student respondents in terms of Technical Skill, Clinical Judgement and Interpersonal Skills.

Based on its findings, the following recommendations are made:1. Targeted Enhancement of Technological Integration: While technology is utilized, the study shows no significant impact on clinical competence. Recommend a focused approach: Conduct a needs assessment to identify specific technological needs and training gaps for both faculty and students. Invest in robust, reliable technology and provide ongoing training on its effective pedagogical application in nursing education such as simulations, virtual labs, online resources. 2. Strengthening Experiential Learning through Clinical Partnerships: The study highlights a positive correlation between experiential learning and clinical competence, but clinical placements may need improvement. Formalize partnerships with more diverse clinical sites. Develop structured clinical learning experiences that emphasize direct application of theoretical knowledge, regular feedback, and opportunities for reflection. Consider increasing the duration or frequency of clinical placements.3. conduct a Curriculum Redesign for Enhanced Student-Centered Learning: The positive correlation between student-centered approaches and clinical competence suggests a promising avenue. Incorporate more active learning strategies such as problem-based learning, case studies, simulations into the curriculum. Develop assessments that align with active learning objectives and provide regular feedback that promotes self-directed learning. 4. Refining Assessment for Learning: The study indicates a significant correlation between assessment for learning and clinical competence, but further refinement could enhance its impact. Diversify assessment methods to include a range of approaches that accurately assess various aspects of clinical competence (e.g., OSCEs, simulations, portfolios, peer evaluations). Ensure timely and constructive feedback is consistently provided to students.

INTRODUCTION:

Nursing is a field which requiring clinical knowledge & skills to care for the patient & his family as we deal and handle with real life situations. Nursing graduates must be prepared to practice as competent healthcare professionals in a highly complex, diverse, and ever-changing environment. The learning process in nursing is very unique because nursing student should be able to perform the activities of the profession in live situations. Critical thinking is crucial to providing safe, competent, and skillful nursing practice. During any course of nursing, clinical experience considered as lifeblood of nursing education.

Nurse educators and faculties have a responsibility to provide most efficient clinical instruction to aid best learning to nursing students during their course (Karma, 2017)

Nursing program faces a critical challenge: bridging the gap between theoretical knowledge and practical clinical competence. While classroom instruction equips students with foundational concepts, translating these into real-world patient care remains a persistent hurdle. This gap is exacerbated in resource-constrained settings like Sulu State College , where limited clinical placements, outdated pedagogical methods, and faculty shortages hinder students' readiness for professional practice.

Innovative teaching strategies, such as simulation-based learning, hybrid (blended) pedagogy, and case-based interdisciplinary training, have emerged as transformative tools in nursing program. These methods prioritize active learning, critical thinking, and clinical decision-making, aligning with global competency frameworks like the International Council of Nurses (ICN) standards. However, their implementation in institutions like SSC—a college serving a socioeconomically diverse region in the Philippines—remains underexplored.

This study examines how SSC's nursing students perceived the integration of innovative strategies into curricula and evaluates their effectiveness in clinical preparedness. By focusing on a localized context, the research addresses systemic barriers such as limited technology access, cultural factors. while contributing to broader discourses on nursing pedagogy in low-resource environments.

Statement of the Problem

Nursing students at Sulu State College often struggle to apply theoretical knowledge in clinical settings, resulting in delayed competency development and reduced confidence. Traditional lecture-based methods dominate the curriculum, with minimal adoption of evidence-based innovative strategies. This study investigates:

1. What innovative teaching strategies are utilized by nursing students at Sulu State College, Jolo, Sulu in terms of

1.1 Technological -enhanced learning

1.2 Student- centered approaches

1.3 Experiential learning

1.5 Assessment for learning

2. What is the level of clinical competence among SSC Nursing Students?
3. Is there any significant difference in the impact of these innovative teaching strategies in students level of clinical competence?
4. Is there a significant correlation between innovative teaching strategies and the level of clinical competence of student respondents?

Objectives of the Study

To evaluate the effectiveness of innovative teaching strategies in bridging theoretical knowledge and clinical practice among nursing students at Sulu State College.

1. To determine the innovative teaching strategies are utilized by nursing students at Sulu State College, Jolo, Sulu in terms of technological -enhanced learning, student- centered approaches, Experiential learning, assessment for learning.
2. To ascertain the level of clinical competence of nursing Students?
3. Is there any significant difference in the impact of these innovative teaching strategies to the students level of clinical competence?
4. Is there a significant correlation between innovative teaching strategies and the level of clinical competence of student respondents?

Significance of the Study

The significance of this study lies in its potential to enhance the innovative teaching strategies and beneficial to the following entities:

Students: Enhances clinical readiness and employability

Faculty: Informs professional development and curriculum design.

Institution: Strengthens SSC's reputation as a leader in nursing program.

Policy Maker-: Guides regional and national nursing program reforms.

Hypothesis

$H_{o:}$ There is no significant difference in the innovative teaching strategies experienced by nursing students in Sulu State College when data are grouped according to their year level?

H_1: There is a significant difference in the innovative teaching strategies experienced by nursing students in Sulu State College when data are grouped according to their year level:

METHODOLOGY

Research Design

A descriptive-quantitative research design can be employed to investigate the the innovative teaching strategies which are currently utilized in nursing program at Sulu State College, Jolo, Sulu.

Descriptive-quantitative research aims to describe the characteristics of a population, in this case, the innovative teaching strategies were to be determined.

Sampling Technique

To determine the sample of the study, this research used A quota sampling techniques in selecting samples from the respondents. The population of Nursing students for first year level is 86, second year is 77, 3rd year is 90 and fourth year is 72 with the total population of 325 for A.Y 2024-2025. however, a sample population of 100 and a quota of 25 per year level were utilized as the respondents in this study.

Instruments in data gathering

A validated questionnaire can be used as the primary data collection instrument that should include section on:

Part I- Student satisfaction survey measures perceptions on Innovative Teaching strategies.

Part II- Level of clinical competence.

Data Gathering Procedure

The following procedure were employed in the course of data gathering:

1. A permit to administer the questionnaire was sought from the office of the president of Sulu State College through a formal letter.
2. A letter that addressed to the director of research. and
3. To the dean of the college of Nursing. to make them aware about the purposed of conducting the study.
4. The launching and administering, as well as the retrieval of the questionnaire was conducted personally by the researcher. The researcher also ensures the confidentially and anonymity of responses to encourage honest answer.

Research Locale

This study was conducted at Sulu State College, College of Nursing, located in Jolo, Sulu, Philippines.The college has approximately 6,000 population in all (SSC, MIS)

Data Analysis

The following statistical tools were used to treat the data:

Problem number 1. What innovative teaching strategies are utilized by nursing students at Sulu State College, Jolo, Sulu in terms of technological -enhanced learning, student- centered approaches, Experiential learning, assessment for learning? utilized weighted mean and standard deviation.

Problem number 2. what is the level of clinical competence among SSC Nursing Students? utilized weighted mean and standard deviation.

Problem no. 3 Is there any significant difference in the impact of these innovative teaching strategies in students level of clinical competence? Utilized t-test and Analysis of Variance (ANOVA) for the profile to determine the significance difference.

Problem number 4. Is there a significant correlation between innovative teaching strategies to the level of clinical competence of student respondents? Utilized Pearsons product-moment correlation to determine significant correlation.

RESULTS AND DISCUSSIONS

The analyses and interpretations of results base on the data that are gathered for this study are presented in this chapter. Specifically, in this chapter, are presentation of the innovative teaching strategies are utilized by nursing students at Sulu State College, Jolo, Sulu in terms of Technological-enhanced learning, Student-centered approaches, Experiential learning and Assessment for learning; level of clinical competence among SSC Nursing Students in terms of: technical Skill, Clinical Judgement and

Interpersonal Skills; the significant difference in the impact of these innovative teaching strategies in students' level of clinical competence; and the significant correlation between innovative teaching strategies to the level of clinical competence of student respondents.

1. The innovative teaching strategies are utilized by nursing students at Sulu State College, Jolo, Sulu in terms of:

1.1 Technological-enhanced learning
1.2 Student- centered approaches
1.3 Experiential learning
1.4 Assessment for learning

1 – In Terms of Technological-enhanced learning

Table 1.1 exposes a weighted mean and a standard deviation indicating that the nursing students' responded "Strongly Agree" to items number 3, 7 and 8 on the statements describing the innovative teaching strategies are utilized by nursing students in terms of Technological-enhanced learning. Result implies that the integration of technology in the classroom develops students understanding of the material and the access to online resources was helpful for their studies.

Meanwhile, the nursing-respondents have responded "Agree" on the following items number 1, 2, 4, 5, 6, 9 and number 10. This result means that the use of online learning platforms enhanced students understanding of nursing concepts and improved their clinical skills. The use of technology made learning more engaging, interactive and effectively facilitated collaboration with their classmates.

Table 1.1 reveals a weighted mean of 3.286 and a standard deviation of 0.144 indicating that the nursing students generally responded "Agree" to the statements describing the innovative teaching strategies are utilized by nursing students in terms of Technological-enhanced learning.

Table 1.1: Means for innovative teaching strategies are utilized by nursing students in terms of Technological-enhanced learning

Statement	Mean	SD	Description
1. The use of online learning platforms enhanced my understanding of nursing concepts.	3.340	0.768	Agree
2. Simulations using technology improved my clinical skills.	3.080	0.907	Agree
3. Access to online resources and databases was helpful for my studies.	3.680	0.601	Strongly Agree
4. The use of educational apps or software improved my learning experience.	3.290	0.743	Agree
5. Technology effectively facilitated collaboration with classmates.	3.270	0.750	Agree
6. Technological tools improved my ability to access and process information effectively.	2.970	0.784	Agree
7. The integration of technology in the classroom was seamless and easy to use.	3.530	0.643	Strongly Agree
8. Technology-based assessments accurately reflected my understanding of the material.	3.580	0.535	Strongly Agree
9. The use of technology made learning more engaging and interactive.	3.140	0.954	Agree
10. Technical support was readily available when needed for technology-related issues.	2.980	0.953	Agree
Weighted Mean	**3.286**	**0.144**	**Agree**

Legend: (1) 1.00 – 1.49 = Strongly Disagree; (2) 1.50 – 2.49 = Disagree; (3) 2.50 – 3.49 = Agree; (4) 3.50 – 4.00 = Strongly Agree

1.2 – In Terms of Student-centered approaches

Table 1.2 shows the weighted mean and the standard deviation indicating that the nursing students' responded "Strongly Agree" to items number 4, 6, 7 and 10 on the statements describing the innovative teaching strategies are utilized by nursing students in terms of Student-centered approaches. Result implies that the instructors teaching methods and strategies encouraged active learning and participation that develops students critical thinking and problem-solving technique because it designed to cater

different learning styles like group work that effectively enhanced students learning and collaboration skills.

Meanwhile, the nursing-respondents have responded "Agree" on the following items number 1, 2, 3, 5, 6, 8 and number 9. This result means that the learning environment fostered a sense of community and support among students that will actively participate students in class discussions and comfortably sharing their ideas and opinions in the class.

Table 1.2 reveals a weighted mean of 3.257 and a standard deviation of 0.181 indicating that the nursing students generally responded "Agree" to the statements describing the innovative teaching strategies are utilized by nursing students in terms of Student-centered approaches.

Table 1.2: Means for innovative teaching strategies are utilized by nursing students in terms of Student-centered approaches

Statement	Mean	SD	Description
1. I had opportunities to actively participate in class discussions.	3.290	0.808	Agree
2. The curriculum allowed me to explore my interests within nursing.	3.160	0.929	Agree
3. I felt comfortable sharing my ideas and opinions in class.	2.800	0.899	Agree
4. Learning activities were designed to cater to different learning styles.	3.590	0.514	Strongly Agree
5. I had opportunities for self-directed learning.	2.780	0.894	Agree
6. Group work effectively enhanced my learning and collaboration skills.	3.630	0.506	Strongly Agree
7. The instructors encouraged critical thinking and problem-solving.	3.660	0.639	Strongly Agree
8. The learning environment fostered a sense of community and support among students.	2.960	0.898	Agree
9. I felt empowered to take ownership of my learning.	3.060	0.930	Agree
10. The teaching methods encouraged active learning and participation.	3.640	0.560	Strongly Agree
Weighted Mean	**3.257**	**0.181**	**Agree**

Legend: (1) 1.00 – 1.49 = Strongly Disagree; (2) 1.50 – 2.49 = Disagree; (3) 2.50 – 3.49 = Agree; (4) 3.50 – 4.00 = Strongly Agree

1.3 – In Terms of Experiential learning

Table 1.3 reveal that a weighted mean and a standard deviation indicating that the nursing students' responded "Strongly Agree" to items number 1, 2, 4, 6 and 10 on the statements describing the innovative teaching strategies are utilized by nursing students in terms of Experiential learning. Result implies that the experiential learning will help students develop essential clinical skills because it provides valuable hands-on experience that its theoretical knowledge can apply in practical and it enhanced students' confidence in providing patient.

Meanwhile, the nursing-respondents have responded "Agree" on the following items number 3, 5, 7, 8 and number 9. This result means that experiential learning of the students had opportunities to reflect on their learning experiences and they received constructive feedback during clinical practice.

Table 1.3 reveals a weighted mean of 3.338 and a standard deviation of 0.189 indicating that the nursing students generally responded "Agree" to the statements describing the innovative teaching strategies are utilized by nursing students in terms of Experiential learning.

Table 1.3: Means for innovative teaching strategies are utilized by nursing students in terms of Experiential learning

Statement	Mean	SD	Description
1. Clinical placements provided valuable hands-on experience.	3.620	0.546	Strongly Agree

2. I had opportunities to apply theoretical knowledge in practical	3.590	0.514	Strongly Agree
3. I received constructive feedback during clinical practice.	2.790	0.977	Agree
4. The experiential learning opportunities enhanced my confidence in providing patient	3.500	0.577	Strongly Agree
5. I felt adequately supervised during clinical placements.	2.830	0.965	Agree
6. Experiential learning helped me develop essential clinical skills.	3.700	0.522	Strongly Agree
7. The balance between theory and practice was appropriate.	3.100	0.859	Agree
8. The balance between theory and practice was appropriate.	3.340	0.768	Agree
9. I had opportunities to reflect on my learning experiences.	3.180	0.770	Agree
10. Experiential learning improved my critical thinking and problem-solving skills in clinical settings	3.730	0.510	Strongly Agree
Weighted Mean	**3.338**	**0.189**	**Agree**

Legend: (1) 1.00 – 1.49 = Strongly Disagree; (2) 1.50 – 2.49 = Disagree; (3) 2.50 – 3.49 = Agree; (4) 3.50 – 4.00 = Strongly Agree

1.4 – In Terms of Assessment for learning

Table 1.4 reveal that a weighted mean and a standard deviation indicating that the nursing students' responded "Strongly Agree" to items number 3, 6, 9 and 10 on the statements describing the innovative teaching strategies are utilized by nursing students in terms of Assessment for learning. Result implies that the nursing students' assessment helps instructor identify areas for improvement towards teaching and learning and it provides opportunities for self-reflection and improvement.

Meanwhile, the nursing-respondents have responded "Agree" on the following items number 1, 2, 4, 5, 7 and number 8. This result means that a variety of students' assessment methods were used accurately reflected students learning progress.

Table 1.4 reveals a weighted mean of 3.296 and a standard deviation of 0.189 indicating that the nursing students generally responded "Agree" to the statements describing the innovative teaching strategies are utilized by nursing students in terms of Assessment for learning.

Table 1.4: Means for innovative teaching strategies are utilized by nursing students in terms of Assessment for Learning

Statement	**Mean**	**SD**	**Description**
1. Assessments accurately reflected my learning progress.	3.220	0.871	Agree
2. Feedback on assessments was timely and constructive.	2.970	0.969	Agree
3. Assessments helped me identify areas for improvement.	3.680	0.530	Strongly Agree
4. A variety of assessment methods were used.	2.960	0.953	Agree
5. Assessments were relevant to the course content.	3.190	0.940	Agree
6. Assessment results were used to improve teaching and learning.	3.540	0.688	Strongly Agree
7. I felt that the assessments fairly reflected my understanding of the material	2.980	0.985	Agree
8. The assessment process was transparent and clear.	3.020	0.985	Agree
9. I received regular feedback on my performance throughout the course.	3.750	0.539	Strongly Agree
10. Assessments provided opportunities for self-reflection and improvement.	3.650	0.642	Strongly Agree
Weighted Mean	**3.296**	**0.189**	**Agree**

Legend: (1) 1.00 – 1.49 = Strongly Disagree; (2) 1.50 – 2.49 = Disagree; (3) 2.50 – 3.49 = Agree; (4) 3.50 – 4.00 = Strongly Agree

2. The level of clinical competence among SSC Nursing Students in terms of:
2.1 Technical Skill
2.2 Clinical Judgement
2.3 Interpersonal Skills

2.1 — In Terms of Technical Skill

Table 2.1 reveals a weighted mean and a standard deviation indicating that the nursing students' responded "Very high competence" to items number 4, 6, 9 and number 10 on the statements describing the level of clinical competence among SSC Nursing students in terms of Technical Skill. Result implies that the nursing student demonstrates knowledge of infection control protocols and practices them consistently and follows sterile techniques appropriately during procedures. Nursing student also maintains a clean and organized workspace because they maintain a clean and organized workspace.

Meanwhile, the nursing-respondents have responded "High competence" on the following items number 1, 2, 3, 5, 7 and number 8. This result means that the student demonstrates proficiency in performing basic nursing procedures like vital signs, hygiene, etc., safely administers medications and demonstrates accurate and efficient documentation of procedures and observations.

Table 2.1 reveals a weighted mean of 3.286 and a standard deviation of 0.144 indicating that the nursing students generally responded "High competence" to the statements describing the level of clinical competence among SSC Nursing students in terms of Technical Skill.

Table 2.1: Means for the level of clinical competence among Nursing Students in terms of Technical Skill

Statement	Mean	SD	Description
1. The student demonstrates proficiency in performing basic nursing procedures (e.g., vital signs, hygiene).	3.410	0.767	High competence
2. The student accurately and safely administers medications.	3.180	0.892	High competence
3. The student demonstrates competency in using medical equipment (e.g., ECG machine, infusion pump).	3.310	0.861	High competence
4. The student follows sterile techniques appropriately during procedures.	3.630	0.630	Very high competence
5. The student effectively manages and documents patient care.	2.920	0.971	High competence
6. The student demonstrates knowledge of infection control protocols and practices them consistently.	3.510	0.674	Very high competence
7. The student is able to troubleshoot minor equipment malfunctions.	3.320	0.863	High competence
8. The student demonstrates accurate and efficient documentation of procedures and observations.	3.050	0.869	High competence
9. The student maintains a clean and organized workspace.	3.570	0.700	Very high competence
10. The student demonstrates proper disposal of medical waste.	3.640	0.628	Very high competence
Weighted Mean	**3.354**	**0.122**	**High Competence**

Legend: (1) 1.00 – 1.49 = Very Low Competence; (2) 1.50 – 2.49 = Low Competence; (3) 2.50 – 3.49 = High competence; (4) 3.50 – 4.00 = Very high competence

2.2 — In Terms of Clinical Judgement

Table 2.2 shows a weighted mean and a standard deviation indicating that the nursing students' responded "Very high competence" to items number 5, 7 and number 10 on the statements describing the level of clinical competence among SSC Nursing students in terms of Clinical Judgement. Result implies that the nursing student makes appropriate clinical decisions based on evidence and best practice. They evaluate the effectiveness of interventions and modifies care plans as needed, however, they seek assistance to their supervisor when needed.

Meanwhile, the nursing-respondents have responded "High competence" on the following items number 1, 2, 3, 4, 6, 8 and number 9. This result means that the nursing student accurately assesses patient needs and develops appropriate care plans because they prioritize patient care tasks effectively.
Table 2.2 reveals a weighted mean of 3.376 and a standard deviation of 0.113 indicating that the nursing students generally responded "High competence" to the statements describing the level of clinical competence among SSC Nursing students in terms of Clinical Judgement.

Table 2.2: Means for the level of clinical competence among Nursing Students in terms of Clinical Judgement

Statement	Mean	SD	Description
1. The student accurately assesses patient needs and develops appropriate care plans	3.410	0.767	High competence
2. The student identifies and responds appropriately to changes in patient condition.	2.980	1.025	High competence
3. The student prioritizes patient care tasks effectively.	3.450	0.744	High competence
4. The student demonstrates sound clinical reasoning and problem-solving skills	3.290	0.808	High competence
5. The student makes appropriate clinical decisions based on evidence and best practice	3.540	0.731	Very high competence
6. The student recognizes and responds to potential complications	3.420	0.699	High competence
7. The student seeks assistance when needed	3.610	0.634	Very high competence
8. The student demonstrates critical thinking skills in clinical decision-making	3.120	0.902	High competence
9. The student uses available resources effectively to support clinical decision-making.	3.420	0.819	High competence
10. The student evaluates the effectiveness of interventions and modifies care plans as needed	3.520	0.703	Very high competence
Weighted Mean	**3.376**	**0.113**	**High Competence**

Legend: (1) 1.00 – 1.49 = Very Low Competence; (2) 1.50 – 2.49 = Low Competence; (3) 2.50 – 3.49 = High competence; (4) 3.50 – 4.00 = Very high competence

2.3 – In Terms of Interpersonal Skills

Table 2.3 reveals a weighted mean and a standard deviation indicating that the nursing students' responded "Very high competence" to items number 1, 5, 8, 9 and number 10 on the statements describing the level of clinical competence among SSC Nursing students in terms of Interpersonal Skills. Result implies that the nursing student communicates effectively with other healthcare professionals to handles conflict effectively and professionally and nursing student provides culturally sensitive care.
Meanwhile, the nursing-respondents have responded "High competence" on the following items number 2, 3, 4, 6 and number 7. This result means that the nursing student works effectively as part of a healthcare team to demonstrates empathy and compassion in patient care and advocates for patient rights and needs.
Table 2.3 reveals a weighted mean of 3.421 and a standard deviation of 0.139 indicating that the nursing students generally responded "High competence" to the statements describing the level of clinical competence among SSC Nursing students in terms of Interpersonal Skills.

Table 2.3: Means for the level of clinical competence among Nursing Students in terms of Interpersonal Skills

Statement	Mean	SD	Description
1. The student communicates effectively with patients and their families	3.630	0.580	Very high competence
2. The student demonstrates empathy and compassion in patient care	3.320	0.851	High competence
3. The student works effectively as part of a healthcare team.	3.120	0.891	High competence
4. The student actively listens to and respects patient perspectives	3.310	0.800	High competence

5. The student provides culturally sensitive care	3.570	0.769	Very high competence
6. The student advocates for patient rights and needs	3.170	0.877	High competence
7. The student maintains professional boundaries in interactions with patients	3.100	0.916	High competence
8. The student communicates effectively with other healthcare professionals.	3.590	0.712	Very high competence
9. The student demonstrates teamwork and collaboration skills	3.710	0.537	Very high competence
10. The student handles conflict effectively and professionally.	3.690	0.598	Very high competence
Weighted Mean	**3.421**	**0.139**	**High Competence**

Legend: (1) 1.00 – 1.49 = Very Low Competence; (2) 1.50 – 2.49 = Low Competence; (3) 2.50 – 3.49 = High competence; (4) 3.50 – 4.00 = Very high competence

3. The significant difference in the impact of these innovative teaching strategies in students' level of clinical competence

3.1.A – According to significant difference in the impact of innovative teaching strategies in terms of Technological-enhanced learning in students' level of clinical competence in terms of Technical Skill

Table 3.1.A shows that there is NO significant difference in the impact of innovative teaching strategies in terms of Technological-enhanced learning in students' level of clinical competence in terms of Technical Skill having a t-value of 0.6128 and a p-value of 0.5476 which is greater than the level of significant at 0.05. This finding indicates that nursing student-respondents are almost same level in the impact of innovative teaching strategies in terms of Technological-enhanced learning to students' level of clinical competence in terms of Technical Skill.

Table 3.1.A: Significant difference in the impact of innovative teaching strategies in terms of Technological-enhanced learning in students' level of clinical competence in terms of Technical Skill

	Mean Response	**t-value**	**p-value**	**Decision on Ho**	**Interpretation**
Innovative Teaching Strategies in terms of Technological -enhanced learning	3.286	0.6128	0.5476	Accept Ho	Not Significant
Clinical Competence in terms of Technical Skill	3.354				

alpha set at 0.05 level of confidence

3.1.B – According to significant difference in the impact of innovative teaching strategies in terms of Technological-enhanced learning in students' level of clinical competence in terms of Clinical Judgement

Table 3.1.B shows that there is NO significant difference in the impact of innovative teaching strategies in terms of Technological-enhanced learning in students' level of clinical competence in terms of Clinical Judgement having a t-value of 0.8978 and a p-value of 0.3811 which is greater than the level of significant at 0.05.

Table 3.1.B: Significant difference in the impact of innovative teaching strategies in terms of Technological-enhanced learning in students' level of clinical competence in terms of Clinical Judgement

	Mean Response	**t-value**	**p-value**	**Decision on Ho**	**Interpretation**
Innovative Teaching Strategies in terms of Technological -enhanced learning	3.286	0.8978	0.3811	Accept Ho	Not Significant
Clinical Competence in terms of Clinical Judgement	3.376				

alpha set at 0.05 level of confidence

3.1.C – According to significant difference in the impact of innovative teaching strategies in terms of Technological-enhanced learning in students' level of clinical competence in terms of Interpersonal Skills

Table 3.1.C shows that there is NO significant difference in the impact of innovative teaching strategies in terms of Technological-enhanced learning in students' level of clinical competence in terms of Interpersonal Skills having a t-value of 1.2261 and a p-value of 0.2359 which is greater than the level of significant at 0.05.

Table 3.1.C: Significant difference in the impact of innovative teaching strategies in terms of Technological-enhanced learning in students' level of clinical competence in terms of Interpersonal Skills

	Mean Response	t-value	p-value	Decision on Ho	Interpretation
Innovative Teaching Strategies in terms of Technological -enhanced learning	3.286	1.2261	0.2359	Accept Ho	Not Significant
Clinical Competence in terms of Interpersonal Skills	3.421				

alpha set at 0.05 level of confidence

3.2.A – According to significant difference in the impact of innovative teaching strategies in terms of Student-centered approaches in students' level of clinical competence in terms of Technical Skill

Table 3.2.A shows that there is NO significant difference in the impact of innovative teaching strategies in terms of Student-centered approaches in students' level of clinical competence in terms of Technical Skill having a t-value of 0.7101 and a p-value of 0.4867 which is greater than the level of significant at 0.05.

Table 3.2.A: Significant difference in the impact of innovative teaching strategies in terms of Student-centered approaches in students' level of clinical competence in terms of Technical Skill

	Mean Response	t-value	p-value	Decision on Ho	Interpretation
Innovative Teaching Strategies in terms of Student-centered approaches	3.257	0.7101	0.4867	Accept Ho	Not Significant
Clinical Competence in terms of Technical Skill	3.354				

alpha set at 0.05 level of confidence

3.2.B – According to significant difference in the impact of innovative teaching strategies in terms of Student-centered approaches in students' level of clinical competence in terms of Clinical Judgement

Table 3.2.B shows that there is NO significant difference in the impact of innovative teaching strategies in terms of Student-centered approaches in students' level of clinical competence in terms of Clinical Judgement having a t-value of 0.9293 and a p-value of 0.3650 which is greater than the level of significant at 0.05.

Table 3.2.B: Significant difference in the impact of innovative teaching strategies in terms of Student-centered approaches in students' level of clinical competence in terms of Clinical Judgement

	Mean Response	t-value	p-value	Decision on Ho	Interpretation
Innovative Teaching Strategies in terms of Student-centered approaches	3.257	0.9293	0.3650	Accept Ho	Not Significant
Clinical Competence in terms of Clinical Judgement	3.376				

alpha set at 0.05 level of confidence

3.2.C – According to significant difference in the impact of innovative teaching strategies in terms of Student-centered approaches in students' level of clinical competence in terms of Interpersonal Skills

Table 3.2.C shows that there is NO significant difference in the impact of innovative teaching strategies in terms of Student-centered approaches in students' level of clinical competence in terms of

Interpersonal Skills having a t-value of 1.2066 and a p-value of 0.2431 which is greater than the level of significant at 0.05.

Table 3.2.C: Significant difference in the impact of innovative teaching strategies in terms of Student-centered approaches in students' level of clinical competence in terms of Interpersonal Skills

	Mean Response	**t-value**	**p-value**	**Decision on Ho**	**Interpretation**
Innovative Teaching Strategies in terms of Student-centered approaches	3.257	1.2066	0.2431	Accept Ho	Not Significant
Clinical Competence in terms of Interpersonal Skills	3.421				

alpha set at 0.05 level of confidence

3.3.A – According to significant difference in the impact of innovative teaching strategies in terms of Experiential learning in students' level of clinical competence in terms of Technical Skill

Table 3.3.A shows that there is NO significant difference in the impact of innovative teaching strategies in terms of Experiential learning in students' level of clinical competence in terms of Technical Skill having a t-value of 0.1137 and a p-value of 0.9107 which is greater than the level of significant at 0.05.

Table 3.3.A: Significant difference in the impact of innovative teaching strategies in terms of Experiential learning in students' level of clinical competence in terms of Technical Skill

	Mean Response	**t-value**	**p-value**	**Decision on Ho**	**Interpretation**
Innovative Teaching Strategies in terms of Experiential learning	3.338	0.1137	0.9107	Accept Ho	Not Significant
Clinical Competence in terms of Technical Skill	3.322				

alpha set at 0.05 level of confidence

3.3.B – According to significant difference in the impact of innovative teaching strategies in terms of Experiential learning in students' level of clinical competence in terms of Clinical Judgement

Table 3.3.B shows that there is NO significant difference in the impact of innovative teaching strategies in terms of Experiential learning in students' level of clinical competence in terms of Clinical Judgement having a t-value of 0.3007 and a p-value of 0.7670 which is greater than the level of significant at 0.05.

Table 3.3.B: Significant difference in the impact of innovative teaching strategies in terms of Experiential learning in students' level of clinical competence in terms of Clinical Judgement

	Mean Response	**t-value**	**p-value**	**Decision on Ho**	**Interpretation**
Innovative Teaching Strategies in terms of Experiential learning	3.338	0.3007	0.7670	Accept Ho	Not Significant
Clinical Competence in terms of Clinical Judgement	3.376				

alpha set at 0.05 level of confidence

3.3.C – According to significant difference in the impact of innovative teaching strategies in terms of Experiential learning in students' level of clinical competence in terms of Interpersonal Skills

Table 3.3.C shows that there is NO significant difference in the impact of innovative teaching strategies in terms of Experiential learning in students' level of clinical competence in terms of Interpersonal Skills having a t-value of 0.6179 and a p-value of 0.5443 which is greater than the level of significant at 0.05.

Table 3.3.C: Significant difference in the impact of innovative teaching strategies in terms of Experiential learning in students' level of clinical competence in terms of Interpersonal Skills

	Mean Response	**t-value**	**p-value**	**Decision on Ho**	**Interpretation**
Innovative Teaching Strategies in terms of Experiential learning	3.257	0.6179	0.5443	Accept Ho	Not Significant
Clinical Competence in terms of Interpersonal Skills	3.421				

alpha set at 0.05 level of confidence

3.4.A – According to significant difference in the impact of innovative teaching strategies in terms of Assessment for learning in students' level of clinical competence in terms of Technical Skill

Table 3.4.A shows that there is NO significant difference in the impact of innovative teaching strategies in terms of Assessment for learning in students' level of clinical competence in terms of Technical Skill having a t-value of 0.1984 and a p-value of 0.8450 which is greater than the level of significant at 0.05.

Table 3.4.A: Significant difference in the impact of innovative teaching strategies in terms of Assessment for learning in students' level of clinical competence in terms of Technical Skill

	Mean Response	t-value	p-value	Decision on Ho	Interpretation
Innovative Teaching Strategies in terms of Assessment for learning	3.296	0.1984	0.8450	Accept Ho	Not Significant
Clinical Competence in terms of Technical Skill	3.322				

alpha set at 0.05 level of confidence

3.4.B – According to significant difference in the impact of innovative teaching strategies in terms of Assessment for learning in students' level of clinical competence in terms of Clinical Judgement

Table 3.4.B shows that there is NO significant difference in the impact of innovative teaching strategies in terms of Assessment for learning in students' level of clinical competence in terms of Clinical Judgement having a t-value of 0.6673 and a p-value of 0.5130 which is greater than the level of significant at 0.05.

Table 3.4.B: Significant difference in the impact of innovative teaching strategies in terms of Assessment for learning in students' level of clinical competence in terms of Clinical Judgement

	Mean Response	t-value	p-value	Decision on Ho	Interpretation
Innovative Teaching Strategies in terms of Assessment for learning	3.296	0.6673	0.5130	Accept Ho	Not Significant
Clinical Competence in terms of Clinical Judgement	3.376				

alpha set at 0.05 level of confidence

3.4.C – According to significant difference in the impact of innovative teaching strategies in terms of Assessment for learning in students' level of clinical competence in terms of Interpersonal Skills

Table 3.4.C shows that there is NO significant difference in the impact of innovative teaching strategies in terms of Assessment for learning in students' level of clinical competence in terms of Interpersonal Skills having a t-value of 0.9747 and a p-value of 0.3426 which is greater than the level of significant at 0.05.

Table 3.4.C: Significant difference in the impact of innovative teaching strategies in terms of Assessment for learning in students' level of clinical competence in terms of Interpersonal Skills

	Mean Response	t-value	p-value	Decision on Ho	Interpretation
Innovative Teaching Strategies in terms of Assessment for learning	3.296	0.9747	0.3426	Accept Ho	Not Significant
Clinical Competence in terms of Interpersonal Skills	3.421				

alpha set at 0.05 level of confidence

5. The significant correlation between innovative teaching strategies to the level of clinical competence of student respondents

5.1. According to Technological-enhanced learning

Table 5.1 shows the significant correlation between innovative teaching strategies according to Technological-enhanced learning to the level of clinical competence of student respondents in terms of Technical Skill, Clinical Judgement and Interpersonal Skills. The following significant values in terms of are: Technological-enhanced learning vs Technical Skill has a Substantial Relationship (r =0.6874);

Technological-enhanced learning vs Clinical Judgement has a Substantial Relationship (r =0.6164); and Technological-enhanced learning vs Interpersonal Skills has a Moderate Relationship (r =0.4991). The result means that the innovative teaching strategies according to Technological-enhanced learning to the level of clinical competence of student respondents in terms of Technical Skill, Clinical Judgement and Interpersonal Skills are significantly correlated and it is interpreted as substantial and moderate relationship.

Table 5.1: Significant correlation among the sub-categories subsumed under Technological-enhanced learning

Pearson r Correlation		
	Technological-enhanced learning	**Interpretation**
Technical Skill	0.6874	Substantial Relationship
Clinical Judgement	0.6164	Substantial Relationship
Interpersonal Skills	0.4991	Moderate Relationship

Correlation Coefficient is significant at alpha 0.01
Correlation Coefficient Scales Adopted from De Vaus's (2002):
0.10-0.29 =Low; 0.30-0.49 =Moderate; 0.50-0.69 =Substantial; 0.70-0.89 =Very Strong;
0.90-0.99 =Near Perfect; 1.00 = Perfect Relationship

5.2. According to Student-centered approaches

Table 5.2 shows the significant correlation between innovative teaching strategies according to Student-centered approaches to the level of clinical competence of student respondents in terms of Technical Skill, Clinical Judgement and Interpersonal Skills. The following significant values in terms of: Student-centered approaches vs Technical Skill has a Substantial Relationship (r =0.6858); Student-centered approaches vs Clinical Judgement has a Moderate Relationship (r =0.4983); and Student-centered approaches vs Interpersonal Skills has a Substantial Relationship (r =0.5351).

Table 5.2: Significant correlation among the sub-categories subsumed under Student-centered approaches

Pearson r Correlation		
	Student-centered approaches	**Interpretation**
Technical Skill	0.6858	Substantial Relationship
Clinical Judgement	0.4983	Moderate Relationship
Interpersonal Skills	0.5351	Substantial Relationship

Correlation Coefficient is significant at alpha 0.01
Correlation Coefficient Scales Adopted from De Vaus's (2002):
0.10-0.29 =Low; 0.30-0.49 =Moderate; 0.50-0.69 =Substantial; 0.70-0.89 =Very Strong;
0.90-0.99 =Near Perfect; 1.00 = Perfect Relationship

5.3. According to Experiential learning

Table 5.3 shows the significant correlation between innovative teaching strategies according to Experiential learning to the level of clinical competence of student respondents in terms of Technical Skill, Clinical Judgement and Interpersonal Skills. The following significant values in terms of: Experiential learning vs Technical Skill has a Substantial Relationship (r =0.5215); Experiential learning vs Clinical Judgement has a Very Strong Relationship (r =0.7345); and Experiential learning vs Interpersonal Skills has a Very Strong Relationship (r =0.7641).

Table 5.3: Significant correlation among the sub-categories subsumed under Experiential learning

Pearson r Correlation		
	Experiential learning	**Interpretation**
Technical Skill	0.5215	Substantial Relationship
Clinical Judgement	0.7345	Very Strong Relationship
Interpersonal Skills	0.7641	Very Strong Relationship

Correlation Coefficient is significant at alpha 0.01
Correlation Coefficient Scales Adopted from De Vaus's (2002):
0.10-0.29 =Low; 0.30-0.49 =Moderate; 0.50-0.69 =Substantial; 0.70-0.89 =Very Strong;
0.90-0.99 =Near Perfect; 1.00 = Perfect Relationship

5.4. According to Assessment for learning

Table 5.4 shows the significant correlation between innovative teaching strategies according to Assessment for learning to the level of clinical competence of student respondents in terms of Technical

Skill, Clinical Judgement and Interpersonal Skills. The following significant values in terms of: Assessment for learning vs Technical Skill has a Substantial Relationship (r =0.5262); Assessment for learning vs Clinical Judgement has a Substantial Relationship (r =0.6899); and Assessment for learning vs Interpersonal Skills has a Very Strong Relationship (r =0.7300).

Table 5.4: Significant correlation among the sub-categories subsumed under Assessment for learning

Pearson r Correlation		
	Assessment for learning	**Interpretation**
Technical Skill	0.5262	Substantial Relationship
Clinical Judgement	0.6899	Substantial Relationship
Interpersonal Skills	0.7300	Very Strong Relationship

Correlation Coefficient is significant at alpha 0.01

Correlation Coefficient Scales Adopted from De Vaus's (2002):

0.10-0.29 =Low; 0.30-0.49 =Moderate; 0.50-0.69 =Substantial; 0.70-0.89 =Very Strong;

0.90-0.99 =Near Perfect; 1.00 = Perfect Relationship

Chapter V

Summary of Findings, Conclusions, and Recommendations

This Chapter contains the summary of the findings of the study, the conclusions based on the accumulated results, as well as the recommendations.

Summary of Findings

Based on the results gathered, the following findings are thereby presented:

The innovative teaching strategies are utilized by nursing students

In terms of Technological-enhanced learning, reveals a weighted mean of 3.286 and a standard deviation of 0.144 indicating that the nursing students generally responded as Agree.

In terms of Student-centered approaches, reveals a weighted mean of 3.257 and a standard deviation of 0.181 indicating that the nursing students generally responded as Agree.

In terms of Experiential learning, reveals a weighted mean of 3.338 and a standard deviation of 0.189 indicating that the nursing students generally responded as Agree.

In terms of Assessment for learning, reveals a weighted mean of 3.296 and a standard deviation of 0.189 indicating that the nursing students generally responded as Agree.

The level of clinical competence among SSC Nursing Students

In terms of Technical Skill, a weighted mean of 3.354 and a standard deviation of 0.122 indicating that the teachers generally responded as High Competence.

In terms of Clinical Judgement, a weighted mean of 3.376 and a standard deviation of 0.113 indicating that the teachers generally responded as High Competence.

In terms of Interpersonal Skills, a weighted mean of 3.421 and a standard deviation of 0.139 indicating that the teachers generally responded as High Competence.

The significant difference in the impact of these innovative teaching strategies in students' level of clinical competence (at 0.05 level of significant)

There is NO significant difference in the impact of innovative teaching strategies in terms of Technological-enhanced learning in students' level of clinical competence in terms of Technical Skill having a t-value of 0.6128 and a p-value of 0.5476 which is greater than the level of significant at 0.05.

There is NO significant difference in the impact of innovative teaching strategies in terms of Technological-enhanced learning in students' level of clinical competence in terms of Clinical Judgement having a t-value of 0.8978 and a p-value of 0.3811.

There is NO significant difference in the impact of innovative teaching strategies in terms of Technological-enhanced learning in students' level of clinical competence in terms of Interpersonal Skills having a t-value of 1.2261 and a p-value of 0.2359.

There is NO significant difference in the impact of innovative teaching strategies in terms of Student-centered approaches in students' level of clinical competence in terms of Technical Skill having a t-value of 0.7101 and a p-value of 0.4867.

There NO significant difference in the impact of innovative teaching strategies in terms of Student-centered approaches in students' level of clinical competence in terms of Clinical Judgement having a t-value of 0.9293 and a p-value of 0.3650.

There is NO significant difference in the impact of innovative teaching strategies in terms of Student-centered approaches in students' level of clinical competence in terms of Interpersonal Skills having a t-value of 1.2066 and a p-value of 0.2431.
There is NO significant difference in the impact of innovative teaching strategies in terms of Experiential learning in students' level of clinical competence in terms of Technical Skill having a t-value of 0.1137 and a p-value of 0.9107.
There is NO significant difference in the impact of innovative teaching strategies in terms of Experiential learning in students' level of clinical competence in terms of Clinical Judgement having a t-value of 0.3007 and a p-value of 0.7670.
There is NO significant difference in the impact of innovative teaching strategies in terms of Experiential learning in students' level of clinical competence in terms of Interpersonal Skills having a t-value of 0.6179 and a p-value of 0.5443.
There is NO significant difference in the impact of innovative teaching strategies in terms of Assessment for learning in students' level of clinical competence in terms of Technical Skill having a t-value of 0.1984 and a p-value of 0.8450.
There is NO significant difference in the impact of innovative teaching strategies in terms of Assessment for learning in students' level of clinical competence in terms of Clinical Judgement having a t-value of 0.6673 and a p-value of 0.5130.
There is NO significant difference in the impact of innovative teaching strategies in terms of Assessment for learning in students' level of clinical competence in terms of Interpersonal Skills having a t-value of 0.9747 and a p-value of 0.3426.

The significant correlation between innovative teaching strategies to the level of clinical competence of student respondents

According to Technological-enhanced learning

The following significant correlation r values and interpretation:

- Technological-enhanced learning vs Technical Skill has a Substantial Relationship (r =0.6874);
- Technological-enhanced learning vs Clinical Judgement has a Substantial Relationship (r =0.6164); and
- Technological-enhanced learning vs Interpersonal Skills has a Moderate Relationship (r =0.4991).

According to Student-centered approaches

- Student-centered approaches vs Technical Skill has a Substantial Relationship (r =0.6858);
- Student-centered approaches vs Clinical Judgement has a Moderate Relationship (r =0.4983); and
- Student-centered approaches vs Interpersonal Skills has a Substantial Relationship (r =0.5351).

According to Experiential learning

- Experiential learning vs Technical Skill has a Substantial Relationship (r =0.5215);
- Experiential learning vs Clinical Judgement has a Very Strong Relationship (r =0.7345); and
- Experiential learning vs Interpersonal Skills has a Very Strong Relationship (r =0.7641).

According to Assessment for learning

- Assessment for learning vs Technical Skill has a Substantial Relationship (r =0.5262);
- Assessment for learning vs Clinical Judgement has a Substantial Relationship (r =0.6899); and
- Assessment for learning vs Interpersonal Skills has a Very Strong Relationship (r =0.7300).

CONCLUSIONS

Based on the results gathered, the following findings are thereby presented:

Generally, the result shows that the weighted mean for the innovative teaching strategies are utilized by nursing students' in terms of Technological-enhanced learning, Student-centered approaches, Experiential learning and Assessment for learning is rated as Agree.
Generally, the result shows that the weighted mean for the level of clinical competence among SSC Nursing Students in terms of: technical Skill, Clinical Judgement and Interpersonal Skills is rated as High Competence.
There is NO significant difference in the impact of innovative teaching strategies in terms of Technological-enhanced learning, Student-centered approaches, Experiential learning and Assessment for

learning in students' level of clinical competence in terms of Technical Skill, Clinical Judgement and Interpersonal Skills.

There is a significant correlation between the innovative teaching strategies according to Technological-enhanced learning, Student-centered approaches, Experiential learning and Assessment for learning to the level of clinical competence of student respondents in terms of Technical Skill, Clinical Judgement and Interpersonal Skills.

Recommendations

This study provides valuable insights into the effectiveness of innovative teaching strategies and nursing students' clinical competence. Based on its findings, the following recommendations are made:

1. **Targeted Enhancement of Technological Integration:** While technology is utilized, the study shows no significant impact on clinical competence. Recommend a focused approach: Conduct a needs assessment to identify specific technological needs and training gaps for both faculty and students. Invest in robust, reliable technology and provide ongoing training on its effective pedagogical application in nursing education such as simulations, virtual labs, online resources.
2. **Strengthening Experiential Learning through Clinical Partnerships:** The study highlights a positive correlation between experiential learning and clinical competence, but clinical placements may need improvement. Formalize partnerships with more diverse clinical sites. Develop structured clinical learning experiences that emphasize direct application of theoretical knowledge, regular feedback, and opportunities for reflection. Consider increasing the duration or frequency of clinical placements.
3. **Conduct a Curriculum Redesign for Enhanced Student-Centered Learning:** The positive correlation between student-centered approaches and clinical competence suggests a promising avenue. Incorporate more active learning strategies such as problem-based learning, case studies, simulations into the curriculum. Develop assessments that align with active learning objectives and provide regular feedback that promotes self-directed learning.
4. **Refining Assessment for Learning:** The study indicates a significant correlation between assessment for learning and clinical competence, but further refinement could enhance its impact. Diversify assessment methods to include a range of approaches that accurately assess various aspects of clinical competence (e.g., OSCEs, simulations, portfolios, peer evaluations). Ensure timely and constructive feedback is consistently provided to students.
5. **Longitudinal Study and Continuous Improvement:** The current study provides a snapshot. Further research is needed to track long-term outcomes. Conduct a longitudinal study to track the clinical performance of graduates who experienced these innovative teaching strategies. Regularly evaluate the effectiveness of implemented changes, using data-driven decision-making to continually refine the curriculum and teaching methods.

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