COMPETENCY OF CLINICAL INSTRUCTORS AS PERCEIVED
BY STUDENTS AND CLINICAL INSTRUCTORS THEMSELVES
AT SECONDARYTECHNICALNURSING
SCHOOL-ZAGAZIGUNIVERSITY

Thesis

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SUMMARY

Clinical teacher as a first level quality control, ensuring the maintenance of clinical practice standards. So clinical teaching is a complex role. Clinical teachers are persons who most critical to the students learning, they play a crucial role in assisting nursing students to apply theory learned in the classroom into practice within the clinical environment. The gap between theory and practice is well known, the most   Important factors of this problem is in the separation of organizations of delivering health care from these providing educations for the nurses.

The aim of the current study was to assess competency of clinical instructors as perceived by students and clinical instructors themselves at secondary technical nursing school-ZagazigUniversity.

The study was conducted at secondary technical nursing school-ZagazigUniversity. Total sample was 80 students at 3rd year and 30 clinical instructors.A questionnaire sheet to assess clinical instructor's perception and student's perception about clinical teaching

competencies .Also an observation check list were used to assess clinical instructor's competencies.A developed questionnaire sheet by the reasercher to assess competency of clinical instructors .The questionnaire was developed by the researcher based on relevant review and literature, namely **Essa and Adam (1998), Gaber (2004), (Qaap, 2007, Dunn & Hansford, 1997, Allen, Bowers., &Dickkelman, 1999).** Which include the following items.

1-Instructors uestionnaire,PartI: Demographic characteristics: age, years of experiences, marital status, nursing educational level, job title and training sites.**Part II:** It composed of 71 items grouped into 6 dimensions. **2-Students' questionnaire,Part I:** Demographic characteristics were : age, marital status and academic status. **Part II**, The same questionnaire which offered to their clinical instructors to identify the students' view of the competency of their clinical instructors .**3-Observation check list to**: Assess and observe clinical instructors competency. The item of the observation check list were the same as the questionnaire sheet that describe clinical instructor's behavior through training sites. After data collection descriptive statistical design was used.

Findings of the present study were as follows:

Higher percent (53.3%) of clinical instructors at the age group 30 ≤ 40 years with a mean ± SD of (37.1 ± 6.815) years, while the lowest percent (20%) aged from 20 < 30 mean age (37.1 ± 6.8145). years of experience (36.7%) ranged from 5<10 with a mean ± SD (15.566 ± 5.593) years. Most clinical instructors (93.3%) were married. More than half of the clinical instructors (53.3%) had specialty diploma in nursing in

addition to the nursing diploma. As for job title was nursing teacher (46.7%). Training site were university hospital and school skill lab (43.3%).

Regarding comparison of total mean scores of instructors self-perception and students perception, instructors self-perception was the highest score (83.23± 9.88) in teaching competence, while the lowest score (31.96±5.02) in facilitator. And students perception was the highest score (74.63±10.93) in teaching competence, while the lowest score (28.0±5.7) in clinical skills. It was observed that there was agreement between instructors self-perception and student perception about teaching competence. There were giving it the highest score.

In relation to comparison of total mean score of instructor self-perception and observed competency, instructors self-perception give highest score (83.23±9.88) to teaching competence and lowest score (31.966±5.02) to facilitator, while observed competency the highest score was (64.11 ± 6.39) for teaching competence and the lowest score (25.62 ± 2.44) for facilitator. It is observed that both instructor's self-perception and observed competency were the same in both dimension as the teaching competency had the highest score and facilitation had the lowest score.

As for comparison of total mean score of student's perception and instructors observed competency, the highest score (74.63±10.93) was for teaching competence from student perception while their perception about clinical skills was the lowest score (28.0 ± 5.7). In relation to observed competency the highest score (64.11 ± 6.395) was for teaching competence while the lowest score (25.62 ± 2.44) was for facilitator, when comparing both student perception and observed

competency it is observed that teaching competency had the highest score.

Regarding grand total competence mean scores as perceived by instructors, students through observed competency, grand total competence mean scores as perceived by clinical instructors self-perception were the highest scores (296.03 ± 32.4818), while observed competencies of clinical instructors had the lowest scores (231.022 ± 16.259).

In relation to correlation matrix between clinical instructor's age and years of experience with their total competency scores, there is no correlation was found between age and years of experience with total competency scores.

Based of findings of this study, the following recommendations can be deduced:-

1. Selection criteria of junior instructors must be followed on newly appointed instructors as communication skills and leadership skills, with adequate academic abilities to become nursing teachers.

2-Newly appointed clinical instructors must spend 1or2 years in hospitals to acquire experiences in real nursing fields and become competent on applicable nursing skills.

3. New teachers should pass preparatory program to prepare them to be competent teachers focusing on (preparation of educational meetings, evaluation of students at clinical field, Ability of decision making, Making of periodical meeting with nursing staff and students).

4. A spirit of mutual cooperation should exist between the teacher and students and dealing together as one team.

5. Develop of competent evaluation system in the school from their manager to improve quality of clinical instructor's performance.

6. Design a plan to empower clinical instructors by participation in decision making.

7. Clinical instructors must be available continuously to supervise student's clinical performance for guidance and support.

8. Collaboration between school system and hospital nurse managers to solve training related problems.