

**Developing and validating an evaluation tool for Evaluating nursing faculty staff :  
assistants' performance by the students**

ملخص البحث باللغة الانجليزية:

**Introduction:**

Nursing education underwent revolutionary changes during the 20th century. Changes from apprentice training to faculty responsibility; from free labor work to educational accountability; and from the teacher's authority role to students claiming rights have all affected nursing education particularly the teachers' role.

**Aim of the study:** The present study aimed at developing and validating an evaluation tool for faculty staff assistants by students at the faculty of nursing Ain Shams University.

**Study design:** A methodological research design was used.

**Setting:** Faculty of Nursing Ain Shams University.

**Subjects:** Three groups of sample were included in the study:

**1- The students group:**

A stratified random sampling technique was used to select the students group. The total number of students was 460 students

**2- The Faculty staff assistants group:** The sample included all the faculty staff assistants (35 faculty staff assistants):

**3- The jury group:** to assess the face and content validity of the evaluation tool. Their total number was 30 experts, from different fields: ten professors in nursing, six experts in research, eight experts in education, and six experts in management.

**Tools of data collection**

Three tools for data collection were used in this study. These were opinionnaire sheet for experts, questionnaire for faculty staff assistants and questionnaire for students.

**I. Opinionnaire sheet for experts to validate the proposed evaluation tool:** This tool was intended to the group of experts. Its aim was to test both face and content validity of the proposed evaluation tool.

**Tool II: Questionnaire for faculty staff assistants:** This tool was intended to the faculty staff assistants. Its aim was to determine the importance of included items of the proposed evaluation tool.

Based on experts' opinions', the questionnaire contains the same items that present in the opinionnaire sheet for experts.

**Tool III: Questionnaire for students:** This questionnaire was aimed at testing reliability of the proposed tool. Based on faculty staff assistants' point of view.

**Results:** illustrated the seven omitted items from the proposed evaluation tool through faculty staff assistants opinions based on the predetermined criteria (if less than 80% of faculty staff assistants rated an item important, it was omitted). The percentages for omitted items were ranging from 60.0% to 74.3%.The results of internal consistency reliability analysis of the proposed evaluation tool. It indicates generally high Cronbach alpha coefficients of reliability that ranged between 0.906 and 0.919. The internal consistency of the proposed evaluation tool; Cranbach Alpha coefficient was used. The reliability coefficient for the study instrument as a whole was 0.973.

The items omitted after factor analysis, the total items not rotated from the tool after factor analysis is 6 items, which include questions: (33, 30, 27, 38, 54, and 32).The total number of items for the developed evaluation tool remaining after validity of the tool by experts and reliability of the tool by factor analysis was 57 items. The highest domain level was observed in relationship factor (3.487) while the lowest domain level (3.351) was observed at professional competency. Presents evaluation of faculty staff assistants performance according to students' level, as shows in this table, there was a significant statistical difference between students' level and professional competency, relationship, personality characteristic and evaluation (P value 0.01, 0.01, 0.01 & 0.02 respectively). The students at a second level show higher positive level than other in the evaluation of faculty staff assistants.

## CONCLUSION

A valid and a highly reliable tool for evaluating faculty staff assistants' performance by the students was developed by the researcher consisted of 57 of items underling four dimensions: professional competency, relationship, personality characteristics and evaluation.

Face and content validation of the tool were ascertained through full acceptance by juries. The majority of faculty staff assistants agreed on the importance of 63 items out of 70 items from the evaluation tool, only seven items agreed not important and were excluded. Reliability, as evaluated by test-retest was very high. Reliability was assessed through estimating internal consistency (Cronbach alpha coefficient), which proved to be high. The study finding provides accurate, dependable, helpful, practical and truthful instrument that can be used by students to evaluate the faculty staff assistants' performance.

## **RECOMMENDATIONS**

Based on the main study findings, the following recommendations are proposed:

1. The designed evaluation tool to assess the faculty staff assistants' performance by students should be used at the faculty of nursing and must be revised periodically to keep it up-to-date with the current changes in nursing.
2. Provide students with sufficient time to complete the evaluation form.
3. Avoid conducting schedule evaluations immediately before or after a final exam.
4. Prior to distributing the evaluation tool; explain the evaluation form carefully for students to fill precisely the form.
5. The faculty staff assistants must be orientated with all items of the evaluation tool.
6. The evaluation of faculty staff assistants by students should be coupled with faculty and training setting evaluation.
7. The evaluation must be online clinical evaluation with the current development technology and consistent with the computer system faculty.
8. The faculty must take necessary actions after the end of the student's evaluation for faculty staff assistants to ensure the development of the clinical nursing education and to avoid routine evaluation.
9. Generalize the designed tool to be used in other faculties of nursing.