

DEVELOPING AND VALIDATING STANDARDS FOR THE CLINICAL TEACHERS' PERFORMANCE AT TECHNICAL NURSING INSTITUTES AND ASSESSING ITS APPLICABILITY

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ABSTRACT

Standards are generally seen as the tracks of teachers' competences that describe what teachers should know and be able to do. This study aims at developing and validating standards for the clinical teachers' performance at technical nursing institutes and assessing its applicability. Intervention research design was used to achieve the aim of the study. The study was conducted at three technical nursing institute affiliated to (Ain Shams, Tanta University) and Imbaba affiliated to Ministry of Health. Subject of this study includes two groups; a) clinical nurse teachers (84) who work at the above-mentioned settings and b) 60 experts 30 of them experts in nursing administration and the other 30 experts in nursing education departments. Two data collection tools were used namely; The Standards Validity Questionnaire which aims at assessing the content validity and face validity of the standards by experts. It has (8) standards and (28) sub standards, applicability checklist aims at assessing the applicability of the standards, it has (8) standards and (25) sub standards. The main findings of the study revealed that, the lowest percentage (55%) of Experts' agreed upon the form is free from duplication. The majority (96.7%) of Experts' agreed upon the standard of the teacher use instructional strategies leading to student engagement in problem- solving and critical thinking. (83.3%) of all the proposed standards was applied. The highest percentage of applicability for the total proposed standard of the teacher use instructional strategies leading to student engagement in problem- solving and critical thinking. The total of all the proposed standards was applied. The current study recommended application of standards of the clinical teachers' performance on all the technical nursing institutes. The quality assurance department uses the standards of the clinical teacher's performance to improve the performance.

KEYWORDS: *Developing, Validating, Standards, Clinical Teacher, Performance*

INTRODUCTION

Professional standards can be seen as policy tools, in that, their purpose is to achieve certain policy objectives, in particular to regulate teachers' professional learning and practice throughout their career. They can be characterized based on their coverage and purpose, i.e. how they establish pathways for professional learning (Toledo, Révai and Guerriero, 2017).

Standards can be seen as a representation (knowledge statements), while the latter as performance (knowledge practices) (Mulcahy, 2011). The link between teaching standards and teacher education often starts with the development

of process standards. Which is involving stakeholders in the design of policies, such as the development of teaching standards; it is a crucial element of effective governance (**Burns and Köster, 2016**).

Standards describes what teachers are expected to know and be able to do at four career stages: graduate, proficient, highly accomplished and lead, they were developed through synthesizing the descriptions of teachers' knowledge, practice and professional engagement used by teacher accreditation and registration authorities, employers and professional associations (**AITSL, 2011**).

Standards can represent a different conception of knowledge than educational sciences taught in teacher education programs. For example, how can teacher education institutions with an academic tradition implement standards that describe teachers' tasks and teaching skills in practical and functional terms? (**Furlong and Whitty, 2017**). A complete standardization of clinical education structures would be difficult to achieve. Cultures, traditions, and patients' expectations vary widely across the members and these factors are built into nursing competency frameworks (**European Commission, 2014**).

Standards may be defined as benchmark of achievement which is based on a desired level of excellence. Standards are authoritative statements of the duties that all registered nurses are expected to perform competently. The general term "standard" is applied to all international, regional and national normative documents, such as standards, technical reports, standardized profiles, technical specifications, technical regulations, guides, codes of practice, technology trends assessments... etc. and the drafts of such documents (**American Nurses Association, 2010**).

Validity denotes the extent to which specific items on a tool accurately assess the concept being measured in the research study. Validity ensures that the questions being asked allow valid inferences to be made. The four types of validity in educational research are face validity, content validity, construct validity, and criterion-related validity. Face validity refers to researchers' subjective assessments of the presentation and relevance of the measuring instrument as to whether the items in the instrument appear to be relevant, reasonable, unambiguous, and clear (**Oluwatayo, 2012**).

Face validity is a component of content validity while others believe it is not. Face validity is established when an expert on the research subject reviews the questionnaire (instrument) and concludes that it measures the characteristic or trait of interest. Face validity involves the expert looking at the items of the questionnaire and agreeing that the test is a valid measure of the concept which is being measured just on the face of it (**Miller, 2015**).

This means that they are evaluating whether each of the measuring items matches the given conceptual domain of the concept. Face validity is often said to be very casual, soft and many researchers do not consider this as an active measure of validity. However, it is the most widely used form of validity in developing countries. Content validity refers to whether the content of the questions or items measured in the instrument are representative and adequate when attempting to measure phenomena. It is arguable that in some testing, some questions in the questionnaires are not related to the intended subject of testing. The content validity would become a trivial issue if the questionnaires contain sufficient questions to address the construct to be tested or measured (**Sangoseni et al., 2013**).

According to **Sangoseni et al. (2013)** content validity extent to whether the content of the questions or items measured in the instrument is representative and adequate when attempting to measure phenomena. For content validity, the dichotomous scale was used with categorical option of "Agree" and "Disagree" which indicate a favorable or

unfavorable item respectively. The favorable item means that the item are fairly and comprehensive cover the domain of items that it purports to cover.

Significance of the Study

Clinical nurse teachers need to keep up-to-date regarding the policies and frameworks involved in teaching and training standards of practice which will cover a host of issues relating to teaching in clinical settings; including working with patients and changing emphasis of quality assurance of medical nursing education.

Despite the importance of standards, it was observed that the technical nursing institutes affiliated to the universities and ministry of health is suffering from absence of the standards for the clinical teachers' performance. This had driven the researcher to implement this research to develop performance standards for the clinical teachers and assess its applicability to in an attempt to improve their performance.

AIM OF THE STUDY

The current study aims at developing and validating standards for the clinical teachers' performance at technical nursing institutes and assessing its applicability through:

- Developing standards for performance of clinical teachers.
- Determining validity of the proposed standards.
- Assessing applicability of the proposed standards.

RESEARCH DESIGN

Intervention design was used in conduction of the study.

Setting

The study was conducted at three technical nursing Institutes, which are affiliated to universities and Ministry of Health namely; a) the technical nursing institute affiliated to Ain Shams University, b) the Technical Nursing Institute affiliated to Tanta University, and 3) Imbaba Technical Nursing Institutes affiliated to Ministry of Health, the technical nursing institutes selected according to multi-stages sampling technique (Quetta sampling technique) by which all the technical nursing institutes will be classified into three groups according to the universities and to the technical nursing institutes at Ministry of Health then select only one technical nursing institute from every group randomly.

Subjects

Subjects included in this study were divided into two groups; clinical nurse teachers' group and nursing experts group:

Clinical Nurse Teachers

Includes all clinical nurse teachers (84) working at the above-mentioned settings; (17) of them are working at the technical nursing institute affiliated to Ain Shams University, (24) are working at the technical nursing institute affiliated to Tanta University, and (43) are working at Imbaba technical nursing institutes which is affiliated to ministry of health. The subjects included male and female clinical teachers who have at least one year of experience at the clinical teaching field.

Nursing Experts

They are working at the Faculties of Nursing, (30) experts working at nursing administration departments and (30) working at nursing education departments. This included the nursing experts who working at Cairo, Ain Shams, and Helwan Universities. The total number of them is (10) professors, (18) assistant professors and (32) lectures.

Table 1: The Total Number of Nursing Experts in Cairo University is (26)

	Administration Department	Another Nursing Education Departments
Professors	2	3
Assistant professors	3	3
Lectures.	11	4
Total	16	10

Table 2: The Total Number of Nursing Experts in Ain Shams University (23)

	Administration Department	Another Nursing Education Departments
Professors	3	1
Assistant professors	2	9
Lectures.	6	2
Total	11	12

Table 3: The total Number of Nursing Experts in Helwan University (11)

	Administration Department	Another Nursing Education Departments
Professors	1	---
Assistant professors	---	1
Lectures.	2	7
Total	3	8

Tools of Data Collection

Two data collection tools were used to collect data of this study:

- Standards Validity Questionnaire.
- Applicability Checklist

Filed Work

The standards validity questionnaire was collected in eight months from January 2018 to August 2018. The standards validity questionnaire was collected based on literature review by researcher and full by the experts from Cairo, Ain Shams, and Helwan Universities. The researcher explained to experts (30) of nursing administration departments and (30) experts of other nursing education departments the purpose of the standards validity questionnaire. The time needed to fill was not more than 30 minutes. The experts who refused to participate in the study were replaced by other experts.

The modification of applicability checklist done based on the results of standards validity questionnaire according to the comments of experts such as cancelled the repetition of sub-standards and rephrase of few criteria. The researcher explained the final standards to all the clinical nurse teachers. After one month the researcher collected the applicability checklist.

In the stage of collecting the applicability checklist, Data for this stage were collected in eight months from beginning of October 2018 to the end of May 2019. The applicability checklist of this study was collected by the researcher and assistants researcher from three technical nursing institutes namely; the Technical Nursing Institute affiliated to Ain Shams and Tanta Universities and Imbaba which are affiliated to ministry of health. The Head of every department took from two hours to two hours and half hours to fill the applicability checklist at the clinical section.

Ethical Consideration

Verbal approval from the experts in Ain Shams, Cairo and Helwan Universities. They assured that all data would be kept confidential.

Verbal approval from each participant of clinical teachers and the head of every department in three technical nursing institutes was obtained prior to conduction of the study after explanation of its purpose. They were informed about their rights to withdraw at any time without giving any reason, and they assured that all data will be kept confidential.

Statistical Design

Data entry and statistical analysis were done using Statistical Package of Social Science (SPSS 20.0). Quantitative continuous data were compared using the non-parametric Mann-Whitney or Kruskal-Wallis tests. Qualitative categorical variables were compared using chi-square test. Whenever the expected values in one or more of the cells in a 2x2 tables was less than 5, Fisher exact test was used instead. In larger than 2x2 cross-tables, no test could be applied whenever the expected value in 10% or more of the cells was less than 5. Spearman rank correlation was used for assessment of the inter-relationships among quantitative variables and ranked ones. Statistical significance was considered at p-value <0.05.

RESULTS

Table (1) describes socio-demographic characteristics of experts in the study sample. It indicates that 53.35 of study sample lecturer, 50% of them work at administration department and 43.3% of the study samples graduated from Cairo University. The majority (96.7%) are females, 73.3% of them are married and their years of experience 90.0% more than 10 years.

Table (2) describes experts' agreement upon the face validity of the standards, it indicates that the lowest percent (55%) of experts agreed on the proposed standards. The form is free from any duplication.

Table (3) describes experts' agreement upon the content validity of standards I-II, it indicates that the lowest percent (83.3%) of experts 'agreed upon the content validity of assess the students' intellectual, social but personal status of the student. 85% of experts' agreed upon the content validity of Identify the students' abilities to practice the practical application of the lesson but the highest percent (11,7%) of experts' agreed upon the content validity of standard is need rephrase. 86.7% of experts' agreed upon the content validity of define the assessment means to monitor students' implementation for the learning objectives throughout adapted learning opportunities but highest percent (8.3%) of experts' agreed upon the content validity of standard is need rephrase.

Table (4) describes experts' agreement upon the content validity of standards III-IV, it indicates that the lowest percent (85%) of experts' agreed upon the content validity of the teacher must be prepared and knowledgeable of the content and effectively maintains students' on-task behavior but the highest percent 8.3% of experts' agreement upon the content validity of standard is need rephrase.

Table (5) describes experts' agreement upon the content validity of standards V-VI, it indicates that the lowest percent (65%) of experts' agreement upon the content validity of the teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior and the highest percent (18.3%) of experts' agreement upon the content validity of standard have repetition. 67.7% of experts agreed upon the content validity of the teacher keeps current on instructional knowledge and explores changes in teaching behaviors that will improve student performance and the highest percent (15%) of experts' agreement upon the content validity of standard have repetition. 73.3% of experts' agreement upon the content validity of the teacher uses professional communication and interaction with the school community and the highest percent 10% of experts' agreement upon the content validity of standard need rephrase.

Table (6) describes experts' agreement upon the content validity of Standards VII-VIII, it indicates that the lowest percent (75%) of experts' agreed upon the content validity of the teacher acts as a responsible professional in the overall mission of the school and the highest percent (11.7%) of experts' agreed upon the content validity of standard have repetition.

Table (7) describes experts' suggestions regarding Standards, it indicates that the highest percent (3.3%) of experts' suggestions the standard of feedback for students and self-learning for students.

Table (8) describes the demographic characteristics of clinical nurse teachers in the applicability sample. It indicates that 51.2% of clinical nurse teachers found in Imbaba Institute. 53.6% of study sample in bachelor degree and 41.7% of them their ages ranged from 30 to 40 years, their years of experience, 42.9% is more than 10 years, the majority of them (94.0%) are females, and 84.5% of them are married.

Table (9) describes applicability of proposed standards I and II as observed by clinical nurse teachers, it indicates that all the proposed standards applied except 73.8%. The clinical nurse teacher determines the teaching media that will help in transmitting the teaching materials.

Table (10) describes applicability of proposed standards III and V as observed by clinical nurse teachers; it indicates that all the proposed standards applied except 78.6%. The clinical nurse teacher must prepare the learning environment to implement the selected nursing education strategy. The highest percent 100%, the teacher indicated appropriate use of instructional resources to enhance student learning.

Table (11) describes applicability of proposed standards VI and VIII as observed among clinical teachers; it indicates that all the proposed standards applied except 58.3%. The clinical nurse teacher uses professional communication and interaction with the institute community and 73.8%. The clinical nurse teacher uses both classroom and standardized assessment data to plan ongoing instruction. The highest percent (100%) of the clinical nurse teacher uses self-assessment and keeps own professional development in the nursing education field.

Table (12) describes total applicability of proposed standards as observed among clinical teachers in the study sample. It indicates that all total the proposed standards not applied except 94.0%. The clinical nurse teacher must use a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills. 81.0% of the clinical nurse teacher uses an understanding of individual/group motivation and behavior approaches to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation and 90.5%. The clinical nurse teacher actively seeks out opportunities to grow professionally in order to improve learning for all students. 83.3% the total of all the proposed standards applied.

Table 4: Socio-Demographic Characteristics of Experts in the Study Sample (n=60)

	Frequency	Percent
Job position:		
Professor	10	16.7
Assistant professor	18	30.0
Lecturer	32	53.3
Department:		
Administration	30	50.0
Pediatric	2	3.3
Medical-surgical	14	23.3
Psychiatric nursing	3	5
Obstetrics and Gynecology	5	8.3
Community	6	10
Nursing qualification:		
Cairo	26	43.3
Ain-Shams	23	38.3
Helwan	11	18.3
Gender:		
Male	2	3.3
Female	58	96.7
Marital status:		
Single	15	25.0
Married	44	73.3
Divorced	1	1.7
Experience years:		
<10	6	10.0
10+	54	90.0
Range		1.1-36.0
Mean ± SD		19.0±8.2
Median		18.5

Table 5: Experts' Agreement upon the Face Validity of the Standards (n=60)

	Agree	
	No	%
The preliminary tool looks like a tool for assessing: Developing and Validating Standards for the Clinical Teachers' Performance at Technical Nursing Institutes and Assessing its Applicability	57	95.0
The wording of the tool is :		
Applicable	58	96.7
Measurable	45	75.0
desirable	54	90.0
flexible	54	90.0
Clear	49	81.7
Correct	55	91.7
Scientific	58	96.7

Understandable	52	86.7
Realistic	57	95.0
Relevant	58	96.7
The form is free from any duplication	33	55.0
The form covers all aspects of: Developing and Validating Standards for the Clinical Teachers' Performance at Technical Nursing Institutes and Assessing its Applicability A- Assessment B - Planning C- Implementation D- Evaluation	54	90.0
The form is in logical sequence	59	98.3
The dimensions of the form are:		
Clear	54	90.0
Enough to Developing and Validating Standards for the Clinical Teachers' Performance at Technical Nursing Institutes and Assessing its Applicability	50	83.3

Table 6: Experts' Agreement upon the Content Validity of Standards I-II (n=60)

Standards	Agree		Disagree		Rephrase		Repetition	
	No	%	No	%	No	%	No	%
Standard 1: The clinical nurse teacher must assess the practical training needs of the students by using different methods to select the nursing teaching strategies.								
The clinical nurse teacher must use various types of tools to determine training needs.	57	95.0	0	0.0	3	5.0	0	0.0
The clinical nurse teacher must organize the students' needs according to learning priorities.	57	95.0	1	1.7	2	3.3	0	0.0
Assess the students' intellectual, social and personal status of the student.	50	83.3	6	10.0	4	6.7	0	0.0
Identify the students' abilities to practice the practical application of the lesson.	51	85.0	1	1.7	7	11.7	1	1.7
Standard 2: The clinical nurse teacher must use the assessment data in figuring out the practical teaching plan.								
The clinical nurse teachers' teaching plan must include goals, and intended learning outcomes.	56	93.3	1	1.7	3	5.0	0	0.0
The clinical nurse teacher must determine the teaching strategies that will be used based on the assessment data.	55	91.7	3	5.0	2	3.3	0	0.0
The clinical nurse teacher determines the teaching media that will help in transmitting the teaching materials.	55	91.7	3	5.0	2	3.3	0	0.0
Define the assessment means to monitor students' implementation for the learning objectives throughout adapted learning opportunities.	52	86.7	2	3.3	5	8.3	1	1.7

Table 7: Experts' Agreement upon the Content Validity of Standards III-IV (n=60)

Standards	Agree		Disagree		Rephrase		Repetition	
	No.	%	No.	%	No.	%	No.	%
Standard 3. The clinical nurse teacher create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation								
The clinical nurse teacher must prepare the learning environment to implement the selected nursing education strategy.	56	93.3	2	3.3	2	3.3	0	0.0
The teacher must provide learning environment that are adapted to diverse learners needs.	55	91.7	3	5.0	2	3.3	0	0.0
The teacher must keep learning environment that help students actively participate and are successful in the learning process.	57	95.0	1	1.7	2	3.3	0	0.0
Standard 4. The clinical nurse teacher must use a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.								
The clinical nurse teacher must be prepared and knowledgeable of the content and effectively maintains students' on-task behavior.	51	85.0	3	5.0	5	8.3	1	1.7
The clinical nurse teacher use instructional strategies leading to student engagement in problem- solving and critical thinking.	58	96.7	1	1.7	1	1.7	0	0.0
The clinical nurse teacher must keep current on instructional knowledge and explores changes in teaching behaviors that will improve student performance.	54	90.0	2	3.3	3	5.0	1	1.7
The clinical nurse teacher must provide the teaching strategies that support the intellectual, social, and personal development of all learners.	56	93.3	2	3.3	2	3.3	0	0.0
The clinical teacher use appropriate use of instructional resources to enhance student learning.	54	90.0	3	5.0	2	3.3	1	1.7

Table 8: Experts' Agreement Upon the Content Validity of Standards V-VI (n=60)

Standards	Agree		Disagree		Rephrase		Repetition	
	No.	%	No.	%	No.	%	No.	%
Standard 5. The clinical nurse teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.								
The clinical nurse teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior.	39	65.0	6	10.0	4	6.7	11	18.3
The clinical nurse teacher keeps current on instructional knowledge and explores changes in teaching behaviors that will improve student performance.	46	76.7	3	5.0	2	3.3	9	15.0
Standard 6. The clinical nurse teacher models effective verbal, nonverbal communication techniques with students, colleagues and families to foster active collaboration, and supportive interaction in the classroom.								
The teacher uses various types of communication to transmitted scientific materials.	57	95.0	1	1.7	2	3.3	0	0.0
The teacher uses professional communication and interaction with the school community	44	73.3	10	16.7	6	10.0	0	0.0
The teacher acts as a responsible professional in the overall mission of the school.	49	81.7	6	10.0	5	8.3	0	0.0

Table 9: Experts' Agreement upon the Content Validity of Standards VII-VIII (n=60)

Standards	Agree		Disagree		Rephrase		Repetition	
	No.	%	No.	%	No.	%	No.	%
Standard 7. The clinical nurse teacher use formative and summative assessment strategies to assess the learner's progress.								
The clinical nurse teacher uses various forms of assessment to monitor and manage student's learning.	58	96.7	0	0.0	2	3.3	0	0.0
The clinical nurse teacher informs the learners about their assessment and directs them for performance improvement.	56	93.3	0	0.0	4	6.7	0	0.0
The clinical nurse teacher uses both classroom and standardized assessment data to plan ongoing instruction.	54	90.0	1	1.7	5	8.3	0	0.0
The clinical nurse teacher monitors the performance of each student, and devises instruction to enable students to grow and develop, making adequate academic progress.	57	95.0	1	1.7	2	3.3	0	0.0
Standard 8. The clinical nurse teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.								
The teacher acts as a responsible professional in the overall mission of the school.	45	75.0	4	6.7	4	6.7	7	11.7
The teacher keeps current on instructional knowledge through engaging in different activities that enhance their teaching skills.	54	90.0	2	3.3	3	5.0	1	1.7
The teacher use self-assessment and keeps own professional development in the nursing education field.	56	93.3	1	1.7	3	5.0	0	0.0

Table 10

	Frequency	Percent
Institute:		
Tanta	24	28.6
Imbaba	43	51.2
Ain-Shams	17	20.2
Nursing qualification:		
Bachelor	45	53.6
Master/Doctorate	39	46.4
Age:		
20-	3	3.6
25-	18	21.4
30-	35	41.7
40+	28	33.3
Experience years:		
<5	13	15.5
5-	13	15.5
10-	36	42.9
15+	22	26.2
Gender:		
Male	5	6.0
Female	79	94.0
Marital status:		
Unmarried	13	15.5
Married	71	84.5

Table11

Standards	Applied (at 80% level)	
	No	%
Standard 1: The clinical nurse teacher must assess the practical training needs of the students by using different methods to select the nursing teaching strategies.		
The nurse teacher must use various types of tools to determine training needs.	68	81.0
The nurse teacher must organize the students' needs according to learning priorities.	74	88.1
Assess the students' intellectual, social and personal status of the student.	83	98.8
Identify the students' abilities to practice the practical application of the lesson.	81	96.4
Standard 2: The clinical nurse teacher must use the assessment data in figuring out the practical teaching plan.		
The clinical nurse teachers' teaching plan must include goals, and intended learning outcomes.	74	88.1
The clinical nurse teacher must determine the teaching strategies that will be used based on the assessment data.	83	98.8
The clinical nurse teacher determines the teaching media that will help in transmitting the teaching materials.	62	73.8
Define the assessment means to monitor students' implementation for the learning objectives throughout adapted learning opportunities.	71	84.5

Table 12

Standards	Applied (at 80% Level)	
	No	%
Standard 3. The clinical teacher create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation		
The clinical nurse teacher must prepare the learning environment to implement the selected nursing education strategy.	66	78.6
The clinical nurse teacher must provide learning environment that are adapted to diverse learners needs.	71	84.5
The clinical nurse teacher must keep learning environment that help students actively participate and are successful in the learning process.	82	97.6
Standard 4. The teacher must use a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.		
The clinical nurse teacher use instructional strategies leading to student engagement in problem- solving and critical thinking.	81	96.4
The clinical nurse teacher must provide the teaching strategies that support the intellectual, social, and personal development of all learners.	81	96.4
The clinical nurse teacher use appropriate use of instructional resources to enhance student learning.	84	100.0
Standard 5. The teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.		
The clinical nurse teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior.	79	94.0
The clinical nurse teacher keeps current on instructional knowledge and explores changes in teaching behaviors that will improve student performance.	71	84.5

Table 13

Standards	Applied (at 80% level)	
	No.	%
Standard 6. The teacher models effective verbal, nonverbal communication techniques with students, colleagues and families to foster active collaboration, and supportive interaction in the classroom.		
The clinical nurse teacher must use verbal and non verbal communication techniques to transmitted practical experiences to students that suites their intellectual statuses.	78	92.9
The clinical nurse teacher uses professional communication and interaction with the Institute community	49	58.3
Standard 7. The teacher use formative and summative assessment strategies to assess the learner's progress.		
The clinical nurse teacher uses various forms of assessment to monitor and manage student's learning.	74	88.1
The teacher informs the learners about their assessment and directs them for performance improvement.	82	97.6
The clinical nurse teacher uses both classroom and standardized assessment data to plan ongoing instruction.	62	73.8
The clinical nurse teacher monitors the performance of each student, and devises instruction to enable students to grow and develop, making adequate academic progress.	82	97.6
Standard 8. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.		
The clinical nurse teacher acts as a responsible professional in the overall mission of the Institute.	77	91.7
The clinical nurse teacher keeps current on instructional knowledge through engaging in different activities that enhance their teaching skills.	83	98.8
The clinical nurse teacher uses self-assessment and keeps own professional development in the nursing education field.	84	100.0

Table 14

Standards	Applied (at 80% Level)	
	No.	%
Standard 1: The clinical nurse teacher must assess the practical training needs of the students by using different methods to select the nursing teaching strategies.	62	73.8
Standard 2: The clinical nurse teacher must use the assessment data in figuring out the practical teaching plan.	59	70.2
Standard 3: The clinical teacher create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation	55	65.5
Standard 4: The clinical nurse teacher must use a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.	79	94.0
Standard 5: The clinical nurse teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.	68	81.0
Standard 6: The clinical nurse teacher models effective verbal, nonverbal communication techniques with students, colleagues and families to foster active collaboration, and supportive interaction in the classroom.	44	52.4
Standard 7: The clinical nurse teacher use formative and summative assessment strategies to assess the learner's progress.	60	71.4
Standard 8: The clinical nurse teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.	76	90.5
Total standards	70	83.3

DISCUSSIONS

This study aimed to develop and validate standards for the clinical teachers' performance at technical nursing institutes and assess its applicability.

The sample of the study included two groups; clinical nurse teachers group worked at (the technical nursing institute affiliated to Ain Shams University, the technical nursing institute affiliated to Tanta University, and Imbaba technical nursing institute which is affiliated to ministry of health) and (60) nursing experts (30) of them in nursing administration and (30) in another nursing education whom worked at Cairo, Ain Shams, and Helowan Universities.

Through the main finding of the study, it was observed that the lowest percent of experts' agreement was in the item "the form is free from duplication". This result may be due to repetition of the standards with the same meaning. This result was supported by **Mulcahy, (2011)** who revealed that standards' viewed as performance naturally entails that they are not static objects or tools, but rather activities in which teachers and other actors participate

On the other hand, the present study showed that the majority of experts' agreement was upon the Standard of the teacher use instructional strategies leading to student engagement in problem solving and critical thinking. This may be related to the main role of the clinical nurse teachers is selected the strategy which used to apply the practical lesson to develop the critical thinking abilities of the student. This finding was agreed with **Yildirim, (2010)** who found that the responsibility of nurse educators is to ensure that nursing graduates have developed the critical thinking abilities necessary to practice professional nursing.

Also, the present study showed that the majority of experts' agreement was upon the standard of the teacher uses various forms of assessment to monitor and manage students learning. This may be related to presence of many types of forms which the clinical nurse teacher uses it such as oral or written forms to measure the abilities of the student and improve the progress of the student. This result is inconsistent with **Ossenberg, et al., (2016)** who found that carefully prepared assessment forms will make the assessment more objective and help set clear criteria based on learning objectives.

The present study showed that the highest percent of disagree upon the standard of the teacher was upon using professional communication and interaction with the school community. This may be related to increase the percent of rephrase where the standard needs modification to be applied in institute community. This result is inconsistent with **Washington, (2015)** who emphasize that the clinical teacher should use effective communication skills, both verbal and nonverbal.

On the other hand, the present study showed that the highest percent of rephrase upon the standard of identify the students' abilities to practice the practical application of the lesson. This may be due to increase the percent of rephrase where the standard needs to modify. This result results in the same line with **Batsche, (2014)** who emphasized that high expectation for the learning and behavior of students with disabilities should be coupled with the recognition that students' abilities and disabilities impact how they learn.

The present study showed that the highest percent of repetition was upon the standard of the teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior. This may be due to duplication of the standard with the same meaning. This result is inconsistent with **Kidron and Kali, (2015)** who emphasized that if we want to improve education outcomes, we need to develop understanding of interdisciplinary teaching/ learning of the learning content.

Also, the present study showed that the high percent of repetition was upon the standard of the teacher keeps current on instructional knowledge and explores changes in teaching behaviors that will improve student performance. This may be due to duplication of the standard with the same meaning. This result is congruent with **(Adelman-Mullally, 2013)** who indicates that the teacher's responsibility is not to pass on the knowledge, but teach students to obtain knowledge and know how to use.

The present study showed that the highest percentage of applicability for the total proposed standards was the clinical nurse teacher must use a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills. This may be related to increase the percentage of experience years of the clinical nurse teacher which half of them have experience years more than ten years. This result is inconsistent with **Benner, (2010)** who emphasized that clinical experiences of clinical nurse teacher should occur in a variety of settings, not just in acute care units.

Finally, the present study showed that, all the total applicability of the proposed standards was applied. This may be related to all the proposed standards applied according to comply of the clinical nurse teachers with applied the proposed standards and comply of the clinical nurse teachers was more than the applied level. This result is inconsistent with **IOM (2011)** who emphasized that the clinical nurses' teacher should achieve higher levels of education, while educational systems and other stakeholders should support seamless academic progression and include innovative ways for nursing students to achieve their degrees through competency-based learning.

CONCLUSIONS

In the light of the study findings, it can be concluded that, the lowest percent of experts' agreement upon the face validity was to the standard the form is free from duplication. The majority of experts' agreement upon the content validity was to the standard of the teacher use instructional strategies leading to student engagement in problem- solving and critical thinking. The teacher uses various forms of assessment to monitor and manage students' learning. The highest percent of disagreement upon the content validity was to the standard of the teacher uses professional communication and interaction with the school community.

The highest percent of rephrase upon the content validity was to the standard of identify the students' abilities to practice the practical application of the lesson. The high percent of repetition upon the content validity was to the standard of the teacher keeps current on instructional knowledge and explores changes in teaching behaviors that will improve student performance. The highest percentage of applicability for the total proposed standards was the clinical nurse teacher must use a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills. And all the total of the proposed standards was applied.

RECOMMENDATIONS

Based on the study findings, the study recommended below:

- Application of standards of the clinical teacher's performance on all the technical nursing institutes which is affiliated to Ministry of Health and Universities.
- The quality assurance department uses the standards of the clinical teacher's performance to improve the performance.
- Conducting training programs for the new clinical nurse teachers on applying the standards of the clinical teacher's performance.

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