

SUMMARY AND CONCLUSION

The data obtained from this study will give insights to the nurse educators about the positive and negative aspects that affecting learning process that help them in creating clinical learning environment that promotes student's professional development and enhance achievement.

Thus the aim of this study was to identify the factors affecting the clinical teaching through identifying students and educators opinions regarding clinical teaching.

The study sample was selected to represent all first year student nurses (189 students) and (15) teaching faculty members (3 lecturer , 2 assistant lecturer and ten demonstrators were included); all the teaching staff responsible for the provision of first year clinical nursing learning course in Benha faculty of nursing, Zagazig university.

As the factors that affect clinical learning process and clinical learning environment were grouped into seven dimensions I (student's characteristics), dimension II (the clinical setting), dimension III (Dealing with different types of patients), dimension IV (the evaluation process), dimension V (Teaching effectiveness), dimension VI (Clinical supervision and behaviors of clinical instructor), dimension VII (Teaching motor skills).

The tools utilized to collect data in this study were:

1- assessment sheet:

To assess the human and non human resources that affecting the nursing learning process in the clinical setting.

2- Opinionaire:

To assess the students and educators opinions regarding the clinical teaching experience.

3- Observational checklist:

To assess the environment of the clinical setting and the equipments, supplies that available in the laboratory as well as in the clinical areas .

The results showed that the majority of both nursing educators and students (47%, 60.3% respectively) perceived that the clinical lab. Environments was never adequate ($z=0.93$ $P > 0.05$), also both the majority of them (86.7% , 41,3% respectively) also perceived that's the clinical hospital environment was never adequate ($z= 0.95$ $P. > 0.05$), and this affect negatively on the clinical learning process.

The results also showed that's both the majority of nursing ($z=1.00$ $P < 0.05$) educators and students (60%, 45.4% respectively) perceived that the evaluation practice was never adequate and this affect negatively on the clinical learning process ($Z = 1.00$ $P < 0.05$). Also, it is showed that the majority of both Ng- educators and students (46.7%, 56.7% respectively) perceived that hospital interpersonal relationship was never adequate. ($z=0.48$ $p > 0.05$) and this affect negatively on the clinical learning process.

Also it is clear from the result of the study that the third of Ng, educators and the majority of students (33.3%, 80% respectively)

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perceived that the teacher nursing competencies was always adequate and this affect positively on the clinical learning process ($z= 0.66$ $P > 0.05$).