(I) questionnaire sheet
1- DEMOGRAPHIC CHARACTERISTICS OF THE STAFF and students

Table (1, 2) based on the data collected by the questionnaire sheet (part 1, Appendix II)

1- Demographic characteristics of the staff

Variable	Staff (15)	
	No	**%**
a- Age (years):		
23 < 30	7	46.7
30 and more	8	53.3
b- Marital status:		
- single	3	20
- married without children	2	13.3
- married with children	10	66.7
- widow	0	0
- divorced	0	0
c- Staff scientifical degree in Nursing science:		
- bachelors	8	53.3
- master	3	20
- doctorate	4	26.7
d- Years of experience:		
1 < 5	7	46.6
5 < 10	4	26.7
10 and more	4	26.7
e- instructor's awareness to their job description:		
- No	11	73.3
- Yes	4	26.7
f- Staff preparation:		
1- Attend clinical teaching programs		
- No	3	20
- Yes	12	80
2- Attend clinical competencies promotion programs:		
- No	0	0
- Yes		
* workshop on:		
- clinical teaching.	5	33.5
- Clinical evaluation.	5	33.5
- Clinical scientifical conferences.	5	33.5

Table 1: Demographic characteristics of the staff included in the study:

a) age:

Table (1) show that, 7 (46.7%) of total nursing educators were in the age group (23 to less than 30 years), while 8 (55.3%) of them were in the age group (30 and more years).

b- Marital status:

marital status show that, 10 (66.7%) of nursing of the staff were married with children.

c- Staff scientifical degree in nursing science:

regarding that, 8 (53.3%) of staff were holding bachelor while 3 (20.2%) were holding master degree and 4 (26.7%) were holding doctorate degree.

d- Years of experience:

Table 1 shows that, 7 (46.6%) of instructors were have experience from (1 < 5 years) while 4 (26.7%) , 4 (26.7%) from them were between (5 < 10) and more than 10 years respectively.

e- Instructor's awareness to their job description:

In relation to instructor's awareness about job description for the staff, 11 (73.3%) were not informed about their job description while 4 (26.7%) only informed about their job description.

f- Staff preparation:

1 -Attend clinical teaching program.

It was found from the table that 3 only of the staff (20%) were not attending clinical teaching programs while the majority of them 12 (80%) attending clinical teaching programs.

2- Attending clinical competencies promotion programs:

All the staff attend and participate in promotion programs equally either clinical teaching wakshop or clinical evaluation or clinical scientifical conferences (33.5%, 33.5% and 33.5% respectively).

2- Demographic characteristics of the students and the factors that hinder their understanding

Variable	Students (189)	
	No	**%**
a- Age (years):		
17 – 19	189	100
b- Marital status:		
- single	189	100
- married without children		
- married with children		
- widow		
- divorced		
c- The educational background:		
1- students:		
- secondary school.	184	97.4
- Institution of health technician.	5	2.6
2- Student's mothers:		
- university degree	15	7.9
- secondary school.	48	25.4
- Primary school.	27	14.3
- Read and write.	27	14.3
- Illiterate.	72	38.1
3- Student's fathers:		
- university degree	38	20.1
- secondary school.	66	34.9
- Primary school.	32	16.9
- Read and write.	33	17.5
- Illiterate.	20	10.6
d- Income / person/ Egyptian pound :		
- < 50.	70	37
- 50 < 100.	70	37
- 100 < 150.	45	23.8
- > 150	4	2.2
e- home environment / person		
- one room.	45	23.8
- 2 room.	117	61.9
- 3 room.	24	12.7
- 4 room	3	1.6
f- causes of affiliating the faculty of nursing :		
- the total scoring of secondary school.	60	31.7
- Certainty of employment after graduation.	90	47.6
- Family willing.	10	5.3
- Personal willing.	29	15.4
g- factors that hinder students understanding as verbated them:		
- difficulty of the content.	35	18.5
- Using of English language in teaching.	45	23.8
- Methods of teaching.	20	10.6
- Increase number of students.	65	34.4
- Faring from family.	19	10.1
- Staff relationship.	5	2.6

Table 2: Demographic characteristics of the students included in the study:

a) Age:

Table 2 show that all student's age were ranged from (17 – 19 years) of the total number of the subjects 189 (100%).

b) Marital status:

As regard student's marital status, all 189 (100%) of nursing students that included in the study were single.

c) Educational background:

1- Students :

The majority of the students were graduated from the secondary school, 184 (97.4%) while only 5 (2.6%) of them were from the health technician institution.

2- Student's mother level of education:

Regarding to student's mothers level of education, 72 (38.1%) of mothers were illiterate, while 15 (7.9%) were university level.

2- Student's father level of education:

In relation of student's fathers level of education, 66 (34.9%) of total number were have secondary education while 20 (10.6%) only were illiterate.

d- Income / person / Egyptian pound:

Regarding student's income, 70 (37%) of them their income was less than (50) pounds monthly, while 4 (2.2%) of students, their income was more than (150) pounds.

e- Home environment / person:

Regarding home environment, 117 (61.9%) were have 2 rooms, while only 3 (1.6%) were have 4 rooms.

f- Causes of affiliating faculty of nursing:

About ninety (47.6%) of students were affiliating the faculty of nursing for having the cause of certainity of employment after graduation, while 10 (5.3%) only were have the cause of family willing.

g- Factors hinder student's understanding as verbatad by them:

Relation to the factors that hinder student's understanding it was found that increase number of students in the lab in relation to the number of teaching staff was the major factor and the staff relationship is the minor factor that hinder student's understanding. (34.4% and 2.6% respectively).

Table (13 a) teaching skills and activities of the instructors:-

Table (13a) Shows that, although skills of (Identify learning needs, Supervise student in the clinical setting, Present information in organized way, Give clear explanations and directions, prepare for clinical teaching, communicate clearly to learners) were done by all clinical instructors (100%) which affect positively on clinical learning process, but the majority of clinical instructors(87.5) were not " reward to encourage students as a significant dimension on teaching " which negatively affect clinical learning process.

Table (13b): communication behaviors of the instructors:

It is clear from this table that all clinical instructors (100%) were doing the following communication behaviors (makes herself understood, communicate in anon threatening manner, Provide timely feed-back, Open in discussing issues with the student), which affect positively, but the majority of them (12.5%, 12.5%, 37.5%, 25%, 25% respectively) have not done the following items of communication behaviors (Provide useful feed-back, Show active listening, Provide positive feed-back on performance, Openly and honestly reveal perceptions that the clinical instructors has of students, Teach in an interactive way and encourage dialogue) which affect negatively.

Table 14 : Interpersonal relationship behaviors of the instructors with the students, hospital staff and their collogues:

- As regarding the following items (Provide appropriate support for student reactions, Empathic when interact with the students, Demonstrate positive regard for student as a person, respectively) all clinical instructors (100%) were do them which affecting positively, on the other hand (37.5% respectively) of clinical instructors were not do items of "Demonstrate a genuine concern for patients, " which affect negatively.

- The table also shows that more than half of clinical instructors (62.5%) did not do the items (Identify clinical educational objectives to the ward staff through reports or written documents, Integrate the hospital service with the educational objectives, facilitate obtaining patient's files and records at any time for the students) which affect negatively on clinical learning process.

- It is also clear from the table that the majority of clinical instructors (87.5%, 75%, 75% respectively) did not do the items (Establish a comfortable environment for the learning process, support students while receiving shift report, train student to utilize all equipments and supplies on the ward), also all clinical instructors did not do the item (encourage Cooperation between student and hospital nursing staff) and this affect negatively on the clinical learning process.

Table (15): Professional behaviors of the instructors

It can be seen from this table that all clinical instructors (100%) have done the items of (practice lab. Procedures in hospital with competence, Demonstrate professional behavior with the health-care team, Demonstrate systematic approach for problem solving, act as an appropriate role model), which affect positively, but the minority of them (37.5%, 12.5%, respectively) have not done these professional skills behavior (supervise the students closely while they demonstrate nursing procedures in the hospital, demonstrate leadership role among students that is given by students) and this affect negatively on the clinical learning process.

Table (16): Teaching and Evaluating behaviors of the instructors:

This table illustrated that the majority of clinical instructors (87.5%) have done the items of (Allows the student to be independent in patient's care, Plans effective learning experiences, Provides a variety of patients diagnosis for each student, apply the clinical practice through the academic standards, document student's evaluation accurately) and this affect positively on the clinical learning process, also 3 quarters of clinical instructors (75%) have done the items (facilitate student learning through indirect way, Observes students' performance in a discreet manner, Plans learning experience before the student arrives, Manages students' time effectively) which affect positively on the clinical learning process, on the other hand (75%) of clinical instructors have not done the item (Perform effective learning experience out of situations as they arise) and this affect negatively.

- As regarding the items (Delegate patients' care to the students under supervision, Points out discrepancies in students' performance in a constructive way , Schedules regular meetings with the student) more than half of clinical instructors (62.5%, 62.5%, 87.5% respectively) have not done these items and this affect negatively on clinical learning process.

Table (17a): Clinical teaching methods in the nursing lab. And hospital based on the observational checklist which affect the learning process.

a) Clinical teaching methods in the lab. :-

1- Laboratory method and demonstration:

This table shows that the majority of clinical instructors (87.5%) have not done the item (Ask the students to read the guidelines before demonstration) and this affect negatively, but all clinical instructors (100%) have not done the items (Laboratory method and demonstration, Arrange needed facilities for demonstration, Demonstrate and redemonstrate procedures, Assists students to redemonstrate procedures, Provides students with feed-back) and this affect positively on clinical learning process.

ii- Role play method:

It is clear from this table that the majority of clinical instructors (87.5%) have not done the following items (Role play method, Construct role playing situations, Casts students' players, Briefs, Directs role playing actions, Discuss and analyzes actions, Conducts an evaluative summary) which affect positively on clinical learning process.

Table (17b): Clinical teaching methods in the nursing lab. And hospital based on the observational checklist which affect the learning process.
b) Clinical teaching methods in the hospital:

(i) Group discussion method:-

it can be seen from this table that majority of clinical instructors(87.5%) have not done item of (write plan of discussion) which affect negatively on clinical learning process, but the majority of them have done the items of (Write objectives of discussion, Uses cue to promote discussion, Keeps goal of the discussion focused) which affect positively on clinical learning process.

- As regarding items (Monitor discussion, Maintains individual or group), all clinical instructors (100%) have done them, which affect positively on clinical learning process.

i)a- Orientation:

this table illustrated that the majority of clinical instructors (87.5%) have not done the items (presents objectives of the learning activities, Clarifies desired behavioral outcomes) which affect negatively on clinical learning process.

In relation to the items (orientation, Orients students to hospital policy, regulations and routine) (100%,75.0% respectively) have done them which affect positively on clinical learning process.

i)b- Instruction conference (on duty and off duty conference)

as regarding (instruction conference, Explain assignment at beginning of work day, Holds it an hour prior to end of day), (100%, 87.5%, 75% respectively) have not done them which affect positively on clinical learning process.

i)c- patient centered conference: it is also showed from this table that the majority of clinical instructors (87.5%) have not done the items (Arranges for group conference to explain the purpose of case study to patient, Rewards creative solution), on the other hand all clinical instructors (100%) have done the following items (Guides students to assess particular patients' problems, Helps the students to define priorities, Gives the students opportunity to review related literatures, Guides the students to setup plan of care for the selective patient, Arrange for group meeting to allow oral presentation of the case history by students) which affect positively on the clinical learning process.

Table (18) Standard methods of clinical evaluation which affect the clinical learning process in the nursing lab. and hospital

i-   Critical incident report:

It is clear from this table that all clinical instructors (100%) have done items of (critical incident report, Records identified data, Writes contact of behavior to be observed and recorded), also the majority of clinical instructors (87.5%) have done items (Record data related to: Students progress, Reactions of students to specific incident, Signs on the reported data) which affect positively on clinical learning process.

ii- Check list:

It is showed from this table that all clinical instructors (100%) have done items (check list, Records identified data, Writes steps or activities, Makes check list of form "yes" or "No", Signs the check list) which affect positively on clinical learning process.

iii- Clinical self evaluation guidelines:

as regarding to items (clinical self evaluation guidelines, Makes students aware of the quality desired or criteria of performance, Asks students to judge their own work), all clinical instructors have not done them which affect negatively on clinical learning process.

iv- Numerical rating scale:

in relation to items (numerical rating scale, Observe behavior versus objectives) half of clinical instructors have done them

which affect positively on clinical learning process but more than half of clinical instructors (62.5%) have not done (Provides feed-back to the student in the form of evaluation conference) which affect negatively on clinical learning process.

V- Evaluation conference:

It can be seen from this table that (100%, 87.5% respectively) of clinical instructors have done items (Makes a plan with student for a given time to correct weak performance, Gives constructive guidance for improvement) which affect positively on clinical learning process, but (87.5%, 62.5%, 62.5% respectively) of clinical instructors have not done items (Evaluation conference, Clarifies to the student criteria used in grading, Discuss progress in general) which affect negatively on clinical learning process.