

Results

The results of the study will be presented in the following sequence:

Part I- Socio-demographic characteristics of study subjects: tables 1-2

Part II- The importance of the effective clinical trainers' characteristics as reported by the teaching staff, junior and senior nursing students: tables 3-8.

Part III- The availability of the effective clinical trainers' characteristics as reported by the junior and senior nursing students: tables 9-14.

Part IV- Correlation coefficient between importance and availability of effective characteristics of the clinical trainer as reported by junior and senior nursing students

Table 1 : Socio-demographic characteristics of the teaching staff

Variable	No = 64	%
1- Position		
a.Clinical Nursing Specialist	3	4.7
b.Instructor	37	57.8
c.Assistant Lecture	14	21.9
d.Lecture	10	15.6
Total	64	100
2- Qualification		
a.Baccalaureate Degree	38	59.4
b.Master Degree	15	23.4
c.Doctoral Degree	11	17.2
Total	64	100
3- Years of Experience		
a. 1 – 5 Years	36	56.3
b.5 – 10 Years	13	20.3
c. 10 – 15 Years	13	20.3
d.More Than 15 Years	2	3.1
Total	64	100

In relation to position more than half (57.8%) of teaching staff were instructors, while the minority (4.7%) of them were specialists.

In relation to qualification the highest percent (59.4%) of the teaching staff were having baccalaureate degree, while the lowest percent (17.2%) of them were having a doctoral degree.

In relation to years of experience the highest percent (56.3%) of teaching staff their year of experience were ranging from one year to less than five years, while the lowest percent (3.1%) of them had experienced over fifteen years.

Table 2 : Socio-demographic characteristics of the nursing students

Variable	The Junior Students		The Senior Students	
	No = 120	%	No = 120	%
1. Place of residence				
a. Home	107	89.2	77	64.2
b. Institute Dormitory	13	10.8	43	35.8
Total	120	100	120	100
2. Department				
a. Urology	60	50	-	-
b. Orthopedic	60	50	-	-
c. Home visit	-	-	30	25
d. Other community health care services	-	-	90	75
Total	120	100	120	100

The majority of junior and senior nursing students (89.2% and 64.2%) were place of residence at home.

In relation to departments the junior nursing students were classified equally in the clinical area of urology and orthopedic departments while the highest percent (75%) of the senior nursing students were trained at other community health services departments.

Table (3) Exhibits importance of effective personnel characteristics of the clinical trainer as reported by the subject groups in the study

Findings of the table showed that most of teaching staff (92.2%) reported the item of accepting responsibility and responsible for own action as a very important characteristics for the effective clinical trainer. While the majority (88.3%) of junior nursing students reported that the item of friendly and outgoing when working with students and the majority (87.5%) of senior nursing students reported the item of is empathetic with the learner as a very important characteristics for the effective clinical trainer.

Demonstrate enthusiasm for clinical teaching was reported as least important by an almost one third (34.2%) of junior nursing student and slightly higher proportion (47.5% and 45.3%) from each of the other stated group and the teaching staff.

Table (4) Shows importance of effective interpersonal characteristics of the clinical trainer as reported by the subject groups in the study

Findings of the table showed that most of teaching staff (95.3%) reported the item of are accessible to work with students when needed as very important characteristics for the effective clinical trainer. While the highest percent (90.8% and 84.2%) respectively of the two stated groups of nursing students; junior and senior nursing students were reported the item of correct students mistakes tactfully without hurting feelings as a very important characteristics for the effective clinical trainer.

Accepting different opinions was reported as least important by an almost one quarter (25%) of teaching staff and slightly lower proportion (18.3%) of senior nursing student. While the item of demonstrates respect for individual and cultural differences among students was reported as least important by other stated group (22.5%) of junior nursing student.

Table (5) Illustrates importance of effective professional characteristics as a teacher of the clinical trainer as reported by the subject groups in the study

Findings of the table exhibited the highest percent (67.2%) of teaching staff reported the item of answers student questions clearly and precisely as a very important characteristic for the effective clinical trainer. While the highest percent (77.5% and 74.2%) respectively of the senior and junior nursing students reported the items of helps students access to different resources (human resources, and equipment, references) and having adequate theoretical background as a very important characteristics for the effective clinical trainer. In addition the senior nursing students gave the same high percent (77.5%) to the item of explain clearly as the very important characteristics for the effective clinical trainer.

The items of helps students access to different resources (human resources, and equipment, references) and provide adequate time for student questions were reported as least important characteristics for the effective clinical trainer by (21.9%) of teaching staff. While the item of provide study guides and written material was reported as least important by (26.7% and 15%) respectively of the two stated groups of nursing student; senior and junior nursing students. In addition the junior students were reported the same percent (15%) to the item of answers student questions clearly and precisely as least important characteristics.

Table (6) Displays importance of effective professional characteristics as clinician of the clinical trainer as reported by the subject groups in the study

Findings of the table illustrated that most of teaching staff (95.3%) reported the item of challenges students to master new skills as a very important characteristics for the effective clinical trainer. while the majority (91.7% and 87.5%) of junior and senior nursing student reported the item of giving guidance during demonstration of the clinical procedure as a very important characteristics for the effective clinical trainer. In addition the senior nursing students reported the same high percent (87.5%) to the item of provides supervision through out rotation as very important characteristics for the effective clinical trainer.

In relation to the least important characteristics for the effective clinical trainer (25%) of teaching staff reported the item of plane an effective clinical learning, (27.5%) of junior nursing student reported the item of assigns appropriate clients to meet clinical learning objectives and (18.3%) of senior nursing students reported for the item of is capable of performing / demonstrate varied clinical procedures.

Table (7) Shows importance of effective professional characteristics as evaluator of the clinical trainer as reported by the subject groups in the study

Findings of the table revealed that the majority (86.7% and 73.4%) of senior nursing student and teaching staff respectively were reported the item of seek students' judgment related to their teachers' methods of teaching as a very important characteristics for the effective clinical trainer. While the majority (86.7%) of junior nursing student reported the item of respect privacy when giving feedback related to evaluation as very important characteristics for the effective clinical trainer.

Provides specific suggestions for students' performance improvement was reported as least important characteristics for the effective clinical trainer by an almost one third (31.7%) of junior nursing students and slightly higher proportion (46.7% and 45.3%) from each of the other stated group of nursing student and the teaching staff.

Table (8) Exhibits importance of effective characteristics of the clinical trainer as reported by the subject groups in the study

Findings of the table demonstrated that there were significant difference between mean scores assigned by the teaching staff and the two stated groups of nursing students in relation to personal, interpersonal and professional characteristics of the effective clinical trainers. The junior students assigned significantly greater mean scores more than teaching staff and senior students in relation to the personal, interpersonal and professional characteristics as a teacher, a clinician and as evaluator ($F= 3.387, P<0.05$, $F= 5.599, P<0.01$, $F=3.814, P<0.05$, $F=5.725, P>0.01$ and $F= 4.987, P<0.01$) respectively for the effective clinical trainers' characteristics.

The very important characteristics for the effective clinical trainer, was the personal as reported by (22.953 ± 2.967) of the teaching staff, the interpersonal as reported by (24.158 ± 2.459) of junior nursing students and The professional characteristics as clinician was reported by (26.075 ± 3.117) of senior nursing students.

The professional characteristics as evaluator was reported as least important characteristics for the effective clinical trainer by all subject groups in the study (19.109 ± 2.851 , 20.341 ± 2.406 and 20.066 ± 3.532) of the teaching staff, junior and senior nursing students respectively.
