

Results

Table (1): Demographic data of the students in EL-Nile and Benha nursing schools

NO =75

Items		no	%
Marital status	Single	73	97.4
	Married	2	2.6
Residence	Urban	63	84
	Rural	12	16
Work during study	Working	2	2.6
	Not working	73	97.4
Academic state	New	75	100
	Repeated	0	0

Table (1): Illustrated all students are new (100%) in academic state; also the table shows the majority of students (97.4%) are single. But the low percent is (2.6%) present in working during study.

Table (2): Demographic data of the School Teachers and instructors in EL-Nile and Benha nursing schools.

No =30

Items		no	%
Marital status	Single	8	26.7%
	Married	22	73.3%
Residence	Urban	8	26.7%
	Rural	22	73.3%
Experience	5-10 years	16	53.3%
	11-20 years	11	36.7%
	>20 years	3	10%
Educational level	Doctoral degree	7	23.3%
	Master degree	16	53.3%
	Baccalaureate	7	23.3%

Table (2): Illustrated that (73.3%) of teachers are married and from rural. Also the table shows that about half of teachers (53.3%) had master degree and their experience from 5-10 years.

Table (3): Percentage Distribution of Student's Opinion of Maternal and Child health teacher's behavior:

No =75

Items	Student's opinion					
	Unacceptable		Acceptable		Outstanding	
	no	%	no	%	no	%
At the beginning of the lecture	13	17.3	32	42.7	30	40.0
During the explanation	19	25.3	28	37.3	28	37.3
The voice of teacher during explanation	26	34.7	25	33.3	24	32.0
The style of teacher during lecture	26	34.7	31	41.3	18	24.0
At the end of lecture	26	34.7	19	25.3	30	40.0
The place of lecture	14	18.7	20	26.7	41	54.7

As regarded to table (3): It showed the highest percent (54.7%) was of students' opinions were outstanding of the place of lecture, but the least percent (17.3) were unacceptable teacher at beginning of the lecture.

Table (4): Percentage Distribution of Students' Opinion of Community Health: teacher's behavior:

No = 75

Items	Student's opinion					
	Unacceptable		Acceptable		Outstanding	
	no	%	no	%	no	%
At the beginning of the lecture	17	22.7	32	42.7	26	34.7
During the explanation	24	32.0	29	38.7	22	29.3
The voice of teacher during explanation	20	26.7	32	42.7	23	30.7
The style of teacher during lecture	29	38.7	32	42.7	14	18.7
At the end of lecture	26	34.7	19	25.3	30	40.0
The place of lecture	16	21.3	28	37.3	31	41.3

As regarded to table (4): It illustrated the highest percent (42.7%) of students' opinion were acceptable for the teacher's beginning of lecture and the voice of teacher during lecture but the least percent (18.7%) were consideration teacher outstanding at the end of lecture.

Table (5): Percentage Distribution of Students' Opinion of Anatomy teacher's behavior:

No = 75

Items	Student's opinion					
	Unacceptable		Acceptable		Outstanding	
	no	%	no	%	no	%
At the beginning of the lecture	2	2.7	24	32.0	49	65.3
During the explanation	1	1.3	29	38.7	45	60.0
The voice of teacher during explanation	1	1.3	25	33.3	49	65.3
The style of teacher during lecture	2	2.7	38	50.7	35	46.7
At the end of lecture	0	0	34	45.3	41	54.7
The place of lecture	1	1.3	28	37.3	46	61.3

As regarded to table (5): It illustrated the highest percent (65.3%) was for Teacher's behavior at the beginning of lecture and his voice during lecture. None of student's opinion considers the teacher unacceptable at the end of the lecture.

As related to table the least percent (1.3%) of students' opinion considers the place of lecture was unacceptable.

Table (6): Percentage Distribution of Students' Opinion of Physiology teacher's behavior:

No = 75

Items	Student's opinion					
	Unacceptable		Acceptable		Outstanding	
	no	%	no	%	no	%
At the beginning of the lecture	1	1.3	23	30.7	51	68.0
During the explanation	8	10.7	19	25.3	48	64.0
The voice of teacher during explanation	2	2.7	13	17.3	60	80.0
The style of teacher during explanation	12	16.0	17	22.7	46	61.3
At the end lecture	0	0	10	13.3	65	86.7
The place of lecture	5	6.7	13	17.3	57	76.0

As regarded to table (6): It illustrated the highest percent (86.7%) was of students' opinion considers the teacher outstanding at the end of lecture, and (80%) were outstanding of the voice of teacher during lecture.

None of students' opinions consider the teacher unacceptable at the end of the lecture. As related to table the least percent (1.3%) of students' opinions consider the teacher was unacceptable at the beginning lecture.

Table (7): Percentage distribution of students' opinion of Epidemiology teacher's behaviour:

No = 75

Items	Student's opinion					
	Unacceptable		Acceptable		Outstanding	
	no	%	no	%	no	%
At the beginning of lecture	8	10.7	31	41.3	36	48.0
During the explanation of lecture	27	36.0	18	24.0	30	40.0
The voice of teacher during the explanation	16	21.3	21	28.0	38	50.7
The style of teacher during the lecture	29	38.7	24	32.0	22	29.3
At the end of lecture	17	22.7	23	30.7	35	46.7
The place of lecture	15	20.0	20	26.7	40	53.3

As regarded to table (7): It illustrated the highest percent was (53.3%) of students' opinions consider the place of lecture was outstanding. As related to table the least percent (10.7%) of students' opinions consider teacher's unacceptable at beginning of the lecture.

Table (8): Percentage Distribution of Students' Opinion of Infection

Control teacher's behavior:

No = 75

Items	Student's opinion					
	Unacceptable		Acceptable		Outstanding	
	no	%	no	%	no	%
At the beginning of lecture	4	5.3	23	30.7	48	64.0
During the explanation of lecture	10	13.3	24	32.0	41	54.7
The voice of teacher during the explanation	11	14.7	17	22.7	47	62.7
The style of teacher during the lecture	24	32.0	23	30.7	28	37.3
At the end of lecture	13	17.3	30	40.0	32	42.7
The place of lecture	12	16.0	20	26.7	43	57.3

As regarded to table (8): It illustrated the highest percent (64%) of students' opinion consider the teacher outstanding at beginning of lecture, and (62.7%) were outstanding of the voice of teacher during the explanation, but the least percent was (13.3%) of students' opinion consider the teacher unacceptable during explanation of lecture.

Table (9): Percentage Distribution of Students' Opinion of Education

Technology teacher's behavior:

No = 75

Items	Student's opinion					
	Unacceptable		Acceptable		Outstanding	
	no	%	no	%	no	%
At the beginning of lecture	13	17.3	22	29.3	40	53.3
During explanation of lecture	3	4.0	37	49.3	35	46.7
The voice of teacher during lecture	8	10.7	24	32.0	43	57.3
The style of teacher during lecture	26	34.7	24	32.0	25	33.3
At the end of lecture	18	24.0	30	40.0	27	36.0
The place of lecture	5	6.7	19	25.3	51	68.0

As regarded to table (9): It illustrated the highest percent was (68%) of students' opinion consider the place of lecture was outstanding, but the least percent (4%) consider the teacher unacceptable during the explanation of lecture.

Table (10): Percentage Distribution Students' Opinion of English teacher's behavior:

No = 75

Items	Unacceptable		Acceptable		Outstanding	
	no	%	no	%	no	%
At the beginning of lecture	9	12.0	27	36.0	39	52.0
During explanation of lecture	12	16.0	28	37.3	35	46.7
The voice of teacher during lecture	16	21.3	16	21.3	43	57.3
The style of teacher during lecture	16	21.3	27	36.0	32	42.7
At the end of lecture	5	6.7	22	29.3	48	64.0
The place of lecture	5	6.7	31	41.3	39	52.0

As regarded to table (10): It illustrated the high percent was (64%) of students' opinion consider the teacher outstanding at the end of lecture, but the least percent was (6.7%) consider the place of lecture was unacceptable.

Table (11): Percentage Distribution of Students' Opinion of Nutrition teacher's behavior:

No = 75

Items	Student's opinion					
	Unacceptable		Acceptable		Outstanding	
	no	%	no	%	no	%
At the beginning of lecture	15	20.0	33	44.0	27	36.0
During explanation of lecture	20	26.7	34	45.3	21	28.0
The voice of teacher during lecture	18	24.0	27	36.0	30	40.0
The style of teacher during lecture	26	34.7	33	44.0	16	21.3
At the end of lecture	16	21.3	28	37.3	31	41.3
Place	15	20.0	24	32.0	36	48.0

As regarded to table (11): It illustrated the highest percent was (48%) of students' opinion consider the place of lecture was outstanding, but the least percent was (20%) consider the teacher was unacceptable at the beginning of lecture.

Table (12): Percentage Distribution of Students' Opinion of Psychology teacher's behavior:

No = 75

Items	Student's opinion					
	Unacceptable		Acceptable		Outstanding	
	no	%	no	%	no.	%
At the beginning of lecture	30	40.0	10	13.3	35	46.7
During explanation of lecture	31	41.3	20	26.7	24	32.0
The voice of teacher during lecture	22	29.3	20	26.7	33	44.0
The style of teacher during lecture	44	58.7	16	21.3	15	20.0
At the end of lecture	35	46.7	10	13.3	30	40.0
The place of lecture	19	25.3	13	17.3	43	57.3

As regarded to table (12): It illustrated the highest percent was (58.7%) of students' opinion consider the style of teacher during lecture was unacceptable, but the least percent was (13.3%) consider the teacher was acceptable at the beginning of lecture and at the end of lecture.

Table (13): Percentage Distribution of Students' Opinion of Sociology teacher's behavior:

No = 75

Items	Student's opinion					
	Unacceptable		Acceptable		Outstanding	
	no	%	no	%	no	%
At the beginning of lecture	4	5.3	19	25.3	52	69.3
During explanation of lecture	1	1.3	27	36.0	47	62.7
The voice of teacher during lecture	1	1.3	20	26.7	54	72.0
The style of teacher during lecture	4	5.3	33	44.0	38	50.7
At the end of lecture	1	1.3	8	10.7	66	88.0
The place of lecture	11	14.7	10	13.3	54	72.0

As regarded to table (13): It illustrated the highest percent was (88%) of student's opinion consider the teacher was outstanding at the end of lecture, but the least percent was (1.3%) consider the teacher was unacceptable in the explanation of lecture and the teacher's voice during lecture.

Table (14): Percentage Distribution of Students' Opinion of Pharmacology teacher's behavior:

No = 75

Items	Student's opinion					
	Unacceptable		Acceptable		Outstanding	
	no	%	no	%	no	%
At the beginning of lecture	16	21.3	16	21.3	43	57.3
During the explanation of lecture	19	25.3	28	37.3	28	37.3
The voice of teacher during lecture	15	20.0	19	25.3	41	54.7
The style of teacher during lecture	28	37.3	25	33.3	22	29.3
At the end of lecture	18	24.0	24	32.0	33	44.0
The place of lecture	23	30.7	16	21.3	36	48.0

As regarded to table (14): It illustrated the highest percent was (57.3%) of students' opinion consider the teacher was outstanding at the beginning of lecture, but the least percent was (20%) consider the teacher's voice during the lecture was unacceptable.

Table (15): Percentage Distribution of Students' Opinion of Basic Nursing teacher's behavior:

No = 75

Items	Student's opinion					
	Unacceptable		Acceptable		Outstanding	
	no	%	no	%	no	%
At the beginning of lecture	28	37.3	33	44.0	14	18.7
During explanation of lecture	24	32.0	51	68.0	0	0.0
The voice of teacher during lecture	22	29.3	43	57.3	10	13.3
The style of teacher during lecture	4	5.3	28	37.3	43	57.3
At the end of lecture	26	34.7	35	46.7	14	18.7
The place of lecture	23	30.7	28	37.3	24	32.0

Table (15): It illustrated the highest percent was (57.3%) of students' opinion consider the style of teacher during lecture teacher was outstanding and the voice of teacher during lecture was outstanding, but the least percent was (18.7%) consider the teacher was outstanding at the beginning of lecture and at the end of lecture.

As related to table none of students' opinion consider the teacher outstanding during explanation of lecture.

Table (16): Percentage Distribution of Students' Opinion of Maternal and Child health Instructor's performance:

No = 75

Items	Student's opinion					
	Unacceptable		Acceptable		Outstanding	
	no	%	no	%	no	%
Instructor's behavior in the school lab	1	1.3	2	2.7	72	96.0
During demonstration the nursing procedure	0	0	7	9.3	68	90.7
Redemonstration the procedure	10	13.3	65	86.7	0	0
Motivate and encourage the student	2	2.7	13	17.3	60	80.0
Instructor's behavior during the training in hospital	0	0	4	5.3	71	94.7
Evaluating the student's performance	1	1.3	5	6.7	69	92.0
Communicate with students	0	0	11	14.7	64	85.3

As regarded to table (16): It illustrated that majority was (96%) of students opinion consider the instructor's behavior in the school lab is outstanding, but the least percent was (1.3%) consider the instructor unacceptable in the evaluating the student's performance.

None of students' opinion considers the instructor outstanding after demonstrating the nursing procedure.

Table (17): Percentage Distribution of Students' Opinion of Basic nursing health Instructor's performance:

No = 75

Items	Student's opinion					
	Unacceptable		Acceptable		Outstanding	
	no	%	no	%	no	%
Instructor's behavior in the school lab	4	5.3	13	17.3	58	77.3
During demonstration the nursing procedure	9	12.0	14	18.7	52	69.3
Redemonstration the procedure	29	38.7	46	61.3	0	0
Motivate and encourage the student	16	21.3	24	32.0	35	46.7
Instructor's behavior during the training in hospital	5	6.7	22	29.3	48	64.0
Evaluating the student's performance	7	9.3	14	18.7	54	72.0
Communicate with students	12	16.0	14	18.7	49	65.3

As regarded to table (17): It illustrated the highest percent was (77.3%) of students' opinion consider the instructor's behavior in the school lab was outstanding, but the least percent (6.7%) consider Instructor's behavior during the training in hospital was unacceptable.

None of student's opinion considers the instructor outstanding after demonstrating the nursing procedure.

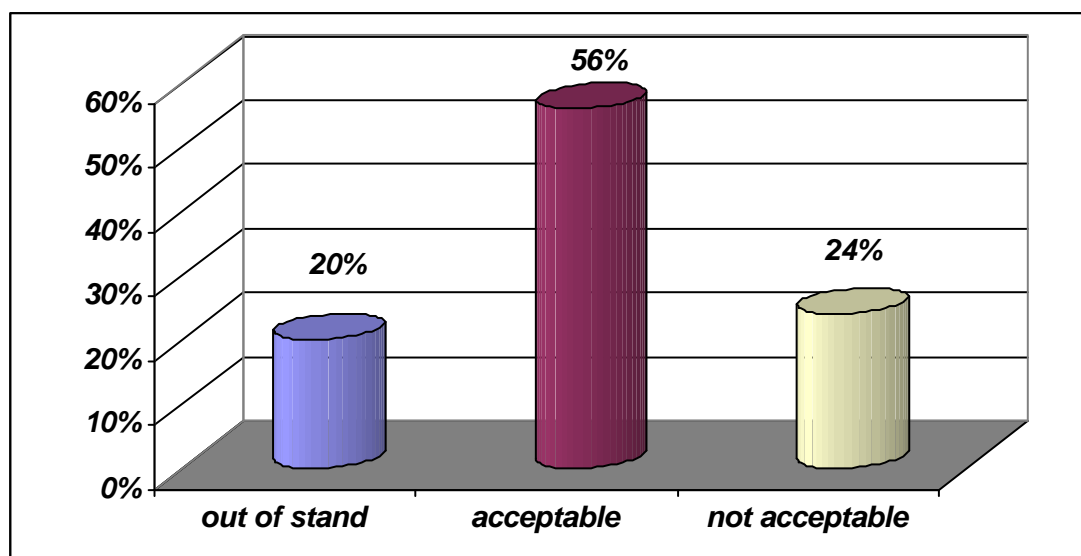


Fig (1): Distribution of total teacher performance in relation to students' opinion.

As related to fig (1): It illustrated that (56%) of the teachers' performance acceptable and (20%) of them were outstanding, according to students' opinion

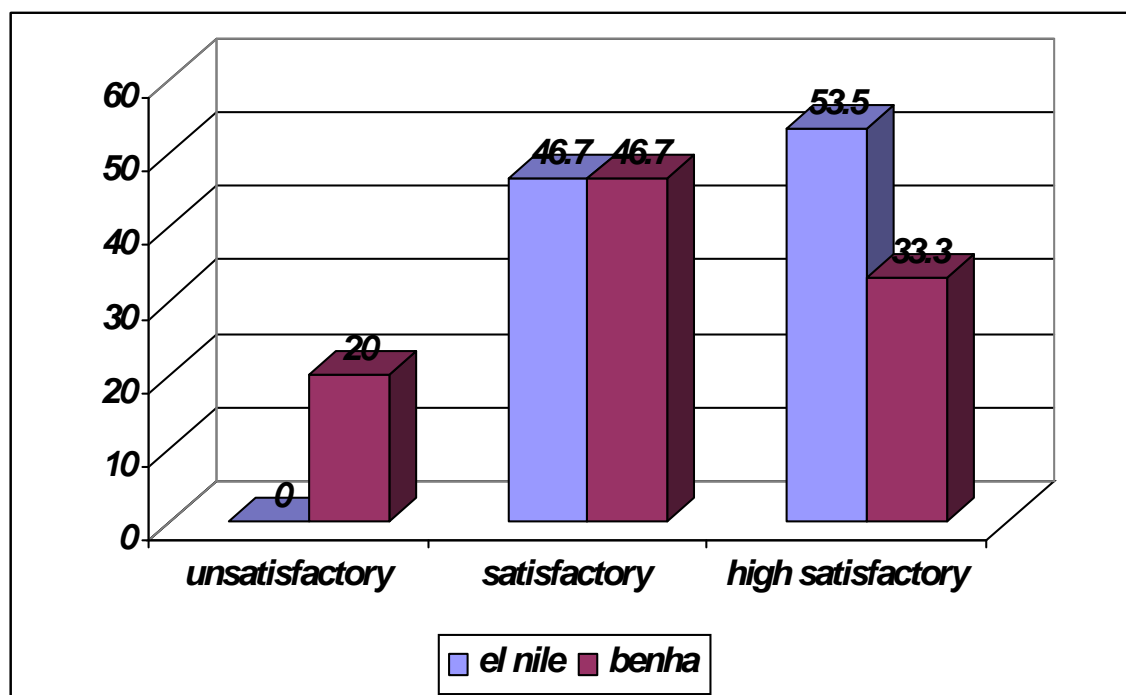


Fig (2): Distribuon of the teachers according to their performance at the studied schools

As regarded to figure (2): It illustrated that the highest percent (53.3%) of the teachers' performance was high satisfactory in EL-Nile school, but the least percent (20%) of teachers' performance in Benha school was unsatisfactory, and the two schools were equal in level of teachers' performance

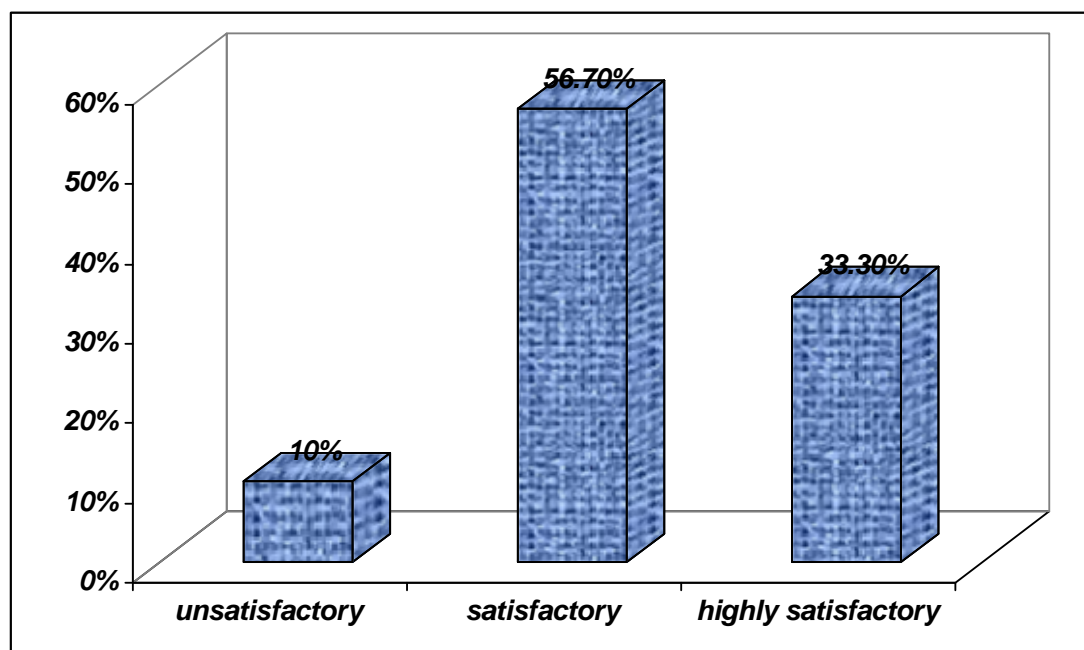


Fig (3): Distribution of school teachers' according to their total performance score

As regarded to figure (3): It illustrated that the highest percent (56.0%) of total teachers' performance in observer schools were satisfactory, but the least percent,(10.0%),was-unsatisfactory

Table (18): Rating School Text Books According to Student's Opinion:

No = 75

School text Books	Student's opinion					
	Poor		Average		Good	
	no	%	no	%	no	%
Maternal & child health	5	6.7	28	37.3	42	56.0
Basic nursing	15	20.0	28	37.3	32	42.7
Nutrition	7	9.3	39	52.0	29	38.7
Community medicine	12	16.0	36	48.0	27	36.0
Infection control	27	36.0	23	30.7	25	33.3
Epidemiology	30	40.0	25	33.3	20	26.7
Physiology	25	33.3	33	44.0	17	22.7
Anatomy	40	53.3	20	26.7	15	20.0
Sociology	24	32.0	37	49.3	14	18.7
Educational technology	24	32.0	39	52.0	12	16.0
Psychology	32	42.7	31	41.3	12	16.0
English	41	54.7	26	34.7	8	10.7
Pharmacology	44	58.7	25	33.3	6	8.0

Table (18): It illustrated the highest percent was (56.0%) of students' opinion consider the Maternal & child health text book was good, but the least percent was (8.0%) consider the Pharmacology text book was good.

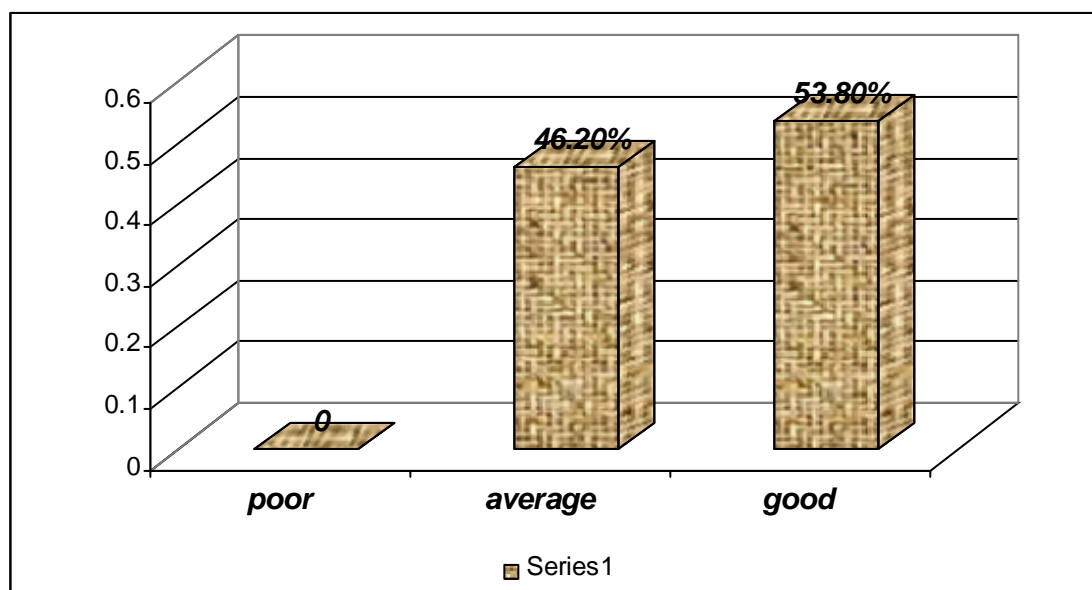


Fig (4): Distribution of school text books regarding their quality

As related to figure (4): It illustrated that (53.8%) of text books were good.

Table (19): Students' Opinion of School Structure at EL-Nile and Benha Nursing School

No =75

Items of school structure	Student's opinion					
	Not available		Available			
			Rarely used		Used	
	no	%	no	%	no	%
Organization elements (16 elements)	75	100.0	0	0.0	0	0.0
School activities as (caring of students, social, healthy and cultural services, Participation in serving the society and...ect) (20 elements)	65	86.7	10	13.3	0	0.0
Student opinion consideration (9 elements)	65	86.7	10	13.3	0	0.0
School records (4 elements)	50	66.7	25	33.3	0	0.0
School library (14 elements)	59	78.7	16	21.3	0	0.0
Room for student cloth changing (3 elements)	44	58.7	26	34.7	5	6.7
Bathroom (6 elements)	56	74.7	17	22.7	2	2.7
Dining room (2 elements)	58	77.3	10	13.3	7	9.3
School lab(23 elements)	56	74.7	19	25.3	0	0.0

Table (19): Illustrated most items of school structure were not available from student opinion, nothing consider available and used except three items Room for student cloth changing, Bathroom and Dining room.

Table (20): Evaluation of School Structure through Observation in El-Nile & Benha Schools.

Items	El-Nile		Benha		Z	P
	Currant	Score%	Currant	Score%		
Organization elements (vision, mission, objectives, ect) (16 elements)	2	12.5%	4	25%	0.892	>0.05
School activities as (caring of students, social, healthy and cultural services, Participation in serving the society and...ect) (20 elements)	11	55%	14	70%	0.967	>0.05
Student opinion (9 elements)	8	88.9%	8	88.9%	0.00	>0.05
School records (4 elements)	2	50%	2	50%	0.00	>0.05
School library (14 elements)	11	78.6%	12	85.7%	0.485	>0.05
Room for student cloth changing (3 elements)	3	100%	3	100%	0.00	>0.05
Bathroom (6 elements)	6	100%	6	100%	0.00	>0.05
Dining room(2 elements)	2	100%	2	100%	0.00	>0.05
School lab (23 elements)	21	95.5%	16	72.7%	2.037	<0.05

- (Z) = To assess the relation between observational structure in two sitting of the study

Table (20): Illustrated that both schools were (100%) good for three elements: the room for student cloth changing, bathroom and dining room. Also both schools were poor in organizational elements.

As related to table showed that the both schools were a statistical difference between the school laboratories structure.

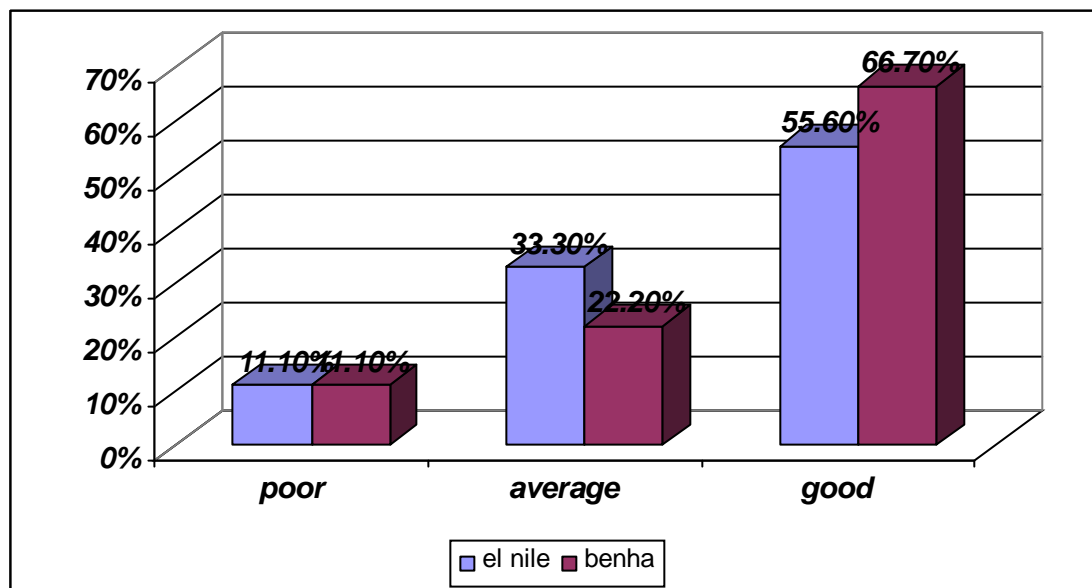


Fig (5): Comparison between structural component of observed schools (n=9 structures)

As related to figure (5): It illustrated that the highest percent (66.7%) was good in Benha school, but the least percent (11.1%) were poor its equal in both schools.

Table (21): Distribution of the studied teachers' and clinical instructors according to their sociodemographic data and their performance

Items	Level of performance							
	unsatisfactory		Satisfactory		Highly satisfactory		X2	P
	Frequency	%	Frequency	%	Frequency	%		
Marital status							0.211	>0.05
Single	1	3.3	4	13.3	3	10		
Married	2	6.7	13	43.3	7	23.4		
Residence							6.73	<0.05
Urban	2	6.7	6	20	0	0.0		
Rural	1	3.3	11	36.7	10	33.3		
Years of Experience							12.20	<0.05
5-10 years	0	0.0	7	23.4	9	30		
11-20 years	3	10	7	23.3	1	3.3		
>20 years	0	0.0	3	10	0	0.0		
Educational level							12.90	<0.05
Doctoral degree	0	0.0	4	13.3	3	10		
Master degree	0	0.0	9	30	7	23.3		
Baccalaureate	3	13.3	4	10	0			

* Statistically significant at ($p < 0.05$)

As related to (21): There was a statistical significant relation between residency of teachers and their performance. Also years of teachers' experience and their level of education had a statistical significant relation to their level of performance.