EVALUATION OF THE EFFICIENCY OF THE SUPERVISORS OF PRACTICAL SUPERVISION FROM THE POINT OF VIEW OF FEMALE STUDENTS OF THE FACULTY OF NURSING - HAIL UNIVERSITY"

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ABSTRACT: *The study aimed to evaluating the practical supervision from the point of view of the female students of the Faculty of Nursing at Hail University in the four academic years that were present during the data collection period. The study sample consisted of (40) female students who took the necessary method. The researcher developed a tool to evaluate the practical supervision. Three axes (the management of the educational process, the educational axis, the support and motivation axis). The results showed a slight difference between the views of negative and positive students towards supervising them in practical training, where the evaluation of students was more positive in the management of the training process, while their evaluation was more negative in the other axes.*

KEYWORDS: Practical Supervision, College of Nursing, Trainee.

INTRODUCTION

In the light of the accelerated cognitive development and the technological, professional and health development in the world, nursing as a profession is an urgent need to develop a highly qualified nursing staff and provide patient nursing care. Therefore, the educational process must be given the utmost importance to ensure that the environment is suitable for the development and development of the skills of nursing students in line with scientific and professional development. The learning process is a dynamic process conducted in an atmosphere of relationships that aims to develop the learner, (Artushi , 2004).

The universities are considered the center of science and development and the development of knowledge, science and skills, and are the sources of creativity and innovation. Therefore, university training is considered a cornerstone of collective action and a manifestation of the advancement of the university and represents at the current stage a demand to cope with the explosion of knowledge and adapt to its rapid changes, The knowledge that is created and its rapid renewal necessitates the hard and continuous work of preparing the university student in preparation for gaining a comprehensive view that intertwines the various scientific and human fields, especially after the developments have shown the extent of the intertwining of science and its integration and integration (Shaheen, ,2012).

The practical training enables the nursing student to connect the theoretical study with the practical reality, and to identify the work environment and atmosphere, and put it in the test of the real abilities and the disclosure of strengths and weaknesses, which is a necessity for all students because of the impact on their rehabilitation to succeed in their careers after graduation, And because of the great benefit in refining their various skills, including the ability to deal with others and work in the spirit of the team.(Mohammed, 2015).

The length of time spent in practical training varies according to specialization. Medical specialties, including nursing, require long periods of training, because of the sensitivity of these disciplines and their close connection with the lives of the people(Al fares, 2016).

It has been emphasized that most of the components of nursing education programs take place in practical settings, which are the main and important part of nursing education, to train and develop critical and moral thinking among students. It is necessary to prepare the nursing staff well so that they can apply their knowledge in the practice of nursing, (Artushi , 2004).

Practice is the heart of nursing programs, and concepts that have been widely discussed in practical literature, because they prepare students to perform their professional roles and provide them with opportunities to apply their information.

Previous studies

(Rafiee et al. 2014) entitled "Problems and difficulties of practical assessment of nursing students: a qualitative study aimed at revealing the views of practical trainers and nursing students regarding the practical evaluation problems of nursing students. The sample consisted of (8) trainers, , And the researchers interviewed them to gather data about their views on the problems of practical evaluation using open questions. The most important results were problems in the assessment of students due to the methods used by the trainers of the operation, problems related to the practical trainers, and the problems of the practical education program for students) And regulatory and policy problems The rules in force at the College.

(Firoozehehian et al,2012) In order to identify effective factors in practical education from the point of view of teachers and nursing and midwifery students, the sample consisted of 338 students and 66 teachers from Gulian University in Iran. The researchers used a four- Which affect the practical education of nursing students (teacher qualities, student presences, practical training environment, and educational curriculum). The main results were that, except for teacher characteristics, there were statistically significant differences between the views of students and teachers on the rest of the questionnaire.

In the (Jamshidi, 2012), study which aims to evaluate the challenges of practical education for nursing skills and lifelong learning from the perspective of nursing students and teachers, the researcher used the descriptive research method by using a questionnaire distributed to students and nursing teachers. The second year of the Faculty of Nursing in Iran and practical teachers who have more than three years of experience in practical training for students. The study showed challenges in practical teaching of nursing skills and lifelong learning including: adopting traditional methods of hands-on training, crowded hospital suites, Intensity in the number of other students who are trained in the hospital, and the lack of continuity of hands-on training days (lack of training).

In addition, (Artushi , 2004) conducted a study aimed at evaluating the effectiveness of the supervisors of the practical supervision at the Faculty of Nursing at Mansoura University. The results confirmed that the trainers do not provide guidance on the policy of the training places and routine procedures. And nurses in the hospital .

In (Asbirieah , 2007), study which aimed to evaluate the practical supervision of the consideration of students of the amount of nursing - Tishreen University. The sample consisted of (350) students, randomly selected from nursing students at Tishreen University in the four years. The researcher used a questionnaire to collect data on the views of the

students of the College of Nursing under practical supervision. The most important results were a slight difference between the negative and positive views of the students towards supervising them in practical training, where the evaluation of students was more positive in the management of the training process, while their evaluation was more negative in the rest of the axes.

Research problem

In view of the large number of students 'grievances, their students' communication, supervision, guidance, training and the many objections presented by students of the Faculty of Nursing at Hail University in each semester after the publication of their practical tests all showed signs of lack of practical supervision of female training. The practical experience of the researcher with the students in the practical supervision them, so it was necessary to study this phenomenon to identify the shortcomings and develop proposals to improve the educational process in the Faculty of Nursing.

Study Questions

The study attempted to answer the following main question: "What is the assessment of the students of the Faculty of Nursing at Hail University for the efficiency of practical supervision trainers"

This question has the following sub-questions:

1 - What is the assessment of female students of the Faculty of Nursing at the University of Hail for the efficiency of practical supervision trainers on them according to the axis of the management of the training process?

2- What is the assessment of the female students of the Faculty of Nursing at Hail University for the efficiency of the trainers of the practical supervision according to the educational level?

3- What is the assessment of the female students of the Faculty of Nursing at Hail University for the efficiency of the practical supervision trainers in accordance with the support and motivation axis?

Research Goals.

Scientific importance: This study aimed to evaluate the efficiency of the supervisors of practical supervision from the point of view of female students of the Faculty of Nursing at Hail University to identify the strengths and weaknesses of the training process and to formulate recommendations and proposals for the development of this process.

The theoretical importance of the study is that the research is modern, of its kind in the University of Hail within the limits of the researcher's knowledge, and may help in the development of the nursing profession and its outputs and the development of university education and community service.

Research importance

The practical training of the students of the Faculty of Nursing in the four academic years represents the cornerstone of their rehabilitation after graduation, and raising their

competence to ensure the provision of safe and effective nursing care for all members of the community. In view of the importance of practical supervision of students in the training sites, Practical Trainer , (Artushi , 2004)The qualities that make him a highly qualified trainer affect the quality of educational outputs (graduates).

Procedural and conceptual definitions

Practical supervision

"This is a formal process of professional and educational support that enables participants to develop their knowledge and competencies, to take responsibility for their practice and thereby to protect patients and the safety of care provided to them in complex practical situations. This contributes to increasing the experience of nursing students on how to deal with different situations (WEST,C. , 2016).

The researcher definite it- Through three functions: the educational and administrative function and support or so-called axes of the supervisory process,

The first function focuses on developing skills and understanding the general abilities of supervised students, developing awareness about why and how to use overlaps, clarifying alternative strategies, and ensuring that evidence-based practice is applied scientifically. The second function is administrative function , Which relate to concepts related to the educational institution or where the training is conducted, its policy and objectives, and the third function (support function) or renewal is the way to respond to those who are supervised and cared for as people and encourage them and work with people Complex needs.

Practical Trainer

Is a person who teaches nursing practice for students before graduation and oversees the process of their training. , (Artushi , 2004).

The researcher definite it- As a university academic, he has to follow nursing students in field training and attach them to the training sites.

Research limits and determinants

The generalization of the results of the study will be based on the response of the sample of the study to the items of the tool for the academic year (2017/2018) in the city of Hail, and the psychometric characteristics of the tool designed by the researcher in terms of honesty and consistency.

Method and procedures

The community of the study

The study population consisted of all female students of Hail University's Faculty of Nursing in the four academic years of the academic year (2017/2018). The sample was chosen from the study population. The sample included (40) students who were present during the data collection period.

Study Tool

The research tool was developed by reviewing the educational literature on the problem. The researcher reached a list of three main axes, each of which includes a subset of 48 sub-skills.

Validity

(10) arbitrators, in order to express their views on the adequacy of the skills listed in the list, the extent of their comprehensiveness, the extent to which the sub-skills are related to the main skills that fall under them, and the accuracy of the phrases. The researcher took the views of the jury and the proposed amendments approved by 80% of the arbitrators. The final version was composed of (48) paragraphs. Thus, the content of the study instrument was obtained.

Reliability

The consistency of internal consistency was calculated using the Test & retest equation, where the questionnaire was applied to a sample of 10 samples, then re-applied to the same sample, and the correlation coefficients between the application scores were calculated. 959.0. And 8770). The tool as a whole (0.959) is acceptable and sufficient values as shown in Table (3).

Stability coefficients for the questionnaire and questionnaire axes as Table (1) whole

Axis	Number of slaves	Cronbach Alpha
Manage the training process	14	0.877
Educational	20	0.920
Support (motivation) and satisfaction	14	0.882
A questionnaire as a whole	48	0.959

Design and Statistical Processing

The descriptive approach was followed in this research for the purpose of evaluating the effectiveness of the supervising supervisors from the point of view of the students of the Faculty of Nursing at Hail University, and then analyzing the data collected through applying the tools to the sample members to reach the results. For statistical data processing, the mean, standard deviations, T-test, F-test, and correlation coefficients were used.

RESULTS AND DISCUSSION

First: Results related to the first question: "What is the assessment of the students of the Faculty of Nursing at Hail University for the efficiency of practical supervision trainers in accordance with the axis of the management of the training process?"

To answer the question, the data of the first axis of the instrument were analyzed as in Table (2).

Table (2): Evaluation of the research sample to supervise the process according to the management of the training process

Phrases	Students evaluation					
	Strongly disagree %	Disagree %	I Don't Know %	Agree %	Strongly agree %	$\bar{x} \pm SD$
1- The scientific supervisor tells you the description of the course	5.1	19.4	9.4	52.3	13.7	3.50±1.107
2- The scientific supervisor explains the educational objectives of the various training experiences that he will study	4.9	24.3	5.4	47.4	18	3.49±1.179
3- Ensure that equipment and tools are available for practical experience before training begins.	10	32.9	16.6	27.1	13.4	3.01±1.242
4- The scientific session shall commence on time without delay.	8.6	27.1	5.4	41.7	17.1	3.32±1.273
5- The extent to which he prepares his training experience is illustrated by his answers To the questions posed by students	7.4	23.4	8.3	41.4	19.4	3.42±1.245
6- Explain to the students the policy of the place where it will be practical	8.9	49.1	8.3	17.7	16	3.43±1.239
7- Organize practical experience in an understandable and smooth manner.	8.9	44.9	10.9	26.3	9.1	3.18±1.237
8- He has a sense of responsibility for practical supervision of student training	12.9	29.4	12.6	29.1	16	3.07±1.320
9- Remains within the place where the training is conducted during the training period.	15.4	34.9	11.7	23.4	14.6	3.43±1.347
10- The ability to balance between making students feel secure and	13.1	35.4	22.3	20.9	8.3	2.76±1.168

reporting problems is empowering						
11- Communicates with students regarding the required information.	5.4	32.7	9.1	45.4	16.3	3.43±1.173
12- Has good relations with the nursing team at the training site	7.1	17.4	24.1	38.9	12	3.31±1.111
13- The trainees are supervised by the training site as a team leader.	13.1	36.6	11.1	25.7	13.4	3.03±1.313
14- He has the power to direct the actions and actions of the students he supervises	10.6	36.3	14.6	29.7	8.9	3.23±1.222
Total ratio	9.39	31.06	12.16	33.36	14.02	3.258±1.227

Table (2) shows that 52.3% and 47.4% of the research sample confirmed that the practical supervisor informs them of the description of the course and explains the educational objectives of the various training experiences to be studied with an average of 3.50 ± 1.107 and 3.49 ± 1.179, respectively. Moreover, more than one-third of the sample of students in the Faculty of Nursing confirmed that the practical supervisor communicates with the students regarding the required information (38.9%, 41.7%, 45.4%). The scientific session starts on time without delay. $(3.43 \pm 1.173. 3.32 \pm 1.273, 3.42 \pm 1.245, 3.31 \pm 1.111)$, and has good relations with the nursing team at the hospital or laboratory.

As shown by the table, approximately half of the sample of nursing students (44.9%) confirmed that The supervisor of the practical explains to the students the policy of the place where it will be practical, and 44.9% of the sample confirmed that the supervisor of the practical does not organize the practical experience in an understandable manner, and almost a third of the sample (36.6%, 36.3%, 35.4%) confirmed that the supervisor of the practical The students in the laboratory or the hospital are supervised as a team leader and have no authority to guide the behavior of the students they supervise. They do not have the ability to balance between making students feel secure and reporting management problems at mean intervals respectively $(2.76 \pm 1.168, 3.23 \pm 1.222, 3.03 \pm 1.313)$ and approximately one-third of the sample (32.4%, 34.9%) confirmed that The supervisor does not remain in the laboratory or hospital where the training is conducted during the training period, and the availability of the necessary equipment and tools is not ensured, while the students' opinions regarding the responsibility of the supervisor of the practical supervision of the training of the students The percentage of those who disagree with the statement was 29.4% and the percentage of those who approved it was 29.1%. In general, Table 2 shows that approximately half of the sample evaluated the management of the training process positively (corresponding to + strongly approved) with an average of 3.258 ± 1.227.

The researcher explains this result that the management of the educational process or what is known as the administrative function of the practical supervision is an important process, and

the focus is related to the application of appropriate and effective and correct objectives of the institution and its policies and procedures followed, and the main objective is to ensure compliance with policies and procedures and objectives, During the training process, such as: discussing educational objectives, providing explanation, asking questions, discussing the work and giving directions to the students. This is confirmed by the current study. The results agree with the study (Al-Atrashi, 2004) A guide to the importance of communication in the success of the training process, whether communicating with students or working in the sites of hands-on training, to ensure the provision of correct information and coordination between all parties to the learning process, who must cooperate to raise the efficiency of the educational process, On the coordination and management of activities related to education. These results may be due to the lack of experience of supervisors in the difficulties affecting the supervisory process.

Second: Results related to the second question: "What is the assessment of the students of the Faculty of Nursing at Hail University for the efficiency of the trainers of practical supervision according to the educational level?"

To answer the question, the data of the first axis of the instrument were analyzed as in Table (3)

Table (3) Evaluation of the research sample to supervise the process according to the educational axis

Phrases	Students evaluation					
	Strongly disagree %	Disagree %	I Don't Know %	Agree %	Strongly agree %	$\bar{x} \pm SD$
1- Has enough information	9.7	20.9	18.9	36.9	13.7	2.83±1.228
2- Connects theoretical information and practice	8.9	27.4	7.1	39.4	17.1	3.29±1.277
3- Works as a source of information during practice.	8.6	45.4	11.7	26.9	7.4	2.79=1.150
4- Provides educational opportunities for all students equally to develop their knowledge and skills.	15.7	33.4	9.4	27.1	14.3	2.79±1.150
5- Instructs students on how to apply acquired theoretical information	12.3	31.1	8	36.9	11.7	2.91±1.343
6- Applied scientific session productive and useful	13.4	34.6	8.9	30	13.1	3.05±1.282
7- He answers the questions clearly and fully.	12.9	39.7	8.3	26.9	12.3	2.95±1.308

8- His technical skills in nursing appear when necessary.	8.6	26.9	14	37.7	12.9	3.19±1.212
9- Enthusiasm for education.	12.9	44	9.4	23.4	10.3	2.74±1.240
10- The skill is applied to students before they are implemented by students	14.9	24.3	5.4	34	21.4	3.23±1.410
11- Several methods are used to explain practical experience.	12.6	33.1	6.9	29.1	18.3	3.07±1.363
12- Discusses conflicting / contradictory concepts with students comfortably	12.6	40.6	12.3	29.4	7.1	2.82±1.175
13- Shows his love for education and profession	12.9	36.9	13.7	27.1	9.4	2.83±1.228
14- Makes the training session enjoyable	13.4	40.3	10.9	23.1	12.3	2.81±1.277
15- Corrects students' mistakes by discussing them without reproaching them during skills training	11.1	28.9	8.9	37.1	14	3.14±1.285
16- During practical testing he asks practical questions.	10.3	20.9	6.3	48.3	14.3	3.35±1.246
17- Has the ability to separate its reactions to students from the objective of scientific supervision when students reside.	10.6	37.4	20	27.1	4.9	2.78±1.104
18- Exam Questions Structured and understandable	13.7	34.9	9.1	34.6	7.7	2.88±1.241
19- During the proficiency exam: The supervisor determines the time necessary for the student to complete the skill and evaluate it according to the time and performance of the skill as required.	12.6	46	8.3	26.6	6.6	2.69±1.182
20- Objectively and just in the calendar (unbiased).	19.4	29.7	17.7	24.3	8.9	2.73±1.267
Total ratio of axis	12.26	34.5	10.76	31.31	11.17	2.95±1.255

Table (3) shows that more than one-third of the sample confirmed that during the proficiency test, the supervisor does not specify the time required for the student to complete the skill and evaluate it according to the time and performance of the skill with the required efficiency. The supervisor does not act as a source of information during practice. And does not make the training session enjoyable, with arithmetic averages respectively (2.69 ± 1.182, 2.79 ± 1.150, 2.74 ± 1.240, 2.82 ± 1.175, 2.81 ± 1.277).

Table (3)shows that more than one-third of the sample confirmed that the supervisor does not answer the questions clearly and fully. He does not have the ability to separate his reactions to students from the objective of practical supervision when students reside and does not show the love of the profession at arithmetic averages respectively (2.86 ± 1.287, 2.78 ± 1.104, 2.83 ± 1.228) and approximately one-third of the sample respectively (3.07 ± 1.363 2.91 ± 1.343, 2.95 ± 1.308, 2.88 ± 1.241) confirmed that the examination questions were unorganized and incomprehensible during the interview and skill, And that the supervisor does not apply a scientific session productive and useful, does not provide educational opportunities for all students equally to develop their skills and does not use counting And 29.7% of the students in the sample confirmed that the supervisor is objective and unfair in the practical evaluation.

Table (3) shows that approximately half of the sample of the sample confirmed that during the practical test the supervisor asks practical questions with an average of 3.35 ± 1.246. More than one-third of the sample and the mean averages respectively (2.83 ± 1.228, 3.05 ± 1.282, 3.19 ± 1.212, 3.29 ± 1.277) confirmed that the supervisor links theoretical and practical information, shows his technical skills in nursing when necessary, corrects students' mistakes by discussing them without reproaching them during skills training, and trains students on how to apply The theoretical information acquired. Table (3) shows that about one-third of the sample is matte My account (3.23 ± 1.410) confirmed that the supervisor applies the skill to students before the students carried out. In general, the table shows that 46.76% of the sample evaluated the educational supervision curriculum as a negative evaluation (not approved + strongly disagree).

The researcher attributed this to the fact that the supervisors did not receive the necessary training to carry out the tasks of the supervisory process with the necessary efficiency. This is recommended by the study (Al-Atrashi, 2004) by setting up a training program for preparing the new clinical faculty especially that the program includes the principles of adult education, As well as performance evaluation, and the need to provide an opportunity to discuss clinical work. Instructors should work to ensure that students' performance assessment is an integral part of the learning process. Students learn the methods, performance characteristics, and times and results of their evaluation.

Third: Results related to the third question: "What is the assessment of students of the Faculty of Nursing at the University of Hail for the efficiency of practical supervision trainers in accordance with the axis of support, motivation and satisfaction?"

To answer the question, the data of the first axis of the instrument were analyzed as in Table (4).

Table (4) Evaluation of the research sample to supervise the process according to the support axis (motivation)

Phrases	Students Evaluation					
	Strongly disagree %	Disagree %	I Don't Know %	Agree %	Strongly Agree %	$\bar{x} \pm SD$
1- There is a desire to develop the quality of care offered at training sites.	11.1	33.4	15.7	29.4	10.3	2.94±1.219
2- He cares and encourages students to develop their skills.	12	25.7	12.9	35.4	14	3.14±1.280
3- Students are encouraged to feel free to seek help from other people - a doctor, nurse, or other teacher at the college.	9.1	49.4	6	28.9	6.6	2.47±1.162
4- Encourage students to resort to other sources of information	6.6	23.7	10	46.6	13.1	3.36±1.169
5- Encourages the development of professional personality for students who supervise their training.	11.4	42.9	11.7	28.6	5.4	2.74±1.150
6- Students are criticized constructively.	15.4	33.4	16.3	27.1	7.7	2.74±1.220
7- He deals positively with students' critique of teaching and practical training at the college.	12.9	41.4	10.6	29.7	5.4	2.73±1.173
8-Boosts good performance and commends it.	9.7	20.9	9.7	45.1	14.6	3.34±1.233
9- a good idol.	13.4	37.7	15.4	25.1	8.3	2.77±1.204
10- He cares and sympathizes with the students.	15.1	37.1	12.9	29.1	5.7	2.73±1.195
11- Individual differences are accepted by students in their practical training.	13.4	37.4	14.9	28.9	5.4	2.75±1.166
12- Give students enough confidence in their abilities.	14.6	33.1	14.6	29.7	8	2.83±1.228
13- Patient.	11.7	31.4	16.3	30.9	9.7	2.95±1.221
Total ratio of axis	**12.03**	**34.42**	**12.85**	**31.87**	**8.83**	**2.88±1.202**

Table (4) shows that nearly half of the sample with an average of 2.47 ± 1.162 confirmed that the supervisor did not encourage students to feel free to seek help from other people (doctor, nurse or other teacher at the college) Of the sample that the supervisor encourages students to resort to another source of information (books, websites).

The table also shows that more than one-third of the sample with mean averages respectively (2.74 ± 1.150, 2.73 ± 1.173, 2.77 ± 1.204, 2.75 ± 1.166, 2.73 ± 1.195) confirmed that the supervisor does not encourage the development of the professional personality of the students

who supervise their training, He deals positively with the students' criticism of teaching and practical training, and is not an example to follow, and does not accept the individual differences of students when training and does not sympathize with students. In addition, one-third of the sample confirmed that the supervisor does not show the desire to develop the quality of care provided in the training sites, does not criticize the students constructively, and does not give the students sufficient confidence and impatience with an average of 2.95 ± 1.221, 2.83 ± 1.228, $2.74 \pm$ And 45.1% of the sample confirmed that the supervisor enhances and praises good performance. 35.4% of the sample said that the supervisor cares and encourages students to develop their skills. Overall, 46.45% of the sample evaluated the support- - Negative assessment (not approved + strongly disagree).

This is due to the fact that the trainer did not receive courses to carry out the practical evaluation and achieve its standards, especially the accuracy and objectivity, and this was recommended by Al-Atrashi (2004) and Ismail et al. (2016). If students learn feedback, they must be provided in a motivational manner. If feedback is provided correctly, it will affect student performance in subsequent training situations.

CONCLUSIONS

- The results showed a slight difference between the views of students negative and positive towards supervision in practical training.

- The evaluation of female students for practical training supervisors was more positive in the management of the training process, while their evaluation was more negative in the other axes.

RECOMMENDATIONS

Based on the findings of the present study, some recommendations can be presented:

1 - Establishing training programs for practical supervisors, including methods of training and practical supervision of students, effective evaluation, communication skills and relationship building, time management and educational process.

2. I recommended similar research on the challenges that hinder the development of education in practice for nursing students, and the assessment of the practical training environment for nursing students.

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