

**DESIGNING AND VALIDATING EVALUATION  
TOOL FOR FACULTY NURSING ASSISTANTS'  
PERFORMANCE**

**Thesis**

**Submitted In Partial Fulfillment for Doctorate  
Degree in Nursing Sciences  
Nursing Administration**

**By**

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## **ABSTRACT**

The present study aimed at designing and validating a tool for evaluating the performance of the faculty nursing assistants, through designing a preliminary tool to evaluate faculty nursing assistants' performance based on the comprehensive literature review, and testing varied aspects of the preliminary tool in relation to ascertain its validity, reliability and applicability . The study conducted at the faculty of nursing and hospitals of Ain Shams University; three groups of subjects were included in this study, 30 juries selected from four universities, 52 faculty teaching staff, and 64 faculty assistants. Four tools were used in conduction of the study, including opinnionaire validation tool for assessing face and content validity of preliminary evaluation tool by juries responses; and three types of observation checklists, the first used by the researcher to assessing reliability of the evaluation tool , the second used by faculty teaching staff for testing applicability the evaluation tool, the third used for evaluating the performance of faculty assistants, throughout observing the performance of faculty assistants by two groups of assessors from faculty teaching staff. The results showed that face and content validity of the preliminary evaluation tool were ascertained through majority agreement of juries upon the most items, and high value of positive alpha was indicated most reliability of the evaluation tool, there is no statistically significances differences between judgments of two groups; additionally, the evaluation tool ready for application in the study settings where they are needed. It is recommended to apply this tool for evaluating the performance of the faculty assistants in nursing faculty.

**Key words:** Performance Evaluation Tool, Faculty Nursing Assistants, Performance Evaluation, Validity.

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## **INTRODUCTION**

Evaluation is defined as a systematic process by which the worth or value of teaching and learning is judged. The use of the term "evaluation" is widespread in the behavioural sciences and education, forming the ultimate component of a number of cyclical processes such as problem-solving, nursing process, and quality assurance. Early consideration of evaluation has never been more critical than in today's healthcare education, which demands that practice is based upon evidence (*Latt, 2006*).

The literal meaning of evaluation is "to take out the value" of something and *value* is synonymous with *worth* or *importance*. Thus, evaluation is a process of ascertaining the worth or significance of something by detailed appraisal and study. It must be remembered that value judgements are never right or wrong, since these judgements reflect the individual's feeling about something; if these feelings are positive, the individual will consider the thing in question to have some worth (*Hannigan, 2005*).

Performance appraisal is a periodic formal evaluation of how well personnel have performed duties during a specific period to determine job competence, enhance staff development, and motivate personnel toward higher achievement (*Dessler, 1997*). Performance appraisal usually arises from the person's assigned role and responsibilities and/or functions. Therefore, the importance of performance evaluation is to improve an individual employee's performance and accomplishments (*Douglass, 2002*).

## ***Introduction & Aim Of Study***

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Nursing practice in the clinical setting provides students with opportunities to learn and apply the art of nursing (***Infante, 2002***). These opportunities are raised and facilitated by the presence of competent faculty nursing assistant who can assist students to transfer theory into practice, and improve their clinical decision-making and problem solving skills (***Mogan, 2002***).

Crucial decisions regarding educators rest on the outcomes of education. If education is to be justified as a value-added activity, the process of education must be measurably efficient and must be measurably linked to education outcomes. The outcomes of education, for the educator and for the organization, should be measurably effective (***David, 2005***). Performance appraisal of the faculty assistants are assessed professionally, usually conducted by faculty administrators. It includes duties and responsibilities observation professional development activities (***Evans & Lindsay, 2008***).

The faculty assistant is employed by academic institutions as regular academic employee, and is assigned the responsibility for direct instruction and supervision of the clinical experiences of students in the clinical setting, research skills and administration duties (***O'Connor, 2001***). So, most faculty assistants play many roles during the phases of clinical teaching in clinical setting. They also take multiple roles within a single clinical teaching episode (***Ewan and White, 2003***).

Faculty assistants' performance evaluation is a complex process. It is a series of activities and actions that are interconnected