Application of Developed Evaluation Tool for Nurse Educator Core Competencies

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Abstract

Background: Evaluation of nursing educator's competencies is a prerequisite to the quality assurance of nursing education. Using standardized evaluation tool to assess core competencies of nurse educator is essential to prepare and promote their role competence and excellence in nursing education. **Aim:** This study aimed to assess the applicability of developed evaluation tool for nurse educator core competencies. **Subject and Methods:** A methodological cross-sectional design was used in carrying out the study on Two groups namely jury group consists of (35) members and Nurse educators group, their total number is (37). **Setting**: The study was conducted at two selected Technical Institutes of Nursing affiliated to Ain-Shams Specialized Hospital and Ain-Shams University Hospitals. **Data was collected** using the following three tools which were developed by researcher and used to conduct this study namely; Opinionnaire sheet, Questionnaire Sheet and Observation Checklist. **The results,** showed that the developed evaluation tool can be applied to assess core competencies of nurse educators as it was applied in different ranges were from (51%-81 %). **Conclusion:** The developed evaluation tool was applied in the study setting where they are urgently needed. Observation of nurse educator's application of the core competencies revealed that there was deficiency in some areas of nurse educator's assessment, planning, implementation, evaluation and documentation. **Recommendations:** It was recommended to implement the developed evaluation tool in other setting, and conduct training session for nurse educator regarding core competencies.

Key words: Core Competencies, Evaluation Tool, Nurse Educator.

Introduction

In the face of a rapidly changing social environment and increasing demand for health care services, there is a global concern that academic nurse educators should have expert-level competencies and should improve the level of nursing education (**Miho et al., 2020**). Furthermore, academic nurse educators with expert-level competencies are needed, and the level of nursing education for training professional nursing personnel needs to be improved (**Kuivila et al., 2020; Takase et al., 2020).**

Nurse Educators core competencies describe as the scope of educator practice; it also serves as an evidence-based framework for curricular design in programs that prepare nurse educators. Nurse educators should have the requisite knowledge and skills as identified by the National League Nursing Core Competencies to fulfill their role (**National League for Nursing [NLN], 2017**). The evolution and application of the NLN Core Competencies are important to validating and standardizing the nurse educator role. Moreover, the purpose of nurse educator's competence validation is to ensure that the nurse educators has the right knowledge, skills, and behaviors to do the work that is required to fulfill the mission of the organization and the nursing plan of care (**Beaver et al., 2019).**

Benner's (1982) Novice to Expert and the NLN's Core Competencies of Nurse Educators of Nurse Educators will serve as the conceptual frameworks for this study. This model is generated from the Dreyfus Model of

Skill Acquisition and essentially discusses how an individual gains new skills and knowledge from novice stage to expert stage. Benner's model stands on how a nurse develop nursing knowledge, skill, clinical competence and comprehension of patient care through complete theoretical training and experiential learning from novice stage to expert stage **(Davis & Maisano, 2016).**

Evaluation is extremely important throughout aspect of healthcare in order to ensure both effectiveness and values of what educators are doing. It is also more important in education as it is one of the primary means of knowing what has been learned. Evaluation is the process of making judgment about those outcomes and competencies based on the assessment data. Evaluation is a judgment, assessment, or appraisal of a situation constitutes. Evaluation is referred to the systematic process of data collection, analysis, and interpretation for identifying one's success in attaining predefined goals **(Farahani et al., 2018).**

Educator evaluation can be a very sensitive topic for educators and program administrators alike. Evaluations need to be fair and relevant to both educators and programs by including clear standards, opportunities and tools for various types of evaluations and evaluators, multiple measures, and frequent and useful feedback **(Mohamed, 2018).** Educator evaluation is understood as a form of professional development. The goal is to establish a rigorous and fair system that can be used to make decisions related to hiring, firing, and promotion, and that can improve educator practice and student learning. Educator evaluation serves two purposes: improvement and accountability. Evaluation in education is considered crucial to effective decision making related to selection, adoption & modification of various instructional activities. Evaluation provides educators with information that can improve their practice and serve as a starting point for professional development **(Grant et al., 2016).**

Significance of the Study

Nurse educators rely on evaluation in order to justify the quality of their teaching and to identify areas which need improved. Furthermore, still not much to be research interest has been addressed to developing a tool for nurse educators' core competencies **(Zlatanovic et al., 2017).** Also, the traditional evaluation methods, cannot distinguish between meritorious competent nurse educator and their incompetent peers. From these point of view, this study conducted to assess the applicability of developed evaluation tool related to nurse educator core competencies and it's susceptive to distinguish between meritorious competent nurse educator and their incompetent peers

Aim of the Study

This study aimed to assess the applicability of developed evaluation tool for nurse educator core competencies

Subject and Methods

This study was described under four designs: Technical, Operational, Administrative, and Statistical designs

I-Technical Design

Research design: A methodological cross-sectional research design was used to assess the applicability of developed evaluation tool based on observation of nurse educator's core competencies.

Setting: data were collected from two selected technical institutes of nursing which affiliated to Ain-Shams Specialized Hospital and Ain-Shams University Hospitals.

Subjects: Two Convenience sampling groups will be included in this study, namely jury group and Nurse educators group.

1. jury group: was recruited for testing the face and content validity of the preliminary tool, this group consists of (35) members selected from different fields in nursing, sub divided into two main groups namely expert consists of (27) senior faculty members (13 professors and 14 assistant professors) and

managers who are responsible for evaluating nursing educators consists of (8) members from the Imbaba Technical Nursing Institute.

2. Nurse educators group: All Nurse Educators working at aforementioned nursing technical institutes at the time of data collection were included. Their total number is (37) nurse educator.

Data was collected using the following three tools were developed by researcher and used to conduct this study namely.

1- **Opinionnaire sheet** for testing face and content validity of the proposed evaluation tool by jury group. it consists two main parts as the following: **Part I:** This part intended to collect personal data of the jury including; Name (optional), workplace, position, specialty, years of experience. **Part II:** This part intended to assess validation the proposed evaluation tool (face and content validity). Face validity was tested through eliciting the jury group opinions regarding general form of proposed evaluation tool. While content validity was tested through the response of jury group on the last part of the opinionnaire. It entails a list of (78) items were grouped under eight core competencies dimensions Facilitating learning (13) items, Facilitate Learner Development and socialization (13) items, Use Assessment and Evaluation Strategies (9) items, Participate in Curriculum Design and Related Activities (13) items, Function as change agent and leader (13) items, Pursue Continuous Quality Improvement in The Nurse Educator Role (6) items, Engage in Scholarship (5) items and Function Within the Educational Environment (6) items. their responses on face and content validation were as agree or disagree in addition to comment column. the scores Ranged from "1" to "zero" for agree to disagree with the opportunity to give comments, corrections, suggestions and overall impression regarding each item.

2- **A Questionnaire Sheet** aimed at eliciting the importance proposed evaluation tool dimensions and its sub-items from the view point of nurse educators. This tool consists of two main parts: **Part I:** This part aimed at collecting personal data of nurse educator's including; age, marital status, academic qualification, technical institute's name, years of experience and Previous Programs and Training Courses. **Part II:** This part concerned with nurse educator's agreement upon the importance of the proposed evaluation tool. the score was ranged from (1) to (Zero) for important and Not-Important. The response was included if 80% of participants considered it as important **(Fitzgerald, 2019).**

3- **Observation Checklist:** aimed at assessing the applicability of developed evaluation tool by observing performance of nurse educator's regarding their core competencies. It consists of two parts: **Part I:** this part consists of code, name of educator, date of evaluation and time of evaluation.   **Part II:** This part includes developed evaluation tool consisting of 8 dimensions and 71 related items which grouped as the following; Facilitating learning (10) items, facilitating learner development and socialization (15) items, using assessment and evaluation strategies (8) items, participating in curriculum design and related activities (8) items, Function as change agent and leader (13) items, Pursuing Continuous Quality Improvement in the Nurse Educator Role (6) items, engage in scholarship (5) items, Functioning within the educational environment (6) items. Scoring system was ranged from 2 to zero for "done" "partially done" and "not done" respectively. The scores of the items were summed-up and the total divided by the number of the items, giving a mean score for the part. These scores were converted into a percent score.

II- Administration Design: before carrying out the study work. an official letter was issued submitted from Faculty of Nursing, Ain Shams University to get permission from

administrators of the Technical Institutes included in the study. The letter ascertains on the confidentiality and privacy of all information gathered within study tool.

III- Operational Design was included two stages: preparatory phase, and field work

Preparatory stage: started with Development of the initial proposed evaluation tool. This stage started from beginning of January 2020 till end of July 2020. The researcher undertook a comprehensive review of current and past available pertinent literature to gain in depth related theoretical frame of the study subject through using text books, journals, national and international literature related to various aspects of the study. This phase helped the researcher in developing the proposed evaluation tool.

Ethical Considerations:

Ethical Approval from The Scientific Research Ethical Committee of Nursing Faculty at Ain Shams University and written informed consent from participant which is ascertained the anonymity, confidentiality and right to withdraw were achieved.

Fieldwork: The fieldwork was achieved through the following phases:

Phase I: was characterized by developing opinnionaire sheet based on the proposed evaluation tool. The opinnionaire sheet was distributed to be filled out by jury group in their work setting for testing face and content validity of the proposed evaluation tool. The data collected from the jury group were analyzed and the recommended modification done.

Phase II: Modification of proposed evaluation tool, after completion of the opinionnaire sheets by jury group, the researcher reviewing and discussing their comments to obtain the valid items of preliminary evaluation tool. Modification and redesigning of the preliminary tool was done,

the modification was in the form of omitted invalid items, merging similar items, and reformulating the phrase then the preliminary tool redistributed again for final agreement, which obtained a percentage of jury group agreement of 90% and more. The total sub items of the preliminary tool were (78) after modification they became (71).

Phase III: characterized by developing questionnaire sheet based on the result of face and content validity of proposed evaluation tool. This questionnaire sheet was distributed to the study sample in their work setting to elicit their opinion regarding importance of proposed evaluation tool point of view. The component of the questionnaire sheets was explained to The study sample spent approximately 20 to 30 minutes to fill out the questionnaire. The researcher checked each questionnaire to check any missing information.

Phase IV: Construct Validation of the proposed evaluation tool by using statistical analysis and statistical evidence. This phase done after obtaining the agreement of jury group and opinion of study sample statistical analysis was done to establish construct validity of preliminary tool through using of factor analysis test and Eigen values which identify the cluster of the variables that share common variance and indicate that, the proposed evaluation tool measures the same attributes.

Phase V: this phase characterized by development of evaluation tool based on opinionnare sheets, questionnaire sheets and statistical analysis and statistical evidence for construct validity and reliability was done by using observation checklist for nurse educators core competencies through two techniques namely intra-rater and inter-rater technique.

Phase VI: characterized by application of observation checklist based on developed evaluation tool. It was used by researcher to test its applicability through observing nurse educator's competencies during their work settings, skill labs and Ain Shams Hospitals. It was filled out by researcher during day duty through repeated and continues three

observations to each nurse educator. Filling out observation checklist for every nurse educator took about 90 minutes. This step took about three months' duration.

IV-Statistical Design: The data collected were coded and entered into the statistical package for social science (SPSS) version 16 for analysis. Data were presented using descriptive statistics in the form of frequencies and percentages for qualitative variables, and means and standard deviations for quantitative variables.

Results:

Table (1): shows that more than half (54.1%) of the nurses were in the 25-35 age group with mean (37.2) and more than two thirds (67.6%) were married. About half (48%) have a master's degree and more than two thirds (70%) have (1-15) years of experience in education with mean (13.0), while 86.5% attend training courses and 92% participate in programs, seminars or workshops.

Table (2): clarifies that the highest "Done" item was effectively applying communication techniques and Acts as a role model (89.2%). In other hand, the lowest "Done" item was "Modifies teaching strategies, uses evidence-based practices and handle effectively students with different culture" (70.3%).

Table (3): presents the highest "Done" item was "Train students in educational activities" (94.6%). In other hand, the lowest "Done" item was "Inspires students' self-reflection process". (56.8%) it also got the the highest score in "partially done" (35.1%) and "not done" (8.1%).

Table (4): demonstrate that the highest "Done" item was "Provides students with feedback on learning outcomes" (94.6 %), while the lowest "Done" item was "Design the appropriate tools for evaluation" (51.4), it also got

the highest score in "partially done" (40.5%) and "not done" (8.1%).

Table (5): demonstrate the highest "Done" item was "Develop learning activities for achieving and clarifying the curriculum" (89.2%). In other hand, the lowest "Done" item was "Participate in curriculum design" (48.6%)), in addition to the same item got the highest score in "partially done" (37.8%) and "not done" (13.5%).

Table (6): explains that the highest "Done" items were "Participate in developing a supportive learning environment and Provide practical supervision" (89.2%). Whilst, the lowest "Done" item was "Implement strategies for change" (64.9) it also got the highest score in "partially done" item (35.1%).

Table (7): explains that the highest "Done" item was "Participates in Preceptor relationships". Whilst, the lowest "Done" items were "Apply various means to self-evaluation of educator's performance" (45.9%).

Table (8): clarifies that the highest "Done" item was "Maintain a professional record" (62.2%). On the other hand, the lowest "Done" item was "Use new trends and updated references" (43.2%) it also got the highest score in "partially done" item (51.4%) and "not done" (5.4).

Table (9): demonstrates that the highest "Done" item was "Reinforce the values of respect, professionalism, and caring" (86.5%). While, the lowest "Done" item was "Participate as an effective member" (73%) also, got the highest score in "partially done" (21.6%).

Table (10): In total, Table 10 illustrates that the nurse educator scores of evaluations converged. The highest mean of evaluation was upon the Function as change agent and leader dimension (1.8). on the other hand, the lowest mean score was upon the Engage in Scholarship dimension (1.4).

Table (1): Personal and Job characteristics of nurse educators in the study sample (n =37).

Personal and Job characteristics	Frequency	Percent
Age		
25 < 35	20	54.1
35 < 45	8	21.6
45 ≤ 55	9	24.3
Mean ± SD	37.2 ± 8.6	
Marital Status		
Unmarried	10	27.0
Married	25	67.6
Widow	1	2.7
divorced	1	2.7
Academic Qualification		
Bachelor degree	13	35.1
Master degree	18	48.7
Doctorate degree	6	16.2
Years of Experience in Education		
1 < 15	26	70.3
16 < 25	6	16.2
26 ≤ 35	5	13.5
Mean ± SD	13.0 ± 8.3	
Previous Programs and Training Courses		
attend training courses	32	86.5
participate in programs, seminars or workshops	34	91.9

Table (2): nurse educator core competency of Facilitating Learning dimension (n=37).

I. Facilitate Learning	done		partially done		Not done	
	No.	%	No.	%	No.	%
Inspire students by showing enthusiasm for teaching and learning.	32	86.5	5	13.5	0	0.0
Utilize a variety of teaching strategies	30	81.1	6	16.2	1	2.7
Modifies teaching strategies used and educational tests	26	70.3	11	29.7	0	0.0
Uses evidence-based practices appropriate for educational content	26	70.3	9	24.3	2	5.4
Handle effectively students with different culture.	26	70.3	10	27.0	1	2.7
Skillfully uses modern technologies and information systems.	29	78.4	6	16.2	2	5.4
Effectively appling communication techniques.	33	89.2	4	10.8	0	0.0
Seeks for opportunities to develop students' critical and reasoning thinking skills	29	78.4	8	21.6	0	0.0
Facilitates the process of critical and reasoning thinking in theory and practice	28	75.7	9	24.3	0	0.0
Acts as a role model, counselor and guide to student	33	89.2	4	10.8	0	0.0

Table (3): Nurse Educator core competency of facilitate learner development and socialization dimension (n=37).

II. Facilitate Learner Development and socialization	done		partially done		Not done	
	No.	%	No.	%	No.	%
Identify individual learning styles and unique learning needs of each student	28	75.7	9	24.3	0	0.0
Use of diverse methods, strategies and activities to understand individual differences.	25	67.6	10	27.0	2	5.4
Facilitate active learning and development of students.	28	75.7	9	24.3	0	0.0
Helps students interpret and apply evidence in their clinical learning experiences.	26	70.3	9	24.3	2	5.4
Develop student's capacity to effectively use educational resources.	34	91.9	3	8.1	0	0.0
Train students in educational activities and develops their cooperative learning methods	35	94.6	2	5.4	0	0.0
Provide effective educational counseling.	34	91.9	3	8.1	0	0.0
Plan various educational activities	29	78.4	7	18.9	1	2.7
Apply a variety of learning strategies in cognitive, psychomotor and affective domains.	27	73.0	9	24.3	1	2.7
Assist the students to engage in self and peer evaluation through thoughtful and constructive ways.	27	73.0	8	21.6	2	5.4
Engaging students in the learning process.	27	73.0	10	27.0	0	0.0
Adapt teaching skills and take advantage of interpersonal interactions to support student behaviors	28	75.7	9	24.3	0	0.0
Inspires students' self-reflection process and setting personal goals for work as a nurse.	21	56.8	13	35.1	3	8.1
Characterize by personal attributes (such as interest, confidence, patience, integrity, and flexibility).	30	81.1	7	18.9	0	0.0
Maintain effective working relationships with students, and colleagues.	34	91.9	3	8.1	0	0.0

Table (4): Nurse Educator core competency of use assessment and evaluation strategies dimension (n=37).

III. Use Assessment and Evaluation Strategies	done		partially done		Not done	
	No.	%	No.	%	No.	%
Utilize evaluation strategies that are appropriate to the student and to learning goals	25	67.6	12	32.4	0	0.0
Use various tools for assessing intended clinical practice	25	67.6	11	29.7	1	2.7
Select appropriate assessment instruments	30	81.1	7	18.9	0	0.0
Implement appropriate student's assessment strategies and desired outcomes	30	81.1	7	18.9	0	0.0
Design the appropriate tools for evaluation.	19	51.4	15	40.5	3	8.1
Analyze assessment and evaluation data	28	75.7	7	18.9	2	5.4
Use assessment and evaluation data to reinforce the teaching-learning process	29	78.4	7	18.9	1	2.7
Provides students with feedback on learning outcomes in a thoughtful ways, constructive and timely manners	35	94.6	2	5.4	0	0.0

Table (5): Nurse educator core competency of participate in curriculum design and related activities dimension (n=37).

IV. Participate in Curriculum Design and Related Activities	done		partially done		Not done	
	No.	%	No.	%	No.	%
Participate in curriculum design	18	48.7	14	37.8	5	13.5
Participate in modifying the curriculum	23	62.2	11	29.7	3	8.1
Participate in implementation a relevant educational course	30	81.1	7	18.9	0	0.0
Participate in the selection of appropriate practical experiences.	31	83.8	6	16.2	0	0.0
Demonstrate proficiency in writing student learning objectives	30	81.1	7	18.9	0	0.0
Develop learning activities for achieving and clarifying the curriculum.	33	89.2	4	10.8	0	0.0
Participate in evaluate curricula.	24	64.9	8	21.6	5	13.5
Participate in the use of various models to evaluate quality of the educational program.	29	78.4	7	18.9	1	2.7

Table (6): Nurse Educator core competency of function as change agent and as a leader dimension (n=37).

V. Function as change agent and leader	done		partially done		Not done	
	No.	%	No.	%	No.	%
Determine own professional goals within the academic nursing education.	32	86.5	5	13.5	0	0.0
Develop own leadership skills.	31	83.8	6	16.2	0	0.0
Participate in developing a supportive learning environment.	33	89.2	4	10.8	0	0.0
Participate in planning of the educational process and educational strategy.	29	78.4	8	21.6	0	0.0
Provide practical supervision and provide opportunities to develop students' abilities	33	89.2	4	10.8	0	0.0
Encourage innovation and creativity in the educational environment	26	70.3	11	29.7	0	0.0
Implement strategies for change in the nursing program.	24	64.9	13	35.1	0	0.0
Participate in activities that meet the needs of nursing educational program.	29	78.4	8	21.6	0	0.0
Participate in associations and unions for nursing and health care at the community level.	31	83.8	5	13.5	1	2.7
Advocates for nursing profession and nursing education in various locations and situations.	32	86.5	5	13.5	0	0.0
Participate in decision-making of the educational institution for nursing.	26	70.3	11	29.7	0	0.0
Participate in the administrative structure of the educational institution for nursing.	28	75.7	8	21.6	1	2.7
Develop knowledge networks and encourage collaborations and partnerships within the academic community.	31	83.8	5	13.5	1	2.7

Table (7): Nurse educator core competency of pursue continuous quality improvement in the nurse educator role dimension (n=37).

VI. Pursue Continuous Quality Improvement in The Nurse Educator Role	done		partially done		Not done	
	No.	%	No.	%	No.	%
Committed to life-long learning	17	46	18	48.6	2	5.4
Participate in activities to gain the necessary expertise in career enhancement as nurse educator.	20	54.1	16	43.2	1	2.7
Participate in professional development opportunities	20	54.1	16	43.2	1	2.7
Apply various means to self-evaluation of educator's performance	17	46	18	48.6	2	5.4
Balance the teaching, scholarship, and service demands inherent in the role of educator.	19	51.4	16	43.2	2	5.4
Participates in Preceptor relationships and supports colleagues within the educational institution.	28	75.7	8	21.6	1	2.7

Table (8): Nurse Educator core competency of engage in scholarship dimension (n=37).

Engage in Scholarship	done		partially done		Not done	
	No.	%	No.	%	No.	%
Seek best practices in nursing education through scientific research.	19	51.4	16	43.2	2	5.4
Use new trends and updated references in all educational activities	16	43.2	19	51.4	2	5.4
Participate in scientific activities in the field of expertise.	17	45.9	19	51.4	1	2.7
Demonstrate qualities of a researcher.	19	51.4	17	45.9	1	2.7
Maintain a professional record.	23	62.2	13	35.1	1	2.7

Table (9): Nurse Educator core competency of function within the educational environment dimension (n=37).

VIII. Function Within the Educational Environment	done		partially done		Not done	
	No.	%	No.	%	No.	%
Participate as an effective member of an effective team within the academic education when making recommendations and decisions on educational issues	27	73.0	8	21.6	2	5.4
Dealing effectively with ethical challenges and human rights in his own practice	28	75.7	7	18.9	2	5.4
Maintain confidentiality and security of medical and educational information during student's practical training.	30	81.1	6	16.2	1	2.7
Follow the legislation and rules of application of policies related to nursing education	30	81.1	6	16.2	1	2.7
Apply and interpret the legislation related to education and training in nursing education for the benefit of the teacher and the student.	30	81.1	6	16.2	1	2.7
Reinforce the values of respect, professionalism, and caring in educational environment.	32	86.5	4	10.8	1	2.7

Table (10): Total core competencies of nurse educators in the study sample through using developed evaluation tool.

High competencies in:	Frequency	Percent	Mean	SD
Facilitate Learning	29	78.4	1.7	0.08
Facilitate Learner Development and socialization	29	78.4	1.7	0.11
Use Assessment and Evaluation Strategies	28	75.7	1.7	0.13
Participate in Curriculum Design and Related Activities	27	72.9	1.68	0.17
Function as change agent and leader	30	81.0	1.8	0.08
Pursue Continuous Quality Improvement in The Nurse Educator Role	20	51.0	1.5	0.12
Engage in Scholarship	19	51.4	1.4	0.08
Function Within the Educational Environment	30	81.0	1.7	0.04
Total Mean ± SD		1.64 ± 0.1		

Discussion

Assessment is a vital component in education if we were to improve the teaching and learning process. Under the era of accountability, when teaching standards have been set and educator are required to perform effectively to meet the standards, evaluating educators to identify competent and non-competent educators is a vitally important process (**American Association of Colleges of Nursing, 2020**). The present study sample included nurse educators from two similar institutes, they being close to academia. This could have a positive influence on the nurse educators who work in an academic educational environment.

The present study findings toward the application of facilitating learning dimension indicated that the majority of the nurse educators demonstrating interest in and respect for learners, and the use of personal attributes such as caring attitude, patience, integrity and flexibility that facilitate learning. In my opinion, this competency has a great importance in education since a nurse educators' main responsibility is to identify students' learning needs through constructive interpersonal relationships, during which they facilitate the personal and professional growth of students. Thus, they provide an appropriate environment and every opportunity for the student to learn. In this environment, they can easily transfer ideas to students using various strategies. In agreement with these foregoing current study findings, a study in Australia stressed the importance of the role of the nurse educator in facilitating learning (**Phillips et al., 2017**).

Similar findings were also reported by **Topping et al., (2015)** in a study in Finland. Moreover, a systematic review of mentoring nursing student in clinical placement stressed the importance of facilitating learning experience through the creation of supportive learning environment in order to activate the individuals' student's learning process (**Jokelainen et al., 2011**). Lastly, **Kube, (2010)** study of the relationship of educator clinical teaching behaviors to student learning, reported that nursing students perceived caring teacher's behaviors as positively influencing their learning in the clinical setting.

Moreover, a number of previous studies emphasized the importance of the role of nurse educator as a facilitator of learning. Thus, **Billings, (2009)** stressed that the nurse educator must be prepared to understand the need of the learner and facilitate learning in order to provide the health care system with increased nurses well prepared to enter the profession of nursing. On the same line, **Wilson, (2010)** indicated that competent nurse educators should provide a positive learning environment that fosters a free exchange of ideas that facilitate learning. Furthermore, **Chuan and Barnett, (2012)** highlighted the nurse educators must provide a variety of learning opportunities to students to facilitate their learning. Additionally, the study of **Morgan (2017),** in the United Kingdom emphasized the concept of

"facilitation of learning" in training nursing students.

Regarding the application of facilitating learner development and socialization dimension, the present study findings indicate that its score came second highest from application. Thus, almost showing moral principles and professional values of students and supported the creation of learning environments focused on socialization to the role of the nurse, facilitating learners' self-reflection, and personal goal setting, as well as the provision of resources to diverse learners to meet individual learning needs. the nurse educators are not freehanded to apply these roles this is of major importance as underscored by **Salminen et al., (2017)** in a study in Finland and by **Sweet and Broadbent, (2017)** in the Australia.

Observation of another important area of the core competencies related to use of assessment and evaluation strategies revealed that more than 75% of nurse educators implementing evaluation strategies appropriate to the learner and learning goals, providing thoughtful and constructive feedback, and timely learners results, in addition to identifying available resources to assess student, and even designing tools for evaluating clinical practice. This group of core competencies is a cornerstone in the educational process since a proper student assessment is an integral part of his/her academic growth. In agreement with this, **Helminen et al., (2017)** in a recent study in Finland stated that a proper assessment of nursing students in clinical practice is crucial in ensuring the quality of their training since the process of assessment influences what they learn. Additionally, **Abd El-Mageed, (2012)** emphasized the importance of fostering student motivation through formative evaluation.

The area of lowest nurse educators' evaluation score regarding core competency was that of engaging in scholarship. This area of competencies is similarly important since it reflects educator's qualities as a scholar such as integrity, courage, perseverance, vitality, and creativity. Added to these is the educator's spirit of research on teaching and learning, students' development, and methods of evaluation. This is the only means of developing and advancing the process of education. This low evaluation in this area of core competencies might be explained by that most of the present study nurse educators not participate in interdisciplinary efforts by the sufficient way to address health care and educational needs within their institutes. In discrepancy with these present study results, **Nelson (2011)** found that the most competent clinical educator is the one who had nursing students learn from his/her behaviors, knowledge, experience and skills through participating in scholarship activities in sufficient way.

The area of highest evaluation score 81% with the highest mean and standard deviation during observation of nurse educators is that related to Function as change agent and leaders among the nurse educators of the current study. The importance of this area is that it helps implanting values of respect, collegiality, professionalism and interest in nursing students, values that are crucial in the nursing profession. It also emphasizes on the mission of the institution and the goals of the nursing program in the broader context of the community to be served. These values must be embedded in the nursing students to be applied by them as future nurses. In agreement with this, **Salminen et al (2016)**, in a study among Finnish nurse educators and nursing students demonstrated the importance of professionalism and ethical values in the work nursing educators. On the same line, a study in the Netherlands emphasized that the nursing professionalism and work values influencing the public image of nursing as profession (**ten Hoeve et al., 2014**).

Recommendations:

It was recommended to implement the developed evaluation tool in other setting, and conduct training session for nurse educator regarding core competencies.

Conclusion:

Nurse educator core competency evaluation is aimed at ensuring the personal

development of individuals and increasing productivity. Typical nurse educator evaluations are criticized for not serving these purposes also Observation of nurse educator's application of core competencies revealed that there was deficiency in some areas of nurse educator's assessment, planning, implementation, evaluation and documentation. In this context, the preparation of core competency indicators to provide nurse educators' development and the realistic use of these indicators in evaluating will help improve the quality of teacher performance evaluation

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