CHAPTER V

CONCLUSIONS, SUMMARY AND RECOMMENDATIONS

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This last Chapter deals with the evaluation of the study as well as with what could be done further. According to Best, evaluation is a valuable exercise.

"Evaluation of Research Project is a valuable exercise for the student of educational research."

The investigator of the present study agrees with the view expressed by Best and feels proper to evaluate the present study. This summary is important in that, it places the whole study in perspective.

SUMMARY:

To day we need a very competent nurse who can play her role effectively in the health care system, which has changed due to advancement of science and technology. For preparing such type of Nurses we require effective teachers who are well prepared. To have effective teachers we need to have sound Tutors' Training Programmes. In Gujarat State we have College of Nursing, Ahmedabad with well developed Diploma in Nursing Education i.e. DNE and B.Sc. Nursing Programmes. For these programmes candidates are admitted.

on basis of merit. Percentage of marks at H.S.C. is considered for merit in order to get admission to the General Nursing Course. For appointment of Nursing Tutors too merit at B.Sc.(N)/DNS programmes is considered.

The investigator was interested to find out whether students with high merit at H.S.C. Examination maintain the same level at General Nursing, post basic nursing courses and also prove to be good teachers.

On basis of the results of the study the investigator would be able to suggest some method of selection to the GNM, Post Basic Programmes and appointment as Nursing Tutors, besides the merit base which is at present the method used.

Normative survey method is used in this study which is popularly used in educational research, to find out the correlation between educational performance and job achievement of Nursing Tutors in Gujarat State. For educational performance percentage of marks at the examinations required to qualify as Nursing Tutors were considered. For job achievement investigator obtained the opinions of administrator, Nursing Tutors, Students and also observed the teachings of Nursing Tutors.

To have similar strata for sampling 101 Nursing Tutors teaching in General Nursing School were included in sample. 14, Principals under whom these Nursing Tutors were working were also included in the sample. Investigator observed 101
teachings and 505 students who were actively participating in the observed teachings were included in the sample.

Observation schedule, rating scales for obtaining opinion for Nursing Tutors as teachers and records were found suitable tools for data collection. The data thus collected were organised and analysed in statistical terms wherever necessary, keeping in mind objective and hypothesis. To find out correlation, product moment correlation method was used and significance for 'r' was tested with 't' test method. For finding out correlation four groups i.e. B.Sc. Nursing Tutors and DNE Nursing Tutor with high teaching experience and low teaching experience were considered and interpretations were made keeping in mind objectives and hypothesis.

CONCLUSIONS:

1. There is positive correlation between academic educational performance and basic professional educational performance for all the groups except DNE Nursing Tutors' group with high teaching experience. But none of this correlation is significant.

2. There is positive correlation which is also significant at 0.05 level between basic professional educational performance and post basic professional educational performance for B.Sc. Nursing Tutors.
For DUE Nursing Tutors there is positive correlation between basic professional educational performance and post basic professional educational performance but it is not significant.

3. There is positive correlation between academic educational performance and job achievement as expressed by the investigator for all the groups except B.Sc. Nursing Tutors with high teaching experience. Negative correlation was found as expressed by Nursing Tutors for all the groups except B.Sc. Nursing Tutors with high teaching experience, and positive for all the groups except B.Sc. Nursing Tutors with low teaching experience as expressed by students but none of this is significant.

4. As per the investigator there is positive correlation between basic professional educational performance and job achievement and it is also significant at 0.05 level for B.Sc. Nursing Tutors with high teaching experience. According to the students it is positive for all the groups and also significant at 0.01 level for B.Sc. Nursing Tutors low teaching experience, but according to the Nursing Tutors it is negative for all the groups but it is not significant.

5. There is positive correlation between post basic professional educational performance and job achievement
According to the investigator for all the groups except DNE Nursing Tutors with low teaching experience where it is negative, but none of this is significance.

According to the Nursing Tutors it is positive for B.Sc. Nursing Tutors with high teaching experience and DNE Nursing Tutors with low teaching experience, and negative for B.Sc. Nursing Tutors with low teaching experience, and DNE Nursing Tutors with high teaching experience, but none of this is significant.

According to the students it is positive for all the groups and it is also significant at 0.05 level for B.Sc. Nursing Tutors with low teaching experience and significant at 0.01 level for DNE Nursing Tutors with low teaching experience.

6. As per investigator there is positive correlation between education theory and job achievement for B.Sc. Nursing Tutors and negative for DNE Nursing Tutors, but none of this is significant.

According to the Nursing Tutors it is negative but not significant for B.Sc. Nursing Tutors and DNE Nursing Tutors with high teaching experience and positive but not significant for DNE Nursing Tutors with low teaching experience.
As per students, it is positive for all the groups and it is also significant at 0.05 level for B.Sc. Nursing Tutors with low teaching experience.

7. According to investigator, there is positive correlation between education - practical and job achievement for all the groups and it is also positive for D.N.E. Nursing Tutors with high teaching experience.

As per Nursing Tutors, it is positive for B.Sc. Nursing Tutors with high teaching experience and D.N.E Nursing Tutors with low teaching experience and negative for B.Sc. Nursing Tutors with low teaching experience and D.N.E Nursing Tutors with high teaching experience but none of these is significant.

As per students, it is positive for all the groups and also it is significant at 0.05 level for D.N.E Nursing Tutors with high teaching experience.

8. As per mean according to the investigator, it was found the job achievement level of Nursing Tutors with high teaching experience is better than the job achievement level of Nursing Tutors with low teaching experience.

According to the Nursing Tutors, job achievement level of all Nursing Tutors with low teaching experience is better than the job achievement level of Nursing Tutors with high teaching experience.
10. According to the students, the job achievement level of B.Sc. Nursing Tutors with high teaching experience is better than the job achievement level of B.Sc. Nursing Tutor with low teaching experience but the job achievement level of DNE Nursing Tutors with low teaching experience is better than the job achievement level of DNE Nursing Tutors with high teaching experience.

11. From No.8, 10 it can be concluded that experience as Nursing Tutors helps to improve job achievement level.

12. On the whole the Nursing Tutors have graded themselves low this suggests that they are not confident and they need help.

13. According to the investigator and students job achievement level of Nursing Tutors' is higher which also is significant than the job achievement level as expressed by the Nursing Tutors themselves.

14. As far as teaching is concerned Nursing Tutors are found weak in the following areas:

   a) Use of A.V. aids,

   b) Winding up of class.

15. During discussion it was noted that the Nursing Tutors are interested in their improvement as teachers.
A favourite cliché in research is that every project raises more questions than it answers and they need to be studied. The educational process is so complex and varieties of human experience so complicated, that no single project can definitely answer all questions that might be raised in a problem area. One cannot be exhaustive in suggesting new areas and issues for further studies.

However, during the course of this study the investigator came across certain situations and would like to give some suggestions in that connection.

**SUGGESTIONS:**

1. The present policy of admitting students to G.N.M. programmes on basis of merit at H.S.C. needs some change as there is no significant positive correlation between academic educational performance and basic professional educational performance.

   It is suggested to have interview and aptitude test.

2. As there is a significant positive correlation between basic professional educational performance and post basic professional educational performance, merit based admission to post basic courses, should be continued to be considered as is being done at present.
3. For appointment as Nursing Tutors (a) Merit at basic professional educational performance, (b) merit at post basic professional educational performance.—Particularly merit in Education Theory and Practical examination at post basic examination should be considered, as there is significant positive correlation between:

i) basic professional educational performance and job achievement.

ii) post basic professional educational performance and job achievement.

iii) Education Theory and practical performance at post basic level and job achievement.

4. There should be refresher courses for Nursing Tutors as these will help them to improve the following areas of their teaching that have been found weak during observation of their classes.

   a) Use of A.V. aids,
   b) Winding up of class.

5. First appointment as Nursing Tutor should be under some competent principal and not as an independent tutor, so that, they can learn from other nursing tutors and get guidance to develop themselves.

6. There should be in-service education for Nursing Tutors to help them maintain a high level of job performance.
It should be mandatory for Nursing Tutors completing 5 years on the job to attend the in-service programme.

RECOMMENDATIONS:

1. There should be detailed studies carried out to cover all the aspects of job achievement of Nursing Tutors.

2. There should be experimental studies on small groups of Nursing Tutors to find out factors that would help in the development of job performance.

3. The data obtained from in-service programme regarding the suitability of the programme should be evaluated by instituting a proper research design and the conclusions drawn from it should be taken as final.

4. There should be inservice education for Nursing Tutors to help them maintain a high level of job performance. It should be mandatory for Nursing Tutors completing 5 years on the job to attend the inservice programme.