CHAPTER I

INTRODUCTION.

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Advancement of technology and science has brought in a lot of changes in all the fields, and nursing is no exception to it. Invention of Microscope, X-rays, Phototherapy, Plastics, Radio, Television and Laser rays have brought many changes in the medical field. New drugs are being used in the treatment of measles. Hypothermia is used in cardiac conditions. Transplantation of organs have become successful. Electric pace-makers keep damaged heart beating rhythmically. Plastic materials are used to replace certain parts of the organs. Laser rays are successfully used to remove unwanted tissues. Even the hospital buildings are built differently, making the hospital more homely.

Involvement of community in health care has made the society more conscious about health. Because of these changes the role of the nurse has changed. Now a days the nurse has become competent in detecting the needs of the patient, interpreting them to the doctors for planning the treatment, and participating in that treatment intelligently to help the patient help himself with adequate psychological support. Her role has become more specialised.

Nursing Today :

According to the Internationally accepted definition -
"The nurse is a person who has completed a programme of basic Nursing Education and is qualified and authorised in her country to supply the most responsible service of nursing nature for promotion of Health, the prevention of illness and the care of the sick." ¹

The type of nurse required today is one who possesses the requisite general education and prescribed professional education. Today's nurse plays an important and active role in health care.

The International Council of Nurses has accepted the following definition -

"The unique function of the nurse is to assist the individual, sick or well, in the performance of those activities contributing to health or its recovery (or to peaceful death) that he would perform unaided if he had the necessary strength, will or knowledge, and to do this in such a way as to help him gain independence as rapidly as possible." ²

Nursing is a dynamic, therapeutic and educative process. Nursing care depends on the dependency of a patient. According to Dr.(Mrs.) S. Krishanan, Nursing,

¹ Ministery of Health and Family Welfare, Report of the High power Committee on Nursing and Nursing Profession, Govt.of India, New Delhi, 1989, p.1.
² First All India Nursing Education Conference - Need for change in Nursing Education. Chandigarh, 1971, P.28.
like all professions is both an Art and a Science. As a Science, it has an organized body of knowledge, capable of being communicated from one individual to another. As an Art, nursing is practiced for the welfare of human beings of every caste, creed, and colour living in all types of social environment and institutions such as family, school, industry and hospital.

The physician prescribed the treatment, and the nurse carries out this treatment and observes its effect on the patient and interprets them to the doctor. For doing so she must have the scientific knowledge and skill. For playing this role effectively she needs to undergo a certain amount of education.

**Importance of Education**

It is said that education is the foundation of all round development of future generation, and through it the development of society and nation is made possible. The teachers' function as architects of the nation's destiny.

Education is very important as far as the make up of the personality of an individual is concerned.

"Education is the most powerful instrument of individual and social development. The national system of education is the only instrument that can reach the people. It is a
difficult instrument whose effective use requires strength of will, dedicated work and sacrifice ... "

It is also essential that education should train the students to grow into fine young men and women with personality integrity and devotion to duty.

It is this devotion that is very essential for the nursing profession, so that nurses can play their role with dedication and sacrifice.

India got its freedom on 15th August, 1947 and educational policy making came into the hands of Indian leaders. The country was socially, economically and educationally backward in comparison to European countries. Several commissions were formed and health was one of the many aspects that was covered by the commissions. Along with the changes in health policies, nursing education was modified to meet the changed objectives. General education expanded by leaps and bounds as can be seen from the following data:

During 1950-51 there were 27 Universities and 5-6 Colleges. The number of Universities during 1960-61 was 44 and in 1970-71 the figure was 93. In 1974-75 the number of universities was 105 and the Colleges 3217.

The expenses made on education also gradually increased. It was Rs. 71 Crores in 1950-51 and it became Rs. 1311 Crores in 1973-1974. For 7th 5 years plan it was increased to Rs. 2500 Crores.

It was necessary at first to concentrate on the expansion of education. Every Indian should receive such an education that may not only acquaint him with his rights and responsibilities but also inspire him to discharge his duties faithfully and honestly, so that he may become a worthy citizen of India and lead the country consistently along the path of progress.

Higher Education:

In 1948 University Education Commission was appointed under the Chairmanship of Dr. Radhakrishnan. The Committee recommended aims of higher education, service conditions of teachers, their training, medium of instruction, system of examination, problems of students and suggested to have more universities for rural areas. For imparting adequate and required education there was a need to have effective teachers who could teach their students to be competent and, to play their expected role in the society.
The Role of the Teacher

It is rightly said by somebody -

"What we are is a god's gift to us
and what we become is our gift to god."

Anonymous.

And what we become is in the hand of our teachers,
which in turn depends upon the skill of teacher. "Teacher
is like a candle that has to burn itself, to give light
to others." "Only a burning lamp lights another lamp."

Rabindranath Tagore.

Teaching is not only dictating notes but helping the
students to learn, and for this the teacher must have
interest in teaching, knowledge of the subject, sympathetic
understanding of the students, devotion to the profession,
skill in using suitable teaching methods, and other teaching
resources and an impressive personality. He/She should be
able to interact with the students so that she can achieve
the desired goal.

For effective teaching, the teacher has to mould the
students and for this, she has to use various methods of
teachings (multimedia approach) in order to reduce the
monotony of lecturing as suggested by M.S. Yadav and
Mukhopadhay.

If the teacher does not have the art of using the
teaching tools effectively, all the methods, aids and the
best framed curriculum can be of no use.

Dr. D.S. Kothari, Chairman of Indian Education Commission (1946 to 1960) has stated, "The teacher is the single most important element in education." Teacher should be a creative individual capable of shifting and changing to meet the demands according to the situation. The refining quality of a teacher puts him in the category of a creator or maker in the classical use of terms. Professional teachers only, can be effective teachers. The progress of the society depends on the quality of teachers and, securing the right kind of people for this profession is important. The ultimate aim of a nation's greatness is the quality of citizens. If a nation possesses good educators she can get good citizens, and that depends on the quality of a teacher.

"The destiny of India is being shaped in her classroom." 1

(Education Commission 1964-1966)

As the role of the teacher is important the teachers' training programme should be given due importance. The ultimate aim of teacher education is to prepare effective teachers who are capable in bringing about desired behavioural changes in pupils.

In a World of Science and Technology the role of a teacher has changed. The teacher is no longer a prime source of knowledge but an organiser, provider and manager of learning resource, motivator, prompter and facilitator.
The same thought applies to nursing education and nursing teachers.

**Teachers' Education**

Education which qualifies a person for the teaching profession is called teacher education. It includes professional courses which cover basic knowledge, skills and develop attitudes which help the entrant to become a teacher. A sense of self analysis is developed so that, she/he can understand and solve problems of class-room teaching. Humayan Kabir, an eminent educationist has said that teaching can never be disassociated from learning.

Professional education of teachers in India has not been static but, an evolutionary process. The Pratiakhya of Rigveda states that the teacher should himself have passed through the recognised curriculum and have fulfilled all the duties of Brahmacharin before he is allowed to become a teacher.

In ancient times the teacher was chosen by the students on basis of reputation he enjoyed. The beginning of 19th century saw many sporadic attempts to give specialised training for teachers. In 1819, the Calcutta society began to train teachers from indigenous school in its institutions for improving elementary education. Bombay was the first Presidency to recognise officially the importance of teachers' training. In 1851 Poona College
introduced a department for training teachers whereas it was started at Madras in 1824 and at Agra in 1852.

The 1882 Hunter Commission stressed to have examination system in principles and practices of teaching. Different examination boards were set up at Madras, Calcutta, and Bombay between 1892 to 1899. S.T.C. (Secondary Teachers Certificate). Examination was instituted in 1899 in Bombay.

At the beginning of 20th century Sader Commission's recommendations brought lots of changes and improvement in Teachers' Training Programme. In 1929 Hartag Committee noticed.

"The Period of training is too short, Curriculum too narrow and the teaching Staff inadequately Qualified."

Andhra University started B.Ed in 1932, whereas in 1936 M.Ed was started at Bombay. 1948-49 University Education Commission recommended improvement in Teachers' Training.

All Commissions set up for dealing with education per se, are unanimous in pointing out the weaknesses of teacher education. They have pointed out that, education colleges have remained isolated from the main stream of academic life of university and from the daily problems of schools. They have also said that, the quality of teacher

education is unsatisfactory - There is no relevance to the needs of the school and thus of society. The curriculum and methodology of teaching remain unchanged inspite of there being a knowledge explosion and vast change in educational technology.

The Secondary Education Commission (1953) also observed that however excellent the teacher training programme, it can never in itself produce an excellent teacher. Efficiency will be increased through critical analysis and through individual and group efforts at improvement.

Like other teachers' training nurses too were given special teacher training. The beginning was made in Delhi at the College of Nursing. Such programmes were then taken up by other states.

**Nursing Tutors' Education Programmes in Gujarat State**

Nursing Teachers' Training Programmes in Gujarat State are as follows and they are called Nursing Tutors' training programmes -

1. **Post Basic B.Sc.(N) Programme** of 2 years duration for the candidates who have completed General Nursing Programme, and have had three years experience as a staff nurse in a hospital or community.

2. **Diploma in Nursing Education** :
   
   This also is post Basic Programme of 10 months.
duration for staff nurses (who have completed General Nursing Programme).

3. Public Health Nursing Course:

This also is post basic programme of 10 months duration for the staff nurses (who have completed General Nursing Programme). For this course also the candidates are admitted on merit basis.

In Gujarat State, for General Nursing Course the candidates are admitted on merit basis. They are required to have twelve years of schooling. Preference is given for the candidates having Science subjects. For all the post basic B.Sc./DNE/PHN Courses the candidates are admitted on merit basis assuming that, candidates with higher merits usually do better in Postgraduate programmes also.

Need for the Present Study

Candidates with high merits at Higher Secondary/ equivalent examination may or may not obtain high scores at General Nursing Examination. In the same way candidates with high merit at General Nursing examination may or may not obtain high scores at post basic B.Sc.(N) DNE/PHN examination, and candidates with higher merit at the post basic courses may not be good in her job performance. If candidates with higher merits remain at the top throughout then, it can be said that, there is positive relation
between his/her educational performance and job achievement.

To the best of the investigator's knowledge nobody in Gujarat State has studied this relationship. So the investigator has taken this study to find out the relation between educational performance and job achievement of Nursing Tutors in Gujarat State.

At the General Nursing Course the candidates get stipend from the Government. For the Teachers' Training Programmes Staff Nurses attached to Government Hospitals are sent on deputation i.e. the candidates get their full salary during the period of study and they give bond to the Government against this.

If there is positive relation between educational performance and job achievement it can be said that, the admission on merit basis for all the courses are worth. but, if it will be proved that there is no relation between educational performance and job achievement, merit based admissions are not right.

After successful completion of these courses the appointments for the post of Nursing Tutors are given on merit basis. If this merit at the post basic has not got any relation with the job performance this criteria for appointment is also not right.
Before the adoption of this method i.e. admissions and appointments on merit base, the admissions were given on basis of interview performance, but now a days for appointments merit is considered, so the investigator wishes to study the relation between educational performance and job achievement. On the basis of the findings, the investigator can suggest criteria for admission for the nursing course and for appointments.

Investigator being on faculty at the College of Nursing, Ahmedabad has the experience of teaching students at post Basic B.Sc.(N)/DNE levels since 1971. Almost all the Nursing Tutors having Post Basic B.Sc.(N)/DNE have been the investigator's students, hence she knows their level of performance. Since nobody has done any scientific study in this field in Gujarat it was decided to undertake the study on this topic.

The findings of this study also will be helpful to strengthen the programmes run at the College of Nursing, Ahmedabad.

Statement of the Problem

"A study of relation between educational performance and job achievement of Nursing Tutors of Gujarat State."

Objectives

To find out relation between:

1. Academic educational performance and professional
Hypothesis

The investigator has adopted null hypothesis for this study. The hypothesis is that there is no significant positive correlation between -

1. Academic educational performance and basic professional educational performance.
2. Basic professional educational performance and post basic professional educational performance.
3. Academic educational performance and job achievement.
4. Basic professional educational performance and job achievement.
5. Post basic professional educational performance and job achievement.

Definitions of the Terms used in the Study

1. **Nursing Tutor:** Teachers teaching at Nursing Schools who have completed either Post Basic B.Sc.(N), or Diploma in Nursing Education Programme.
2. **Students**
   Candidates admitted for General Nursing Programme.

3. **Academic Educational Performance**
   Percentage of marks at the S.S.C./Higher Secondary Examination.

4. **Basic Professional Educational Performance**
   Percentage of marks obtained by the candidate at the General Nursing examination.

5. **Post Basic Professional Educational Performance**
   Percentage of marks obtained by the candidate at the Post Basic B.Sc.(N)/DNE examination.

6. **Job Achievement**
   Successful implementation of the role played by the category in her/his job as expected by the investigator, student and Nursing Tutor.

7. **Administrator**
   The Principal under whom the Nursing Tutors are working.

8. **B.Sc.(N) Tutor**
   Nursing Tutor with Basic/Post Basic B.Sc.(N) qualification.

9. **DNE Tutor**
   Nursing Tutor with Diploma in Nursing Education qualification.
10. High Experience - more than 5 years of teaching experience.

11. Low Experience - 5 years and less than 5 years of teaching experience.

Assumptions

For the present study the following facts are assumed -

1) Nursing Tutors follow the same procedure for their daily teaching as they have followed at the time of observation.

2) Students attending teaching behaved naturally and gave the correct responses to the rating scale given to them.

3) Nursing Tutors and Administrators at the School of Nursing, have offered their honest opinion.

Limitations

1) Only one teaching of each Nursing Tutor was observed and Student's opinion for the same were taken.

2) Effect of the presence of the observer was unavoidable.

3) Though all nursing tutors are included in the study, the sample comprising tutors with low experience is small.
Procedure followed for the Study

1. Design for the Study

Normative Survey method is used in this study, which is popularly used in the educational research studies, to find out the correlation between educational performance and job achievement of Nursing Tutors in Gujarat State.

2. Review of related literature

Review of related literature provided some guidelines for construction of tool and analysis of the data.

3. Sample

(a) Nursing Tutors are teaching in different nursing programmes. To have similarity of performance Nursing Tutors teaching in General Nursing Schools were included in the study as sample and the number of Nursing Tutors was hundred and one. To have same teachers' training background those who completed their teachers' training from College of Nursing, Ahmedabad only, were included in the study. Investigator observed the teachings of these Nursing Tutors.

(b) From each class five students who were actively participating during these observed teachings were included in the sample for getting their opinion about their Nursing Tutors, through rating scales and the number of students was five hundred and five.
Fourteen (14) Principals/Administrators were included in the sample to give the opinion as administrator about the Nursing Tutors as teachers.

The opinions of Nursing Tutors about themselves as teachers were also obtained.

4. Tools

(a) Five point rating scale was prepared to note the observations.

(b) Rating Scales with five points for
   i) Nursing Tutors
   ii) Students

were also constructed to get their opinion.

(c) Records from College of Nursing, Ahmedabad for checking the different examination marks of Nursing Tutors were used.

All the tools were tested for their reliability and validity.

5. Procedure for Data Collection

Formalities for getting permission and appointments for observing teachings were carried out. One hundred and one teachings were observed in natural situation. Just after the teachings, rating scales were given to the students to get their opinion. After the observation session Nursing Tutors were given rating scales for
obtaining their opinion about their own achievement. 
Investigator was present with student and Nursing Tutors.

6. Presentation, Analysis and Interpretation

Data collected through different tools were tabulated, and statistical implications were also worked out. Keeping in mind objectives and hypothesis for educational performance, marks of the examination were considered, for job achievement, 1. the investigator's observation of teachings, 2. Nursing Tutor's own opinion about their performance, 3. the students' opinion about their teachers' teachings, and 4. the administrators' opinion were considered.

For finding out correlation between educational performance and job achievement, product - movement correlation method was used. For testing significance of 'r' the 't' test was used. Nursing Tutors were divided into following four groups for interpretation while finding out the correlation. For comparison C.R. (critical ratio) was worked out and it's significance was tested with 't' test.

1. B.Sc. Nursing Tutors with more than 5 years teaching experience.

2. B.Sc. Nursing Tutors with 5 years and less than 5 years teaching experience.
3. DNE Nursing Tutors with more than 5 years teaching experience.

4. DNE Nursing Tutors with 5 years and less than 5 years teaching experience.

7. Conclusion

Conclusions were drawn.

8. Summary Suggestions and Recommendations were made.

Chapters following this will cover the procedure followed in this study in details.