

CHAPTER V

SUMMARY:

This study was undertaken to contribute to an understanding of the supervisory activities of campus chiefs as perceived by nursing teachers and their campus chiefs. Descriptive survey method was used in this study. It was designed to have a better understanding of the supervisory activities of campus chiefs.

These were objectives of the study :

1. To find out the supervisory activities of campus chiefs as perceived by teachers.
2. To find out the supervisory activities of campus chiefs as perceived by the campus chiefs themselves
3. To find out the priorities of supervisory activities of campus chiefs according to their importance as perceived by the teachers.
4. To compare the perception between teachers and campus chiefs with respect to the supervisory activities of campus chiefs.
5. To give recommendations regarding the possible strategies to solve these differences.

This study was conducted on nine nursing campuses in Nepal. A total number of 101 teachers and 9 campus chiefs were selected from 9 nursing campuses. The study was conducted for a period of three months. Questionnaires were constructed as tools for this study. Seven dependent variables and 25 broad categories of independent variables were identified in order to collect data.

Tools were developed to gather information on various aspects of supervisory activities. The tools were then pretested by 18 teachers and appropriate revisions made. Data was collected, coded, and tabulated for analysis and interpretation. It was tested for significant differences between campus chiefs and teachers' perception of supervisory activities of campus chiefs. Mann-Whitney U-wilcoxon test was applied for each area. The study focused in seven areas of supervisory activities as follows: in meeting the individuals teachers needs, curriculum study, instructional means, in-service education, group process, research, and evaluation.

The score of Mean SEM. 95%CI demonstrated the perception of campus chiefs and teachers. The campus chiefs perceptions were higher than that of the teachers. The teachers expected more help from campus chiefs in assistance in orientation for new teachers, advise teachers to study curriculum changes, advise teachers to utilize community

resources, advise teachers to observe classroom teaching, hold group conferences and discuss problems, to provide library facilities for teachers, to encourage teachers to do advanced study, to encourage cooperative groups, promote coordinated meeting between hospitals and campuses, and to assist teachers in developing good relationship with faculty and community. Therefore, it is suggested that the above areas should be a stronger part of the campus chief's supervisory activities in order to improve the campus programme. Therefore, recommendations were given to campus chiefs to help the teachers in relation to the above problems.

The aim of the prioritization of the supervisory activities in terms of most useful and least useful and in what way the work of the campus chiefs could be made more effective. According to the rank of the supervisory activities of campus chiefs following suggestions were given by the teachers and campus chief as:

Priorities of Supervisory Activities of nursing campus chief
in Nepal.

Rank	Campus Chiefs View	Nursing Teachers' View
1.	- Meeting the individual teachers needs.	- Meeting the individual teachers needs.
2.	- Evaluation	- Curriculum study - Evaluation
3.	- Curriculum study	- Instructional means - In-service education - Group process
4.	- In-service education	- Research
5.	- Instructional means	
6.	- Group process	
7.	- Research	

Teachers gave the following reasons as the bases for their prioritisation of supervisory activities : individual needs, personal relationship, up to date knowledge, to achieve objectives, to promoting activities for teaching learning activities, promote skill, cooperation, to create interest and encourage teachers, to explain problems, to make a fair judgements and evaluations.

On the other hand, campus chief's gave these reasons as bases for their prioritisation of supervisory activities: personal development, regular work, to achieve objectives, to achieve teaching learning process, to help teachers, to get feed back to provide knowledge, teaching learning effectiveness, getting feedback, provide knowledge.

Teachers listed various considerations when assigning low priority to supervisory activities. Individual needs was the least consideration preferences given in comparison to other needs. Instructional media was useless because it was not available according to need. Similarly research was not applicable to certificate level teaching. If research was integrated in certificate level it would be the most useful.

Campus chiefs listed these consideration, when assigning low priority to supervisory activities:

- It was difficult to fulfil individual needs
- Curriculum could not be changed when needed
- Teachers might not always want to work according to instructional means
- It was difficult to do personal evaluation

CONCLUSION:

The aim of this study was to investigate the supervisory activities of campus chiefs as perceived by teachers and campus chiefs participated in sample study. The major findings were derived from a review of the relevant literature and a surveying the teachers and campus chiefs.

Here are some conclusions were drawn from the study: The overall findings suggested that there were some significant differences between teachers and campus chief's

perception of supervisory activities in seven different areas. The perception of supervisory activities of campus chiefs were higher than teachers. The study suggested that teachers need help from the campus chiefs. The campus chief's main role was to supervise the teachers and be available and approachable when ever teachers needed them.

The study suggested that campus chiefs' primary responsibilities were to support the teachers. This would result in the efficient use of campus facilities and campus objectives would be achieved. It would help to prepare a skilled nurse to serve in the community as well as in the hospitals. The campus chiefs were the key persons who were responsible for the improvement of campus programme.

This study also makes some conclusions on how the teachers and campus chiefs ranked the importance of various supervisory activities. Meeting individual teachers need area was found to be the first in rank by both teachers and campus chiefs, with evaluation the second rest of the areas were ranked differently by teachers and campus chief.

The result of Mann-Whitney U wilcoxon test shows that they were significantly different in some of dependent and independent variables. On the whole, supervisory activities of campus chiefs were perceived higher by than the teachers.

DISCUSSION OF DATA

The first primary question was concerned with the perception of campus chiefs and teachers on the value of supervisory activities of campus chiefs. The second question was concerned with ranking the most important supervisory activities of campus chiefs which was perceived by teachers and campus chiefs.

To measure the above perceptions from campus chiefs and teachers, Mean SEM. 95%CI statistical test was implement with each item and sub items. The result were shown in table 2.1A to table 2.16A. The perceptions of Mean score of campus chiefs were higher than teachers did in all items.

1. Activities in meeting the individuals teachers need: Mann-Whiney U wilcoxon test was done to compare the difference between the responses of campus chiefs and teachers regarding the supervisory activities in the area of meeting individual teachers needs.

Concerning the supervisory activities of campus chiefs, and teachers indicated that all four items were insignificant. This was due to the perception that campus chiefs were willing to help teachers in the problems and needs of the teachers. They were available to organize the programme and help teachers by providing the necessary teaching materials. They also formed good interpersonal

relationships with teachers, and provided a sound campus environment. Thus campus chiefs and teachers were satisfied that they shared the same view of campus chiefs in relation to supervisory activities.

In the item assisting in the orientation of new teachers, the teachers perception of the supervisory activities of campus chiefs was " exactly well done", where as campus chiefs were pleased with " extremely well done". Campus chiefs said that they had done extremely well, but the teachers were not satisfied, their views were different. The study stated that the orientation for new teachers were important. Their views were significant.

Helen, (1992) stated that an orientation program should provided for the new teachers, on campus and the provision of a support system could reduce problem of supervisory activities. The implementation of an orientation program should be the part of the campus chief's supervisory activities. The campus chief should also give close supervision where it needed. There must be a sufficient provision of orientation programme on campus. This aids the old and new teachers to run the campus programme.

2. In the area of curriculum study: The Mann-Whitney U wilcoxon test was done to compare the differences between

the responses of campus chiefs and teachers regarding supervisory activities. In one item, providing advice teacher to study curriculum, the views of the teachers and campus chiefs differed. This difference in views regarding curriculum study is significant. Teachers need more help from campus chief to study curriculum change, Teachers indicated that campus chiefs should strive to advise teachers of any changes in curriculum and to raise the teacher's consciousness of the nursing profession. Therefore, teachers perceived that campus chief's supervision and guidance were important for improving the campus program.

Both teachers and campus chiefs were satisfied with the preparation of curriculum guides because campus chiefs had provided the teaching component of the curriculum development programme to the teachers, They also involved teachers in the development of the curriculum. The perceptions of both the campus chiefs and teachers were the same. Teachers and campus chiefs were satisfied with the orientation of the teachers concerning the new content of the curriculum and the changes in content of the curriculum and in solving the problem of implementing the new content of the curriculum. Therefore, campus chiefs and teachers perceptions were the same in positive way. The result seemed to suggest that teachers would welcome suggestions for the improvement of campus program.

Emolivia (1987) stated two major components of curriculum models were teacher and student interaction and learning experiences. These two components shaped the nature of the curriculum. It was suggested that the campus chiefs need to give close supervision and advise teachers to study curriculum because teachers were "not pleased" where as campus chiefs were very "much pleased" (see table no.3)

3. Area of instructional means: Mann- Whitney U test was implemented to compare the difference between the response of campus chiefs and that of teachers regarding the supervisory activities in the area of instructional means. Campus chiefs and teachers were satisfied with the information given to teachers on the availability of instructional means. For example, teaching the teachers how to utilize different audio-visual-aids in different projects, providing up -to- date books for teachers, making the plan and budget for instructional materials, and conducting workshops and seminars by inviting outside experts for consultant services to the teachers. Both the teachers and the campus chief's shared the same veiw point.

In only one item giving advice to teachers for the utilization of community resources, was there a significantly difference in perception. The perception of teachers was "almost well done" where as campus chief's

perception was "extremely well done".

In primary health care, in order to fulfill the basic need of the people, first preference should be given to utilizing community resources. Therefore, teacher should support and advise the students to improve their knowledge of community resources. Campus chiefs should give information about local community resources available, and give more emphasis on the utilization of the real community resources which are available for teaching.

Campus chiefs had an important role in one item that is guiding and helping the teachers fulfill their needs. There were differences between campus chiefs and teachers perceptions, but campus chiefs had higher scores than the teachers. Items of instructional means should be a major part of the campus chiefs program of supervision. Refer to table 3. for data

4. In the area of in-service education: Mann-Whitney U test was used to compare the responses of campus chiefs and teachers regarding the supervisory role of campus chiefs in the area of in-service education. Significant differences were found between the perception of campus chiefs and teachers in regard to the following items: advising teachers to observe classroom teaching, holding group conferences to discuss problems, encouraging teachers to do advanced study, and providing library facilities for

teachers. For these items the majority of campus chief had perceived " extremely well done" and teachers perceived " just well done".

The above statements were very useful for the efficient implementation of the campus program. The results showed the differences. Here the study has suggested to the campus chiefs that there must be good motivation and reward systems for the teachers. Also facilities should be provided to meet the various needs of the teachers.

In the following items, encouraging teachers to attend workshops and conferences, providing library facilities for teachers and providing adequate teaching materials, there was no significant difference in perception. Agreement between campus chiefs and teachers seems to be similar, but campus chiefs perception score is slightly higher than the teachers. The supervision should be provided by the campus. Therefore, this area of in- service education should be a part of the campus chief's role in promoting the campus program.

5. In the area of activities in group process: Responses of campus chiefs and teachers were based on the three items. The Mann-Whitney U wilcoxon values were listed for the comparison of the responses of the campus chiefs with those of the teachers. Significant differences were

found in encouraging cooperative groups , promoting coordinating meetings between hospitals and campuses, and assisting teachers to develop good relationships. The responses of the campus chiefs and those of the teachers differed greatly. The majority of the teachers indicated that they had perceived " just well done " whereas the campus chiefs were satisfied. The majority of campus chiefs had perceived " extremely well done", There is a strong awareness between the campus chief and teachers that all items in the area of group process require good communication between teachers and campus chiefs and to development of good interpersonal relationships, because group process is the key for success of the campus program. There must be a coordinating committee between campus chiefs and teachers to solve any kind of problem and find the solution which will meet the needs of both the teachers and students taking part in the programme. Campus chiefs should get feed back from teachers. This would help in the management of the supervisory activities of campus chiefs.

6. In the area of research: The comparison was made between campus chiefs and teachers for each of seven items. Mann -Whitney values were reported. There were no significant difference between the responses of campus chiefs and teachers. Faye,1982 stated that nursing

research and research need to grow continuously.

Laiza (1986) stated that the research would help nursing educators to select the strategies most likely to be successful in teaching nursing research. This study suggested that research was the important part of the campus chiefs supervisory activities. Refer to table no.7.

7. In the study of evaluation: Comparison was made between campus chiefs and teachers for each of seven items in the area of evaluation. Mann-Whitney values were reported in table 8. Two of the variables were not significantly different. These were encouraging teachers in evaluation and encouraging teachers to evaluate the campus activities.

On the average, both teachers and campus chiefs agreed in just "extremely well" done. Boland, (1985) said the evaluation helped the student and teachers to evaluate their weak points, so that they could improve their activities

The general agreement between campus chiefs and teachers seems to indicate that area of evaluation should be the part of the campus chiefs programme of supervision. However there must be a fair judgement made by campus chiefs with respect to the teachers and students.

RECOMMENDATION

Based on the findings of this study and to assist in improving the campus's chiefs activities the study makes the following recommendations:

1. Meeting the individual teacher ' s Needs. The present study had stated that an orientation programme was of great value in helping new teachers adjust to the new environment. Thus it is recommended that campus chiefs take responsibility for an orientation programme, especially for new teachers to form the academic programme for whole year.

Since there was general agreement among teachers and campus chiefs that the campus chiefs should be available to individual teachers when need arises, the study recommends that the campus chiefs be helpful and available to teachers, both old and new for advice and consultation. Also, campus chiefs should work closely with the dean to provide recognition and promotion for teachers who perform their tasks by improving teaching and learning on the campus. This study had shown that campus chiefs should provide a comfortable environment conducive to education.

2. Curriculum study. This study had stated that teachers should be encouraged to study curriculum changes. It is recommend, that the campus should plan and give opportunities to study curriculum change. There were

general agreement among campus chiefs and teachers that values in involving teachers in the production of curriculum guides. Therefore it is recommended that the campus chiefs involve and make plans with teachers to produce curriculum guides in order to direction for teachers for each course of study.

3. **Instructional Means.** This study has shown that a variety of instructional media should be used by teachers for teaching. It is recommended that the campus chief make plans with the deans to provide facilities of instructional media for teachers and help to encourage teachers to use different instructional media for different levels of learning. Books and journals are also necessary for growth of teachers. The campus chiefs and teachers were agreed with this statement. It is further recommended that campus chiefs work closely with the campus librarians in order to provide selected books and journals.

The study suggest that it is necessary to advise teachers to utilize community resources to improve teaching and learning. It is recommended that the campus chiefs make plan with each instructional committee chairperson to encourage teachers to make use of community resources in order to improve campus teaching.

It is further recommended that the campus chiefs

should make plan with the nursing campus of each campus chief to invite outside experts as consultants for teachers.

4. In-service Education: The data demonstrated that advise teaching to observe class room teaching and group conferences with teachers were useful supervisory activity. It is recommended, therefore, that the campus chiefs hold group conferences with teachers regularly to discuss instructional problems and to give the teachers a feeling of confidence and a sense of importance of their work. Both teachers and campus chiefs agreed that there was great value in organizing periodical workshops. It is recommended, therefore, that the campus chief should make plans with other institutes campus chiefs and teachers to promote regular workshops in order to share ideas and experiences with each other.

The study has shown that the campus chiefs should work with the campus librarian to provide special facilities for teachers. It is recommended, therefore, that the campus chiefs should make arrangements with the campus librarian to provide modern books and journals needed by teachers.

The study demonstrated that the teachers should engage in advanced study. It is recommended, therefore that the campus chiefs encourage teachers to do advanced study

in order to prepare for advanced educational positions as well as obtain scholarships for advanced study.

The study has shown that teachers and campus chiefs were agreed that there is great value in providing teaching materials. It was recommended, therefore, that the campus chiefs make plans with dean, to get a sufficient budget periodically to provide teaching materials to teachers periodically.

5. Group process. the study had indicated that all the faculty of the nursing campus should be responsible for encouraging cooperative activities for those who are interested in improving the different activities. It is recommended, therefore, that campus chiefs make plans with other campus chiefs and teachers for regular meetings with teachers to plan the campus activities.

The data has shown that there was great value in promoting coordinating meetings between the hospital and the campus to clarify the instruction which would be implemented in the hospital. It is recommended, therefore, that the campus chiefs make plans with chairperson and teachers for regular meetings in order for teachers to plan the work towards the improvement of nursing campus and hospital. The data indicated that the campus chiefs should assist teachers to develop good relationship in order to develop the campus

programme. It is recommended, therefore that the campus chiefs provide opportunities for teachers to work with practising teachers, school principals, and other community agencies in order to improve the campus programme.

6. Research. The study indicated that campus chief should inform teachers about research in order to gain new knowledge. It is recommended, therefore, that the campus chiefs provide opportunities for teachers to learn research tools, methods and procedures. It is further recommended that campus chiefs organize workshops of research for the teachers.

7. Evaluation. The campus chiefs and teachers agreed that evaluation was most important for them. It is recommended therefore, that the campus chiefs seek cooperation of teachers in order to evaluate their supervisory programmes subsequently improving the supervisory activities of nursing campuses.

The study makes the further recommendations. It is necessary to provide more power and authority to campus chiefs with regard to promotion budgeting in order to make the plan more realistic and functional.

1. A proper system of supervision evaluation of teachers and personnel would increase the moral and to provide better teaching activities.

2. Orientation programme should be made for teaching staff about job descriptions.

3. In-service training opportunities should be made available in specific areas to sustain teacher's interest, and improve attitudes towards the work as well as update their knowledge and skills.

4. Provision should be made for better teaching learning facilities to teachers.

5. Feedback system between teachers and campus chiefs should be strengthened from in order to improve teaching learning activities on every campus. Campus chiefs should give more focus on individual needs and problems and should try to help solving the problems.

6. Guidance and cooperation from campus chief is one of the most important supervising activities to teachers in teaching fields and should continue to be emphasized.

7. Teachers should be encouraged to do research in their own teaching fields and funds should be made available.

8. Good interpersonal relationship between teachers and campus chief is necessary in the areas of supervisory activities.

9. The management system with regard to teaching

learning activities need to be improved and strengthened in order to the extend of efficiency and good teaching to the students.

The results of this study will present to the dean's office in Nepal and explain the plan as well as submit a proposal for conducting a seminar for campus chiefs.

This would be the second phase of study. In the seminar, campus chiefs should become aquatinted with the existing problems which they had face and using the problem solving technique, requested to prepare a guideline of supervisory activities which would cover all the activities. After conducting the seminar with campus chiefs another seminar would be needed for teachers.

Teachers would discuss their problems and suggestion could be given to the campus chiefs. This would give a clear perception of supervisory activities between the campus chiefs and the teachers. Another study was recommended to implement the guideline and feedback from teachers and campus chiefs.

Recommendation for further study. The study believes that further investigation should be made of the following areas which attempt to enhance the campus chiefs program.

1. Strong agreement between the campus chiefs and teachers on the extremely well done supervisory activities in the study indicates support for implementing them in practice

2. The majority of campus chiefs did not perform some of the supervisory activities which they consider to be extremely well done .

Further study might be performed investigating the causes for difficult. Is the difficulty related to (1) the Organization of the nursing campus (2) Campus chief's educational background. The study suggests a need for an investigation into the most effective means for recruiting campus chiefs. The continuous investigation should be carried out in devising a sound and functional pre-service education for the campus teachers.