

CHAPTER II

Review Literature

Introduction

Research in the field of supervisory activities was concerned with on perception, performance appraisal and subordinates reactions. Supervisory activities play a vital role regarding the perception of subordinate in fulfilling supervisors tasks effectively. Robert (1976) stated that supervisor is a person, who is responsible for directing the performance of one or more workers towards the achievement of the goal. For the purpose of analysis, it seemed desirable to group various suggested techniques into categories.

The data gathering instruments was patterned various techniques as Found in management and nursing journals. The categories include the following: Meeting the individual teachers needs, curriculum study, instructional means, in - inservice education, group process, research, and evaluation.

Activities in meeting individual teacher's needs:

Individual conferences with teachers provided one of the

most productive settings for supervisory work and they had the great advantage of providing a direct and intimate interaction between supervisor and teacher, both of whom were interested in improving instruction. The orientation of new teachers is a method of improving new campus teachers. Therefore the administrator should be responsible for organizing the orientation as well as administration. There must be cooperation between administration officers and teaching personnel. Achene, (1987) sought to investigate the relationship between Wisconsin Secondary School principal's perceptions of their actual supervisory behaviour and teachers perception. The study indicated that the principal should be aware of teachers needs, so that they could provide the supervisory behaviour preferred by their teachers.

A Study Champatong (1929) quoted that Kelly recommended that college administrators should do the following:

1. Provide a planned program of induction of new teachers
2. Promote a variety of the type of faculty meetings
3. Utilize the administrative newsletters as an instruments of professional growth of teachers
4. Invite outside experts or outstanding lecturers

for counseling to teachers

5. Institute a program of supervision to help weak teachers and to make satisfactory teacher better

Activities in curriculum study:

With many changes in society, social, intellectual, political, and their impacts on education, leaders in education have increasingly realized the importance of continuous study of the curriculum. Various means can be utilized in studying curriculum development, study groups, seminar, department meetings, committee meetings and workshops, therefore opportunities should be provided for teachers to study each area of the curriculum. To improve the faculty's teaching and help students reach their goals.

Sally (1983) discussed curriculum development, nursing curriculum based on philosophy, objectives, conceptual framework, and level objectives. All aspects of each of these elements need to be systematically organized and carefully applied to provide a firm foundation upon which a curriculum could be developed. After this foundation is established, the administrators, then plans actual courses of study, for the success and strength of a curriculum. As the structural soundness of a house depends on having a firm foundation, so that base of the curriculum is most important for a solid curriculum.

Angelica (1988) suggested changing to a conceptual base curriculum in which provisions needed to be made for orientation of the curriculum and the use of the nursing model through out the programme. The faculty participation had been maintained throughout the total development and appropriate groups within the school, community and institution had been consulted in the overall curriculum planning. As for nursing campus chiefs this would mean an effective supervisory activities of campus chiefs would help to develop curriculum. Consequently, curriculum would progress the campus program in effective way.

David (1989) stated that to learn at both the curriculum and the instructional level, could help the teachers become more independent, and had ability to improve their practice through highly developed and disciplined minds. Therefore teaching the component of the curriculum development program to the teacher is useful for the development of campus program.

Ruth (1979) also supports this idea. The purpose of the curriculum model was to insure that goals were congruent with the needs of the learner and society. A well designed curriculum was important in helping students to see relationship among knowledge, skill, and values, which was learned from the actual integration of curriculum elements. It must be assumed by the students. Therefore administrators

should motivate teachers to use new content and try to make teachers solve their problems. Campus chief should give guidance to the teachers on their own supervision is needed in order for the teachers to succeed in their programme and advise teachers to study about curriculum changes, because it is needed to develop the knowledge and skill of teachers.

Activities in instructional means:

The campus teachers should be encouraged to use a wide variety of audio-visual materials in teaching. Teachers should select those audio-visual materials and other devices which develop the interests and capacities of the students. The administration should provide a variety of audio-visual materials and other teaching devices for teachers' use. The strength of a teacher education program was determined in part by the supporting library materials and facilities. The administrator should be responsible for making available needed library materials and facilities.

Activities in in-service education:

Opportunities should be given to faculty members to study some significant educational problems. Seminars which deal with some broad educational problems are valuable. This includes representatives from several departments to pool and exchange their ideas and experiences.

In the review literature of study, Champatong (1929) quoted that Norris formulated six criteria which were considered to be essential for the effective operation of any programme. It was designed for professional growth of teachers. In summary the criteria were as follows:

1. In-service education should grow out of and supplement the ongoing program of the campus and the work of its teachers.
2. In-service education should concentrate on problems which seem to be important to the participants and on which real progress could be made.
3. In-service education should be developed through stimulation rather than compulsion.
4. In-service education should include the provision of adequate materials and facilities for instruction the provision of those services which can be most economically handled through a central agency.
5. In-service education should provide opportunities for staff members, individually and collectively, to study to experiment and to plan regarding those matters in the college operation and program which are of vital concern to them.
6. In-service education, in all its phase, should endeavor to develop and maintain high morale through human relationship.

According to Champatong (1929) Kelly found techniques as being those generally used by college administrators in the college of survey:

1. Encourage teachers to do further study.
2. Provide opportunities for young teachers to engage in advanced study.
3. Encourage teachers to read educational books.
4. Keep the faculty sensitive to student needs.
5. Secure library facilities for teachers.

6. Introduce new teachers to college's history, purpose, and procedures.

Activities in group process:

Committee meetings and regular department meetings were the useful means for strengthening working relations with others in different statuses. This provided the assignment and development of both individual and group activities in attacking new problems. This would provide teachers with means of inter communication. So that they worked as a team in the improvement of the instructional programs of the campus. Campus teachers were increasingly recognizing the important of teachers participation. It would not only provide the teacher with an opportunity to help improve the community, but also contribute to the improvement of campus program.

Williams (1979) recommended that the college administrator employ the following technique for the improvement of college teaching:

1. Promote conferences between the advisor and new faculty member.
2. Set up a curriculum committee to study curriculum development.
3. Encourage teachers to read professional literature.
4. Promote research relative to actual teaching.

The improvement of instruction. Haas (1967) stated arrange pre-college conferences and hold group conferences on teaching problems.

Activities in research:

Teacher education has often been criticised for the lack of research. Indeed the program for the improvement of instruction might be based upon better research.

Seyfer (1967) according to research and development in nursing, emphasis that studies should not only be undertaken for the purpose of gaining status. Research should be approached in a scientific way and needs to have enough staff and funds allotted as well as proper evaluation built into the program. The chief aim of research is the discovery of truth. The main hope is that the findings can be used in the development of nursing according to need.

Therefore the following are major groups now involved in research activities:

1. The facilities of nursing in universities. Some of the study was done within the faculty of nursing education, others in cooperation with members of other faculties or in a research institutes funded by universities, government, or private sources.

2. The World Health Organization and other international organizations with nursing interests. These assisted in research through their consultants and projects.

Further more Salbey (1985) stated that nursing educators selected the strategies most likely to be successful in teaching nursing research and in producing future researchers and consumers of research. Nehring (1986) suggested that nursing needed further research regarding clinical teaching as a basis for a theoretical approach to clinical instruction.

Activities in evaluation

The importance of full faculty participation in the evaluation of the instructional program is needed. There should be periodic evaluation of the teaching-learning process by the individual teacher. David (1990) expressed the importance of periodic evaluation of the dean. Here the study suggested that the dean would be given opportunities to become more fully aware of the strengths and weakness of their faculty.

Gayeles (1929) made these recommendation for that college administrators:

1. Provide in -inservice program.
2. Implement supervisory programme.
3. Provide opportunities for college teachers to learn from one another.
4. Establish and work with a committee to plan a continuous program of instructional evaluation.
5. Promote the relationship of staff members and students
6. Provide adequate facilities and resources eg. library

Knight (1985) studied the leadership and the perceived effectiveness of department chairpersons. The primary purpose of this study was to see whether there was a significant relationship between departmental leadership and the faculty's perception of that leadership. Questionnaires were completed by the department chairperson and faculty members. Faculty perceived that the effectiveness of department chairpersons exhibited levels of concern and taking initiative that were higher than those of the ineffective chairperson. This study suggested that programmes for the professional development of chairpersons should not necessarily focus on unnecessary programmes it should be focused on useful programmes. There needs a chairperson to improve the behaviours of subordinates. The effective chair person always accomplished performance through the subordinates.

Claude (1979) stated that in order to achieve getting things done through the people, every supervisor engaged in a variety of function administrators should plan according to need of their institutions. Therefore, their needs must be established, including the objectives of work, organization of people and materials in order to coordinate activities, and secure qualified personnel.

Lamborn (1986) studied motivation and job satisfaction of the deans of nursing school. The study

examined the factors influencing job satisfaction of deans of nursing schools utilizing the motivational theory of expectancy. Study suggested that there must be a direct relationship between the dean and subordinates, there must be a system of motivation and rewards. This would give a sense of satisfaction to the subordinates. The result of this subordinates perception of their leader needed be positive, so that campus program would run smoothly with the help of subordinates.

Furthermore, Buccheri (1986) relates satisfaction to nursing supervision. Buccheri suggested improving relationship between nurses and supervisors. Here, the study stated that teachers and principals needed to be clear about their perception, and their perception needed to be formative, so that nursing campus policies and processes would be effective for the development of work.

Gibb (1989) examined and compared the perception of elementary classroom teachers and elementary supervisory principals relative to teacher evaluation policies and processes in order to develop recommendations for changes in existing teacher evaluation policies and processes. The results suggested that generally, classroom teachers and supervisory principals perceived teacher evaluation policies and processes differently. However they both thought that the main purpose of evaluation should be formative and not

summative. Furthermore they both recognized the importance of a collegial approach to teacher evaluation.

McClellan (1968) investigated 22 first level and 8 second level nursing supervisors in a Veterans Administration hospital of 1680 beds. Task oriented leaders received higher performance ratings at the first level of supervision, while relationship oriented leaders performed better at the second level of supervision. Subordinate's job satisfaction was positively related to leader consideration at both levels.

Furthermore Lawrence (1985) investigated whether on institution president and governing board chairpersons had consensus about the relative importance of the presidential role. The results of such research demonstrated to organizations that there needs to be a effective presidential leadership for the success of the organization's program.

Kennerly (1989) said that the unique pattern of high consideration and high initiating structure leadership behaviors gave job satisfaction nursing faculty.

Margaret (1971) discussed the perception of leadership behavior, job satisfaction, and internal-external control across three nursing level. The three levels consisted of 39 non supervisory attendants (1st level) 40

supervisory psychiatric aides (2nd level) and 20 staff (3rd level). The leadership dimensions of consideration was positively related to job satisfaction at all levels. Initiating structure was related to satisfaction of supervision but only at the 2nd level where a non-professional groups rated professional level supervisors. Also at the 2nd nursing levels, attitude was as related to rewards. The perception of teachers and campus chiefs was related in this study because, in order to improve the campus programmes, a motivation and reward system was necessary at any level, according to the status of the faculty. Also periodically this system should be provided to the teachers from campus chief to provide a higher level of satisfaction for the teachers. Therefore their teachers perception towards the campus and campus chiefs would be pleasant. Moreover different kinds of motivation should provided to the teachers. Peter (1987) noted that performance appraisal behaviours of a supervisor and the subordinates respective reactions are related to the performance of employees and needed to be at a high level of motivation, so that employee would be satisfied. Campus chiefs should be a well of experiences and knowledge able to help to the teachers whenever they needed to solve problems.

Fry (1988) predicted that the only way this could

be accomplished is by implementing supervisory training programmes. Training and evaluation programmes should go together to improve the campus programmes such as teaching and guiding to the student.

Lunsford (1988) studied perception of relationships between teachers and supervisors during the implementation of new teachers evaluation model. The results of this study indicated that teachers would feel comfortable if they could trust the supervisor. The supervisor must be knowledgeable and understandable, so that there would not be problem at the time of evaluation. Teachers and campus should understand that evaluation could give help to improve the campus program and find out the individuals weak and strong points and solve problems according needs. In the nursing campus a learning climate could create.

Isom (1986) studied teachers perception of principals effectiveness. This study stated that to improve the perception of teachers need to create an ideal learning climate.

Byron (1985) stated in his study that to change the behavior of teachers, campus chiefs can not expect the teachers to change their values simply by changing the rules. Therefore campus chief's role in the nursing campus was important in managing human resources and organizing the subordinates and changing behaviour of subordinates.

THE HISTORY OF NURSING EDUCATION IN NEPAL

The nursing education programme was started by His Majesty's government with the help of the World Health Organization in 1956. Before the establishment of the nursing school in Nepal, the Government had to send candidates to India for nursing education. After nearly a decade of nurse training, more nursing schools with new facilities and services have been built. New nursing skills and knowledge were in demand. Therefore the school of nursing updated its curriculum but only in a piecemeal fashion. After the establishment of a nursing school under the Ministry of Health, in 1959 United Mission to Nepal nursing school started to train and produce qualified staff nurses to meet the needs of the country.

In 1972 the Institute of Medicine was established to train health workers needed by His Majesty Government for its health programme in all sectors. HMG decided to put the nursing programme within the Institute of Medicine. The nursing programme was then identified by the new name, nursing campus certificate level. At graduate level in 1977 a two year Bachelor of nursing program in midwifery was started, followed by Bachelor of nursing programme in community nursing. Recently Bachelors of paediatric nursing and adult nursing have been started.

New post-basic programs for nursing have been started under the IOM with emphasis in the clinical areas of midwifery and child health and community nursing (Public Health). This additional preparation was needed for graduate nurses in order to upgrade the level of nursing care and advance individuals in their jobs. The programs include two years of academic study and practicum. Post-basic programmes in medical-surgical nursing and Child nursing are in the process of development.

In the early 1960's with the help of United State Agency International Development, the first assistant nurse midwife (ANM) training school was opened in Bharatpur. There is a two year training and practice program with main emphasis on midwifery and public health nursing. These are nursing staff for both health post and hospital throughout the country.

There are now two such schools in two regions of Nepal. An ANM who can meet the entrance criteria may make application to enter the certificate nursing program in each year . As well as there are seven certificate level nursing campuses in all over the country.

PHYLOSOPHY OF NEPAL NURSING EDUCATION:

With continuing advances in knowledge and technology, changing concepts of health care, life style

patterns, and expanding roles, functions and responsibilities of nurses, there is a need to provide in-depth knowledge and opportunities for improvement of the skills of middle level nursing man power. Therefore the nursing education curriculum in Nepal is heavily influenced by the national policy of the Nepal government.

The Nepal government has adopted a national policy for attainment of health: "Health for all by the year 2000" through the primary health care approach. As a result, the present certificate nursing programme curriculum is based on the community, it is learner-centered and is based on principles of primary health care. Educational system is based on philosophy of that institution. The philosophy of the institute should be congruent with national goals and the needs of the nation. An understanding of any educational system requires an understanding of the philosophy on which the curriculum is designed, planned, implemented and evaluated. On the whole the philosophy determines the campus chief's role in supervisory activities to improve the teachers activities and develop the standard of campus. Therefore in accord with the national goal of education the nursing curriculum is intended to develop a nurse who is a self-reliant person, a responsible citizen and a contributing member of society. Through a systematic process of study, and experience and knowledge are

gained and skills attitudes are developed.

Nursing is a profession recognized and accepted by society. Nursing requires imaginative and creative patterns of care in a variety of settings at each level of the health care system in order to assist individuals, families, and communities to achieve the highest level of health possible within the country's economic capacity. Nurses are people who think typically and critically and make sound judgement. They develop technical skills appropriately, with kindness, empathy, and compassion, nurses assist individuals, families and communities to develop self reliance in promoting health, preventing disease, maintaining and restoring health in order to improve the quality of living throughout the life cycle. Nurses are also concerned with self- change groups, and social systems. The primary health care approach aims to assist all people to have access to health care which is scientifically and technologically sound and economically feasible. Primary health care takes into consideration the traditional beliefs and health practices of people. Involvement of the community is essential in the identification of health problems and in the planning, management and evaluation of health services. The nurse collaborates with members of health care groups and other sectors to help individuals, families and communities meet their basic needs. The goals and activities of other

developmental sectors of the community should be understood in order to co-ordinate efforts to meet the needs of the community.

The programme will provide the basis for advanced education in nursing practice, teaching, and administration.

OBJECTIVE OF NURSING CAMPUS PROGRAMME:

The general purpose of the basic nursing educational programme is to prepare competent and self reliant nurse who will be able to care of individuals, groups, and communities according to the principles of primary health care. The supervisory activities of the campus chief is important to the teacher to develop the self reliant nurse. Therefore upon completion of the programme the graduate will:

1. Utilize a sound knowledge base in giving care to well and sick individuals, families and communities.
2. Perform preventive and therapeutic measures directed towards promotion, maintenance and restoration of health.
3. Utilize communication skills effectively with individuals and groups in a variety of settings.
4. Utilize the nursing process in providing and improving health care.

5. Assume leadership for planning, directing and evaluating care given by health workers.

6. Teach and supervise individuals, families and groups including health care workers.

7. Collaborate with multisectoral groups to develop a healthy environment, including safe drinking water, sanitation and other basic needs of the community.

8. Mobilize the community to participate in the activities of the village health post.

9. Demonstrate a positive attitude and respect for cultural values in working to meet needs and solve problems.

10. Continue to seek new knowledge for personal and professional growth.

These overall objectives are used each year to create specific objectives which guide the learning experiences from simple to complex.