

Process of Evaluation and its Importance

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EVALUATION is a process of enquiry based upon a cooperatively prepared criteria and concerned with the steady interpretation and guidance of socially desirable changes in development. It is a continuous process of collecting data to be issued as basis for applying a set of standards in making a judgement. It involves the observable behaviour and the appraisal of the worth of that behaviour through the exercise of judgement. Examination is a means of evaluating student performances. Measurement is a way of appraisal but without the use of value judgement. Accountability is a form of evaluation. However, evaluation is concerned primarily with effectiveness but accountability is concerned with both effectiveness and efficiency.

Evaluation is used everywhere and by everybody with or without their knowledge. In nursing education, the primary function of evaluation is to improve teaching and learning, to improve and promote change in the direction of continuous improvement for the learner, the teacher and total curriculum based upon evidence revealed through appraisal. In nursing service and administration, it helps one to become aware of difficulties, strengths and weaknesses of employees and self, to suggest remedial measures. It also helps in self evaluation and self directing. In general administration, it helps in selection, placement, promotion of personnel and objective achievement.

Types of evaluation : Although evaluation is a continuous process it may be of three types (i) initial evaluation (ii) formative evaluation and (iii) summative evaluation.

Steps in evaluation : These include stating behaviorally defined objectives, identifying situations that give opportunity for the expression

of the behaviour desired, developing evaluative devices for measuring the behaviours, checking the validity and reliability of the evaluative devices, establishing scoring procedures and interpreting the results.

Principles of evaluation It should be in terms of objectives, in terms of observable behaviour, a continuous process, consider normal growth and development process, should be a stimulating force; it should be in terms of units appropriate to the behaviour being measured. It should cover all aspects of learning that is of cognitive, affective and psychomotor domain.

Criteria of good evaluating tools

(i) Objectivity—it refers to the quality of the test which evokes equally competent persons to score the test and obtain the same results. Objectivity helps to increase the validity and reliability. (ii) Validity—it is the degree to which a test measures what it is intended to measure in specifics based on the objectives. (iii) Reliability is that the tool after being used many different times yields the same result. (iv) Practicability—the tool is capable of being administered and scored with reasonable ease, with less of time, energy and cost according to the situation.

Common evaluating tools are written and non-written tests. Under written are objective and subjective tests and the rest all come under non-written tests. Subjective evaluation is in the form of essay examinations. By this, in addition to subjectivity, spellings, organisation of thought and matter are seen. The drawbacks of this type are that it is time consuming and may encourage selective learning. In objective type of tests, the answer is more objective, quick and covers a wide learning. Demerits are question setting up is time

consuming, encourage guess work etc. Under this type comes the multiple choice, true or false, completion, matching, analogy etc.

Standardized tests : These include intelligence, prognostic and achievement tests. By these, physical and mental capacity, intelligence, success in specific areas are tested.

Rating scale is a method of recording interpretation of behaviour. By this, individuals are rated on a scale from low to high with respect to a particular trait.

Anecdotal records are reports, students diaries, ward sisters' or clinical instructors' reports. The incidents and performances are recorded then and there and evaluated on the completion of practice in a particular period.

Interview is an oral form of evaluation through which the readiness, vocabulary, mannerism etc. are evaluated.

The variables inherent in individual differences suggest that a variety of systems of appraisal are needed to determine a more equitable measure of the individual progress. Thus a variety of methods are needed to determine students abilities. In clinical area, the commonly used tools are rating scales, anecdotal records, interview etc. In class room set-up, the widely used tools are written tests both objective, subjective and performance tests, rating scales to test creativity, intelligence and active participation in all activities.

For student nurses, a number of tools are used to test the expected behavioural changes in knowledge, skill and appreciation lessons. Faculty's self evaluation reflects on the result of students evaluation.

In nursing service set up, evaluation of nursing personnel also is

done through rating scales, anecdotal records of head nurses or departmental supervisors. This helps to assess the type of service rendered by nurses for patients. It helps to find the uptodate working problems and on the whole helps to know if the purpose or objective of the institution is achieved or not. Usually the nursing service personnel evaluation is interpreted in the form of annual confidential reports. It helps in self evaluation, to assess self accountability towards job responsibilities.

Evaluation today has assumed a pivotal importance around which education and employment revolves. Evaluation is not an end in itself, but is an entity which cannot be isolated from teaching-learning activities. If the education is purely exam. or evaluation oriented, there is no scope for achieving educational objectives like conceptual understanding, creative thinking, further learning and uptodate learning. To overcome this, evaluation should be a continuous process and should follow various tools and techniques so that full assessment which is done without the interference of

bias, whims and idiosyncracies of the examiners.

Evaluation is both stimulating and frustrating. Educational evaluation is a complex and integral part of teaching and learning. Students in learning situation and nursing service personnel should accept evaluation as an encouraging one for their progress and contribute to it. To be successful, the evaluation programme should be well planned, based on balanced judgement, on a cooperative basis in harmony with the accepted educational or administrative philosophy and in a uniform manner.

Good measurement techniques provide the solid foundation for sound evaluation. Evaluation is the process of making judgements about selected objects and events, performed, by comparing them with specified value standards for the purpose of deciding among alternative course of action. Evaluation can be done on needs, plans, performances, effects and on evaluation of impact. Evaluation is a technical activity that requires trained personnel, statistical facilities, and adequate flow of data or information.

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