A Model for Applying Empowerment Evaluation to Develop Nursing Students' Identity of Phraboromarajchanok Institutes

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Abstract

This research aims: (1) to study working circumstances of Phraboromarajchanok Institutes to develop nursing graduates' identity; (2) to design an applicable model of empowerment evaluation for developing the identity; and (3) to verify the quality of the designed model. A group of 240 administrators and teachers working staff including five nursing experts of the Institutes are the samples. Questionnaires under expert's quality verification about working circumstances of the Institutes are the research's key tools.

The research finds that (1) the operation for developing nursing students' identity is at average level both in terms of teaching and learning management and students' project development, in agreement with students' identity and perception building to teachers, staff and students. Only that operation of determining learning objectives is considered at high level. (2) The model is designed with two domains: 1) the operation to develop the identity and 2) the empowerment evaluation. The first domain consists of teaching and learning management, learning assessment and evaluation, organizing students' project development, and evaluation of the identity. The second domain's procedures are 1) mission and vision statement, 2) taking stock, and 3) planning for the future. Its strategic implementation lies on 1) training, 2) guidance, 3) service, 4) clarification, and 5) giving freedom in operation. (3) Experts' verification of the quality results that the designed model structures are consisted of domains and components with each of which is congruent with the model's objectives at 1.00 value of Index of Item-Objective Congruence (IOC).

Keywords: Empowerment Evaluation, Graduates' identity, Nursing Students

Introduction and significance of the problems

Scientific and technological change of the world has a control over people's way of life, effectively and rapidly. In present days, education with appropriate management therefore is essential for cultural cultivation, analytical thinking, creative thinking, self-confidence building, knowledge seeking and media-information literacy for self-knowledge creation. Education for 21st century should be emphasized on preparing learners for socially living in this life affected period of change. Teachers should be aware of and prepared for teaching and learning management of having students get important skills which are necessary for encountering the outside world of 21st century with literacy, dignity, comprehension, balance, and ability to found out ethical and wisdom society as well as be conservative about social environment.

Phraboromarajchanok Institutes of the Ministry of Health are under the higher education. Its main missions are to: (1) produce and develop nursing and health staff, (2) manage nursing curriculum for the preparation of qualified and standardized-registered nurses playing effective and appropriate roles with ability to respond to people's health requirement. Since nursing profession concerns itself about a study of human life with good care and no permission of the occurrence of errors, the Institutes issued "Graduate Identity" that regulated nursing specialization to be followed as a guide of curriculum management by all nursing Institutes under the authority of the Ministry of Health across the country. The students' identity of Phraboromarajchanok Institutes is offering human soul based-service. It is a service offered with befriending, loving, mercy, being concerned with problems and sadness of the patients and stakeholders, comprised of (1) service mind, (2) analytical thinking and (3) participation (Education Development Group, 2013)

All these three comprisals have been functionally integrated and not fragmented between each other. Therefore, approaches for developing the identity of nursing graduates is integrated and functioned under teaching and learning management context with accordance to the requirement standard of the Bachelor Standard of Science in Nursing 2552 B.E., which regulates study achievement standards on the development of: 1) ethics, 2) knowledge, 3) wisdom, 4) individual's social relation and responsibility, 5) numerical analysis, communication, and informative technology skills, and 6) professional skill as well as organizing development projects and extracurricular activities with effective assessment. As mentioned, the requirement standard ensures the students potentials of being knowledgeable, professional, optimistic, considerate to safety-first rule, responsible and effective team member, continual and progressive in self-improvement and at work as well as good citizens for society.

However, the operation for developing the identity still mainly focuses on teaching and learning management, assessment and evaluation that are functioned with students' capability and subject matters. Project and extracurricular implementation is done following the institutional context with inclusion of all missions, though it is still not able to sustainably activate or strengthen identity-matched-behaviors, lacking meaningful integrated collaboration for further development of the characteristics of graduate identities to develop nursing students. With this reason the evaluation of the Institutes' nursing program in 2545 B.E. reveal low scores indicating that nursing graduates remain disqualified (Krainara et.al., 2014, pp.139-151) Additionally, according to the Institutes' follow up, teachers and nursing staff's perceptions about integration of identity with teaching and learning management, student development and evaluation are with insufficiency. Therefore, if able to develop techniques, methodology, strategy, scopes, instruments and the use of resources have been developed to some proper extent, the process for developing students' identity would be more proper and closer to physical existence.

Empowerment Evaluation is first introduced by Fetterman (2001). Its core concept pays emphasis on stakeholder participation in operation and solutions, quantitatively and qualitatively utilizing conceptual evaluation, techniques and results to carry out self-controlled improvement. It is influential to self-reliance and improvement for everyone in the organization via the use of self-evaluation and reflection; conducive to continual development and sustainability; with emphasis of participation in learning, self-evaluation and reflection partially for the ability to perform decision making and self-determination. Based on the aforementioned conceptually foundation, key objectives of empowerment evaluation are targeted at encouraging collaborative learning in organization for sustainable development with three well-known procedures: mission establishment or vision statement; stock taking; and planning for the future.

It is obvious that with accordance to the concept of Empowerment Evaluation, the occurrence of the development of proper and effective nursing students' identity needs to be composed by learning participation of all concerned participants, nursing teachers, mentors and students in designing activities for developing students' potential and assessment. This study aims to develop a model of empowerment evaluation applicable for developing students' identity of the Institutes. The expected model will bring about more proper and effective operational procedures, as a new approach of leaner development science, affecting new development of knowledge in terms of technique, methodology, applicability and model development for strengthening quality of learners in the future.

Research objectives

(1) To study working circumstances for developing students' identity of Phraboromarajchanok Institutes.

(2) To design an applicable model of empowerment evaluation for developing nursing students' identity of Phraboromarajchanok Institutes.

(3) To verify the quality of the designed model.

Conceptual framework

In this research, the conceptual framework of the empowerment evaluation model designed is proposed within two distinguished approaches: approach 1 concerns development operation and approach 2 empowerment evaluation, as shown in Figure 1.
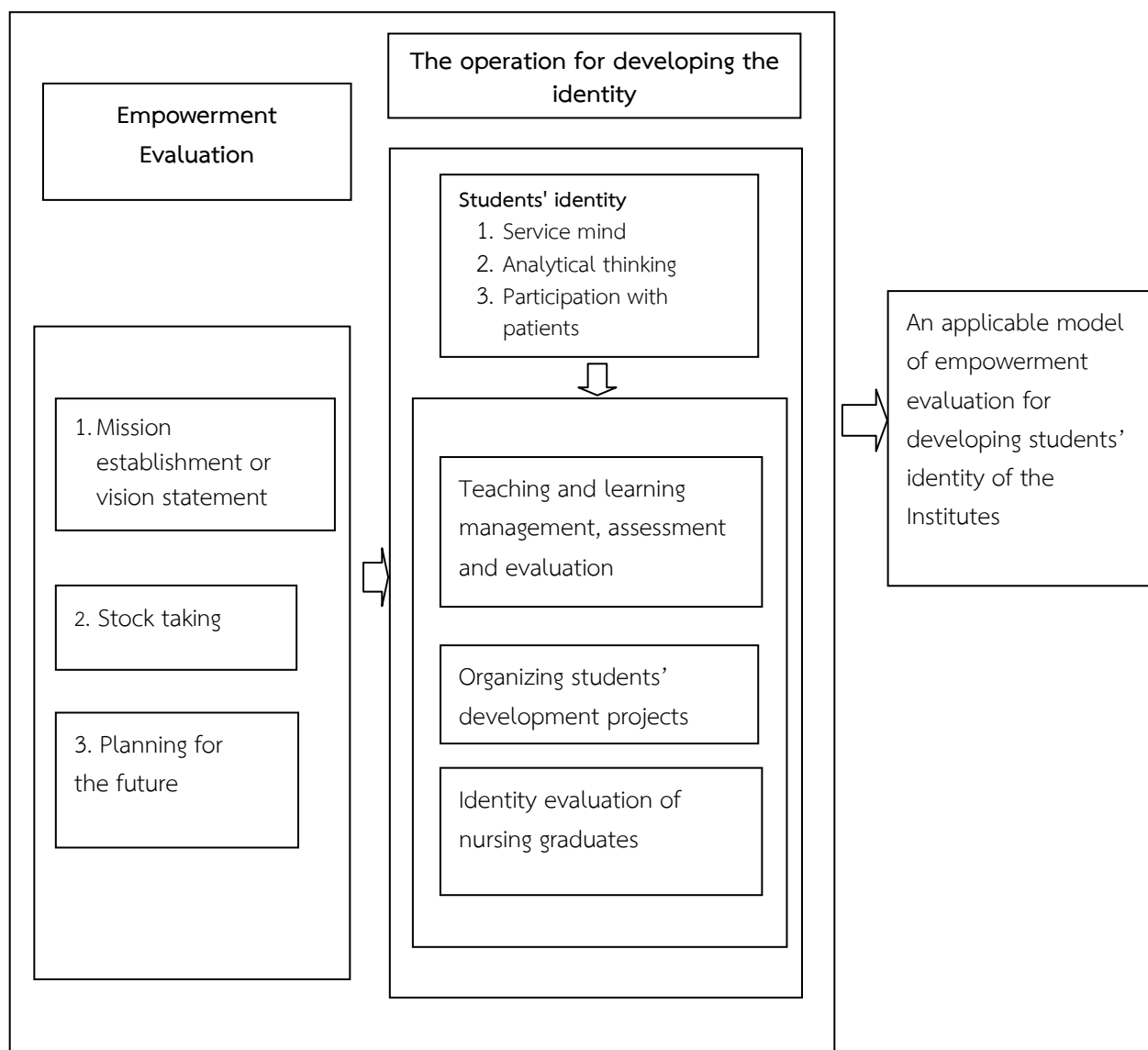

Figure 1 Conceptual Framework for the empowerment evaluation development model

Methodology

1. Population and samples

1.1 Population includes:

1) Working staff from 30 different nursing Institutes under the jurisdiction of Phraboromarajchanok Institutes including administrators and deputies, course's administrators and teachers.

2) Experts holding long experiences in nursing; nursing administration; nursing education management; assessment and evaluation

1.2 Samples refer to:

1) 30 administrators and 30 deputies of the institutions; 30 administrators of nursing course; and 5 teachers in each institution (150 in sum), 240 samples in total.

2) have experiences in nursing, nursing administration, nursing education management, assessment and evaluation.

2. Research tools

2.1 Questionnaires regarding working circumstances for developing students' identity of under Phraboromarajchanok Institutes are comprised of following parts:

Part 1: Multiple choice and open-questions: regarding samples' personal background including sex, position, certificate, working experience, training experience, and education management experience

Part 2: Checklist: regarding working circumstances for developing the identity

2.2 Experts' quality verification form administered for deriving experts' opinions about the designed model is classified into 2 main parts:

Part 1: comprised of 2 approaches: (1) development operation, and (2) Empowerment Evaluation, administered for experts' opinions about the structure of the designed model

Part 2: Open-ended questions: concerning suggestions for improvement of the designed model

3. Taking stock

3.1 Data about working circumstances for developing students' identity of the Institutes and that about working staff's needs for self-improvement of teaching and learning management, assessment and evaluation were collected by distributing the questionnaires to all the samples of 30 institutions prior to the submission by post.

3.2 Prior to the quality verification of the structure of the designed model aiming to develop the identity took place, the verification forms with its manual attached were initially sent by post to 5 experts. The experts, who once met with the researcher in personal, are experienced in nursing; nursing administration; nursing education management; assessment and evaluation.

4. Data analysis

4.1 The data regarding samples' personal background was analyzed using statistical techniques of frequency and percentage.

4.2 The data regarding working circumstances for developing the identity were analyzed using statistical techniques of standard deviation with following criteria.

Means values at 1.00 – 1.49 refer to the lowest level of opinions.

Means values at 1.50 – 2.49 refer to medium low level of opinions.

Means values at 2.50 – 3.49 refer to medium level of opinions.

Means values at 3.50 – 4.49 refer to medium high level of opinions.

Means values at 4.50 – 5.00 refer to the highest level of opinions.

4.3 The data regarding the needs for staff's self-improvement about teaching and learning management, assessment and evaluation with accordance to the required identity were analyzed based on the formula of Modified Priority Needs Index (PNIModified) which Nonglaks Wirachai & Suwimol Wongwanich improved from Priority Needs Index (PNI) (Suwimol Wongwanich, 2005, p.279)

4.4 The data regarding quality verification of the designed model were analyzed based on Index of Item-Objective Congruence (IOC) and contents analysis by the experts.

Results

1. Working circumstances for developing the identity

The survey of basic information about current working circumstances for developing the identity, to further obtain the information about developing basic principles of the model revealed the findings as follow.

1.1 General background of 240 samples, administrators, teachers and other concerned staff, about the development of the identity, collected by the researcher's distributed questionnaires, can be presented in a form of analytic results as in Table 1

Table 1: Samples' background

Status	Number	Percentage
1. Sexes		
Male	7	2.92
Female	233	97.08
2. Positions		
Administrator	30	12.50
Responsible teacher of the course	30	12.50
Course instructor	30	12.50
Full-time teacher	150	62.50

Status	Number	Percentage
Part-time teacher	0	0.00
3. Working experiences		
Less than 5 years	32	13.33
5- 10 years	45	18.75
11-20 years	49	20.42
21-30 years	68	28.33
More than 30 years	46	19.17
4. Educational level		
Undergraduates	0	0.00
Bachelor's degree	19	7.92
Master's degree	179	74.58
Doctor's degree	42	17.50
5. Experiences about teaching and learning management according to the required frameworks of standards for higher education		
Not experienced	32	13.33
Experienced	208	86.67
6. Training for developing the identity, assessment and evaluation according to the requirement of the Institutes (SAP)		
Not trained	158	65.83
Trained	82	34.17

The table demonstrates the number of participants who provide information on working circumstances to develop nursing graduates' identity of Phraboromarajchanok Institutes. The information providers comprise 30 of each group of administrators, curriculum administrators, curriculum lecturers (12.50%); and 150 of full-time lecturers (62.50%), with 97.08% woman. They have over 10 years working experiences (67.92%) with the master's degree (74.58%), experiences of learning and teaching management related to the qualifications framework for higher education (86.67%); and without receiving any training on the development of assessment and evaluation in accordance with graduates' identity of Phraboromarajchanok Institutes or (SAP) (65.83%).

1.2 The state of development

The survey study is conducted through the quantitative method; the results are presented on table 2 as the following.

Table 2: Working circumstances to develop nursing graduates' identity of Phraboromarajchanok Institutes

Activities	Working circumstances		Meaning
	$\bar{x}$	S.D.	
Teaching and learning management and development projects for learners			
1 The Institutes set up strategies and action plans, projects, and activities in agreement with graduates' identity.	3.45	0.45	moderate
2 The Institutes have both a system and mechanism for assessment and evaluation on teaching and learning projects, and activities in agreement with graduates' identity.	3.14	0.63	moderate
3 The Institutes build up knowledge and understanding about graduates' identity for lecturers, staff, and students.	3.25	0.69	moderate
4 The goals of teaching and learning management are set up along with graduates' identity.	3.83	0.79	high
5 The teaching and learning management and running activities are in agreement with the development of graduates' identity.	3.39	0.65	moderate
6 The model or teaching methodology is accordingly suitable with graduates' identity.	3.27	0.58	moderate
7 The teaching methodology and running activities of projects obviously enhance and develop graduates' identity.	3.20	0.64	moderate
8 Teaching materials and learning sources are suitable with the development of graduates' identity.	3.22	0.55	moderate
Mean	**3.34**	**0.62**	Moderate

Table 2 (continued)

Activities	Working circumstances		Meaning
	$\overline{x}$	S.D.	
Building up understanding for lecturers, staff, and students			
1 To clearly understand graduates' identity (SAP)	3.15	0.48	moderate
2 To realize the necessity and importance of joining activities for the development of graduates' identity	3.40	0.63	moderate
3 To communicate with students about graduates' identity or students set up by the Institutes	3.25	0.60	moderate
4 Activities and projects run or supported by the Institutes encourage students to develop their identities.	3.43	0.59	high
5 The budget and resources allocation support activities for developing students' identity.	3.39	0.65	moderate
6 The lecturers, staff, and students take part activities enhancing graduates' identity, set up by the Institutes.	3.27	0.55	moderate
Mean	**3.34**	**0.62**	Moderate

The table 2 shows that Phraboromarajchanok Institutes run activities for teaching and learning management and students development projects along with graduates' identity at the moderate level; that is, having strategies, action plans, projects, and activities; ($\overline{x}$=3.45, S.D. = 0.45), having both the system and mechanism for assessment and evaluation on teaching and learning projects, and activities ($\overline{x}$=3.14, S.D. = 0.63); building up knowledge and understanding about graduates' identity for lecturers, staff, and students ($\overline{x}$=3.25, S.D. = 0.69); teaching and learning management and running activities are in agreement with the development of graduates' identity ($\overline{x}$= 3.39, S.D. = 0.65; a model or teaching methodology is accordingly suitable with graduates' identity ($\overline{x}$= 3.27, S.D. = 0.58); teaching methodology and running activities of a project obviously enhance and develop graduates' identity ($\overline{x}$= 3.20, S.D. = 0.64); teaching materials and learning sources are suitable with the development of graduates' identity ($\overline{x}$= 3.22, S.D. = 0.55); except that the goals of teaching and learning management are set up in

agreement with graduates' identity are high ($\bar{x}$ = 3.83, S.D. = 0.79); and building up understanding for lecturers, staff, and students is disclosed that the level of working circumstances is moderate in every section. That is to clearly understand graduates' identity (SAP) ($\bar{x}$ =3.15, S.D.= 0.48), to realize the necessity and importance of joining activities for the development of graduates' identity ($\bar{x}$ = 3.40, S.D.= 0.63), to communicate with students about graduates' identity or students set up by the Institutes ($\bar{x}$ = 3.25, S.D. = 0.60), to run activities and projects supported by the Institutes and encourage students to develop their identity ($\bar{x}$ = 3.43, S.D. = 0.59), to allocate the budget and resources to support activities for developing the students' identity ($\bar{x}$ = 3.39, S.D. = 0.65), and to promote the lecturers, staff, and students to take part activities; enhancing graduates' identity set up by the Institutes ($\bar{x}$ = 3.27, S.D. = 0.55).

2. The results of developing the model of applying empowerment evaluation to nursing students of Phraboromarajchanok Institutes

From literature reviews, the current information of the working circumstances of the development of nursing students' identity of Phraboromarajchanok Institutes, analysis, principles, ideas, theories, and research conceptual framework to study guidelines for developing the model of application in empowerment evaluation for nursing graduates' identity, it is revealed that the model contains two domains: 1) the operation to develop the identity and 2) empowerment evaluation. The first domain consists of teaching and learning management, assessment and evaluation, organizing student's project development, and the evaluation of graduates' identity; while the second one contains three steps of empowerment evaluation: 1) establishing mission or vision statement, 2) taking stock, and 3) planning for the future. Both domains are congruent as the process where the working circumstances of developing nursing students' identity is run by the steps of empowerment evaluation, empowerment methods: 1) training, 2) guidance, 3) servicing, 4) clarification, and 5) giving freedom in operation.

3. The results of verification of the quality of the model of applying empowerment evaluation to develop nursing graduates' identity of Phraboromarajchanok Institutes

The results of correlation checking for the model examined by experts are presented on table 3

Table 3: The IOC of both domains and components of developing the model

	Topics	IOC
1.	The domain of working circumstances of developing the identity of nursing students contains 1) teaching and learning management and assessment and evaluation, 2) organizing student's project development, and 3) evaluation of graduates' identity.	1.00
2.	The domain of empowerment evaluation contains these main components: 1) steps of empowerment evaluation and 2) empowerment methods (1) The steps of empowerment evaluation Step 1 Establishing mission or vision statement Step 2 Taking stock Step 3 Planning for the future	1.00
3.	Sub-components of steps of empowerment evaluation Step 1: Establishing mission or vision statement contains 1) revision results of working circumstances of developing graduates' identity, 2) analysis of strength and weakness, and 3) setting up mission about the development student's identity. Step 2: Taking stock contains revision, analysis, presenting main activities related to learning and teaching, and projects about the development of the identity of students. Step 3: Planning for the future contains 1) obtained data analysis from step 2, 2) setting up activities of working circumstances, techniques or teaching, assessment and evaluation; and 3) setting up a model of collecting data from documents and empirical data. The table 3 shows that the index of correlation between two domains and components of the model and objectives in accordance with experts' opinions is correlated in every section at 1.00 Indeed, the model becomes the structure of working circumstances that reflects the relationship between domains of working circumstances to develop the nursing students' identity which consists of teaching and learning management, assessment and evaluation, organizing students' project development, and evaluation of the identity. And the domain of empowerment evaluation contains three steps: 1) establishing mission or vision statement, 2) taking stock, and 3) planning for the future. The methods of empowering to develop knowledge and understanding of	1.00

working circumstances are to provide training, guidance, servicing, clarification, and giving freedom in operation. In order to enhance staff to act on developing graduates' identity effectively, the framework is presented on figure 2.

Development of Nursing Students' Identity

Empowerment Evaluation

Graduates' Identity
1. Having service mind
2. Being analytical
3. Participating of service receivers

➤ Teaching and learning management and assessment and evaluation

➤ Organizing students' project development

➤ Evaluation of the identity

1. Establishing mission or vision statement

(1) Revising results of work performance
(2) Doing analysis of strength and weakness
(3) Setting up mission
(4) Doing a presentation and seek for consensus

2. Taking stock

(1) Revising/analyses/present main activities (teaching and learning/projects) 10-20 activities and rate to select for top 10 only
(2)   Scoring for activities (the least = 1)
(3) Doing a presentation and seek for consensus

3. Planning for the future

(1) Analyzing data from taking stock
(2)   Setting up activities of working circumstances/techniques/teaching methods/ assessment and evaluation/ a model of collecting data from documents and empirical data

- Training
- Guidance
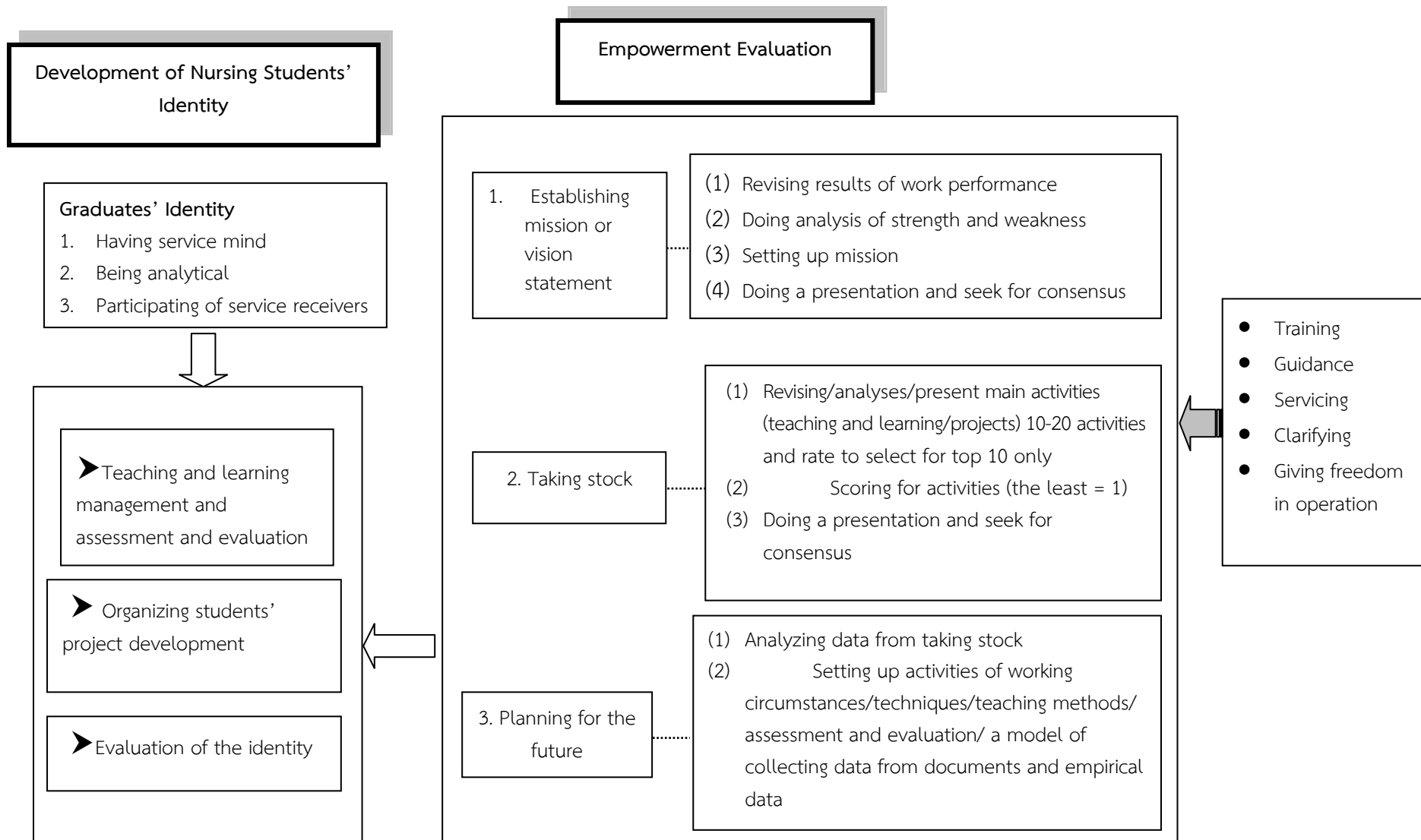- Servicing
- Clarifying
- Giving freedom in operation

Figure 2: The model of applying empowerment evaluation to develop nursing students' identity under the jurisdiction of Phraboromarajchanok Institutes

Discussion

This study is carried out through the revision of documents, theories, researches, policies related to the development of nursing students' identity, and state of working circumstances. It is disclosed that the structure of the model consists of two domains which are working circumstances and empowerment evaluation. The model is developed through three steps of empowerment evaluation: establishing mission or vision statement, taking stock, and planning for the future. It also has strategies for working circumstances along with the concept of empowerment evaluation which contains training, guidance, servicing, clarification, and giving freedom in operation, According to experts' opinions, the model is relatively congruent with the domains, components, and objectives; the model needs to be developed through planning, setting up strategies, systematic administration, and considering the participation of staff. The domain of operation is a process of quality cycle relatedly complied with key issues of 1) the development of the Institutes, action plans, implementation, following up and evaluation, reports of working circumstances and improvement. The model can be adjusted, depending on conditions of the Institutes, because it is developed through the PDCA famous methods in managing the quality of education: 1) planning, 2) doing, 3) checking, and 4) acting. The domain of empowerment evaluation is flexible and sustainable to make continuous improvement, focusing on participation of learning of working circumstances in the Institutes from stakeholders. Therefore, the model is decisively developed through steps of 1) establishing mission or vision statement, 2) taking stock, and 3) planning for the future. The processes of designing activities, performing or teaching methods, assessment and evaluation, and gathering information from documents and empirical data contain components and are relatively linked with each other, with contexts of staff development which focus on development strategies of empowerment evaluation: a training, guidance, servicing, clarification, and giving freedom in operation. Staff will develop themselves and learn together, producing more effective performances. According to Fetterman 2001,"Empowerment evaluation does not only allow knowing the evaluation results of units or projects, but the process also encourages staff to perform their duties in the future themselves."

Conclusion and Suggestions

Conclusion

The model developed in this study contains two domains: 1) the domain of working circumstances which consists of teaching and learning management, assessment and evaluation, organizing students' project development, and evaluation of graduates' identity; and 2) the domain of empowerment evaluation contains three steps:

1) establishing mission or vision statement, 2) taking stock, and 3) planning for the future. The empowerment of developing knowledge and understanding contains training, guidance, servicing, clarification, and giving freedom in operation; making staff who perform their duties on developing nursing students' identity more effective.

Suggestions

1. A series of researching on the implementation of the model must be furtherly conducted in order to extend to deeper findings that can be used to develop a more appropriate model

2. In order to implement the model in the Institutes, administrators must play a role as an empowerment evaluator who may assign a committee from either internal or external institutions. The key role of the committee is so crucial to the Institutes to ensure that the process of empowerment evaluation is effective enough.

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