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Evaluation on Activities Conducted for the First Year Nursing Students at the Royal Thai Navy College of Nursing to Promote Discipline and Military Characteristic Development.

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Abstract

This is an evaluation research aiming to evaluate the activities conducted for the first year nursing students at the Royal Thai Navy College of nursing to promote discipline and military characteristic development. The population were 60 nursing students studying in first year at the Royal Thai Navy College of nursing. The research tools used for the study were (1) a project evaluation form (2) a questionnaire on leadership and (3) a quiz on military tradition and values. The collected data was analysed based on descriptive statistics and t-test. The results showed that (1) the suitability of input factors was at high level, of process was at highest level and of output was at high level (2) Leadership, knowledge about military tradition, values and military salutation of the first year nursing students had improved after attending the activities.

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1. Introduction

Royal Thai Navy College of Nursing is a tertiary institution which is responsible for producing female professional nurses to support the health care service provided for the Royal Thai Navy personnel, employees and their families including civilian patients in peacetime, in emergency time and also in wartime. The college is committed to conduct the proper teaching and learning system to ensure that the nursing graduates have preferable qualities, which means they are well-equipped with both nursing and military characteristics. (Royal Thai Navy College of Nursing, 2008). In terms of nursing characteristic, the graduates need to have deep understanding in nursing and other related sciences. Besides, the graduates should possess the military characteristics which are leadership, responsibility, commanding skills, emotional quotient, confidence, ability to make decision, self-dedication, brave, patience, military posture, discipline, and loyalty to the nation, the religion and the king.

The very first activities conducted for the freshmen who are selected and just start to set their first step into the nursing profession and military are the activities aiming to promote their understanding of the profession and the culture of the organization and to break the invisible ice between the instructors and students and among students themselves. This is to prepare the students for the following years and make them proud of the navy's institution.

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The annual five-day orientation is provided to implant the discipline and military characteristics; the included activities are individual drill without weapon, lectures on navy traditions and culture, and salutation practices. However, there is no concrete evaluation on the activities' effectiveness. Therefore, the researchers are interested in conducting a descriptive research to evaluate activities to promote discipline and military characteristic development for the first year nursing students at the Royal Thai Navy College of nursing. This will lead to further development and improvement on such activities.

2. Research Objectives

To evaluate activities aiming at promoting discipline and military characteristic development for nursing students at the Royal Thai Navy College of nursing.

3. Method

3.1 The Sample

The sample of this research, selected by simple random sampling, comprised of 60 nursing students selected to the Royal Thai Navy College of nursing for the educational year 2012.

3.2 Research Instruments

The research instruments were (1) a project evaluation form (2) a questionnaire on leadership which was a five-point scale amended from Phiewlueang's (2005) and (3) a fifteen-item true/false quiz on military tradition and values.

3.3 Data Analysis

The data was analysed by using descriptive statistics which were percentage, average and standard deviation, and t-test was used to compare the leadership and knowledge before and after conducting the activities.

4. Conceptual Framework

The research was conducted using systematic evaluation in which input, process and output factors (IPO) and logic model (W. K. Kellogg Foundation, 2001 and McCawley, 2012) were evaluated. Input factor evaluation was related to military teachers, time and budget; process factors was dealt with the evaluation on 3 activities concerning with navy traditions and culture, discipline and regulations, and individual drill without weapon. The output evaluation was related to investigation on effectiveness of the activities; the participants would be evaluated on their military leadership, ability shown in individual drill without weapon, and knowledge on salutation and navy traditions and culture as shown in the following chart.

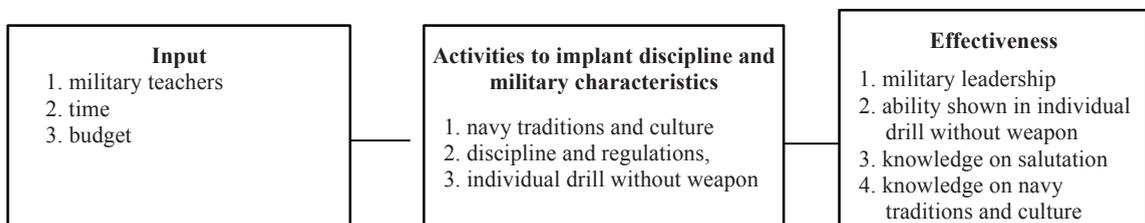


Figure 1. Conceptual Framework

5. Research Results

5.1 Basic Data of the Sample Group

All the first year nursing students were female. The average age was at 18.35 years old. Majority of the students (86.70) were staying with their parents before entering the college.

5.2 Input evaluation

The nursing students perceived that the suitability of the input factors was at high level. ($M = 4.25$, $SD. = 0.26$) The factor related to military teachers received the highest score on suitability while training venue ranked the second ($M = 4.52$ and 4.22 respectively).

5.3 Process evaluation

The nursing students reflected that the suitability of the training process was at the highest level ($M = 4.57$, $SD. = 0.67$). The training management received the highest score on suitability while training objectives ranked the second followed by activity structure ($M = 4.67$, 4.63 and 4.62 respectively).

5.4 Training effectiveness

There were 2 factors affecting the effectiveness which were 1) leadership quality and 2) knowledge on navy traditions and culture. Prior to participating in the provided activities, the leadership quality of the nursing students was at high level ($M = 3.90$, $SD. = .34$); after receiving training from the activities, it was also at high level ($M = 4.47$, $SD. = .27$). The leadership quality significantly increased after the students participated in the activities for implanting military discipline (.05) as shown in table 1.

Table 1 Leadership quality of the nursing students before and after the activity participation

Leadership	M	SD.	t	df	Sig.
Before participation	3.90	0.34	-12.487	58	.000
After participation	4.47	0.27			

Prior to the participation, the knowledge of the first year nursing students relating to navy traditions and culture and salutation was at the “need to be improved” level ($M = 7.07$ $SD. = 1.92$). The level was at “good” after participating the activities ($M = 11.67$, $SD. = 1.77$). The knowledge of the first year nursing students was improved after the activity participation which was reflected in the significant statistic vale at .05 as shown in table 2.

Table 2 Knowledge of the nursing students on navy traditions, culture and salutation

Knowledge	M	SD.	t	df	Sig.
Before participation	7.07	1.92	-14.834	59	.000
After participation	11.67	1.77			

6. Discussion

6.1 The suitability of the input factors of the activities aiming at implanting military discipline was at high level and that of process was at highest level and of output was at high level. Therefore, the improvement of the input factors is needed.

6.2 The higher level of the students' leadership and knowledge on navy traditions, culture and salutation may

be due to the suitability of the training process and activities. The nursing students then could develop leadership and gain the knowledge, and they have reflected that the activities themselves and length of training were at the highest suitability.

7. Recommendation

7.1 The institution should annually incorporate the similar activities to promote the discipline for the first year nursing students in order to allow time for the students to adjust themselves. The input factors though needs to be improved especially on the training venue and equipment.

7.2 Further research should be conducted on evaluating on the management effectiveness of the activities for implanting the military discipline which will lead to more worthy activities. The future research should include the data from other stakeholders like training instructors, managerial staff, etc.

7.3 The research on the long-term effect of the activities after the students' participation should also be conducted.

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