CHAPTER VI

DATA ANALYSIS & INTERPRETATION

DATA PROCESSING AND ANALYSIS

The data analysis provides answer to the research questions. The issues of data analysis included:

1. Primary outcome of the study

The primary outcome is measured in terms of the agreement between educational objectives, course contents, learning experiences and the tasks of Community Health Nurse assigned by the MOPH.

Community Health Nursing curricula were analysed according to the tasks of community health nurse assigned by the Ministry of Public Health.

2. Secondary outcome of the study

The data analysis were analysed by employing DBASE III/plus and SPSSPC$^+$ programme (Statistical Package for the Social Science).

The data on teaching-learning conditions were computed in Arithmetic Mean ($\bar{X}$), and standard deviation (SD). The information from the students in all 6

institutions were compared by One-way ANOVA and Two-way Anova. The information from the instructors and the students were compared by employing nonparametic test (Mann-Whithey U - test).

The data on the actual learning experiences in field practicum relating to community health nurses' tasks were calculated in a proportion. The proportion of students learning experiences were compared with expert's standard by employing 95% CI. The learning experiences in field practice of the students in 6 institutions were compared by computing One-way ANOVA and Two-way ANOVA. Nonparametic test (Mann-Whitney U -test) was used to compared information from instructors with the information from students.

CRITERIA FOR INTERPRETATION
CATEGORY I

The perception of students with respect to the actual teaching-learning conditions according to the learning theory were arbitarily divided into 3 levels:

$$0 - 1.33 = \text{Minimal}$$
$$1.34 - 2.66 = \text{Moderate}$$
$$2.67 - 4.00 = \text{Good}$$

The rating of 0-1.33 and 1.34-2.66, indicated the possible need for improvement of teaching and learning arrangement.

CATEGORY II

With respect to the actual learning experiences relating to community health nurses' tasks, the present study assumed that there was an arrangement for learning experience on a particular item if the students reported that they either observe, help, or actually carry out the activity.

Computation of 95% CI was performed from the data gathered from the students and the experts. If there was an overlap of the 95% CI between the data obtained from the students and the experts, it was assumed that the arrangement of learning experience was "satisfactory". If the upper limit of 95% CI from the student data was below the lower limit of the 95% CI of the experts' opinion, the arrangment of learning experience was "unsatisfactory" for the particular items. However, if the lower limit of the 95% CI of the student data was higher that the upper limit of the 95% CI of the experts' data, then, the students had the opportunity to performed more than the experts' expectation and the arrangement of learning experience was considered "excelllent".

The schools may need to improve the arrangement for the learning experience if the students' actual performance did not meet the experts' standard.