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APPENDIX

NAME OF EXPERT.

1. Assoc. Prof. Dr. Wallapa Sunalai Devahastin.
- Faculty of Education, Chulalongkorn University.
2. Assoc. Prof. Dr. Tisna Khammani.
- Faculty of Education, Chulalongkorn University.
3. Assoc. Prof. Dr. Pranom Othaganont.
- Faculty of Nursing, Chulalongkorn University.
4. Pol. Major Dr. Puangphen Choonhapran.
- Faculty of Nursing, Chulalongkorn University.
5. Instructor. Salaya Paikemsirimengkol.
- Faculty of Nursing, Chulalongkorn University.
6. Instructor. Tanida Rekjirattikel.
- Faculty of Nursing, Chulalongkorn University.
7. Nursing Director. Chuleeporn Chaomeitakit.
- Thai Redcross Hospital.
8. Dr. Chain Barry.
- Thai Redcross Hospital.

TITLE: Correlation between Teacher-Student
Interpersonal Relationships and Academic
Achievement of Nursing Students in Nepal

OBJECTIVES OF STUDY

1. To determine the level of teacher-student interpersonal relationship as perceived by nursing students.

2. To identify components of relationship related to the students' academic achievement.

3. To give the suggestion and recommendation for the nursing campuses to improve the components of relationship.

INTRODUCTION

There is recognition that the interpersonal relationship between teacher and student plays an important role in nursing discipline. Therefore you are requested to answer this questionnaire in rating scale for the purpose of judging the level of interpersonal relationship between teacher and student. Your opinions, criticism and suggestions are welcomed. We would appreciate greatly for your kindness in answering the following items frankly and honestly. We will keep all your answer confidential.

INSTRUCTION

There are three parts of this questionnaires. Part I consists of the demographic information. Part II seeks your valuable judgement about the interpersonal relationship between teachers and students Part III consists of your final year examination score both theory and clinical mark.

Part I: Demographic information of individual student. Please tick [] in the appropriate bracket.

Part II: There are 40 items of teacher and student interpersonal relationship as perceived by the students. Most of the items are followed by aspects of interpersonal relationship. Please tick [] in the appropriate column after your judgement on each item.

Part III: In this part, please fill your last final year examination score including both theory and clinical mark. Please write your opinion at the end of the questionnaire.

QUESTIONNAIRES FOR RESEARCH STUDYPART I. DEMOGRAPHIC INFORMATION.INSTRUCTION

Id number _____

Please tick [] the following bracket which is appropriate :

- | A. Name of present study campus | For Researcher
: only |
|---------------------------------|--------------------------|
| 1. Maharajgunj Nursing campus. | [] |
| 2. Lalitpur Nursing campus. | [] |
| 3. Bir Hospital Nursing campus. | [] |
| 4. Biratnagar Nursing campus. | [] |
| 5. Birgung Nursing campus. | [] |
| 6. Nepalgunj Nursing campus. | [] |
| 7. Pokhara Nursing campus. | [] [] 1 |
|
 | |
| B. Present study year. | |
| 1. Second year | [] |
| 2. Third year | [] [] 2 |
|
 | |
| C. Ethnic background. | |
| 1. Brahmin. | [] |
| 2. Chhetri. | [] |
| 3. Rai, Tamang, Limbu, Magar | [] |
| 4. Newar. | [] |
| 5. Other (specify. | [] [] 3 |

- D. Sex
- | | | | |
|------------|----------------|------|---|
| | For Researcher | | |
| | : | only | |
| 1. Male. | [] | | |
| 2. Female. | [] | [] | 4 |
- E. Age
- | | | | |
|-------------------|-----|-----|---|
| 1. 16 - 20 years | [] | | |
| 2. 21 - 25 | [] | | |
| 3. Above 30 years | [] | [] | 5 |
- F. Place of birth.
- | | | | |
|----------------------|-----|-----|---|
| 1. Urban (City) | [] | | |
| 2. Rural (Village) | [] | [] | 6 |
- G. Religion.
- | | | | |
|--------------------------|-----|-----|---|
| 1. Hindu | [] | | |
| 2. Buddhist | [] | | |
| 3. Christian. | [] | | |
| 4. Other (specify) ----- | | [] | 7 |
- H. Marital Status.
- | | | | |
|--------------|-----|-----|---|
| 1. Unmarried | [] | | |
| 2. Married | [] | | |
| 3. Widow | [] | | |
| 4. Separate | [] | | |
| 5. Divorce | [] | [] | 8 |

- I. Residential Status. For Researcher
: only
1. In the campus premise. []
 2. Outside campus. [] [] 9

J. Your education status (Before coming nursing training).

1. S.L.C []
2. Certificate Level []
3. Bachelor Level []
4. Other (specify) ----- [] 10

K. Parents occupation

- | | Father | Mother. | |
|--------------------------|--------|---------|-------|
| 1. Government service. | [] | [] | |
| 2. Private service. | [] | [] | |
| 3. Business | [] | [] | |
| 4. Farmer | [] | [] | |
| 5. House wife | [] | [] | |
| 6. Other (specify) ----- | | []] | 11-12 |

Part II. Items included under each component on the aspects of "interpersonal relationship between teacher and student as perceived by the students".

INSTRUCTION.

Please rate the Level of interpersonal relationship between teacher and student in the following rating scale.

Please tick [] in the appropriate column according to your opinion of relationship between teachers and students. The criteria of rating scale could be outlined as following.

Excellent (5) - The conditions are extensive and feeling excellent. Please rate column number 5.

Verygood (4) - The conditions are extensive and feeling well. Please rate column number 4.

Good (3) - The conditions are moderately extensive and feeling good. Please rate column number 3.

Fair (2) - The conditions are moderately extensive but feeling poor. Please rate column number 2.

Poor (1) - The conditions are limited but feeling poor. please rate column number 1.

Items	5	4	3	2	1	For Researcher only
A <u>TRUST</u>						
1. The student discusses her own personal life with teacher.						- 13
2. Both teacher and student feel comfortable in sharing problem.						- 14
3. Teacher has confidence when student conduct his/her work.						- 15
4. Teacher shows sympathy with the student.						- 16
5. Student feels satisfied with teacher's guidance.						- 17
6. Teacher provides counselling to the student.						- 18
7. Teacher feels he/she, himself/herself as a student before.						- 19
8. Student accepts positive feed back from teacher.						- 20

Items	5	4	3	2	1	For researcher only
B <u>SUPPORT SYSTEM.</u>						
1. Teacher gives recognition to student for good performance.						- 21
2. Teacher concerns and is willing to help student's problems.						- 22
3. Teacher gives guidance towards the solution of problems.						- 23
4. Teacher shows a sense of acceptance to students.						- 24
5. Teacher gives positive feedback to student.						- 25
6. Teacher treats the student equally.						- 26
7. Teacher shows the student with affection.						- 27
8. Teacher encourages the student to study.						- 28

Items	5	4	3	2	1	For researcher only
C <u>OPEN COMMUNICATION.</u>						
1. Student feels free to exchange ideas and opinions in front of teacher.						- 29
2. Student feels free to discuss academic problems with the teacher.						- 30
3. Teacher really tries to explain ideas clearly to the student.						- 31
4. Teacher seems to be friendly with student.						- 32
5. Teacher deals conflict with student openly.						- 33
6. Teacher welcomes the students suggestion.						- 34
7. Teacher enjoys contact with student.						- 35
8. Teacher criticizes students constructively.						- 36

Items	5	4	3	2	1	For researcher only
<u>D EFFECTIVE CLASS ROOM TEACHING.</u>						
1. Teacher keeps his/her knowledge up to date about the subject.						- 37
2. Teacher encourages the students to evaluate themselves.						- 38
3. Teacher teaches the subject enthusiastically.						- 39
4. Teacher concerns about fair evaluation.						- 40
5. Teacher helps students inside and outside of the class room.						- 41
6. Teacher motivates students to do their work as best as they can.						- 42
7. Teacher provides useful feedback on student's progress.						- 43
8. Teacher gives clear assignment.						- 44

Items	5	4	3	2	1	For researcher only
<u>E CHARACTERISTICS OF CLINICAL TEACHER.</u>						
1. Teacher is active and helps the student when they have difficulties.						- 45
2. Teacher does fair and impartial judgement with student.						- 46
3. Teacher shows affection and sympathy to student.						- 47
4. Teacher appear sensitive to students reaction or feeling.						- 48
5. Teacher provides opportunity for personal consultation.						- 59
6. Teacher appreciates student's good clinical work.						- 50
7. Teacher criticizes the student in the right place and right time.						- 51
8. Teacher demonstrates himself/herself as a role model in the clinical area.						- 52

Part III. Your last final year examination including both theory and clinical mark.

INSTRUCTION.

Please fill your final examination mark of theory and clinical in this following table. The table I is for second year student only. The table II is only for the third year students.

Table I (For second year student only)

1st year	Total theory mark	Total clinical mark	Total mark	%	Remark.

INSTRUCTION.

Table II (For third year student only)

2nd year	Total theory mark	Total clinical mark	Total mark	%	Remark.

OTHER INFORMATION.

1. On your opinion which are the three most important factors that will help build up a constructive relationship between teacher and student leading toward good academic achievement?

1. _____

2. _____

3. _____

2. What characteristics that you admire (like) in your teachers?

1. _____

2. _____

3. _____

3. What characteristics that you dislike in your teachers?

1. _____

2. _____

3. _____

4. What kinds of the things that you want your teachers to perform?

1. _____

2. _____

3. _____

DEMOGRAPHIC INFORMATION OF STUDENT

Table 1. Number and percentage of student in different nursing campuses.

Name of campus	Frequency (N = 234)	Percentage
Maharajgunj campus	70	30%
Lalitpur campus	34	15%
Bir Hospital campus	15	6%
Biratnagar campus	30	13%
Birgung campus	30	13%
Nepalgung campus	15	6%
Pokhara campus	40	17%

Table 2. Number and percentage of student according to year.

Year	Frequency (N = 234)	Percentage
Second year	120	51%
Third year	114	49%

Table 3. Number and percentage of student in different ethnic background.

Ethnic background	Frequency (N = 234)	Percentage
Brahmin	90	38.5%
Chhetri	41	17.5%
Rai, Limbu, Tamang, Magar	49	20.9%
Newar	41	17.5%
Other Gurung and Muslim	13	5.6%

Table 4. Number and percentage of student according to sex.

Sex	Frequency (N = 234)	Percentage
Female	200	85.5%
Male	34	14.5%

Table 5. Number and percentage of student in different range age group.

Age group	Frequency (N = 234)	Percentage
16 - 20 years	138	59%
21 - 25 years	74	32%
Above 30 years	22	9%

Table 6. Number and percentage of student according to their place of birth.

Place of birth	Frequency (N = 234)	Percentage
Urban (city)	84	36%
Rural (village)	150	64%

Table 7. Number and percentage of student according to religion status.

Type of religion	Frequency (N = 234)	Percentage
Hindu	204	87%
Buddhist	23	10%
Christian	5	2.1%
Muslim	2	.9%

Table 8. Number and percentage of student according to their martial status.

Martial status	Frequency (N = 234)	Percentage
Unmarried	187	79.9%
Married	44	18.8%
Widow	2	0.9%
Separate	1	0.4%

Table 9. Number and percentage of student according to residential status.

Residential status	Frequency (N = 234)	Percentage
In the campus (premise)	205	88%
Out side campus	29	12%

Table 10. Number and percentage of student according to education status (before coming nursing campus).

Education status	Frequency (N = 234)	Percentage
S. L.C.	200	90%
Certificate level	34	10%

Table 11. Number and percentage of student according to their father occupation.

Father's occupation	Frequency (N = 234)	Percentage
Farmer	112	47.9%
Government service	60	25.7%
Business	40	17.1%
Private service	18	7.7%
House wife	3	1.3%

* One student had no father.

Table 12. Number and percentage of student according to their mother occupation.

Mother's occupation	Frequency (N = 234)	Percentage
House wife	178	78%
Farmer	41	17%
Government service	10	4%
Private service	3	1%

* Two student have no mother.

VITAE

Mrs. Roshani Devi Shrestha (Mūlmi) was borne on 14 October 1956 in Bagmati Zone, Nepal. She graduated from Maharajgunj Nursing Campus, Tribhuvan University in 1983. She has been enrolled in the Master of Science in Health Development at Faculty of Medicine, Chulalongkorn University since 1990. She is a Public Health Nurse in (U.M.N) Community Health Programme, Palpa Nepal. She was provided a scholarship from United Mission to Nepal to join this Master of Science in Health Development Programme.

