

## CHAPTER II

### RESEARCH DESIGN OVERVIEW

His Majesty's government has adopted a national policy for the attainment of "Health for all by the year 2000" through the use of a primary health care approach. The basic principles of primary health care and include the preventive, promotive, curative and rehabilitative aspects. Nurses have to participate equally and effectively in all sectors of the national health care delivery system so that the national goal of "Health for all by the year of 2000" can be achieved. Relationships play an important role in nursing education. Nursing educators and nursing administrators are interested in improving the learning environment. Satisfactory achievement is important to fulfill the national goal of Nepal. A descriptive correlation study is useful for this situation, data, and its prediction. It describes the association between two variables. Previous research in chapter IV showed that; there is a direct correlation between teacher-student relationships and student self-concept and academic achievement Griffith, and Bakanauskas, (1983). This study has two aims. First, to identify the level of relationships

between teachers and students as perceived by the nursing students. Secondly, the study intends to identify the relationship or association between components of teacher-student relationships and academic achievement.

## 2.1 JUSTIFICATION OF STUDY RESEARCH QUESTION

There is no evidence of studies on relationships between teachers and students and their relationship to academic achievement of students in Nepal. The average level of the teacher-student relationship is unknown. From the different review of literatures, it is known that similar studies were held in different countries. Especially, there is no evidence of such a study in a nursing education programme in Nepal. The situations, populations, dependent variables, and independent variables are differ from country to country.

This study is designed to find out the level of relationship between teachers and students and academic achievement of nursing students. This study will be useful to studies in the future. This study maybe helpful to improve the improper learning method in nursing education. It maybe helpful to build up

relationships between teacher-student. It may also be useful in assessment of students, academic achievement.

## 2.2 RESEARCH QUESTION:

There were two research questions in this study.

1. What is the level of interpersonal relationships between teachers and students as perceived by nursing student?

2. Is there any relationship between components of the teacher-student relationship and academic achievement?

2.1. Trust.

2.2. Open communication.

2.3. Support system.

2.4. Effective class room teaching.

2.5. Characteristics of clinical teacher.

## 2.3 RESEARCH OBJECTIVES.

The followings objectives were composed for this study.

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

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

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

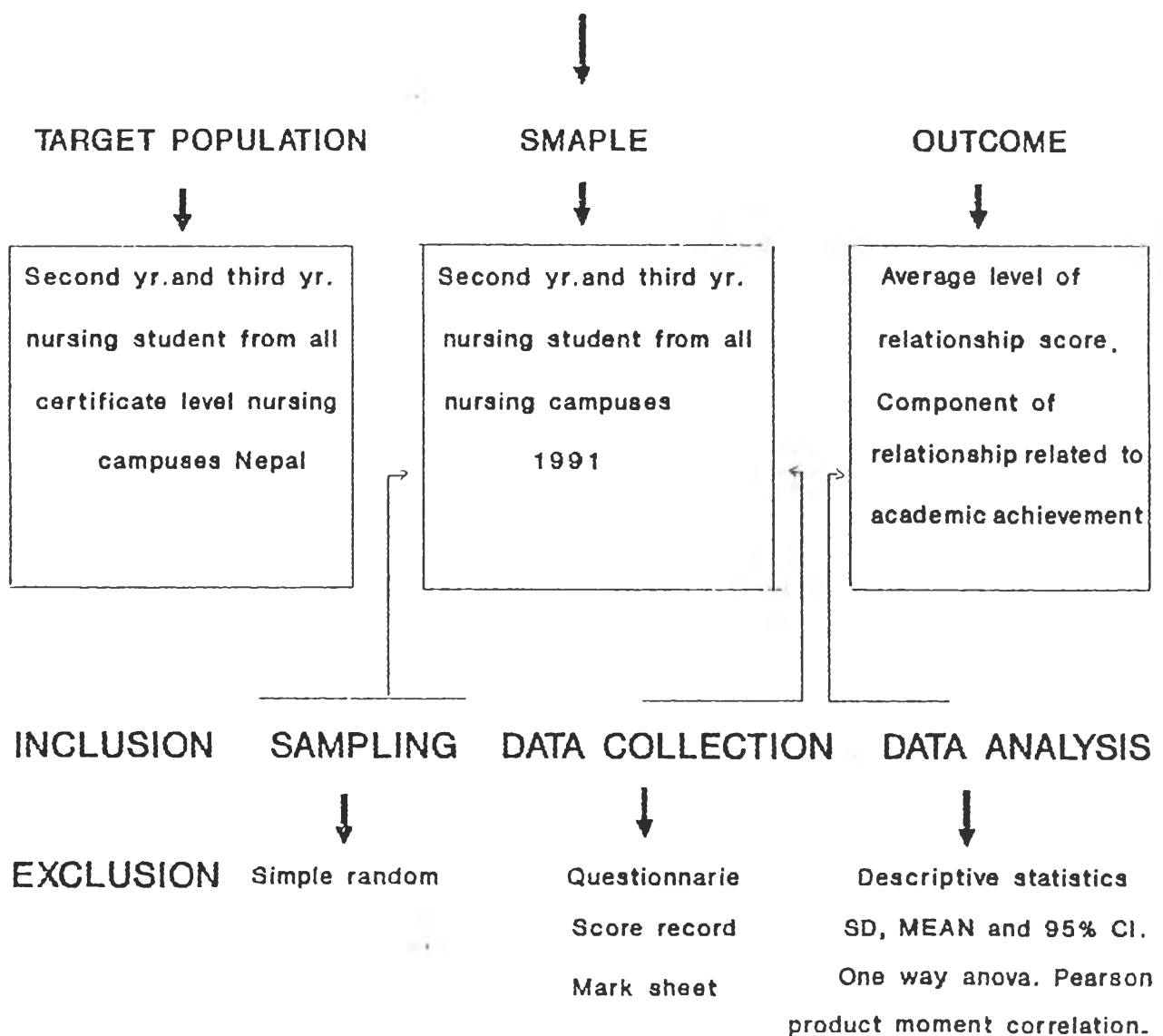
#### 2.4 OVERVIEW OF STUDY DESIGN

This study is a descriptive research to explore the perceptions of nursing students in relation to the level of interpersonal relationship between teacher-student. The teacher-student relationship includes both classroom and clinical settings. In addition, the study intends to determine an association between teacher-student relationships and academic achievement of the nursing student in the nursing education programme. In figure 2.1, a diagram of the study is presented.

The sample study for the consists of all the second and third year nursing students in the 1991 academic year. This study is involves all of the seven certificate level nursing campuses. The dependent variables are students' academic achievement such as institute final theory scores and clinical practical scores. The independent variables are components of a relationship: trust, support system, open communication, effective classroom teaching and characteristics of a clinical teacher. So the primary

## DIAGRAM OF STUDY

### DESCRIPTIVE CORRELATION RESEARCH DESIGN



objective is the independent variable for the secondary research question.

The data has been collected by using a questionnaire. The students' scores have been collected from students' mark sheets and records. Coding was done before analysis. Descriptive analysis mean, standard deviation, standard error of mean and 95% confidence interval were performed. A one way ANOVA test and multiple range test were performed to determine the relationship difference between seven nursing campuses. The Pearson product moment correlation coefficient procedure was applied to determine any correlation between components of the relationship and the student's academic achievement.

## 2.5 DESIGN JUSTIFICATION

It is a descriptive correlation study. A descriptive design was used to extract information about present teacher-student relationship as perceived by the nursing student. The descriptive design was to fulfill the first objective. A descriptive design usually intends to describe current data. The descriptive designs on the other hand, seeks to accurately describe the characteristics of an individual, situation or group and they may

determine the frequency with which one event is associated with others. According to Scaman, C (1987), descriptive design are "factor searching studies" which uses "what is this questions". However, the study may lead to new ways of thinking the about importance of nursing educational problems and may possibly lead to enchantment of learning in the environment. A descriptive design is a plan to assemble new information about an unstudied phenomena or in this studies, to take a new look at nursing education. This design tends to be more qualitative than quantative. The aim of this descriptive study is to measure relationships, perception, achievement. This study design is to determine the level of teacher-student interpersonal relationships as perceived by nursing students.

The correlation design is used to fulfill the second objective. Correlation is a pattern of variation in two phenomena. Correlation is sometimes called concoment variation or association is a process that examines how a change in the amount of one variable is accompanied by a comparable change in the amount of another variable. A causal relationship is also an association, but one that is strong enough to have predictive power, Fox, D. J (1969). This study

also intends to identify the relation between components of the teacher-student relationship and student academic achievement. The study result may be useful for the nursing campuses to improve teacher-student relationships. It may improve the nursing learning environment.

#### 2.6. LIMITATION OF STUDY

There are three limitations of this study and they can be summarized as follows: Firstly, the target population includes only 3rd and 2nd year students. Secondly, the perception of the teacher-student relationship should include the teacher's perception but due to a shortage of time, it was impossible to involve them. Thirdly, the study includes only those variables related to teacher-student relationships. The study excludes other variables which could affect the learning achievement. So variables are limited in this study.

#### 2.7 OPERATION DEFINITIONS

**Interpersonal relationship:** Refers to the outward and inner expression between teacher and student. The relationship between teacher-student to determine great a extent to quality of learning that takes place.



**Teacher:** The term teacher refers to a nursing instructor in either the classroom or clinical ward. They work under the Institute, of Medicine Tribhuvan University certificate level nursing programmes in Nepal.

**Student:** The student is in the third and second year certificate level nursing programmes in Nepal.

**Perception:** The term perception refers to personal awareness and what is felt by the students toward the teacher-student relationship.

**Trust:** In this study trust refers to feeling of safety in sharing one's thoughts and feelings with other.

**Support System:** The act of supporting. Support should be given in different ways such as guidance, encouragement, help and proper feedback as it is perceived by the student.

**Open Communication:** The process through which verbal and nonverbal messages are exchanged between teacher and student, as it is perceived by the student.

**Effective Classroom Teaching:** Those actions, activities, and verbalizations of teachers which facilitate student learning in the classroom.

**Characteristics of Clinical Teacher:** Refers to actions and abilities of teachers to help the student during clinical time.

**Academic Achievement:** Theory and clinical scores is obtained through the year.

**Components:** The properties of interpersonal relationships that measured by the relationship between teacher and student.