CHAPTER VIII

DISCUSSION, CONCLUSION AND RECOMMENDATION

The study's main concern was to examine the average level of interpersonal relationship between teacher and student and its relation to students' academic achievement. This chapter includes a conclusion, discussion, recommendation and suggestion.

8.1. DISCUSSION

The result of the first category analysis revealed that the perception of interpersonal relationship mean scores obtained by the nursing students were satisfactory. The main components of relationship was trust, support system, open communication, effective classroom teaching, and characteristics of clinical teacher. The desired Mean scores was 25 in each component. Student obtained following mean scores in components of relationships like trust mean score 24.81, support system 26.53, open communication 24.66, effective classroom teaching 27.29, and characteristics of a clinical teacher 25.40. The result showed that, there were good interpersonal relationships between teachers and students although some was needed improvement with

trust and open communication. The average level of relationships were summarized between second and third year students. The effective classroom teaching Mean score were high in both group. This means that students are satisfied with the classroom teaching. The third year students obtained higher mean scores in support system compared to second year students. Third year students are senior and most are familiar with their teachers, compared to second year students. The third year students perceived that they may get a lot of guidance, support, help, and encouragement from their teachers.

The result of the one way ANOVA showed that the comparison of the components of relationships between teachers and students in seven nursing campuses were significantly different in each campus at P-value < 0.001. The data suggests that the environment of the campuses are different. The relationships between teachers and students are different and dealings with students are different.

The results of the multiple range test revealed that Nepalgung campus and Maharajgunj campus students obtained high mean scores in every component of relationships. As a whole on components of a relationship, Pokhara campus students obtained

low mean scores when compared to other campuses. It was significantly different at level of P-value <.050. This may be due to the location because the Maharajgunj campus is situated in the capital. Numbers of teacher s are high there compared to other campuses. The facilities are more available in Maharajgunj compared to the other campuses' physical facilities. Students may get close contact, supervision, support, and open communication with their teachers. So the relationship score was high.

Nepalgung campus students obtained the highest mean scores compared to all other nursing campuses. It maybe explained as the Nepalgung campus certificate level programme was started recently in 1989. The number of students are low compared to other campuses. The small number of students in a class allows the teacher to know them sufficiently well. Also, short duration study blocks were cited as a factor which facilitated the development of an ideal relationship. The students had close contact and were satisfied with their teachers. If there are small groups of students, it is easy to communicate each other. There are only two groups of students.

Pokhara campus students obtained low mean scores on relationships. This maybe explained the

high number of students. Numbers of teachers are low so the student did not get proper interaction with their teachers. Through previous literature, Hsieh and Knowles (1990), and Stepheson, P.M (1984), revealed that many factors influence the development of a relationship between teacher and student. The factors were organizational constraints, such as the social structure of the school of nursing, the size of groups, and the frequency and duration of contact. Anyway Pokhara nursing campus need to improve all components of relationship like trust, support system, open communication, effective classroom teaching and characteristics of clinical teacher.

The result of the one way ANOVA suggested that sex is one of the factors affecting the relationship. Female students had higher Mean scores than males. It may occur because most of the nursing teachers are female, so girls are easier to keep relationships with than males. The other factor is that students whose father's occupations were government service, obtained higher mean scores compared to students whose father's occupation were farmers or private service. For students whose father's occupation was government service, their father may be educated and students learn relationships from their father as well as how to keep good relationships with other people.

In the second category of an analysis correlation coefficient was investigated. The main concern was to identify the components of relationship related to students' academic achievement. The result of the Pearson product moment correlation showed that the correlation coefficient R was less than

components of relationships and student academic achievement. The dependent variables were total theory marks, total clinical marks and total marks. The independent variables were trust, support system, open communication, effective class room teaching, and characteristics of clinical teacher.

There may be other factors which affect academic achievement. The campuses' environment, student perceptions, methods of teachers evaluations and teaching methods are different. Terenzini, P and Pascaella,T (1982), reported that, the result of teacher-student relationship variables were associated with significant R^2 increased in all three dependent variables. These variables were frequency of contact, personal problems, and student careers, but there was no significant relationship to student academic achievement. The study also suggested that sex, ethnicity, educational aspiration, and educational background were one of the factors associated with

students' academic achievement. Welloughby, T. L et al (1981), and Weinstein, et al (1980), stated that the student characteristics, of sex, age, place of birth, and high school achievement score were most predictive of academic achievement. According to Whitley, M.P. and Chadwick, P.L (1986), nursing students interned in the nursing programme with; low SAT scores, low cumulative and grade point averages, whose scores were below the class mean on school of nursing examinations, and whose cumulative grade point averages drifted downward while in the school of nursing, were at a significantly high risk of failing the NCLEX. The data were analysed for correlation and causal relationships using regression analysis and test of statistics inference.

The result showed that the perceived level of relationship between teachers and students was satisfactory. The result of one way ANOVA for the average level of relationship perceived by the all student in the seven nursing campuses significantly different F- value <0.001. The result of the Pearson product moment correlation coefficient was used to predict the correlation between components of relationship and academic achievement was not significant. It may due to other intermediate various

explain of academic achievement. The position of teacher-student relationship may affect the social environment as well as the readiness in students. The social environment and the readiness would affect the students' academic achievement. However, the teacher-student relationship is the prime factor of the learning experience of students.

The findings of this study suggest that nursing education may take a new look at the importance and nature of interpersonal relationships between teachers and students. Interpersonal relationships among the teacher-students have to potential to promote the learning environment. Trust, support system, open communication, effective class room teaching and characteristics of clinical teacher were important components to development relationship between teacher-student. Nursing instructors can evaluate their own behaviour in light of known student's perception and expections.

8.2. CONCLUSION

The study objective was to determine the average level of interpersonal relationships between teachers and students as perceived by nursing students and to identify the component of relationships related

to students academic achievement. According to s:
it was concluded that the perceived average leve
relationship between teachers and students
satisfactory. It was also concluded that the perc
average level of teacher-student relationship be
campuses were significantly different P-value <0
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student academic achievement. It was also co:
that the components of teacher-student relati
as they related to academic achievement, were
variables other then those utilized in this
According to conclusion, it was recommende

further studies use other variables to predict teacher-student relationships as they related to students academic achievement.

8.3. RECOMMENDATION AND SUGGESTION

8.3.1. RECOMMENDATION:

Relationships between teachers and students are necessary to enhance student learning. A good interpersonal relationships between teachers and students influence the students' educational aspirations and career plans. Therefore, it is recommended to strengthen the relationship between teachers and students in all nursing campuses and further studies.

1. Provide opportunity for personal consultation for students when they have academic problems.

2. Recognize good performance with a few words of praise, or write with notes in the margins of papers.

3. Clear communication between teachers and students is necessary. Teacher should communicate warmly and acceptance. Then student fells to free to exchange ideas opinions infront of teachers.

4. Provide fair impartial judgement with student and treat the student equally.

5. It would be interesting to investigate the correlation between teacher-student interpersonal relationships and academic achievement of nursing students. It would be good to add the teacher sample for cross check of the perception of relationships between teachers and students.

6. It would be interesting to investigate a correlation between teacher-student relationships and academic achievement of nursing students, by adding more independent variables such as students demographic information, study habits, learning abilities and previous school achievement scores.

8.3.2. SUGGESTION:

This information was collected from answers to openended questions. It may be helpful and useful for building up relationships between teachers and students in the learning environment on nursing campuses.

Students reported the three most important factors that help build a constructive relationship between teacher and student, and leading toward their academic achievement, were.

1.   Friendly environment.

2.   Student discipline.

3.   Other comments were follows; physical facilities such as libraries, proper teaching methods, student self evaluation, adequate guidance, trust, show sympathy, affection, kind and open communication.

Students identified teacher characteristics which were helpful to student learning as:

1.   Demonstrating willingness to answer questions and offering to explanations.

2.   Experienced teachers in related subjects.

3.   Being interested in students and respecting them.

4.   Trying to solve student problems.

5.   Displaying an appropriate sense of humour.

6.   Having a pleasant voice.

7.   Being available to students when needed in the clinical area.

8.   Giving an appropriate amount of supervision.

9.   Displaying confidence in themselves.

10.   Fair evaluations.

11.   Encouragement for self study and group discussion.

12. Provide positive feedback and give rewards for good performance.

13. Punctuality in the classroom and clinical area.

14. Clear communication between teacher and student.

The teacher characteristics which students dislike are:

1. Lack of knowledge and skill in clinical procedures.

2. Correcting students in the presence of others.

3. Laying emphasis only on correcting the students' mistakes or pointing out their weakness.

3. An unfriendly manner.

4. No timely feedback in time and heavy assignments.