



## CHAPTER I

### INTRODUCTION

An admission process is one of the important and essential activity of educational institution. Every educational institute enrolls and admits the students according to it's requirement. The aim of selection and admission of the students relates to the goal of the institute. Different educational schools may have different targets, so it depends what would the institutes hope it's graduates would be doing in the future. So it is aimed to select and admit those promising candidates for fulfillment of the objectives of nursing campus. (Antonovsky, A. 1976.). Admission criteria are designed to assist in predicting future academic performance of pupils. In the process of recruitment, those applicants are screened out who are more likely to have academic difficulties. But now the issue is how to select outstanding candidates rather than how to screen out high risk applicants. Most colleges or campuses select those candidates perceived to be most outstanding using selection criteria.

Nursing education program is one of the sectors of Institute of Medicine, Tribhuvan University in Nepal. Nursing is vital part of health delivery system of Nepal

to assist individuals, families and communities to develop self-reliance in promotion of health, prevention of diseases, maintenance and restoration of health in order to enhance the quality of living throughout the life cycle. Since Nepal government is working on a plan of action to improve standard of living in six basic minimum needs including health by the year 2000, nursing education program is trying to meet the health care need of the country. (I. O. M., 1987). Satisfactory performance on institute final examination is required to practise nursing. It is the responsibility of each campus to find equitable and efficient means of identifying the most promising candidates who are most likely to succeed, not only in campuses but also in practice. It is the role of an admission committee to refine and justify admission standard and process, and to define and reach consensus on the characteristics thought to be essential or desirable in entering students. Therefore it is important to decide how to measure these characteristics. (McGuire, C. H. et al, 1983).

Institute of Medicine, nursing certificate level program of Nepal admits 280 students in one academic year. Recently a new nursing campus was established under the Ministry of Health, Bir Hospital which admitted 30 students in 1989. The students admission is based solely upon their previous academic performances, that is high school or SLC transcripts (matriculation) and school

leaving certificate (SLC). Admission criteria are prescribed by Institute of Medicine, under the policy of Tribhuvan University. These admission criteria are the only means of selecting and admitting nursing students for nursing certificate level program.

Many studies have shown a positive relationship between past and future academic performances. (Rheault et al, 1988, Yocom et al, 1985, Mawhinney, 1976, Stronck, 1979., Markert, 1985.). The effectiveness of selection process should be demonstrated through high correlation of each of the selection criteria with success in nursing campuses. It is required to increase predictive efficiency to improve selection and admission procedure. The prediction of academic success is a tool implicit in screening and selection of the students. Nursing certificate level program uses the admission process to identify students who will achieve academically and become proficient professional nursing staffs. So far there is no evidence on studies about predictive efficiency of admission criteria of certificate level of nursing educational program. The admission criteria are unsupported by research data. It is believed that the present admission criteria indicate reasonable probability of success. Therefore it needs to be studied the correlation between admission criteria and success in certificate level nursing program. Up to now, the admission criteria of Nepal nursing education program

were not investigated. Therefore the result of this study may be helpful for admission committee to make a sound admission decisions. It is hoped that this study may be also helpful for predicting students performance on institute final examinations.

There are many problems of nursing education program, Institute of Medicine. One of the burning problem is high failure rates in institute final examination which has been observed. (Ministry of Education and Culture, 1984). (Table 1.1). It requires a careful study of this problem and solve it. Because of high rate failure in final examinations, it takes four or five years to produce a professional staff nurse. Actual course period is three years only. At the same time, there is a deficit in nursing services and numerous forecasts an ever-increasing shortage. In addition, the requirement by the year 2000 is 833 graduate nurses according to report on country health resources and priorities 1990 - 1995. (Report 1989). Because of high rate failure in institute final examinations, the institute as well as an individual student loses the time, money, energy and human resources. The institute provides scholarships to every fresh nursing students. The government spends quite a lot of it's budget for technical institutes including nursing program. The institute provides (Nepalese currency) Rs. 2000/- per student per year. Every year 280 students are admitted

by nursing education program. Out of it 25% of them are inservice students. Inservice students are Auxiliary Nurse Midwives (ANM). The provision of scholarship to fresh nursing students made expensive program. Inservice students are also provided their salaries by their organization or institutes. Dropout is another problem of higher education. The dropout rate of nursing certificate level program is low in comparison to general educational institutes. ( Ministry of Education and Culture, country report, 1984). The attrition rate was 6% in 1989.

TABLE 1.1.

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**NURSING CERTIFICATE LEVEL  
INSTITUTE FINAL EXAMINATION RESULT 1989.**

CAMPUSES	# OF STUDENTS APPEARED IN EXAMINATION.	PASSED	%
1. Biratnagar Nursing Campus.	27	19	70
2. Birgunj Nursing Campus.	37	32	86
3. Pokhara Nursing Campus.	30	25	83
4. UMN Program Nursing campus.	30	21	70
5. Maharajgunj Nursing campus.	79	51	64

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The changes have been occurred time to time in educational system of Nepal. One of the main objectives of the present educational system is to provide higher educational opportunities to those who are capable of

benefiting from such programs, and can contribute to overall development of the country. There is a future need and employment possibilities for those who had technical education. Therefore the enrolment in general education was to be gradually reduced and technical education enrolment was increased proportionally. (Eds. Kasaju, P., Pradhan, G. S., 1980.).

As the number of applicants for nursing education program increases so the academic standard required for acceptance are being raised. Until 1969-70 the requirement was class IX passed. Now it is gradually raised to school leaving certificate (SLC), second division with compulsory subjects like Sciences, English and Mathematics.

The students have to take an entrance examination for getting admission to nursing schools till 1978. In 1979, the admission process was changed into single criterion approach, that is aggregate mark of school leaving certificate with three compulsory subjects: English, Mathematics and Science. But nowadays the students do not have to take an entrance examination for nursing certificate level program. The students are granted admission on the merit basis according to their SLC transcripts. The general assumption underlying this emphasis on SLC second division with English, Mathematics and Science is that, while it is difficult to determine

what characteristics are necessary to fulfil the aspect of nursing practices. Considerable competition exists among students for admission. The selection of students is crucial for the growth of the nursing profession. Admission committee has to identify relevant variables that allow accurate prediction of successful future in nursing courses. The academic performance in nursing courses may reasonably be used to evaluate criteria of admission. Most of the information on relationship between preprofessional academic achievement and professional performances are based on western countries' educational system which is different from Nepal. Because of lack of studies on relationship between preprofessional academic achievement and professional performance, this study is designed to study in this aspect.

Finally, it is a responsibility of nursing educators to review student achievement indicators from time to time in order to identify the formation of patterns which may be related them to success or failure. Moreover no one has studied the student achievement indicators of Nepal nursing education. Hence, it is required to obtain reliable data and to have recent information about the degree to which the admission criteria and academic performance predict success in institute final examination. It needs to be demonstrated the correlation among admission, academic performance in

nursing courses and institute final examination at our campuses. Ultimately, this study may serve as base line data for further studies.