



CHAPTER I

INTRODUCTION

Education is one of the important parts of human life. It plays a vital role in the success of individuals, families, and society. It was also the foundation for the total development of an his/her in the environment. The main aim of education is to bring about change in human behavior. Education influences the behavior of the learner toward a desired direction. Thus it helps each individual to develop to his/her full potential. Education should promote the growth of understanding, enhancing the development of society. Without education it is impossible to develop a peaceful community and country. In this society, people learn many things to change their behavior to improve themselves as well as to satisfy their needs.

According to Maslow's Theory (1954), an individual has five essential needs. Need is a condition within the individual that energizes and disposes him or her toward certain kinds of behavior. The needs are important factors of behavior because they are endless. Maslow identified five levels

of need namely (1) physiological needs (2) safety needs (3) the need to belong and be loved or psychological need (4) self esteem needs and (5) self-actualization. Physiological needs are the first essential needs for human beings. These needs are food, water, air, sleep and rest. In other words, physiological needs are the basic needs of human beings. When physiological needs are met, the second level of need emerges. Safety needs, the second level of needs, are feelings of security that come from structure, discipline, freedom, and consistency.

Maslow also pointed out that when needs are satisfied at one level, the next higher order of needs emerge. The level of need predisposes the individual to seek goals at a higher and more productive level. The development of positive self-perception is a base for education. A positive self-perception is possible through development of relationships that confirm an individual's worth, goodness, importance and growthy. Psychological needs include of social needs. Psychological needs are most essential in the learning environment. As an essential parts of human learning, they are relatively perpetuating. People who are not happy because psychological needs have not been met, are relatively incapable of complete satisfaction.

Need for achievement is also important in the learning environment. Everyone likes to accomplish what they set out to do and feel that their accomplishments are worthwhile. This need is closely related to success, failure, aspiration, and social recognition. Psychological needs are belonging, affection, and relationships. Every human being wants to be able to live with relationships of reciprocal warmth and regard for one or more persons. Relationships may play a great role in nursing education as well as an other educational discipline.

In the area of pedagogy, the teacher-student relationship is an important part of the learning environment. Relationships between teachers and students are very natural developments. Needs are potentially important. In the Master thesis of Nalinee, Vanchai (1976), it was stated that the right kind of relationships help students understand each other. They may enhance the student's development in learning, as well as forming attitudes, and values toward their environment.

According to Newman and Newman, (1983) they identified that, "a relationship can travel a variety of path". Thus the interpersonal relationship between a teacher and his/her has an influence on each

of them. The quality of the relationship between teacher and student has an impact on the student's willingness to participate in classroom as well as in clinical practice. If a sound positive relationship exists between a teacher and student, the student will make great efforts in learning activities. Ceriale, L (1976), stated that human relation skills have always been essential ingredients in the teacher-student relationship in nursing education, both in theory and in practice. The relationship provides an essential complex process of learning.

In nursing education, the relationship of teacher-student is the essential. A good relationship between a teacher and a student will effect the student's satisfaction. When student's are satisfied, it will lead to learning achievement and other development of students. As a result, it may help to maintain relationships with clients. A skillful nurse does not attempt to treat a disease while ignoring the patient who has it. Her effectiveness depends, to a large extent, on how well she manages her relationships with patients. According to Bryn.D (1987), nursing is an educative instrument, a maturing force, that aims to promote forward movement of personality in the direction of creative,



constructive and productive living. Nursing is a science and autonomous discipline. However, it remains predominantly a womans' profession. Nursing education must emphasize the client-nurse relationship because nurses have to deal with the community, the family, and individuals, both well and ill. Client and nurse relationships are important for nursing careers. Student nurses need to learn about client-nurse relationships on campus. Teacher-student relationships may be crucial in achieving client-nurse relationship. From the study's point of view, nursing education must consider deeply the teacher-student relationship. It should begin during the schooling years so that behavior changes can be permanent.

1.1. RATIONAL AND BACKGROUND OF STUDY

There are different kinds of health related manpower which have been produced in Nepal after the establishment of the Institute of Medicine. The Institute of Medicine conducts a programme of study for eleven categories of health workers on different campuses. One of the campuses is the nursing campus. Nepal is divided into five regions. There are seven nursing campuses situated in different regions. Maharajgunj, Lalitpur, Bir Hospital and Birgunj nursing campuses are located in the central region.

Biratnagar nursing campus is situated in the Eastern region, Pokhara nursing campus is situated in the Western region and Nepalgunj nursing campus is situated in the Mid Western region. Maharajgunj and Lalitpur campuses have been established since 1956 and 1958 respectively. The other five campuses have just started recently. Nursing education is one of the main parts of the Institute of Medicine Tribhuvan University. Nursing is ranked as an essential member of the health care delivery system in Nepal. The nurse assists individuals, families, and communities to develop self-reliance in health promotion, prevention of disease, and maintenance and restoration of health in order to enhance the quality of living in their life cycle.

The nursing programme is a three year certificate course. This study was conducted in all seven nursing campuses in Nepal. At present, there are 250 students admitted in each academic year. The study subjects were third year and second year nursing students. Students who have completed their School Leaving Certificate (S.L.C) can apply for the nursing education programme. The student's admission is based on his/her previous academic performance, that is high school or School Leaving Certificate (matriculation).

The students are selected on a merit base. Fresh students can get a 2000 rupees scholarship per year.

There are 132 nursing teachers working on different nursing campuses. They are qualified Ph.D., Master degree, Bachelor degree, and certificate level nurses. Master degree teachers are involved in bachelor education programmes. However, most teachers have in bachelor degrees, and teach at the certificate level. They are responsible for both clinical supervision and class room teaching.

The area of relationships is broad. This study focused on these aspects: Trust, support system, open communication, effective classroom teaching, and characteristics of a clinical teacher. In this study, interpersonal relationship refers to the outward and inner expression between teacher and student. The relationship is determined to a great extent, to the quality of learning that takes place as it is perceived by the nursing students.

This relationship is important for both teaching and learning as learning occurs within both the student and teacher. With this focus, the teacher's role is that of counselor, facilitator, evaluator, and colleague. The teacher assists in

their quest for knowledge. The teacher's role is to establish a relationship with students to facilitate the learning of the group.

His Majesty's Government of Nepal has adopted a national policy for attainment of "Health for all by the year 2000" through the use of the primary health care approach. Following the announcement by His Majesty to improve the living standards of people, His Majesty's Government has drawn a plan of action to meet the basic needs of the people including the need for health in the next 30 years (I.O.M, 1987). The national plan had the objective to expand the health services on the basis of social justice'. It is important to meet the manpower requirements of Nepal through the spread of scientific and technical education. Nursing has a responsibility to produce qualified, competent nurses to fulfill those needs. So satisfactory performance is needed from every point of view. Nursing administrators and nursing educators have responded to both the international nursing standards and health priorities of Nepal by developing a primary health care approach.

Mckay, S. R (1978), Jones, D (1978), Wong, J (1979), Stephenson, P. M (1983), and Wong, J. et al (1985), reported that most student nurses experience

stress and anxiety during their training period. The stress may be due to several factors such as social, environmental, maturity levels, domestic issue, academic problems, and inability to transfer class room learning to clinical practice. One of the important factors noted was lack of rapport between teacher and student. The lack of informal teacher-student relationships results in the loss of the students' intellectual and personal development as reported by Pascarella, et al (1983). Teacher-student relationships are important for student development. They may affect academic achievement. Teachers can play a vital role in the learning environment. If there is a negative relationship between a teacher and a student, it may affect the students' performance.

At present, one of the big problems in the Institute of Medicine; Nursing Education, is a high failure rate in the Institute's final examination (Ministry of Education and Cultural, 1984). Table (1.1) shows in 1990 the failure rate was 28%. A high failure rate results in the loss of money, manpower, material and time. Actually the nursing programme take 3 years but some times students takes 5 years to complete the course. There is a rule to provide a scholarship of 2000 Rupees per year for the

fresh students. Twenty five percent of the total students are auxiliary nurse midwives whom the organization sends for further study. Their project provides them a monthly salary. That's a loss for the individual and the programme.

Table 1.1. NURSING CERTIFICATE LEVEL
INSTITUTE FINAL EXAMINATION RESULT 1990.

Campus	No of students appeared in examination	Passed	Percent
Maharajgunj	75	55	75%
Lalitpur	34	25	73%
Birgung	23	14	61%
Biratnagar	26	19	73%
Pokhara	33	22	66%
Nepalgung	29	22	76%

The study of Kalpan, L. and Row, H. (1971), Wolfe, M. L and Engel, J. D. (1982), and Griffith, and Bakanauskas (1983), revealed that there was a direct correlation between teacher-student relationships, students' self-concept, and academic performance. Up to this point, no one in Nepal has studied the

correlation between teacher-student interpersonal relationships and academic achievement of nursing students. It is interesting to look at the level of interpersonal relationships between teachers and students as perceived by students and which components are related to their academic performance. Maybe this study will help build up relationships between teachers and students as well as be helpful to the students' performance. The benefit of this study is that it may be used as a guideline to correct the improper learning on the nursing campuses in Nepal.