**INTRODUCTION**

Nursing as a profession has as an inevitable role in the entire health care delivery system and promises holistic care to the individual, family and community as a whole, the basic learning need of every nurse was to demonstrate a procedural skill acquired through her/his studies [1].

A nursing student not only attending classes in the school setting but render many competency-based activities in the hospitals under the guidance of the clinical teaching faculty, hence, the clinical teaching faculty plays a significant role in the development of skillful and competent nurses pass from various stages like training, education, and demonstration through teachers’ guidance[2].The development of nursing students into professional nurses was dependent on the quality of the clinical learning environment and the relationship between the student and the clinical instructor that greatly influences students’ educational development because it could affect students’ integration of theory into the clinical practice. Nursing students may develop their behaviours from their instructors since they learn from their behaviours, knowledge, experience and skills. Research has suggested that when instructors were perceived as caring, nursing students develop the same caring ability [3].

Student nurses perception and experiences were the effective method in assessing clinical instructors’ characteristics in nursing education, also, student ratings could be reliable and valid indicator of effective teaching” [4]. The main objective of the present study was to assess the correlation between the Nursing teachers’ behaviour and their influence on academic performance among students. Allport psychological concept of perception is applied to explain the nursing students perception on teachers behaviour and its relative implication on academic achievement [5].

**MATERIALS AND METHODS**

A descriptive correlational design was adopted to carry out the present study. The study was conducted at selected colleges of nursing, Bangalore based on the feasibility and familiarity with the setting. The population of the present study comprised of around 410 student nurses undergoing General Nursing and Midwifery, Bachelor of Science and Post Basic BSc Nursing programs. The samples were selected with the predetermined set of criteria and the purposive sampling technique was adopted to select the samples. The sample size of the study comprised of 150 nursing students who are studying 2nd, 3rd and 4th year BSc(N) nursing courses with estimated power of 80 percent and 5% of significance.

The investigator utilized Structured Survey Questionnaire - Nursing Clinical Teacher Effectiveness Inventory (NCTEI) Survey Instrument consisted of 47 items. Based on the pre-testing, suggestions from the experts few modifications were done. Based on item analysis, discriminative index (0.3%) and difficulty index (75%) 5 items are deleted. Thus, the final draft of the tool consisted of 42 items.

**Description of the tool**

The modified tool consisted of two sections: section one includes the demographic variables of student nurses and average percentage score obtained in the first year, second year, and third year, whereas, section 2 consisted of Five point rating scale consisted of 42 items used to assess the student nurses perception about their teachers Teaching Ability (15), Nursing Competence (8), Evaluation (7), interpersonal relations (6) and personality related items (6) which are adopted from the Nursing Clinical Teacher Effectiveness Inventory (NCTEI) Survey Instrument.

**Scoring key**

Demographic variables are coded and the items of the survey instrument are scored as: Not Descriptive -1, Somewhat descriptive-2, descriptive -3, Very descriptive -4 and exactly descriptive -5. The scores obtained in the Nursing Clinical Teacher Effectiveness Inventory (NCTEI) Survey rating scale has been classified to categorize the level of perception among nursing students on their teachers behaviours. The reliability of the tool was established through split half method and the calculated ‘r’ value was 0.80 and the modified tool was found to be reliable.

**Method of data collection**

Prior to data collection the researcher given self-introduction, explained the purpose of the study and obtained the written consent from the subjects, the subjects were assured the anonymity and confidentiality of the information provided by them. Structured survey questionnaire is administered to the selected subjects with adequate information and the data collected. Each subject took around 40-45 minutes to complete the survey instrument. Collected data were analyzed through descriptive statistics of frequency, percentage, mean, standard deviation, median, mean percentage and inferential statistics of chi square and Pearson’s correlation coefficient.

**FINDINGS AND DISCUSSION**

**Demographic profiles of the study participants**

In the present study, majority of the subjects 134(89%) belong to the age group of 19-21 years and most of the subjects 124 (83%) were female. The above findings were consistent with the study findings on the actual and expected clinical teaching behaviour of the faculty from the student’s perceptions and correlate the influence of actual teaching behaviour on clinical learning, which revealed that majority of the participants were females (97.04 %) in the age group of 18 -27 years[6].This might be due to the fact that nursing is believed to a female oriented caring profession and also availability of job opportunities to the candidates who completed nursing leads to more and more enrolments in nursing from female gender than male gender. 100 percent of subjects completed PUC/+2 as their entry level qualification, the quite common factor for this result was due to the primary reason such as entry level qualification for any nursing courses could be the completion of PUC/HSC as per the apex bodies regulation in India, hence the majority of the subjects have completed an educational qualification of PUC/+2. Also, based on the study objectives samples were selected purposively hence an equal percent of subjects were drawn as study participants from 2nd, 3rd and 4th year BSc nursing programs.

**Academic Performance**

***Table1: Frequency and Percentage distribution of Academic Performance of nursing students***

**N=150**

|  |  |  |
| --- | --- | --- |
| Academic Performance | Frequency | Percentage |
| Average Percentage of score in the first year   1. 50-59 2. 60-69 3. 70-79 | 30  92  28 | 20  61.3  18.7 |
| Average Percentage of score in the second year   1. 50-59 2. 60-69 3. 70-79 | 24  114  12 | 16  76.0  8.0 |
| Average percentage of score in the third year   1. 50-59 2. 60-69 3. 70-79 | 17  107  26 | 11.3  71.3  17.3 |

Majority of the subjects has scored 60-69 percent in the first, second and third-year examinations and there was no significant difference found between the academic performance and the selected group of the students - evidenced the academic performance/ achievement were not influenced by students level in nursing programs.

**Behavior of nursing teachers as perceived by the students**

The maximum mean score obtained by the subjects was 42.3 in the aspect of teaching ability and the least mean score obtained by the subjects was 16 in interpersonal relations, and almost equal mean scores were obtained in the nursing competence 21.36 and evaluation component 22.01, whereas in personality domain it was found to be 18.

***Fig1: Bar diagram showing distribution of nursing students perception towards teachers behaviour***

The present study findings were similar to the study findings of Sellick and Kanitsaki who compared teacher and student rating of 20 clinical teacher behaviors including five categories of teaching, nursing, evaluation, guidance and application. The results showed that both students and teachers rated teacher-student relationship as the highest and evaluations as the lowest and the other highly rated behaviors were the teachers that demonstrated interest in the student, provided helpful feedback and gave positive feedback [7]. Another study intended to evaluate first and second year students’ perceptions of behaviors which assisted or hindered learning - using a critical incident technique indicated that 4/9 helping behaviors and 5/7 hindering behaviors focused on interpersonal interactions, which were consistent with the present study findings[8].

Also, a qualitative study to identify and compare effective and ineffective clinical teaching behaviors by O’Shea and Parsons (1979) among 205 students and 24 instructors in private university, while subjects were asked to write three to five teacher behaviors that facilitated and interfered with clinical learning. The results emerged from the responses were evaluative behaviors, instructive/assistive behaviors, and personal characteristics were the vital characteristics of effective teacher [9]. Malik et.al also supported that the perception of students a good teacher must have strong and effective communication skill, ability to motivate students and must have sound knowledge of subjects [10].

From the present study findings, it was evident that there were no significant differences found between the perception of nursing students towards teachers’ behavior factors based on Nursing Clinical Teacher Effectiveness Inventory (NCTEI) Survey Instrument, though there was a slight difference in the mean score obtained by the subjects in the sub scales of Teaching Ability, Nursing Competence, Evaluation, Interpersonal relations and personality. Almost all the subjects expressed positive perception towards behavior of nursing teachers which was described as Good, and also the overall perception rated by the student nurses towards the teacher was Good. It could be inferred that the teachers were exhibiting appropriate behavior towards the students in their teaching and clinical settings. Based on the findings, the hypothesis (H01) stated that there is no significant difference in the behavior of nursing faculty as perceived by nursing students at p<0.05 was accepted.

***Table2: Correlation between nursing teachers behavior and students’ academic performance in the first year***

**N=150**

|  |  |  |  |
| --- | --- | --- | --- |
|  | | **‘r’ value** | **P value** |
| Average percentage of score in the first year | Teaching Ability | .034 | .038 |
| Nursing Competence | -.042 | .81 |
| Evaluation | -.033 | .000 |
| Interpersonal relations | .136(\*\*) | .210 |
| Personality | -.018 | .000 |
| Effectiveness | .102(\*\*) | .192 |

There was a significant correlation found between the percentage of score obtained by the students in the first year and interpersonal relations (.136) and effectiveness (.102) at p<0.01 level though there was no significant positive correlation found between other aspects survey inventory.

***Table 3: Correlation between nursing teachers behavior and students’ academic performance in the second year* N=150**

|  |  |  |  |
| --- | --- | --- | --- |
|  | | **‘r’ value** | **P value** |
| Average percentage of score in the second year | Teaching Ability | .040 | .065 |
| Nursing Competence | -.046 | .113 |
| Evaluation | -.034 | .000 |
| Interpersonal relations | .159(\*\*) | .310 |
| Personality | -.021 | .000 |
| Effectiveness | .174(\*\*) | .194 |

There was a significant correlation existed between the percentage of score obtained by the students in the second year and interpersonal relations and effectiveness at p<0.01 level though there was no significant positive correlation found between other aspects survey inventory.

***Table4: Correlation between nursing teachers behaviour and students’ academic performance in the third year* N=150**

|  |  |  |  |
| --- | --- | --- | --- |
|  | | **‘r’ value** | **P value** |
| Average percentage of score in the third year | Teaching Ability | -.081 | .106 |
| Nursing Competence | -.059 | .237 |
| Evaluation | .93(\*\*) | .002 |
| Interpersonal relations | .88(\*\*) | .000 |
| Personality | .74(\*\*) | .002 |
| Effectiveness | .79(\*\*) | .001 |

It was evident that most of the aspects of survey inventory such as evaluation (.93), interpersonal relations (.88), personality (.74) and effectiveness (.79) had strong positive correlation with percentage of score obtained by the participants in the third year at p<0.01 level.

The overall findings showed a significant correlation between the teaching ability and nursing competence, evaluation, interpersonal relations and personality at p<0.001 level, which were similar to the findings of teachers attitude to work and implications, which revealed that there was a dynamic interaction between the teacher, subject and pupils, hence the teacher’s attitude to his/her work was bound to affect the students’ perception of him/her and the subject he/she taught [11]. Also, study by Wallace on discipline that motivates explored that teacher's behavior which was accompanied with feeling of hope, generosity, respect, and joy becomes effective in modifying and improving the conduct by the delinquent students who have had previous bad records while many teacher's negative conducts - referring the rude and undisciplined students to school principal, sending them out of class and make them stay in the hall-way, carelessness and neglecting the students' serious problems had an undesired effect on the students behaviors[12].

However, contrary to the findings of correlation, there was strong correlation was found between percentage of score obtained by the participants in the third year and the most of the aspects of survey inventory such as evaluation, interpersonal relations, personality at p<0.01 level. These findings were consistent with a study on effects of limited private reprimands and increased private praise on classroom behavior in four British Secondary school classes showed that when teacher's praising and appreciation of the student has increased at an individual level, positive effects were seen on the student's behavioral and educational performance[13]; the adaptability of the teacher-student relation and selecting a suitable policy for changing and improving unsuitable behaviors, has positive impact on the students' attention to the educational activities system[14].

**Association between the perception of nursing students and selected demographic variables**

Present study revealed a statistically significant association between the age and present level in education (grade) with perception towards behaviour of nursing teachers among the selected subjects at P<0.001.

**Recommendations:** Based on the study findings the following major recommendations are derived viz. a randomized controlled trials with large number of could be carried out to generalize the findings and can be repeated among various level of students at different institutions; also, could be replicated among the clinical teachers who are in dual role responsibility at their own settings and could be assessed clinical performance from the entry level to the exit level.

**CONCLUSION**

The present study findings create an insight about the importance of nursing students perception about their teachers and their influence on their academic achievement and level of performance in the clinical area. Though various researches have been carried out in the field of education, these type of studies would have much impact in the growth of the nursing profession. From the study findings several implications for nursing practice, nursing education, administration, nursing research were drawn. Assessing the nursing students perception on their teachers definitely provide a way for curriculum modification and required changes at par with Global level nursing education and practice. Educational material could be developed, tested and distributed among clinical teachers towards teaching style improvements and behaviour modifications.

**CONFLICT OF INTEREST: NIL**

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