

ACADEMIC PERFORMANCE AND PERSPECTIVES ON PROFESSIONAL
VALUES: A SURVEY OF CTEVT NURSING STUDENTS

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DECLARATION

I hereby declare that this dissertation has not been submitted for candidature for any other degree.

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DEDICATION

This dissertation is dedicated to my family members, teachers and friends.

AN ABSTRACT OF THE DISSERTATION OF

Khagendra Adhikari for the degree of *Master of Philosophy in Education*

presented on

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Survey of CTEVT Nursing Students

Abstract Approved

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Nursing profession is being popular among the students in Nepal. The students, parents, health workers and the government have felt the need and importance of Nursing Education. But this education in the past appeared to be inaccessible for the target students in terms of time, space and affordability. Also, the students from marginalized, disadvantaged and deprived community remained apart from this education. On the way to making this education inclusive and participatory, the Government of Nepal made provision for classified and intelligent scholarship in nursing education. The purpose of classified scholarship was to address the need of making this profession more inclusive and participatory, while the purpose of intelligent scholarship was to produce competent human resources in the nursing profession.

Despite the practice of scholarship program in nursing education for many years there was no any study formally conducted to explore and inform about the effectiveness of scholarship in nursing education in association with the students

learning performance. Stepping on this contextual ground the researcher developed mainly three research questions to carry out this study: (1) What is the level of academic performance of fee paying and scholarship nursing students? (2) Do student caste/ethnicity, age, family size, family income; Parents' education, occupation and institutions affect the performance of nursing students with scholarship? (3) What are the status of scholarship and non-scholarship students' perspectives towards their professional values, particularly in terms of caring, activism, trust, professionalism and justice?

This research was carried out quantitatively under the post-positivist research design. The total population of this study was 303. Among them, 125 were scholarship and 177 were fee-paying students. Out of 29 nursing colleges in the valley, 19 were sampled by using Yamene (1968) formula. The sample population was selected by using random sampling techniques. From one college, 16 students were selected for the study. Among them, 4 students were selected from the second year and 4 from the third year from among scholarship students, while 4 students from the second and 4 from the third year were selected from among fee-paying students. The intelligent scholarship students were the class toppers, while the classified scholarship students were from Dalit, marginalized, Janajati, etc. community who scored more in the examination for nursing course. The data were collected by using structured questionnaire and were statistically analyzed and interpreted with the help of SPSS software.

The scholarship students were found to have performed better in learning than the fee-paying students. Their educational performances were measured in terms frequency of library visit, frequency of reading course related article, the duration of time paid by the students for self-study and the marks obtained by them in the first

and the second year of nursing courses. The scholarship students exceeded the fee-paying students in all these part of educational performance.

Similarly, the scholarship students belonging to the lower age group were found to have performed better in learning than those who belonged to older age group. The students from Janajati were found to have performed better than those from Brahmin/Chhetri and Dalits. The scholarship nursing students belonging to the family with lower level of income were found to have performed better than those from the family with higher income level. In the same way, the scholarship nursing students whose fathers were literate and SLC (now SEE) graduate and mothers were homemakers and literate performed better in nursing education than those whose fathers held higher level of education.

All the nursing students (fee-paying and scholarship) prioritized caring, activism, professionalism, trust and justice as key professional values in the field of nursing. All of them positively asserted these values as a part of their nursing profession.

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CHAPTER I

INTRODUCTION

The notion of academic performance and perspectives on professional values has increasingly been considered in nursing education to mitigate the international requirement and needs through the quality assurance. Huge amount of money is investing through scholarship which either useful or not in promoting the certain targeted group of the society. I begin this chapter by articulating the concerns of academic performance and perspectives on professional values of fee paying and scholarship students at nursing colleges under the affiliations of Council for Technical Education and Vocational Training (CTEVT) in particular. I also present research problems, purpose, research questions, hypothesis and delimitations of this study. This chapter ends with the organization of this thesis.

Need and Context of the Study

A scholarship can be taken as a program under which a financial support is offered to the needy students. It is also considered as an award for the students in their academic world. The scholarship students get a kind of recognition in their societies. If any students get a scholarship, s/he can give herself or himself a pat on the back. In some scholarship programs, there are thousands of applicants. When students are recognized for their accomplishments, it gives them the confidence to pursue their further goals. It is very important for the students to recognize their own potential early in their academic career so that they can foster its growth receiving recognition from an organization.

In fact, scholarship has many advantages to the students even for their future study and work. When a student applies for colleges or jobs might help them to

distinguish themselves from other peers which might motivate them to challenge to reach higher goals in her or his own life.

In Nepal, CTEVT offers three types of scholarships, which are categorized as; a) scholarship for genuine and talented students, b) special scholarship and c) classified scholarships (CTEVT, 2013). A classified scholarship is provided to the hard-up students from among women, dalit, ethnic group, martyrs family, former *kamaiya* (poorly paid tenant), *haliya* (poorly paid plough man and disadvantages groups of people (CTEVT, 2013). Let it say equity scholarship to the disadvantaged group of people in our society.

Equity scholarships provide assistance to the students who are experiencing social or financial disadvantage. Equity is a mean of social inclusion in the TEVT policies, program and activities. Equity scholarship with its strong emphasis on social justice, the recent literature on education and social sciences increasingly advocate the issues of social inclusion (CTEVT, 2013). Establishing and maintaining equity in public finance is not an easy task. Sometimes it is understood as a relative concept rather than an absolute term. However, equity concept is useful to analyze education financing, which provides the merit for value judgments to determine fairness and social justice in resource allocation. It helps to analyze the education financing policies by putting them into the equity framework.

Academic scholarships reward academic excellence, and require a high level of achievement in the nursing education. Students who have talent, innovative and creative sense to acquire excellence on his/her work are an achievement of intelligence. It can inspire other students to do better in a certain period. To measure the academic performance of the equity scholarship and non-scholarship nursing students of the CTEVT is considering the marks obtained in the final result taking as

an independent variable. The marks obtain in the final exam shows academic and clinical competencies of the student.

Goffman (1959) links performance as all activities of participants which persuade to other participants. Generally, a performance comprises an event in which he/she behaves in a particular way for the audience. In fact, performance is a complex term, which has many forms. For example- performance management, employee performance, academic performance, performance appraisal, performance indicator etc.

Academic achievement is determined by the performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in school, college, and university (Rhys, & David, 2001). School systems mostly define cognitive goals that either apply across multiple subject areas (e.g., critical thinking) or include the acquisition of knowledge and understanding in a specific intellectual domain (e.g., numeracy, literacy, science, history) (Mlambo, 2001). The field of academic achievement is very wide-ranging and broadening in terms of educational outcomes. The academic achievement depends upon the indicators that issued to measure it. Academic performance of nursing student is shown through the academic and clinical competencies of the student in academic and clinical field.

The nursing course at proficiency certificate level is entirely a technical education in Nepalese educational stream. Technical education is providing to people through different universities, CTEVT and its affiliated colleges. School Leaving Certificate (SLC) passed female student can enroll in PCL Nursing program in any colleges of their choice. CTEVT has provided affiliation to 103 private nursing colleges till date (CTEVT, 2013).

Every year CTEVT prepares admission directory for newcomer students to seat in an entrance examination to get new admission. In the directory, the provision of entrance examination, admission procedure and scholarship (10 percent) scheme are written clearly.

Scholarship Scheme in Nursing Education in Nepal

CTEVT has decided two types of scholarship scheme – one is intelligence scheme and another is classified scheme (CTEVT, 2013). Every college is provisioned to provide two types of scholarship to the new students. Intelligence schemes are for one of the entrance topper and classified scheme is for other three students from minority groups like Dalit, Ethnic, Indigenous, Madhesi, and Muslims (CTEVT, 2013). Every year, 4 students get scholarship among the newly enrolled 40 students of each college. Each year 103 nursing colleges enroll 4120 students and provide scholarship to 412 students. However, the academic performance of those students with scholarship has always been the matter of research to come with the idea either there is effective rate of return or not.

In order to open the door of international job markets, this type education is an effective means. It not only opens the door in the labor markets but also creates job opportunities and entrepreneurship to other people. People having technical and vocational skills can easily sell their skills to national and international markets through which they can get better earning. It ultimately helps them to uplift their living standard in their society. Nowadays, it is found Australia, Canada, USA, UK and other European countries have very eye-catching plans only if Permanent Residence (PR) and working visa for the people having technical and vocational skills, specially nursing education. In the context of Nepal, here is no doubt that nursing is the career subject of choice for most of the SLC graduates. As such, it is

more than necessary to come with the idea whether government's investment in nursing education and its scholarship provision is being effective or not.

Nursing education is an entire professional course and nurses have to exhibit a competent skill to deliver their services in any society. And values are individual beliefs that derived from previous experiences, education, social and physical environments that are held to be true and may change over time (Lent, Brown, & Hackett, 1994).

Values in Nursing Profession

Nursing values are learnt through formal and informal means. Nursing education influences the formation and development of professional values and identity provides different approaches to learning and developing these values. Nurses Professional Values Scale determined that nursing education not only improved academics but also built on fundamental professional values (Harding, 2016).

Mentoring of nursing students is an important portal through which nursing values are transferred. It was found that values displayed by nursing students were developed during interactions with, and observations of the nurse educator. Faculty also has the responsibility for providing encouragement and educational support in order to promote the extraction of professional values from their clinical experiences (Bhandari, 2012). The implementation of clear codes of conduct resulted in improved professional development and noticeably higher professional values among nursing students. Nursing values influence nursing actions and serves as a guide when dealing with ethical issues. Professional values and their resultant behavior are cause for concern, with most nurses displaying very little respect for nursing values (Bhandari, 2012). Similarly, anecdotal reports from both clinical and educational nursing leaders

in Jamaica indicate that attitudes and conducts displayed by a significant number of nursing students from different schools of nursing have increasingly been unprofessional (Harding, 2016).

Culture plays an important role in the development of professional values. It also influences the development and prioritization of these nursing professional values and despite nursing values being the same across all jurisdictions; priority values differ according to culture. Values studied in the Japanese and American cultures determined that despite having similar values in both cultures, each country had values that were unique to them and this was supported by another study that identified unique cultural indicators in the Japanese culture (Boss, Bryant, & Mancini, 2016).

Statement of Problem

Those students who are studying nursing course are getting 10% scholarship from each and every college under the affiliation of CTEVT (2013). Scholarship holder's academic performance, however, is not studied till date. Generally people expect their academic performance to be high in comparison to other students who have to pay for the study. Colleges are expending huge amount of money (Rs. 19,57,00,000.00) for nursing students in the name of scholarship each year (CTEVT, 2013) Whereas, what effect does it have on academic performances of those students with scholarship is hardly discussed in present academia. Are those students, as our expectation, doing fine in their studies? Or, are there any other social, cultural, economic and demographic factors that influencing in the academic performances of scholarship holder nursing students? Here, it demands an empirical study in knowing whether the provision of such scholarships for nursing students is being fruitful for the nation or just being waste of money and time. Nursing education basically focuses

to produce skillful nursing professionals to deliver services to the people who need nursing care. Nurses are very much demanding in national and international health service market in this globalized context and they are producing rapidly to meet the requirement of worldwide. Their job is becoming more challenging day-by day and the expectation of people is also changing. So, it should be taken in any research that what is the nursing students' perspective on professional values.

Moreover, it is also to identify the major socio-cultural, economic and demographic factors associated with academic performance of those students. Similarly, values are considering as enduring beliefs or attitudes in persons or groups who are conducting their behavior and serve as criteria for making their own decisions (Eddy, Elfrink, Weis, & Schank, 1994). It is also known that professional values are standards for action and that might be favorable to practitioners, professional groups and provide a framework for evaluating behavior (Weis & Schank, 2000). So, also the purpose of this study is to determine nursing students' perspectives on professional values.

Purpose of the Study

The researcher formulated the purpose of this study based on the statement of the problem. The main purpose of this study was to examine the status of academic performance of the scholarship and fee paying nursing students and the perspectives on professional values they assert for nursing profession.

Research Questions

1. What is the level of academic performance of fee paying and scholarship nursing students?
2. Do student caste/ethnicity, age, family size, family income; Parents' education, occupation and institutions affect the performance of nursing students with scholarship?
3. What are the status of scholarship and fee-paying students' perspectives towards their professional values, particularly in terms of caring, activism, trust, professionalism and justice?

Hypothesis

1. There is difference on academic performance across fee paying and scholarship nursing students.
2. Nursing students' parents related factors (family size, income, education, occupation) and their own attributes (Cast/ethnicity, age) differ their academic performance.
3. There is difference on the status of scholarship and fee-paying students' perspectives towards their professional values, particularly in terms of caring, activism, trust, professionalism and justice.

Significance of Study

Every college is provisioned to provide two types of scholarship to the new students. Intelligence schemes are for one of the entrance or class topper and classified scheme is for other three students of Dalit, Ethnic, Indigenous, Madhesi, and Muslim students (CTEVT, 2013). Due to this provision, in one hand, the student

from very poor family will not be eligible to get the scholarship but in other hand, the student from very rich family will be eligible to get the scholarship under the classified scheme. Seemingly, it is not justifiable in the socio economic context. But it is the provision of law. Private investment is in a huge volume in this field and providing national and social contribution to develop the nation. Even they are under some blame. There is a burning need to come with empirical studies in identifying either this investment in the name of scholarship is being effective or not. As such, in identifying the affectivity of scholarship provision for nursing students, and in identifying other socio-economic factors affecting academic performance of scholarship students, the finding of this research endeavor is likely to carry its high significance in forming national educational policy in terms of scholarship provision for nursing students. And it is equally significant to parents, students and college owners. Not only in scholarship, it is equally significant to determine the nursing students' perspectives on professional values.

Delimitation of the Study

The researcher delimited the study in terms of content, method, participants and place. So far the matter of content is concerned, the study focused only the scholarship scheme in nursing education and its influence over students' academic performance. By method, the study was carried out employing survey method under quantitative research paradigm. In the same way, only fee paying and scholarship nursing students from the second and third year were considered for the study. This study was carried out only in the 19 nursing colleges existing in Kathmandu, Bhaktapur and Lalitpur districts.

Organization of the Study

It is arranged in different five chapters, each chapter correspond to the steps considered in the study. The first chapter of this Study is devoted to introduction of the CTEVT Nursing education and academic performance of the students having & not having scholarship. It covers all the study of introduction, rationale of the study, statement of problem, purpose of the research, research questions, research hypothesis and delimitation of the study.

The second chapter gives the detailed knowledge of the knowledge, categories of the performance, academic performance, nursing education in the context of Nepal, dimensions of the academic performance of the students having equity scholarship, policies, research gap and theoretical framework. It also focuses on the empirical studies in nursing education in Asian and other countries.

The third chapter is mostly focuses to the philosophy of the research, research design, techniques to measure the variables, identification of the population and sample, data collection tools and techniques, analysis of data and interpreting of results. Also suggest the tools for reliability and validity test and obeying the ethical consideration during research period.

The fourth chapter focuses to the descriptive and inferential analysis of data and interpreting the results. This chapter also used to measure the reliability and validity of the data. This chapter also focuses to the discussion of the results based on the hypothesis derived during research work. The fifth chapter concludes the research by presenting a summary of the findings of the study. It is highlighting the contribution, which is made by the study to the field of knowledge. The Chapter also offers a number of recommendations to researchers and practitioners; outlines the study's limitations and advises as to possible future research in the field.

CHAPTER II

LITERATURE REVIEW

This chapter makes review of existing literature and prior studies related to the academic performance of students with equity scholarship. As such, it begins with theoretical review, which is followed by thematic review of the related literature. The chapter also brings policy review. It, eventually, is followed by research gap and theoretical framework.

Researcher through the literature review can get some past ideas, philosophical views, present situation and planning for future. Major resources used for the literature review are publication of CTEVT, Journals of CTEVT, thesis of other researchers, web based journals studies, periodic reports and different related books. Literature review makes critical summary of existing prior studies based on the research problem and the research questions under investigation. In doing so, the academic performances of equity scholarship holder nursing students are kept under the study in the Nepalese educational context.

Academic Performance

Academic achievement can be measured by the exam result, GPA (grade point average) or by the standardized assessments SAT(Scholastic Assessment). The professional values of nursing are arising from a concern with human prosperous. The desire to become a nurse is a reflection of an aspiration to care for others patients in need. The professional of nursing should anticipate that the tendency towards the professional values. Nurses would normally be associated with a caring profession (care, compassion, humanity, and so on). Anyone can take part in higher education, based on the acquired educational degrees which influences their academic

career(Alos, 2015). Academic achievement of an individual is utmost importance for the wealth of a nation and its prosperity. But in our country, academic performance is measured only by marks obtained in final examination or result. In nursing education performance is a combination of academic and clinical competencies in respective fields(CTEVT, 2013). Academic performance is a way to achieve outcome of education whether it might be vocational, technical or others. The outcome of education is measured by the extent to which a student, teacher or institution achieved their educational goals which has been set out at the beginning (CTEVT, 2013). The discussion on “academic performance” mentioned above helped the researcher to understand meaning of academic performance in general and in the field of nursing education in particular. Since academic performance in the field of education includes academic and clinical competencies, the researcher incorporated the learning achievement of nursing students both in theoretical and practical studies.

Measurement of Academic Performance

Academic achievement is commonly measured by examinations or continuous assessment in academic and clinical area. But there is no such a way in which students are tested most important procedural knowledge (eg. skills) or declarative knowledge(eg. facts). In foreign country, academic achievement is measured by the GPA (grade point average) or by standardized assessments designed for selection of good academic performer. Therefore, the academic achievement defines if anyone can take part higher education based on the educational degrees that influences his/her vocational or academic career after the education(CTEVT, 2013). Academic performance of a school or college is a measure of the accomplishment of students or how well students meet up the standards set out previously by the school or colleges. Successes of educational institutions are measured by the academic performance.

Academic performance is known as how well the students meet the standards set in educational institution (Bhattarai, 2015). Success is also measured by teachers' observation of students listening and practical skills or dexterity in clinical areas, punctuality and time management (Belle, 2011; online). The outcomes based education (OBE), which aims to develop students' critical thinking and improve their problem solving capacities, which has been considered in the time of education changes in Nepal.

Performance in school/college is evaluated in a number of ways. Students are allowed to exhibit their knowledge through written and oral tests, homework, presentations, grading and participating in class activities. Teachers in educational institute evaluate the students in the form of letter or some time number grades or side notes to describe how well they have done. The subjectivity of academic performance assessment has lessened in recent years but it has not been totally eliminated (Logan, Hughes, & Logan, 2013). Current evaluation methods have some demerits it may not be possible totally remove prejudice from the students that most are biased toward students (Logan et al., 2013). The standardized test which is adopted nowadays is fail to recognize students with learning. Physically disable student do not compete with other able students in the same manner or amount of given time. The evaluation of class teacher who can have enough information of the student may still have some bias if individual difference and learning styles have not been considered as much.

The college academic input focuses on the components and variables that directly affect to increase the performance and qualities of the graduates. The performance of the students of the colleges depends upon the variables and composition of those academic institutions.

The different types of college academic input variables could be in building, classroom, library, online resources, teaching quality, workshop and seminars, teaching and learning methodology. It also included instruments and procedures, teacher commitment, teaching methodology, field visit and case study, and evaluation methodology.

The Council for Technical Education and Vocational Training (CTEVT) has been constituted in 1989 (2045 BS), which is a national self-governing apex body of technical and vocational sector in Nepal. It is committed for the production of technical and skillful human resources required to the nation (CTEVT, 2068). CTEVT mainly involved in policy formulation, preparation of competency based curriculum, quality control, developing skill standards of various occupations and testing the skills of the people (CTEVT, 2068).

Government has immensely focused on expanding vocational and technical institutes. The main purpose of establishing technical and vocational institute is to bring poor, disadvantaged and deprived group of people in mainstream of technical and vocational education. CTEVT has been running different courses on health, engineering and agriculture in diploma level or proficiency certificate level through its constituent technical schools, training centers, affiliated technical colleges and annex schools (CTEVT, 2013).

The review on measuring academic performance, as mentioned above, helped the researcher to explain the measurement of academic performance not only in terms of the marks obtained in the paper-pencil test but also in terms of students' access to library, reference materials, etc. This helped the researcher to include the data related to library visit, and online resources entertained by the nursing students under this study.

Values in Nursing Profession

Values are individual beliefs derived from previous experiences, education, or social and physical environments that are held to be true and may change over time (Guido, 2010). Nursing values are the most important components necessary for the maintenance of high quality standards in the nursing profession. Values form a framework for addressing ethical concerns and are translated as personal principles or standards of behavior displayed by an individual (Bhattarai, 2015). Similarly, professional values are important concepts that integrate the students' critical thinking as well as the moral and ethical skills needed to deliver competent nursing care.

Professional values are reflections of personal values and are acquired during socialization into nursing (Mokadem, 2017). Globally, professional values in nursing has been described using varying characteristics, which, when translated, are fundamentally the same. Nursing core values have been identified as honesty, pursuit of new knowledge, belief in human dignity, equality of all patients and the desire to prevent and alleviate suffering (Bhattarai, 2015). Protection of patient's privacy, protection from harm, personal and professional responsibility as well as accountability also featured prominently. However, the ICN subsumed all these values into five main ones: caring, activism, professionalism, trust, and justice. Professional behavior is guided by personal principles, beliefs, and values, which are found in the nurse's professional codes of ethics (Bhattarai, 2015). Although different dimensions have been implicated in the development of professional values among nursing students, values displayed are direct reflections of the values acquired during socialization into nursing (Alos, 2015).

Nursing profession follows some key values such as caring, professionalism, trust, justice and activism. The concept of these values are presented and discussed as follows:

Caring

Caring is taken as one of the key values in nursing profession. The term 'caring' in the field of nursing is often confused with the terms care, nursing care, care giving, to name a few. In the context of this research, the term 'care' is not only understood in terms of observing patient as a part of profession but also taken in the form of looking towards the needy one lovingly, affectionately and moreover humanly. A nurse deals with the patients who are in painful circumstances and are often in need of getting physical and mental relief. The care offered by a nurse to her patient often works as medicine in itself. In such circumstances, care to the patient appears to be a legal and ethical component of a nursing profession. Care in nursing profession, thus, can be explained more than the action of performance. When a nurse cares her patient, she reveals her self-identity and spirit involving a true sense of commitment and dedication to her patient (Blasdel, 2017).

Professionalism

Professionalism is the "ability or skill expected of a professional" (Soanes et al., 2006, p. 718) and "consistent demonstration of core values" (American Association of Colleges of Nursing, 2008, p. 26). Why is 'professionalism' provided with the status of a value? This question demands a special explanation. In the context of this research, the researcher used the term 'professionalism' as a professional character, spirit or method. Such understanding on 'professionalism' makes a broader space for a professional nurse in which she perform her duty not only in terms of supplying the medical need to a patient but also treating him/her by revealing her

human character or spirit on the one hand and adapting the method of curing her patient on the other. Without doing so, a nurse cannot appear to be a human and neither she is supposed to be a true professional. At this context, one may put a question: how does a nurse maintain 'professionalism' as a part of her professional values? Performing 'professionalism' as a professional value in the part of a nurse demands specialized knowledge, competent role performance, ethical behavior, self-regulation, and organized participation in service to society (American Nurses Association, 2010; Cruess & Cruess, 1997). Professional values are standards as stated in the code of ethics of the American Nurses Association (American Nurses Association, 2015). Observing such status of 'professionalism' in the field of nursing, the researcher used it as a value to be adapted by a nurse to perform her nursing profession (Fataneh Ghadirian, 2014).

Trust

The term 'trust' is common concept and is used in almost all aspects of human endeavor. But in the field of nursing, trust is often understood clinically and organizationally. The clinical understanding of trust reveals the nurse-patient relationship but at organizational level it is perceived as outcomes and level of effectiveness. In the context of this research, the meaning of trust, thus, encompasses both a method of nursing and its outcome and also the relationships between a nurse and a patient (JL, 1996),

Justice

The term 'justice' is a pervasive concept and is often used in social and professional discourse with a greater importance. But in the field of nursing, it is taken as a core value in the way that its importance is primarily attached with the human health. Undermining patient's health in nursing profession is strictly taken as

illegal, asocial and inhuman. Justice in nursing profession thus comprises the legal, social, ethical and human responsibilities. It is, therefore, not an optional but an obligatory part of nursing profession without which one cannot receive the status of a professional nurse (MJ, 2011).

Activism

Activism is a political term and is used in the field of nursing with special importance. In the case of this research, activism is to be understood as an action to be taken for a change in the field of nursing. A nurse often is supposed to play the role of healthcare activist in which she can challenge the unhelpful practices in her profession and come up with a new alternative in the favor of patients ensuring their broader wellbeing. By adapting the 'activism' as a value, a nurse does not only focus to supply bedside care to her patient but also advocates for quality change within the nursing profession. It is 'activism' that induces a nurse to link her profession with civic engagement and community partnerships. This concept of activism as a value helped the researcher to assess how the nursing students under this research perform activism and whether they are interested to follow it as a part of their profession (Zauderer, 2009).

The above-mentioned discussion helped the researcher to conceptualize the meaning of values employed in nursing profession. The researcher understands values as moral principles and/or ethical guidelines, which are to be employed while performing professional duties. The specified professional values, thus, helped an individual to sustain, strengthen and promote professional sense and thereby professional development. The researcher employed such understanding while fixing the core values in nursing profession to be tested in the part of fee paying and scholarship nursing students under this research.

Indicators of Professional Values

The professional values are the guiding beliefs and principles that influence on our work behavior. In fact, it is an extension of our personal values such as honesty, generosity and helpfulness (Iwasiw, 2007). The professional values may change over time and around different life events however, our core beliefs should stay the same (LeDuc, 2009).

The indicators of professional values are considered as giving care, accountability, integrity, trust, freedom and safety. Knowledge, atrium, autonomy, human dignity, social justice is also considered as the other indicators. However, professional values do differ from one profession to other professions. For an example, the core nursing human dignity, integrity, autonomy, altruism, and social justice are taken as their professional values.

Nursing profession is considered as a reflection of an aspiration to care for others in need. However, it requires a secure base if they are not to succumb to the corrupting pressures of the increasingly instrumental nature of the values of the institutions in which healthcare in general and nursing in particular takes place. The dissertation has outlined the ways in which the managerial imperative of meeting targets is both distorting practice and undermining nursing's values. I have come up with the conclusion that understanding nursing as practice provides a refuge from what might otherwise be crushing pressures for nurses to assume involved values to the detriment of professional caring values.

Impact of Professional Values on Students' Academic Performance

Academic performance can be applied on various professions to group of people. For examples, it is done among students, teachers, parents, school administrators, and the community at large. Attempts have been made by researchers

to unknot the complexities nearby academic performance. About the performance, psychologists believe that it is connected to external factors such as type of school, teaching methods, school location, instructional materials, teachers experience, and so on (Sauder, & Espeland, 2009). In fact, it is said that lots of money in order to secure good schools either for their children or themselves and those who can afford it even invest on education abroad as they believe this will enhance performance, and which in turn gives an added advantage in terms of finding good job opportunities.

Talking about the achievements, there are different opinions. Some psychologists have consistently attempted to identify the major predictors of individual academic performance in relation to the factors such as intelligence, self concept, gender, study habit, maturation, home background, amongst others, just to mention a few, have been extensively explored as being responsible for academic performance (Renth, 2015). However, other people have talked about child rearing patterns, peer group influence, socio-economic background and learning environment as its factors in achieving grades.

Personality traits are major factor that is believed to be responsible for academic performance in students. The Traits theorists have identified the major traits that characterize personality to an individual. Hans Eysenck (1985), McCrae and Costa (1987) Feldman (1994), Sigmund Freud in the early 1900's, and a host of others have talked about this issue. Many psychologists who wrote on the concept have defined personality in many ways. According to Feldman (1994, as cited in Ekwueme & Daminabo, 2008), Personality is the sum of the characteristics that differentiates people, or the stability of a person's behavior across different situations.

Based on the literature mentioned above the researcher understood that values towards nursing profession may come into play in relation to rearing pattern, peer

group influence, socio-economic background and learning environment experienced by the nursing students. The values for nursing profession may also be prioritized depending upon individual traits of the nursing students which are directly or indirectly linked with students' intelligence, gender, parental occupation and education, to name a few. Such understanding induced the researcher to explain the perspectives of nursing students towards professional values keeping their personality traits, gender, family education and occupation, etc. at the center. While doing so, the researcher associated students' perspective towards values in nursing profession with their academic performance.

Indicators of Academic Performance

According to Sansgiry, Bhosle, and Sail (2006) the academic performance indicators of the students are considered as test anxiety, time management, test competence, academic competence and study techniques. The researcher has focuses on the mainly the given indicator of the students' that effect on the academic performance of pharmacy students.

A wide range of research has been conducted regarding reasons for the achievement gap between low-income students and higher income students, but there is limited research regarding parental perspectives, and particularly fewer studies of parental perceptions of low-income, rural elementary school parents. This study examined the extent to which an income-related achievement gap existed at a particular rural school and explored low-income parent perceptions of the achievement gap and factors contributing to it. This was a mixed-method, primarily qualitative study. Quantitative data was collected from a group of sixty-two free and reduced lunch students and a comparison sample of higher income students, which included academic, attendance, and discipline reports. Findings indicated a gap does

exist at the school. Qualitative data included interviews of six parents of low-income students and delved into topics regarding how participants perceive various factors affect the performance of their children. Four themes emerged: parental involvement and capacity, access to resources, the role of the schools and limits, and American societal and governmental systems. Implications suggest that this particular rural school and others with similar demographics would benefit from specific strategies to assist in understanding cultural differences to improve instruction and, ultimately, avenues to include parents by exploring current practices that may be unintentionally discriminating.

Students' personality, interest, attitude and efforts also playing a vital role in their academic performances. Another important is parents' education and their income also for the performances. Students are more often depends on test anxiety, time management, study techniques, self-motivation, and age of them for their betterment in study. In the same way communication, adaptability, problem solving, teamwork skill, self-esteem, satisfaction and economic factors also play vital role to acquired high quality academic result.

Variables of College Academic Input

The different researchers and writers have mentioned the different types of College Academic Input Variables, those are:

Researcher/Reports	Academic Performance Indicator
Mouzakis(2008)	Input (Resource, Policies, and Communication) Process (Module Result, Teaching, Learning, and Assignment)
CUC Report (2006)	Institutional sustainability Academic profile and market position Student experiences, teaching and Learning, Leadership and management and Institutional projects.
Scheerens, Luyten, and van Ravens (2011).	Input(Finance, Materials, HR, Previous Status of the students, IT and ICT Tools, Library) Process (Access, Participation, Progress, Organization, Learning environment, Classroom) Output (Graduation rate, Knowledge of subject matter, Drop-out rate, Job market, Income, Social capital Context (Demographic, Social, Economic)
National Academy of Science	Graduation and Retention Rate Learning outcome Transfer Rate Educational Progress Rate Research and Development Career and job placement rate Navigational Capital

Empirical Reviews

Under this heading, the researcher has presented and discussed some previous research in association with the issues under this research. This kind of review helped the researcher to understand what has been researched in the area of scholarship and academic performance of the students.

Academic performance and the socio-cultural attributes of the students

Sansgiry et al. (2006) did their research on "Factors that affect academic performance among Pharmacy students in Texas". Their research found that time management, test anxiety and strategic study are the major factors that influence academic performance (Munthe, Malmo, & Rogne, 2011).. His research says class attendance, students learning preferences, prerequisites, subjects, and age and gender play important roles in academic performance. He concluded that the major indicators of the academic performance are: motivation, socio economic status and attendance of the students.

The socio economic background has also great impact on students' academic performance (Graetz, 1995). In fact, it is the main source of educational imbalance on students' academic success (Considine & Zappala , 2002). They were in the opinion that parents or guardians who have social, educational and economic advantage definitely strengthen the level of their children's success in future.

Talking about the technical aspects related to the academic variables, different researches have used dissimilar styles. Sansgiry et al. (2006) adopted quantitative method as a research method by using the questionnaire. Their major focus was to measure the Grade Point Average (GPA) of the students of that college. After getting

the data they have analyze it by using through ANOVA Test. They have also followed 5-point likert scale to analyze the data. Malmo (2011) has also used the GPA methods to know the academic performance. He is in the opinion that there is relationship between GPA and learning preferences, class attendance, early qualification, faculty's methodology, and study materials. Kim and Han (2014) have measured the performance through t-test, correlation by using the SPSS.

Baghdadi (2014) conducted a research on cultural competency of nursing faculty teaching in baccalaureate nursing programs in the U.S. and identified demographic factors that influence the cultural competence level of nursing faculty. The major findings of the study were that participants had a moderate level of cultural competence. Secondly, strong positive relationship between the trans cultural teaching behaviors and the overall cultural competence level of nursing faculty. A total of 2,092 nursing faculty in accredited BSN programs across the United States received the invitation to participate in this study. A total of 461 participants completed the online questionnaires. The demographic characteristics revealed that the majority of the participants were white, more than 56% received cultural education in the past five years, and 97% reported fully integrating cultural content into their current teaching programs. The result was found that the majority of study participants demonstrated moderate overall cultural competence levels, the highest indices were the cultural knowledge subscale and transcultural teaching behaviors subscales. Finally, results showed selected predictors for residence in a country with a different culture, language spoken other than English, highest degree attained, teaching cultural content, specialty, continuing cultural education, and assessing students' values and beliefs toward cultural education were statistically significant and positively impacted the overall cultural competence.

Academic Performance and Personal Traits of the Students

In addition to this, Logan et al. (2013) state that academic performance has connection to interest, extra-curricular activities, and employment. The researchers found that the performance of the students depends upon the participation of the activities conducted by the colleges but not to involve to all the activities of the extra-curricular activities. Kim and Han (2014) did their research on relationship between the academic performance and students' satisfaction in nursing students. The researchers went through the student's satisfaction to measure the performance of students. It was found that the different dimensions adopted by the researches are introversion, extraversion, sensing, thinking, intuition, feeling, judging, students' satisfaction and perceiving to measure the academic performance. The researcher found that the performance of the students and the level of their satisfaction depends upon the personality types of the students. It is required to examine that whether these types of model will function to Nepalese context or not?

Academic performance and students support system

Loftin, Newman, Gilden, and Bond (2012) identified the barriers to successful program completion faced by minority nursing students in Texas and South Carolina, USA. It was found that minority nursing student's face multiple barriers to success that are inadequate emotion, lack of financial support, moral support, insufficient academic advising, technical support, program mentoring, professional career and professional socialization. Findings of this paper were tinted" The require to generate and retain nursing programs capable of vigorously and forcefully supporting minority student needs as well as facilitating a atmosphere that is welcoming and loving" (p. 21). It is more reliable and important in my research regarding the Nepalese nursing education.

Academic Performance by Previous Knowledge

The higher education performance depends upon the academic performance of graduate students according to Minnesota (2007). Likewise, Staffolani and Bratti (2002) observed that the measurement of students' educational outcome is the most important indicator. The higher the previous appearance, which leads to better academic performance in future, endeavors.

Academic Performance by the Role of School and Family

On the other hand, Marquez (2009) has linked the academic performance with the habit of students. She had the opinion that students should apply these habits to all of their classes. She also came up with the idea that the whole subjects should not be studied in a single period of time. However, it depends on courses. For instance, in computer science related courses, evidence confirms the importance of parental need analysis, along with understanding of what parents already do with their children and how they are most likely to respond positively to attempts to engage them further in their children's learning (Goodall et al., 2010).

The success of academic performance is connected to parents' involvement (Carter & Winsler 2008). In fact, they measured it in multiple ways involving parents at homes and schools. The parents may be able to understand and assist their children regarding their school matters and give them support. This study may help to the teachers to recognize problems faced by the students that may stance an effect in their performance. They may find alternative actions on how to handle their students. For the school administrators, they may be able to promote thinking skills assessment in their school, letting their teachers understand the influences of their student's preferred learning styles that will promote adequate learning opportunities and effective instructions. And, all these information helped me to know the perception of

my participants on scholarship. Kwesiga (2002) conducted similar study that performance of the students is also influenced by the school in which they studied; however, he also asserted that the number of facilities a school offers usually determine the quality of the school, which in turn affect the performance and accomplishment of its students.

However, Loftin et al. (2012) recognized the barriers to successful program completion faced by minority nursing students in Texas and South Carolina, USA. It is found that inadequate emotion, lack of financial support, moral support, insufficient academic advising, technical support, program mentoring, professional career and professional socialization were the things found in minority nursing students. This research study was valuable for me because they conducted same research in Nepalese nursing education and found the same result (as cited in Paudel, 2013).

Zappala (2002) excerpt Sparkles (1999) whose results showed that school environment and teachers' expectations from their students also have strong influence on student performance. The accessibility of school programs, library references, comfortable classrooms and fast internet access were all deemed to be of high impact by the student nurses on their academic performance. Moreover, Kwesiga (2002) approved that the school in which they studied; however, he also asserted that the number of facilities offered is usually determine the quality of the school, which in turn affect the performance and accomplishment of its students, also influences performance of the students.

Sentamu (2003) argued that schools influence educational process in organization, teacher and teaching learning and evaluation. Likewise, Bangbade (2004) observed that teachers' traits have also significant relationship with students' academic performance. However, Mokadem (2017) conducted research on

professional nursing values from students' perspectives. The study identified confidentiality, privacy, protection of the moral and legal rights of patients and respect for persons as important values in the profession.

Academic performance with respect to expected professional values

The activist issues identified as important included promotion the fair access to nursing and health care, involvement in health related activities, and health promotion. The findings of the current study was different from Alfred et al. (2011) findings who found that the most important professional values of American nursing students were the activist issues, where the focus is on the dynamic component of the profession through which the nurse can impact professional change and in turn patient care. Also, the current study findings were different from Bang et al. (2013) findings who reported that the most important professional values of Korean nursing students were the professionalism issues which reflect practices and standards of the nursing. These discrepancies in the findings can be explained by the cultural differences and the fact that culture plays an important role in shaping individual values. (Parandeh et al., 2014)

Lin and Wang (2010) conducted the research and obtain a result that patient care essential aspect of nursing education, as a result, professional nurses require having the ability to manage complex ethical dilemmas. The consideration of nursing faculty of the need for strong professional values is important in preparation of nurses skilled in managing patient in an ethical and professional manner.

The outcome of the study can elevate consciousness about the importance of nursing professional values as a foundation of professionalism. Schools of nursing need to include teaching professional values within the curriculum. The findings of the study will provide nursing educators with information regarding stronger and

weaker professional values in students, which will allow nurse educators the chance to change and improve teaching strategies to strengthen the areas of weaker values. Understanding the level of importance for each value among students is essential for enhancing the quality of care provided for patients and promoting the nursing profession.

The perspective on professional values can make a significant role in nursing education. The research is conducted on nursing students' perspectives on professional values in the universities of medical sciences in Iran Kobra (2014). The main purpose of the Iranian study was to evaluate the entire perception of Iranian nursing students about their professional values. This was an non-experimental descriptive research investigating the professional values of 439 B.Sc. nursing students in their last clinical courses. For data collection process, a two-part questionnaire method was used, the first part of which included demographic variables and the second part involved the nursing professional values scale- revised developed by Schank (2000). This research is preceded a 26-item Likert-scale format instrument which has consisted of 5 dimensions (caring, activism, trust, professionalism and justice). This research is more useful and relevant for my study as well. Questionnaires are also in the same pattern of mine for this study.

Policy Review

There is clear provision of providing scholarship to the different ethnic groups like Dalit, Janajati, and Muslim from the different district of Nepal. The scholarship policy of our government is especially for talented, poor, marginalized and other genuine students by making special provision and allocating scholarship quotas. CTEVT offers three types of scholarships, which are scholarship for genuine and talented students, special scholarship and classified (as equity) scholarships. The

government of Nepal (GON) has been funding to bring dalit, janajati and muslim people from few distinct district in a main watercourse of development to the different CTEVT affiliated nursing colleges under the special scholarship scheme. It is found that there is no monitoring and evaluation system to those types of students. Thus, this research studies the gap and the academic performance of classified scholarship holder students in relation to the students who are not getting scholarship.

CTEVT has invited application through open competition for classified scholarship (as known equity) schemes to the PCL Nursing students. The weightage of classified scholarship (as known equity) scheme is considered 100 % in the selection. The weightage of different social categories of selection procedure is as below –

Category	Percentage
Women candidates	10 %
Dalit / Indigenous-Janjati / Madhesi / Muslim	20 %
Candidates from rural areas	15 %
Children of Martyrs or Lost people (Disabled candidates / Wounded family of people's revolution / Victim of conflict / Displaced)	10 %
Ex -kamaiya / Halaiya / Economically and financially deprived candidates	15 %
Score of entrance exam	30 %
	Total 100 %

This policy doesn't address to scholarship needy people of economically and financially deprived candidates of so-called higher cast.

Research Gap

The review on existing literatures indicate that the academic performance and their perspectives on professional values of scholarship holder and fee paying students

are to be evaluated, examined in the reform process of CTEVT's rules and regulations as well as nursing colleges. Particularly, it is important in the field of technical and vocational education where students seek job markets or start their own enterprises soon after completion of their courses. Their learning of prospective on professional values can be reflected in their future workplace. However, the quality perspectives on professional value is only possible when nursing council, CTEVT and nursing colleges are well aware about it and its dimensions. Thus there is the need of a comprehensive study on it. However, such studies are not available in this context in Nepal. This kind of study is also important in the context of Nepal, where there is much diversities and differing practices. Therefore, I believe that my research becomes an important document to explore issues on quality perspectives on professional values and academic performance of the nursing students.

The other important gap is seen between the literature mentioned above and the context in which this research takes place. The literature in general asserts that the academic performance of the students depends upon the age, interest, learning environment, family income, parental education and occupation. But there is hardly any literature claim whether the scholarship provision plays a key role in motivating the students for better performance. "Does a scholarship provision influence learning performance of the students?" is an unresponded question in the world of literature particularly in the connection of scholarship scheme in nursing in Nepal. This research, therefore, addresses the gap with respect to scholarship and its impact on the students' learning performance, particularly in the field of nursing education.

Theoretical Underpinning

The nursing profession is directly or indirectly affected by the rapid change of technology in health services. Now-a- days the quality studies have increased and it has been an obligation to nurses, who can be attuned to the changing system. And they are aware of their own roles and responsibilities so that they behave autonomously, make their own decisions, think critically, respect individual and professionally sensitive to the ethical values in the system (Björkström, Athlin, & Johansson, 2008). Thus, the nursing education is required to generate realistic and accessible solutions to the problems and support the professional identity development of students (Ousey & Johnson, 2007). The professionalism concept is defined as the skill, knowledge and behavior that has to be displayed specially in the working field (Björkströmet el al., 2008). In the same way, the concept of professional identity is related to how the individual explains the meaning of their actions as a nurse. In some other definition, the professional identity is explained as values and beliefs that guide the nurse, who is in an interaction with the patient and in an action. It is also observed that moral qualifications such as human respect, justice and autonomy are examined within the context of values (Fagermoen, 1997). The aim of nursing training is to produce skillful, competent theoretical and clinical practitioner in nursing field. The training aims to develop the critical and creative thinking skills of students and enable them to use the acquired knowledge and skills in the care of the individual for whom they are responsible at the highest level (Carlsson & Wikblad, 2001). Moreover, nursing education is a mean to develop skillful nurses and perform their quality action in professional field, which also depend on their motivation.

According to Reeve (2006), Motivation reflected in a personal investment and in cognitive, emotional and behavioral engagement in school and college activities of students determines the achievement of learning. In the classroom the students appear with different learning behaviors. This behavior may create ambiguity among the students while learning on the colleges. Students try to learn on their motivational behavior while on the classroom or out of classroom during their learning process. A motivational belief refers that the opinion, judgments and values that student holds about object, event or learning matter on the learning environments (Armstrong, Clark & Stuppy, 1995). The different motivational orientation i.e., intrinsic and extrinsic motivational factor plays vital role to achieve the academic betterment of the students of college (Garst & Ried, 1999). The researcher focuses on the intrinsic and extrinsic factors to get higher academic excellences, which is useful for my research.

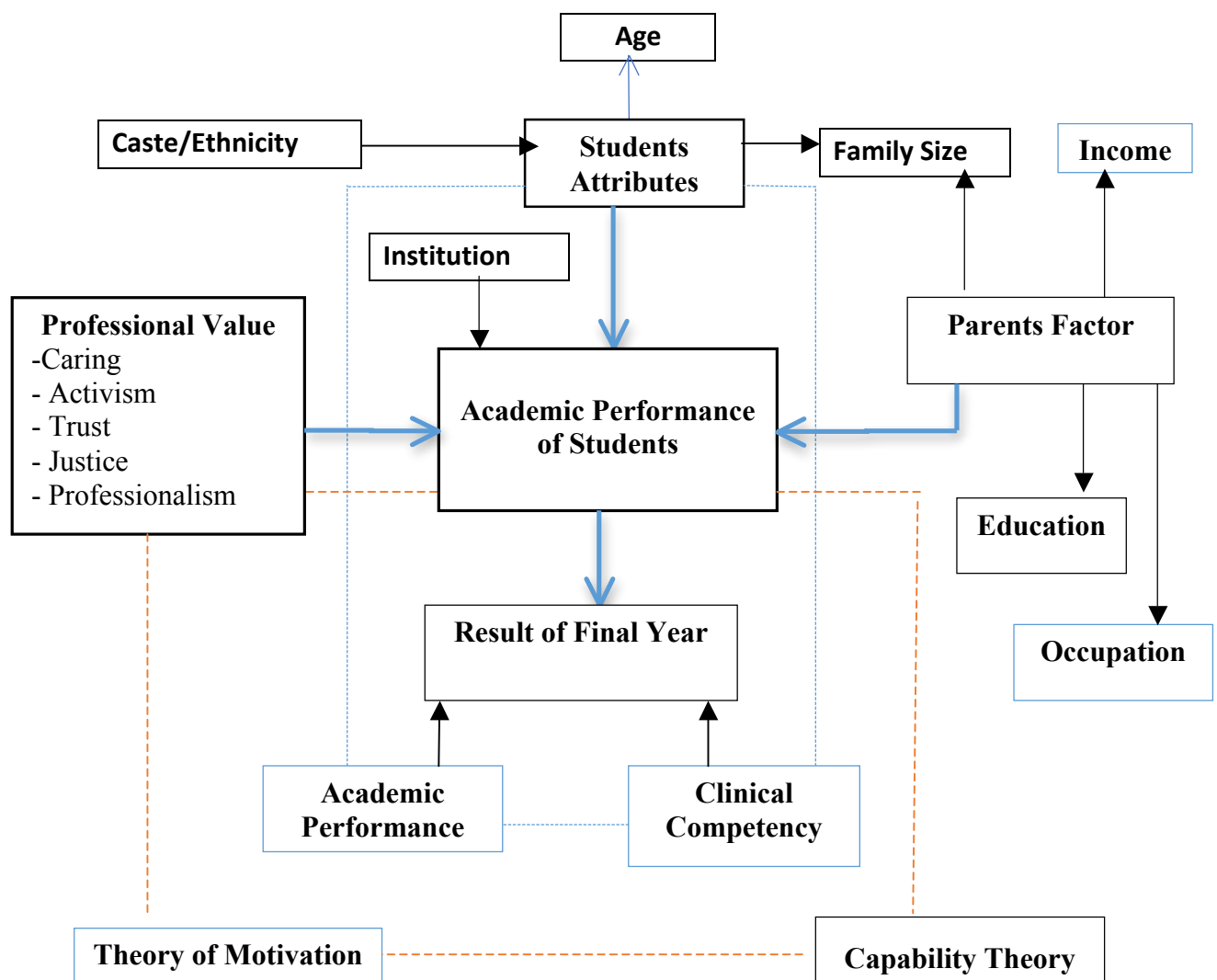
According to Clark (2006), capability theory leads us that neither opulence (income, commodity command) nor utility (happiness, desire, fulfillment) adequately represent human well - being and scarcity. It is a more direct approach that focuses on human functioning and the capabilities to achieve valuable functioning. A functioning is an attainment of a person that what she/he manages to do or be. It, therefore, refers to use a person makes of the commodities at his or her command.

Emphasizes that economic growth and the spreading out of goods and services are necessary for human being development (Smithas cited in Sen, 1983). It is observed that different people and societies have different capacities to convert income and commodities into valuable achievements. Sen (1990) has strongly articulated the features, scope, advantages and considerations of the capability approach in term of superiority of life and livelihood standard. Capability refers to the various combinations of functioning (being and doing) that the person can attain. The

theory of capability has emerged to flourish human societal dynamics as an important framework for measuring where various social systems promote human flourishing. Human beings share some capacities in the premises of this theory that makes a human life fulfilling.

Educated people can understand the change of incomes and resources into various functioning to achieve a good life. Education also helps in the intelligent choice between different types of lives that a person necessarily goes on. All these distinct influences can have important bearings on the development of capacities and it is used in the process of human development. In this regard, students are trying to get better performance in their study whatever situation have to be confessed.

Theoretical Framework



The theoretical framework consists of academic performance of the nursing students, the factors influencing it and the theory that explains students' academic performance. As mentioned in the framework, the academic performance of the nursing students is influenced by the personal attributes of the students like caste/ethnicity, age, their family size and family income. Parental occupation and education also influences the academic performances of the students. The nursing students also perform better depending upon the extent to which they are committed to the values employed in the nursing profession. Mainly, the professional values such as caring, activism, trust, justice and professionalism are taken as the key moral guidelines to which the nursing students are expected to follow. The researcher explained the academic performance in relation to the result of the second and third year annual examination. Under academic achievement, both the clinical competency and the marks obtained in the annual examination were considered. The academic performance of the students was explained with the lens of motivation and capability theories.

Concluding the Chapter

In this chapter, the fundamental values embedded to nursing profession (resources, policies, caring, activism, justice, trust and professionalism) were discussed in relation to the students' attitude and learning performance. I argue that the academic performance and their professional values are different in position and not in a linear way are inter changeable in profession. Then, I have presented that culture and practices of Nepal have an influence in the academic performance and their professional values.

CHAPTER III

METHODOLOGY

Methodology of any research describes the research worldview, on which the research is based on. The researcher followed the under-mentioned procedures for conducting this research. Under the methodological relevance, the researcher dealt with the philosophical consideration, research design, procedure for collecting data, research population, sampling strategy, study area, reliability and validity and the ethical consideration in the research.

Research Philosophy and Design

Research philosophy consists of ontology, epistemology, methodology and axiology of the research. By ontology, the researcher understands the nature of reality that exists in relation to the research issue. In this regard, the researcher assumes that there is a single reality in relation to the research issue (scholarship provision in nursing) that governs the behaviors (learning performance) of the nursing students.

Epistemologically, such reality is quantifiable and can be explored objectively. The researcher, therefore, used post positivist research paradigm in which objective truth is supposed to rule the behaviors of the research subjects. Under this paradigm, quantitative approach of inquiry was used to quantify the truth in relation to the influence of scholarship upon learning performance of the nursing students. Under this research inquiry, the researcher used survey method to collect the opinion, facts and figure from the respondents concerning whether the scholarship scheme for nursing students plays any role in their learning performance.

Post -positivist paradigm is the guiding philosophical worldview proposed in this study. As such, it holds the deterministic philosophy, where causal relationships

between the variables are fundamental. In doing so, it develops knowledge based on careful observation and measurement of objective single reality. Going through this philosophical assumption, the strategy of inquiry it employed is survey. As such, this study employed causal comparative research design to deal with the fundamental issues associated with academic performance of scholarship and non-scholarship students in nursing education.

In this study, I have chosen the post-positivist paradigm to carry out the research on scholarship awarded students' academic performance of the Nursing colleges. My ontology for this study is that the academic performance of the scholarship students is quantifiable, measurable and capturable.

The scholarship and academic performance depends on the objectives of the research and this one is guided by the objectivist paradigm. This helps to dig out the knowledge of reality from the self-perceived view of respondents.

A methodology is defined as "a theory and analysis of how research should proceed" analysis of the assumptions, principles, and procedures in a particular approach to inquiry (Carter & Little, 2007, p. 2). Research methodology refers to the "philosophical framework, view of being human, truth value, epistemological perspective and assumptions that are associated with a specific research method" (Best & Kahn, 2007). I went through the quantitative research methods and I then selected the survey methods to collect the data from the respondents and data will be analyzed.

I am going to collect data by using structured questionnaire through Survey. Basically survey is one of the most frequently used quantitative tools of data collection. Based on the research questions discuss on the chapter one, this study

focuses to develop the questionnaire to measure the academic performance of scholarship students of CTEVT nursing.

Population and Sample of the Study

Creswell (2012) stated, “A population is a group of individuals who have the identical character”. The population of my research is the CTEVT affiliated nursing colleges inside Kathmandu valley. Many nursing colleges those who are providing nursing education are mainly situated in Kathmandu valley. Most of the parents and students are preferred to study in Kathmandu irrespective to location, caste and economic position.

Yamane (1967) provide a simplified formula to calculate sample sizes. This formula was used to calculate the sample sizes are shown below (cited in Wilson, 2010),

A 95% confidence level and $P = 0.05$ are assumed for equations.

$$n = N / 1 + N (e)^2$$

Where,

n is the sample size,

N is the population size, and

e is the level of precision

The total population of scholarship students was 125 from the 19 colleges and non-scholarship students were 1124 from the colleges of 19. The total 29 colleges were considered for the study. Among the 29 colleges 19 colleges were selected for the study. Total population of this research was 1249 and sample students were 303. I had collected data through the scholarship holder and fee paying students of second and third year students. I considered all scholarship holder students compulsory and

same number of fee paying students were selected randomly with proportionate way from each selected colleges.

For this study, the population of the study represents all nursing colleges within Kathmandu, Lalitpur and Bhaktapur. To make the study easier from the access point of view, the study population had further been limited to the nursing colleges of the Kathmandu valley. Kathmandu valley consists of Kathmandu, Lalitpur and Bhaktapur districts.

This study was implemented survey strategy to collect the data from the field. According to Nicholas Walliman (2001), “The stratified random sampling techniques give us the most reliable and appropriate representation of the whole population” (p. 239). Hence, I had chosen the random sampling technique to the fee paying students of the selected colleges.

Methods of Data Collection

There are many techniques of data collection such as observation method, questionnaire interview, FGD and so on in research(CIn, 2013). The researcher used only questionnaire method to collect data. The techniques of quantitative data collection method rely on random sampling (Rea, & Parker, 2014). Questionnaires often make use of checklist and rating scales. So, the researcher also used the checklist to quantify respondent's behaviors and attitudes.

Tools of the Study

The most popular method of data collection is survey for the quantitative study and it will be conducted through questionnaire (Malhotra & Dash, 2007). Researcher has to be considered the way to get information from the respondents. The process of data collection is an act of researcher to get information from the respondents. A well-structured questionnaire is necessary to collect data so that, I had developed a

well-structured questionnaire which was the tools to collect the data from the respondents. Questionnaires contained mostly closed-ended questions that made it easier and less time consuming in response.

Hence researcher had used survey method to collect data for this study. Questionnaire was used as a key tool for collecting the primary data since the research was dominantly quantitative. With the help of the supervisor and subject expert, researcher prepared indicators for the research. The questionnaire is divided into four different sections. Section 'one' contains the general information's of the respondents addressing the personal attributes as used in the conceptual framework like ethnicity, family income, occupation, etc.

Section 'Two' contains the score of the respondents and their behavior and other. Section 'Three' contains information of respondents' college. Section 'Four' contains the information of respondents to their perspectives on professional values. Therefore, the questionnaire was divided into four-parts., The first part of the questionnaire included demographic variables and the second part involved the academic performance of nursing students. The third part of the questionnaire included institutional information. The fourth part included professional values scale-revised developed by Weis and Schank (2000), a 26-item Likert-scale format instrument, consisted of 5 dimensions (caring, activism, trust, professionalism and justice) of nursing profession(Kobra, 2012). The data were analyzed using SPSS (version 13). The study tool is given in annex-III.

Reliability and Validity

Reliability and validity both are serious concerns of instrument regarding its accuracy and consistency in research (Lewis, 1999). Reliability in quantitative research is fundamentally a synonym for reliability consistency and reliability over

time, and over groups of respondents (Cohen et al., 2007). In other ways, reliability is the degree of consistency in time and instrument.

For the test of reliability of the tool and results expected so far, the researcher selected one nursing college for pilot test. For this test, the researcher asked permission from authority to administer questionnaires to scholarship and fee-paying students and then their response was collected. After the gap of two weeks again the same set of questionnaires were administered and distributed to the sample students and their responses were collected. Then mean score of the test were computed and then correlation coefficient was used Cronbach's alpha test to check the reliability of the instrument in order to ensure whether there was any discrepancy. The correlation coefficient was computed for the test scores. Thus, the consistency of instrument was ensured.

The validity is the quality of data gathering instrument or procedure, which enables to measure the data supposed to be measured for the research. While considering the quantitative research validity is concerned with careful sampling, appropriate statistical treatment of data and acknowledge of the standard error in the process. Validity is related to the ability of an instrument what it intends to measure (Creswell, 2003).

There are three basic types of validity: content validity; construct validity and criterion related validity. The researcher maintained content validity by involving the representativeness or the sampling adequacy of included items in the light of the purpose of measuring instrument. The two most commonly used methods of content validity involve the use of logical and personal judgments of groups of experts in the field. The researcher maintained construct validity by assessing the instruments through convergent validity and discriminate validity. Convergent validity was

established when the score obtained by two different instruments measuring the same concept are highly correlated. Discriminate validity was established, based on theory, in which two variables were predicted. Criterion validity was established by examining the correlation between scores on the test and external criterion measures (Pant,2008).

Data Analysis and Interpretation

After data collection from the student respondents, the data were analyzed using SPSS (for Windows, version 13). Descriptive statistics such as frequency distribution, mean and standard deviation were used to summarize the data. Inferential statistics (t-test, correlation, regression) were used to estimate the differences of means between them. Correlation between variables was estimated by Pearson correlation coefficient to find out covariance of the two variables divided by the product of their standard deviations

The level of significance for all statistical tests was set at 0.05. It is known that the analysis of data brings order, structure and meaning of the collected data. I used Statistical Package for Social Science (SPSS) for my collected data analysis. The researcher used descriptive and inferential statistics to describe the current status and show relationship between them. Following SPSS techniques are used to analyze and hypothesis testing- correlation analysis, multiple regression analysis. The researcher went through frequency table other required table for descriptive statistics to describe the academic performance of scholarship and fee paying students of the nursing colleges of Kathmandu valley. To inference the correlation, regression and multiple regressions, the data had been analyzed by using two-tailed test with having the alpha value 0.05. The researcher went through the t-test to measure the academic performance of the scholarship and fee paying students of the nursing colleges of CTEVT.

Ethical Considerations

Blanche et al. (2009) state that the purpose of research ethics is to protect the welfare of the research participants. They argue that research ethics also involve not only the welfare of the informants but extend to areas such as scientific misconduct and plagiarism (as cited in Majali, 2012). Similarly, Babbie (2001) stated that confidentiality in social research is an important part. In social science research both researcher and respondents should be considered the ethical implications. According to Sekaran (2003), ethical issues are related to how respondents are treated, and to how confidential information is safeguarded during the research process.

Ethics plays the vital role in any kind of research. Ethical considerations are important today in issues like personal disclosure, authenticity and credibility of the research report. The role of researcher in cross cultural contexts and issues of personal privacy through forms of internet data collection is vital ethical considerations (Isreal& Hay, 2006 as cited in Creswell, 2009). Researcher has to pay his/her attention very seriously on the issue of ethics. In order to keep the research endeavor ethically sound, the study holds different ethical issues with care. First, the purpose of the research was communicated to the respondents clearly, and in doing so, the research became non-discriminative and non-biased as well. Second, in maintaining the secrecy of the respondents, they were asked not to mention their real name in the questionnaire. They were ensured that the collected data will be used only for the research purpose. Third, all the data sources were cited to understand easily and referenced in proper format as prescribed by the research committee.

CHAPTER IV

ANALYSIS AND INTERPRETATION

This chapter consists of analysis and interpretation of the data collected from the study field. The data were collected in line with the research questions and processed through SPSS software to produce output. The outputs were presented in tables and were discussed descriptively. Before presenting the data in line with the research questions, the researcher presents demographic information of the respondents to reveal their identity in terms of their castes, religion, family size, age, location, and parental education. The data, thus, were analyzed and interpreted under the main headings namely, (a) Demographic Information of the Respondents; (b) The level of Academic Performance of scholarship and fee-paying nursing students; (c) Influence of caste, religion, family size, family income, parents' education and occupation, over the performance of scholarship nursing students; (d) the relationship between the academic performance of scholarship and fee paying nursing students; (e) the level of prospective on professional values of scholarship and non-scholarship nursing students.

Demographic Information of the Respondents

The demographic information of the respondents is presented in terms of their age, castes, location, parental education and occupation, family income, number of siblings, types of previous schools and previous academic performance. The data obtained as per these demographic status was presented as per these demographic statuses were presented and discussed in number and percentage.

Respondents by their Age

The respondents were categorized in three different age groups: less than 19 years, 20-22 years and 23 and above. This age interval was adapted on the basis of the fact that mostly the regular students in nursing often reach up to 19 years of their age by the second and third year. But those who come to join nursing only after studying in some other faculty right after accomplishing 10th grade often reach more than 19 years of their age. The purpose presenting the respondents by age is to reveal which age group of students is dominant in the nursing study in Nepal. The data in relation to the age of nursing students are presented in Table 1.

Table 1

Respondents by Age

Age	Frequency	Percent
<= 19	248	82.8
20 – 22	42	13.1
23+	13	4.1

Table 1 reveals the current status of the nursing students by their age. According to the table, altogether 303 nursing students participated in the research. Among them, 248 (82.8%) students were less than 19 years of age; 42 (13.1%) students were between 20 to 22 years' of age; and 13 (4.1%) students were 23 and above years of age. The data reveals that the students of up to 19 years of age are dominant in nursing studies. This also means that the students mostly are interested to join nursing studies in Nepal right after accomplishing their SEE at the age of 16.

The Respondents by their Caste

The respondents were also categorized in terms of castes. The purpose of categorizing them in terms of castes was to explore which castes of students were

more in number under this study. They were mainly categorized in terms of Brahmin/Chhetri, Janajati, Madhesi, Dalits and Others. The status of respondents by their castes is presented in

Table 2

Respondents by Castes/Ethnicity

Ethnicity	Frequency	Percent
bramin/ chhetri	152	52.4
Janajati	120	41.4
Dalit	11	3.8
Madesi	4	1.4
Others	3	1.0

Table 2 consists of the number and percentage of the respondents by their castes and ethnicity. According to the table, there were altogether 303 students participated in the research. Out of them 152 (52.4%) were Brahmin/Chhetri and 120 (41.4%) were Janajati. The numbers of nursing students participated as the respondents of this study from Dalit, Madhesi and Other castes were 11 (3.8%), 4 (1.4%) and 3 (1%) respectively. This reveals that the majority of nursing students were from Brahmin/Chhetri and Janajati while the number of them from Dalit and Madhesi caste groups was quite a few.

The Respondents by their Location

The respondents of this research were also categorized in terms of their geographical location namely, Mountain, Hills and Terai. The purpose of categorizing them in terms of their geographical residency was to explore from which geographical zone the students mostly choose nursing studies. The status of the respondents by their geographical location is presented in Table 3.

Table 3
Respondents by their Geographical Location

Residence	Frequency	Percent
Mountain	17	5.9
Hills	221	76.2
Terai	52	17.9

Table 3 presents the status of respondents by their geographical location. According to the table, there were 303 nursing students participated in this study. Among them, 17 (5.9%) respondents were from the Mountain, 221 (76.2%) were from the Hills and 52 (17.9%) were from the Terai. This shows that the highest number of respondents was from the Hills and the least number of them were from the Mountain. This also reveals that nursing studies attract more students from the Hills than from the Mountains and the Terai.

The Respondents by their Parental Education

The respondents were also categorized in terms of their parental education. The purpose of categorizing respondents by their parental education was to reveal the association between parental education and the selection of nursing studies in the part of the respondents. The parental education of the respondents was categorized as illiterate, literate, basic education, SEE, 10+2, bachelor and master's level of education. The status of the respondents by their parental education is presented in Table 4.

Table 4
Respondents by Parental Education

Education	Frequency		Percent	
	Father	Mother	Father	Mother
Illiterate	38	41	41	13.5
Literacy	31	86	86	28.4
Basic education	45	69	69	22.8
SLC	92	60	60	19.8
Plus two	45	26	26	8.6
Bachelor	32	13	13	4.3
Master and above	20	8	8	2.6

Table 4 presents the status of respondents in terms of their father and mother's education. It reveals that 92 (30.4%, out of 303) respondents' father were only SLC (now SEE) graduate, while 45 (14.9%) of them were possessed each basic education and 10+2 level of education. This reveals that maximum number of respondents' father possessed only school education, while the respondents whose father possessed university education like Bachelor (32, 10.6%) and masters' (20, 6.6%) were less in number. The status of the respondents by their mothers' education appeared to be different from that of their father. For example, the majority of the students (86, 28.4%) responded that their mothers are only literate, while 69 (22.8%) of them responded that their mothers acquired only basic education. But for 60 (19.8%) respondents, their mothers were SLC (now SEE) graduates. There were very few respondents whose mothers acquired 10+2 (26, 8.6%), Bachelors' (13, 4.3%) and Masters' (8, 2.6%) degree of education. On the whole, the maximum students from the family of lower level of parental education choose nursing course after their school education.

The Respondents by their Parental Occupation

The researcher also categorized the respondents in terms of their parental occupation. The purpose of categorizing them by their parental occupation was to show kind of dominant occupation among the respondents' parents. By occupation, their fathers were recorded as service holder, businessperson, farmers, foreign employee and others, while their mothers were recorded as service holders, businessperson, farmers and homemakers. The status of respondents' parents' occupation is presented in Table 5.

Table 5

Respondents by their Parental Occupation

Occupation	Frequency		Percent	
	Father	Mother	Father	Mother
Service Holder	116	41	38.3	13.5
Business	91	54	30.0	17.8
Home Maker		164		54.1
Farmer	72	44	23.8	14.5
Foreign Employment	15		5.0	
Others	9		3.0	

Table 5 presents the number of respondents by their parental occupation. Out of 303 respondents, 116 (38.3%) responded that their father were service holders; while 91 (30%) of them said that their father were business person and 72 (23.8%) respondents' fathers were farmers. The table on the other hand, represents the status of respondents' mother occupation differently. For example, the mothers of 164 (54%) respondents were homemakers, while 54 (17.8%) respondents' mothers were businesspersons. This shows hat the maximum number of students choose nursing studies whose fathers are service holders and mothers are homemakers.

The Respondents by Their Family Income

The respondents were classified in terms of their family income. The purpose of describing the respondents by their family income was to reveal the number of students studying nursing course in terms of their family income. They were categorized into three different ranges of their family income: Rs 300000 and less than that, Rs. 300000-600000 and above 600000. The data stating the family income of the respondents are presented in Table 6.

Table 6

Respondents by their Family Income

Family Income	Frequency	Percentage
<= 300000.00	178	58.7
300001.00 - 600000.00	97	32.0
600001.00+	28	9.2

Table 6 presents the respondents by their family income. Out of 303 students, 178 (58.7%) respondents' family income was Rs 300000 and less than that. In the same way, 97 (32%) respondents' family income was in the range of Rs. 300000-600000. This shows that the majority of students in nursing course are from low level of family income.

The Respondents by Their Siblings

The status of the respondents was also revealed in terms of the number of their siblings. The purpose of stating their sibling was to reveal the relation between their choice of studying nursing and the number of siblings they have in the family. The status of respondents by the number of their siblings is presented in Table 7.

Table 7
Respondents by Siblings

	Frequency	Percent
No siblings	6	2.0
1.00 - 2.00	199	65.7
3.00+	98	32.3

Table 7 presents the respondents by the number of siblings. Altogether, there were 303 respondents. Among them, 199 (65.7%) respondents had 1 and/or 2 siblings, while 98 (32.3%) of them had 3 and/or more than 3 siblings. Only 6 (2%) respondents had no sibling at all. This shows that mostly the respondents having 1 and/or 2 siblings choose to study nursing.

The Respondents by the Type of their Previous Schools

The respondents were also categorized in terms of the type of schools (private and public) from which they accomplished 10th grade. The purpose of stating the respondents by the type of their previous schools was to reveal whether the students from public or private schools mostly intend to nurse course. The status of the respondents by the type of their previous school is presented in Table 8.

Table 8
Respondents by the type of their previous schools

About Previous School	Frequency	Percent
Public	139	45.9
Private	164	54.1

Table 8 presents the number of the respondents in terms of the type of the schools they studied previously. According to the table, 139 (45.9%, out of 303) respondents studied in public school before they joined the nursing education, while

164 (54.1%) of them studied in private schools previously. This shows that the majority of nursing students were graduated in private schools.

The Respondents by their Types of Schools and Medium of Instruction

On the way to stating demographic information of the respondents, the researcher inquired about the types of school they attended in 10th grade, the medium of instruction in their school and their achievement in English, Math and Science subjects in the SEE. The purpose of exploring the number of students with these variables was to reveal the kind of their previous schools (public or private) from which the students mostly come to join the nursing education. The performance of only three subjects: English, Math and Science was considered for the purpose of this research because only these subjects are focused in the entrance exam of nursing. The respondents by their previous school type, medium of instruction and their school level educational achievement in terms of English, Math and Science are presented in Table 9.

Table 9

Type of Previous School, Medium of Instruction and their Performance in English, Math and Science Subjects

		English		Math		Science		Percentage	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD
Public	Nepali	70.7	11.8	71.0	13.4	70.6	11.0	68.4	7.6
	English	79.3	6.3	77.0	12.7	68.5	4.1	71.8	6.1
	Both	73.7	9.0	72.1	13.1	72.1	9.4	70.5	7.5
Private	English	80.4	9.3	77.2	14.1	75.6	10.3	74.2	6.4
	Both	80.2	9.4	79.8	10.7	74.3	10.3	74.5	6.7

Table 9 presents the average marks obtained by the nursing students in English, Maths and Science in their SLC (SEE) with respect to the medium of instruction, which they

were oriented in previous schools. The table shows that the average marks of the students graduated from public school, where the medium of classroom instruction was Nepali, was less than those who had English as a medium of instruction. In the same way, the average mark of the students in public schools was somehow less than those from private schools. This shows that the students being graduated in English medium perform better than those graduated in Nepali medium. In the same way, the students from private schools performed better than those from public schools.

Respondents by the Types of Scholarships

The researcher also inquired whether the respondents were studying nursing course in scholarship or by paying fee. If they were in scholarship, what type of scholarship (intelligent or classified) they obtained. The purpose of inquiring about this information was to know the respondents' background in terms of their types of scholarship. The respondents by the types of scholarship are presented in Table 10.

Table 10

Types of Scholarship

Scholarship	Frequency	Percent
Yes	125	41.3
No	178	58.7
Types of scholarship (n=125)		
Intelligent	76	60.8
Classified	49	39.2

Table 10 presents the number of the scholarship holders and the type of the scholarship they obtained. According to the table 125 (41.3%, out of 303) students obtained scholarship and 178 (58.7%) of them were fee-paying students. Similarly, among the scholarship students, 76 (60.8%, out of 125) of them obtained scholarship

based on their intelligence and 49 (39.2%) of them were classified scholarship holders.

The Respondents and the Frequency of Visiting Library

The researcher also explored the status of the respondents in terms of how frequent they were in visiting library. The purpose of categorizing the students in terms of the frequency of visiting library was to reveal whether the students from scholarship or fee-paying category are more frequent in visiting library. The status of the respondents in terms of their library visit is presented in Table 11.

Table 11

Respondents by their Library Visit

Visiting library	Frequency	Percent
Daily	62	21.4
Frequently	74	25.5
Occasionally	153	52.8
Never	1	.3

Table 11 presents the frequency of visiting library by the nursing students under this study. The frequency of their library visit was measured with the variables: daily, occasionally and never. According to the table, 62 (21.4%, out of 303) students visited library on the daily basis, while 153 (52.8%) of them visited library occasionally. But only 1 (0.3%) of them never visited library. This shows that a majority of students visited library only occasionally, while some considerable number of them visited the library daily.

The Type of Respondents and the Frequency of Visiting Library

The respondents were also categorized in terms of their type (fee paying and scholarship) and the frequency of visiting library. The purpose of categorizing the students in terms of their type and frequency of visiting library was to explore the

association between the two. The association between these two variables was examined through Chi-square Test, which is presented in Table 12.

Table 12

Association between the type of Students and the Frequency of Visiting Library

	Daily/Frequently	Occasionally/Never	Chi-square	p-value
Scholarship	68(54.4%)	57 (45.6%)	4.345	0.0371
Fee based	74 (41.6%)	99 (58.4%)		

A Chi-square test of independence was conducted comparing the frequency of visiting library in scholarship holder and fee paying students. The relationship was found between students types and visiting library, χ^2 (level of significance 5%, $N=303$) = 4.345, $p=0.0371$. Table 12 reveals the association between the types of students (scholarship and fee paying) and their frequency of visiting library. According to the table, the students in scholarship were more frequent (68 out of 303, 54.4%) than those of fee paying (74, 41.6%). This shows that there is significant relationship between the type of students and the frequency of their library visit at 95% confidence level (p-value 0.0371).

The Respondents by their Type and Reading Hours

The relationship between the types of students (scholarship and fee paying) and the reading hours they pay for nursing studies was examined. The reading hours at this context means the time that the students paid for their self-study. The purpose of examining relationship between students' type and the time they offer to their self-study was to examine which types of students (scholarship/fee paying) pay more time for their self-study. For this, t-Test was used and the result is presented in Table 13.

Table 13
Respondents by their Type and the Time offering for Self-study

	Average Reading Hours in a day		t-value	p-value
	Mean	SD		
Scholarship	4.03	2.68	2.7563	0.0062
Fee based	3.25	1.93		

Table 13 presents the type of students (scholarship and fee paying) and the time offered by them for their self-study on daily basis. There was significant difference in the study hour for scholarship holder students (N=125, M= 4.03, SD= 2.68) and fee paying students (N=178, M=3.25, SD = 1.93) where t value is 2.7563 and $p = 0.0062$ at 5% level of significant. The result shows that the scholarship holders spend more time (average 4.03 hours) on their self-study than the fee-paying students (3.25 hours) on daily basis.

The Type of Students and Frequency of Reading Course Related Article

The association between the types of the students (scholarship and fee-paying) and the frequency of reading course related article downloading from the Internet was examined. The purpose of doing so was to reveal whether scholarship and/or fee-paying students read their course related article more. For this, Chi-square Test was used and the result is presented in Table 14.

Table 14
Association between Students' Type and Frequency of Reading Course Related Article

	Reading Article related to Course from the Internet		Chi-square	p-value
	Often	Sometime		
Scholarship	72 (60.0%)	48 (40.0%)	2.513	0.1129
Fee based	86 (50.6%)	84(49.4%)		

A Chi-square test of independence was conducted comparing the frequency of reading article related to course in scholarship holder and fee paying students. The relationship was found between students types and the frequency of reading course related article, χ^2 (level of significance 5%, N=303) = 2.513, p=0.1129. Table 14 consists of the type of students (scholarship and fee-paying) and their frequency of reading course related article downloading from Internet. Their frequency of reading was examined in terms of ‘often’ and ‘sometimes’. The result of Chi-square Test shows that the scholarship holders (60% out of 303) studied their course related article more often than fee-paying students (50.6%). This result is statistically insignificant at 5% significance level with p-value 0.1129. This shows that scholarship is not significantly associated with habit of reading article related to course from the Internet.

The Respondents by Their Types and Educational Performance

The association between respondents’ type (scholarship and fee-paying) and their educational performance in the nursing studies was examined by using on independent samples t-Test. The purpose of doing so was to reveal whether the scholarship and/or fee-paying students perform better in their nursing studies. The association between the types of the students (scholarship and fee-paying) and their educational performance in nursing studies is presented in Table 15.

Table 15

Respondents by their Types and Educational Performance

	Scholarship	Mean	Std. Deviation	t-value	p-value
total_per1	Yes	79.6922	4.71481	5.451	<0.001
	No	75.4412	7.76368		

Table 15 consists of the association between the types of respondents (scholarship and fee-paying) and their educational performance. According to the table, the mean value of their educational performance was obtained along with the value of standard deviation. The mean value of the fee-paying students in terms of their educational performance appeared to be 79.69, while the mean value of the scholarship students appeared to be 75.44. There was significant difference between the type of students and their educational performance.

For scholarship holder students (N=125, M= 79.6922, SD= 4.71481) and fee paying students (N=178, M=75.4412, SD = 7.76368) where t value is 5.451 and p value is <0.001 at 5% level of significant. This shows that there is significant difference in total marks obtained by the fee-paying and the scholarship students, where p-value is less than 0.001. It is, therefore, claimed that scholarship students perform better than those of fee-paying students in their nursing studies.

The Respondents by their types and Level of Performance in Nursing Studies

The level of learning performance of the nursing students was examined in relation to their types (scholarship and fee-paying). Their learning performances were categorized in terms of 'High' and 'Low'. In the nursing studies, 75% mark obtained by the students is categorized as 'distinction'. The students who obtained below 75% marks were categorized as low performers, while the one who obtained 75% and above were categorized as high performers. Chi-square Test was used to show the relationship between the types of the students (scholarship and fee-paying) and their learning performances in nursing studies. The result is presented in Table 16.

Table 16

Respondents by their Level of Performance in Nursing Studies

		Performance		Total	Chi-square	OR (95%CI)	p-value
		high	low				
Scholarship	Yes	117	8	125	44.206	10(4.61- 21.74)	<0.001
	No	105	72	177			

A Chi-square test of independence was conducted comparing the types of students and their level of performance in nursing studies at 5% significance level (N=303, $\chi^2 = 44.206$, $p = <0.001$). Table 16 presents the learning performance of both fee-paying and scholarship students in nursing studies. According to the table, 117 scholarship students showed high performance and only 8 of them showed low performance. In the same way, 105 fee-paying students showed high performance, while 72 of them showed low performance. The p-value was obtained less than 0.001 at 95% confidence level. It is, therefore, claimed that there is significant association between the learning performance of the students and their types (scholarship and fee-paying). This also means that the scholarship students are more likely to show higher level of performance than those of fee-paying.

Type of Scholarship and Their Learning Achievement in the First and the Second Year of Nursing Course

There were two types of scholarships namely classified and intelligent. The respondents learning achievements by the type of their scholarships were examined using t-Test to show the difference between their learning achievement and the type of scholarship they received. The learning achievements obtained by the students in their first and the second year of nursing studies were considered for the purpose of this studies. The result of t-Test showing the differences between the learning

achievements of the students by the type of the scholarship they received is presented in Table 17.

Table 17

Respondents by Learning Achievements and the Type of Scholarship

	Scholarship type	Mean	Std. Deviation	t-value	p-value
1 st year	Classified	73.79	10.31	0.61	0.542
	Intelligent	74.76	7.41		
2 nd year	Classified	80.73	11.23	5.73	<0.001
	Intelligent	93.87	14.21		

Table 17 presents the difference between classified and intelligent scholarship holders in the first and the second year nursing examinations. The table reveals that the mean values of the learning achievements obtained by the intelligent scholarship holders in the first year (74.76) and in the second year (93.87) are higher than those of the classified scholarship holders in the first year (73.79) and in the second year (80.73). There was significant difference between the students' learning achievement and the type of scholarship.

For the 1st year scholarship holder students (N=125, Classified M= 73.79, Intelligent M= 74.7, classified SD= 10.31, Intelligent SD = 7.41) and 2nd year students (N=178, classified M=80.73, Intelligent M= 93.87, classified SD = 11.23, Intelligent SD = 14.21) where t value for the 1st year t = 0.61 and for the 2nd year t = 5.73 and p value for the 1st year p= 0.542 and for the 2nd year p = <0.001 at 5% level of significant. It is, therefore, claimed that the intelligent scholarship holders perform better in terms of their learning achievements than those of the classified scholarship holders at 95% confidence level with p-value less than 0.001.

Learning Performance in the Theoretical Subjects in the First and the Second Years of Nursing Studies

Learning performance of scholarship and fee-paying students in the theoretical subjects of the first and the second years of nursing studies were examined by using t-Test. The purpose of doing so was to explore the differences between the learning performances of the fee-paying and scholarship students in the theory subjects being studied in the first and second years of their nursing studies. The result of the statistical test is presented in Table 18.

Table 18

Learning Performance in Theoretical Subjects

	Scholarship	Mean	Std. Deviation	t-value	p-value
Theory 1st	Yes	68.0896	9.76182	1.357	0.176
	No	66.5605	9.563		
Theory 2nd	Yes	74.8114	18.69334	0.865	0.388
	No	72.1858	19.04615		
Theory total	Yes	70.1111	11.32743	1.286	0.2
	No	68.5229	10.00981		

Table 18 consists of the mean values of the learning performance of fee-paying and scholarship students in the theory subjects being studied in the first and the second year of nursing studies. In the theory subjects of the first year of the nursing studies, the mean value of the scholarship holders (68.08) is higher than those of fee-paying students (66.56). In the same way, in the theory subjects of the second year of the nursing studies, the mean value of the learning performances of the scholarship holders (74.81) is higher than those of the fee-paying students (72.18). This shows that the learning performances of the scholarship students both in the first and the second years of nursing studies are better than those of the fee-paying students, particularly in the theory subjects. It is, therefore, claimed that there is

significant difference between the learning performances of the scholarship and fee-paying students in the theory subjects being studied in the first and the second years of nursing studies.

Learning Performance in the Practical Course in the First and the Second Years of Nursing Studies

Learning performance of scholarship and fee-paying students in the practical subjects of the first and the second years of nursing studies were examined by using t-Test. The purpose of doing so was to explore the differences between the learning performances of the fee-paying and scholarship students in the practical subjects being studied in the first and second years of their nursing studies. The result of the statistical test is presented in Table 19.

Table 19

Respondents by their Learning Performance in Practical Subjects

	Scholarship	Mean	Std. Deviation	t-value	p-value
Practical 1st	Yes	89.56	10.35822	1.698	0.091
	No	87.3107	11.98446		
Practical 2nd	Yes	83.624	17.25549	-0.091	0.985
	No	83.6731	14.74683		
Practical Total	Yes	88.1507	11.56225	1.239	0.216
	No	86.4192	12.23995		

Table 19 consists of the mean values of the learning performance of fee-paying and scholarship students in the practical subjects being studied in the first and the second year of nursing studies. In the practical subjects of the first year of the nursing studies, the mean value of the learning performances of the scholarship holders (89.56) is higher than those of fee-paying students (87.31). In the same way,

in the practical subjects of the second year of the nursing studies, the mean value of the learning performances of the scholarship holders is 83.67 and the fee-paying students is 83.67. This shows that the learning performances of the scholarship students in the practical course of the first years are better than those of the fee-paying students. But in the second year, the learning performances of the both scholarship and fee-paying students are more or less the same. It is, therefore, claimed that there is significant difference between the learning performances of the scholarship and fee-paying students in the practical subjects being studied in the first; but the same is not true to the case of the second years of nursing studies.

Subject-wise Learning Performance in the First Year of Nursing Studies

The subject-wise learning performances of the scholarship and fee-paying students in the first years of nursing studies were examined by using t-Test. The purpose of doing so was to explore the differences between the subject wise learning performances of the scholarship holders and fee-paying students. The subjects being taught in the first year of nursing studies were (a) Fundamental of Nursing, (b) Community Health Nursing, (c) Anatomy and Physiology, (d) Basic Science applied to Nursing and (e) English. The result of the t-Test showing the subject-wise learning performance of the students in the first year of nursing studies is presented in Table 20.

Table 20

Respondents by Subject-wise Learning Performance in the First Year of Nursing Studies

Year 1st	Scholarship	Mean	Std. Deviation	t-value	p-value
Fundamental of Nursing	Yes	164.06	18.21	1.38	0.168
	No	160.55	23.97		
Community Health Nursing	Yes	161.7	20.62	1.32	0.188
	No	158.17	24.34		
Anatomy and Physiology	Yes	71.85	10.95	2.04	0.043
	No	68.83	13.76		
Basic science applied to Nursing	Yes	60.66	11.97	3.38	0.001
	No	55.59	13.41		
English	Yes	61.6	13.09	0.16	0.876
	No	61.36	12.97		

Table 20 consists of the differences between the scholarship and fee-paying students in terms of subject-wise learning performances in the first year of nursing studies. The mean values of the subject-wise learning performances in the part of the scholarship holders are higher compare to the learning performances of the fee-paying students. However, based on the p-values, there are no significant differences in marks obtained in subjects studied in the first year except in anatomy and physiology and basic science applied to nursing at 5% significance level.

Subject-wise Learning Performance in the Second Year of Nursing Studies

The subject-wise learning performances of the scholarship and fee-paying students in the second years of nursing studies were examined by using t-Test. The purpose of doing so was to explore the differences between the subject wise learning performances of the scholarship holders and fee-paying students. The subjects being taught in the second year of nursing studies were (a) Medical and Surgical I, (b) Medical and Surgical II, (c) Nursing Care for Children, (d) Geriatric Nursing, (e) Community Health Nursing II, (f) Behavioral Science, (g) Mental Health Psychiatric Nursing and (h) Nepali. The result of the t-Test showing the subject-wise learning

performance of the students in the second year of nursing studies is presented in Table 21.

Table 21

Subject-wise Learning Performance in the First Year of Nursing Studies

Year 2nd	Scholarship	Std.		t-value	p-value
		Mean	Deviation		
		106.0			
Medical And Surgical I	Yes	5	104.60	0.61	0.542
	No	98.56	101.52		
Medical And Surgical II	Yes	64.16	63.49	0.392	0.695
	No	61.2	62.87		
Nursing Care for Children	Yes	81.61	80.05	0.596	0.551
	No	75.98	78.23		
Geriatric Nursing	Yes	41.25	41.00	0.382	0.701
	No	39.39	40.72		
Community Health Nursing II	Yes	83.55	82.26	0.36	0.719
	No	80.01	82.27		
Behavioral Science	Yes	19.39	19.26	0.965	0.336
	No	17.22	18.44		
Metal Health Psychiatric Nursing	Yes	42.44	41.73	0.542	0.588
	No	39.77	40.94		
Nepali	Yes	35.96	35.32	0.855	0.393
	No	32.47	33.40		

Table 21 consists of the differences between the scholarship and fee-paying students in terms of subject-wise learning performances in the second year of nursing studies. The mean values of the subject-wise learning performances in the part of the scholarship holders are higher compare to the learning performances of the fee-paying

students. However, based on the p-values, there are no significant differences in marks obtained in subjects studied in the second year at 5% significance level.

The Learning Performance of the Respondents by their Castes/Ethnicity

The learning performance of the scholarship and fee-paying respondents was examined in relation to their castes/ethnicity. Only Brahmin/Chhetri, Janajati and others were included under the caste/ethnicity of the respondents. The purpose of doing so was to reveal whether the castes/ethnicity of the students has any relationship with their learning performance in their nursing studies. Their learning performances were categorized into 'high' and 'low'. The high performance refers to 75% and above marks obtained by the students. Similarly, the low performance refers to the marks below 75%. For this, Chi-square Test was used and the result is presented in Table 22.

Table 22

Learning Performance by Respondents' Castes/Ethnicity

Scholarship		total_per1 (Binned)		p-value
		low	high	
Ethnicity				
Yes	Bramin/ Chhetri	3	48	0.727
	Janajati and others	5	69	
No	Bramin/ Chhetri	43	63	0.438
	Janajati and others	29	42	
Total	Bramin/ Chhetri	46	111	0.603
	Janajati and others	34	111	

Table 22 presents the level of learning performance of the scholarship and fee-paying students by their caste/ethnicity. Out of 125 scholarship students, 48 of them (Brahmin/Chhetri) showed high level of learning performance, while only 3 of them (Brahmin/Chhetri) showed low level of performance. In the same way, 69 of them

(Janajati and others) showed high level of learning performance, while 5 of them (Janajati and others) showed low level of learning performance.

Out of 177 fee-paying students, 63 of them (Brahmin/Chhetri) showed high level of learning performance, while only 43 of them (Brahmin/Chhetri) showed low level of performance. In the same way, 42 of them (Janajati and others) showed high level of learning performance, while 29 of them (Janajati and others) showed low level of learning performance. Based on the p-values presented in the table, it is claimed that there is no significant association between the caste/ethnicity of the respondents and their learning performance at 5% significance level. Since in all the cases the p value is > 0.05 , it indicates that the result is insignificant.

Learning Performance by Respondents Age

Association between the learning performance of the scholarship and fee-paying nursing students and their age was examined by using Chi-square Test. The purpose of doing so was to explore whether learning performance of the nursing students was specific to their age. All the nursing students were categorized into three different age groups: 19 years and less than that, 20-22 years, 23 years and above. Also, their learning performance was measured in terms of 'high' and 'low' categories. Their learning performances were categorized into 'high' and 'low'. The high performance refers to 75% and above marks obtained by the students. Similarly, the low performance refers to the marks below 75%. The result of the statistical test showing association between their learning performance and age is presented in Table 23.

Table 23
Learning Performance by their Age Groups

Scholarship		total_per1 (Binned)		p-value
Age (Binned) * total_per1 (Binned) * Scholarship				
Yes	<= 19	7	96	0.792
	20 - 22	1	18	
	23+	0	3	
No	<= 19	60	84	0.026
	20 - 22	5	18	
	23+	7	3	
Total	<= 19	67	180	0.018
	20 - 22	6	36	
	23+	7	6	

Table 23 presents the association of the learning performance of the scholarship and fee-paying students with their age. According to the table, a majority of the scholarship nursing students (96, out of 125) who showed high learning performance was of '19 years and less' years of their age, while 84 fee-paying students of the same age group showed high learning performance. But, the learning performance of the other age groups of scholarship and fee-paying students appeared to be low. This shows that the learning performance of the scholarship students by their age was better than the learning performance of fee-paying students. It also shows that the students in lower age group can show better learning performance. Based on the p-value, there is significant association between the age of the scholarship and fee-paying students and their learning performance in nursing studies.

Learning Performance of the Students by their Family Income

The association between the learning performance of the scholarship and fee-paying students and their family income was examined by using Chi-square Test.

The purpose of doing so was to explore whether learning performance of the nursing students was specific to their family income. All the nursing students were categorized into three different groups by their family income: Rs. 300000 and less, Rs. 300000-600000 and Rs. 600000 above. Also, their learning performance was measured in terms of 'high' and 'low' categories. Their learning performances were categorized into 'high' and 'low'. The high performance refers to 75% and above marks obtained by the students. Similarly, the low performance refers to the marks below 75%. The result of the statistical test showing association between the learning performance and family income is presented in Table 24.

Table 24

Respondents by Learning Performance and Family Income

Scholarship		total_per1 (Binned)		p-value
Family_income (Binned) * total_per1 (Binned) * Scholarship				
Yes	<= 300000.00	4	78	0.255
	300001.00 -			
	600000.00	4	30	
	600001.00+	0	8	
No	<= 300000.00	46	57	0.282
	300001.00 -			
	600000.00	21	34	
	600001.00+	5	14	
Total	<= 300000.00	50	135	0.579
	300001.00 -			
	600000.00	25	64	
	600001.00+	5	22	

Table 24 presents the association of the learning performance of the scholarship and fee-paying students with their family income. According to the table, a majority of the scholarship students (78, out of 125) who showed high learning performance belonged to the family income Rs. 300000 and less, while 57 fee-paying

students who belonged to the same range of family income showed high learning performance. But, the learning performance of the scholarship and fee-paying students who belonged to the different other family income range appeared to be low. This shows that the learning performance of the scholarship students by their family income was better than the learning performance of fee-paying students. It also shows that the students belonging to lower family income range can show better learning performance than those who belonged to the family with higher income range. But based on the p-value, there is no significant difference between the learning performance of the scholarship and fee-paying students by the income of their family.

Educational Performance by the Level of Their Father's Education

The association of the educational performance of scholarship and fee-paying students with the level of their father's education was examined by using Chi-square Test. The purpose of doing so was to explore whether there was any relationship between the two. The levels of their father's education were recorded in terms of illiterate, literate, basic education, SLC (now SEE), 10+2, Bachelor, Master and above. Their learning performance, on the other hand, was categorized in terms of 'high' and 'low'. The high performance refers to 75% and above marks obtained by the students. Similarly, the low performance refers to the marks below 75%. The result of the statistical test showing association between the learning performance and their father's education is presented in Table 25.

Table 25

Learning Performance and Father's Education Level

Scholarship		total_per1 (Binned)		p-value
Educational Level Father				
Yes	Illiterate	0	1	0.452
	Literacy	0	21	
	Basic education	1	22	
	SLC	2	32	
	Plus two	3	12	
	Bachelor	0	12	
	Master and above	0	6	
No	Literacy	4	6	0.137
	Basic education	7	12	
	SLC	19	37	
	Plus two	10	21	
	Bachelor	11	11	
	Master and above	8	5	
	Total		59	
	Illiterate	0	1	0.227
	Literacy	4	27	
	Basic education	8	34	
	SLC	21	69	
	Plus two	13	33	
	Bachelor	11	23	
	Master and above	8	11	

Table 25 presents the education level of the respondents' fathers and their learning performance in nursing studies. According to the table, the high learning performance was shown by a majority of scholarship students' (32, out of 125) whose fathers were SLC (now SEE) graduates in the comparison to those whose fathers were literate (21) and held basic education (22), plus 2 (12) and Bachelor (12) degree of

education. In the same way, the high learning performance was shown by a majority of fee-paying students (37, out of 177) whose fathers were SLC (now SEE) graduates in the comparison to those whose fathers were literate (6) and held basic education (12), plus 2 (21) and Bachelors' (11) degree of education. This shows that the lower the level of respondents' fathers' education was, the higher the level of the learning performance. But based on the p-values mentioned in the table, there is no significant relationship between the level of respondents' fathers' education and their learning performance at 5% significance level.

Educational Performance by the Level of Their Mother's Education

The association of the educational performance of scholarship and fee-paying students with the level of their mother's education was examined by using Chi-square Test. The purpose of doing so was to explore whether there was any relationship between the two. The levels of their mother's education were recorded in terms of illiterate, literate, basic education, SLC (now SEE), 10+2, Bachelor, Master and above. The respondents' learning performance, on the other hand, was categorized in terms of 'high' and 'low'. The high performance refers to 75% and above marks obtained by the students. Similarly, the low performance refers to the marks below 75%. The result of the statistical test showing association between the learning performance and their mother's education is presented in Table 26.

Table 26

Learning Performance and Mother's Education Level

Scholarship		total_per1 (Binned)		p-value
Educational Level Mother				
Yes	Illiterate	0	1	0.067
	Literacy	0	48	
	Basic education	4	26	
	SLC	0	19	
	Plus two	1	5	
	Bachelor	0	3	
	Master and above	1	3	
No	Illiterate	0	1	0.04
	Literacy	10	26	
	Basic education	12	26	
	SLC	16	25	
	Plus two	11	9	
	Bachelor	6	4	
	Master and above	2	3	
Total	Illiterate	0	2	0.005
	Literacy	10	74	
	Basic education	16	52	
	SLC	16	44	
	Plus two	12	14	
	Bachelor	6	7	
	Master and above	3	6	

Table 26 presents the education level of the respondents' mothers and their learning performance in nursing studies. According to the table, the high learning performance was shown by a majority of scholarship students' (48, out of 125) whose mothers were only literate, but the number of high performers whose mothers held basic education and SLC (now SEE) were 26 and 19 respectively.

In the same way, the high learning performance was shown by a majority of fee-paying students (26, out of 177) whose mothers were literate and basic education holders in comparison to those whose mothers were SLC (now SEE) graduates (25). This shows that the lower the level of respondents' mothers' education was, the higher the level of their learning performance. But based on the p-values mentioned in the table, there is no significant relationship between the level of respondents' mothers' education and their learning performance at 5% significance level, particularly among the scholarship students. Since the p-value in terms of fee-paying students is less than 0.05, there is significant difference between their mother education and their learning performance.

The Learning Performance of the Respondents by Their Father's Occupation

The association between the learning performance of the scholarship and fee-paying students and their fathers' occupations was examined by using Chi-square Test. The purpose of doing this was to show whether respondents' father occupations influence their learning performance. By occupations, their fathers were recorded as service holders, business holders, laborer/drivers, farmers and employees in the foreign countries. The respondents learning performances were categorized in terms of 'high' and 'low' level of performance. The high performance refers to 75% and above marks obtained by the students. Similarly, the low performance refers to the

marks below 75%. The result of the statistical test showing association between the learning performance and their father's occupation is presented in Table 27.

Table 27

Respondents' Learning Performance by Father's Occupation

Scholarship		total_per1 (Binned)		p-value
<i>Fathers' Occupation * total_per1 (Binned) * Scholarship</i>				
Yes	Service Holder	3	22	0.237
	Business	3	34	
	Labor/Driver	0	3	
	Farmer	0	27	
	Foreign Employment	1	7	
No	Service Holder	28	42	0.941
	Business	15	27	
	Labor/Driver	1	1	
	Farmer	12	21	
	Foreign Employment	1	4	
	Others	1	1	
Total	Service Holder	31	64	0.399
	Business	18	61	
	Labor/Driver	1	4	
	Farmer	12	48	
	Foreign Employment	2	11	
	Others	1	1	

Table 27 consists of the status of learning performance of the scholarship and fee-paying nursing students by their father occupation. According to the table, the

fathers of high performers in nursing education were service holders (22), business holders (34) and farmers (27), especially from among the scholarship students. In the same way, from among the fee-paying students, the fathers of high performers were service holders (42), business holders (27) and farmers (21). This shows that in the case of both the scholarship and fee-paying students learning performance remained high with reference to their father's occupations: service, business, farming. But based on the p-values mentioned in the table, there is no significant difference between respondents' fathers' occupation and their learning performances at 5% significance level.

The Learning Performance of the Respondents by Their Mother's Occupation

The association between the learning performance of the scholarship and fee-paying students and their mothers' occupations was examined by using Chi-square Test. The purpose of doing this was to show whether respondents' mother occupations influence their learning performance. By occupations, their mothers were recorded as service holders, business holders, homemakers and farmers. The respondents learning performances, on the other hand, were categorized in terms of 'high' and 'low' level of performance. The high performance refers to 75% and above marks obtained by the students. Similarly, the low performance refers to the marks below 75%. The result of the statistical test showing association between the learning performance and their mother's occupation is presented in Table 28.

Table 28
Learning Performance by Father's Occupation

Scholarship		total_per1 (Binned)		p-value
Mother's Occupation * total_per1 (Binned) * Scholarship				
Yes	Service Holder	2	7	0.094
	Business	1	16	
	Homemaker	1	51	
	Farmer	0	20	
No	Service Holder	8	17	0.021
	Business	17	9	
	Homemaker	27	57	
	Farmer	7	9	
Total	Service Holder	10	24	0.041
	Business	18	25	
	Homemaker	28	108	
	Farmer	7	29	

Table 28 consists of the status of the learning performance of the scholarship and fee-paying nursing students by their mother occupation. According to the table, the mothers of high performers in nursing education were homemakers (51), business holders (16) and farmers (20), especially from among the scholarship students. In the same way, from among the fee-paying students, the mothers of high performers were homemakers (57), business holders (9) and farmers (9) and service holders (17). This shows that in the case of both the scholarship and fee-paying students learning performance remained high with reference to the homemakers and service holders mothers. But based on the p-values mentioned in the table, there is significant difference between respondents' mothers' occupation and their learning performances at 5% significance level, especially in the case of fee-paying students.

The Respondents by Their Attitude Towards the Professional Values in Nursing Education

The attitudes of the respondents were measured in terms of positive and negative in terms of frequency and percentage. The purpose of doing this was to show whether the majority of students are positive towards the professional values of nursing. The respondents by their attitudes towards professional values in terms of frequency and percentage are presented in Table 29.

Table 29

Respondents' Attitude towards Professional Values

Attitude level	Frequency	Percent
Positive	286	94.4
Negative	17	5.6

Table 29 presents the number and percentage of nursing students in terms of their positive and negative attitude towards the values of nursing profession. The table reveals that out of 303 students, 286 (94.4%) held positive attitude, while only 17 (5.6%) held negative attitude towards the values of nursing professions.

Interrelationship Between Attitude on Professional Values and the Marks Obtained in Nursing Course

Interrelationship between the attitude of the nursing students on professional values and the marks obtained in nursing course was calculated to show whether there is any interrelation between the two. For this, the data were processed through Pearson Correlation Test in the SPSS software and the result of which is presented in Table 30.

Table 30

Attitude on Professional Values and Marks Obtained by Nursing Students

		Marks Obtained in Nursing	Attitude
Marks Obtained in	Pearson Correlation	1	.079
Nursing	p-value (1-tailed)		.086

Table 30 present the result of Pearson Correlation Test showing the interrelationship between the attitude of the nursing students on professional values and the marks obtained by them in nursing course. Based on p-value mentioned in the table, it is claimed that there is no significant difference between the scholarship and fee-paying students in terms of their attitude towards professional values.

Relationship Between Scholarship and Fee-paying Students in Terms of their Attitude towards the Dimensions of Professional Values

The professional values for nursing students were measured in terms of caring, activism, trust, professionalism and justice. The relationship between scholarship and fee-paying students in terms of their attitude towards these dimension of professional values were explored and presented in Table 31

Table 31

Type of Students and their Attitude towards the Values of Nursing Profession

		Mean	Std. Deviation	t-value	p-value
Caring	Scholarship	4.45	0.82	0.202	0.84
	Fee paying	4.43	0.77		
Activism	Scholarship	4.33	0.82	.014	0.989
	Fee paying	4.33	0.73		
Trust	Scholarship	4.53	0.88	.526	0.599
	Fee paying	4.48	0.79		
Professionalism	Scholarship	4.36	0.87	.371	0.711
	Fee paying	4.40	0.76		
Justice	Scholarship	4.36	0.92	.686	0.493
	Fee paying	4.42	0.80		

Table 31 presents the scholarship and fee-paying students in terms of their attitudes towards the different values related to the nursing profession. Based on the mean values mentioned in the table, it is claimed that their attitudes towards each dimension of nursing professional values are more or less same. Since the mean value for each dimension of nursing professional values was more or less similar at 5% significance level, there was no any difference between the scholarship and fee paying nursing students by the dimensions of nursing professional values. It makes clear that scholarship does not necessarily influence their attitude towards the values in nursing professions.

CHAPTER V

FINDING AND DISCUSSION

The under-mentioned findings were derived on the basis of data analysis and interpretation in the previous chapter. The findings are presented as per the research questions, which are, discussed further substantiating with relevant theory and literature.

Findings

In line with the first research question, the level of the academic performance of the fee-paying and scholarship students was analyzed and interpreted in terms of how often they visited library, time they paid for self-study, the frequency of reading course related articles and the educational achievements obtained in the first and the second year of nursing studies. A majority of students (153 out of 303, 52.8%) were found to have visited library occasionally. Also, the scholarship students were found to have visited library more frequently (68 out of 125; 54.4%) than those of fee-paying students. And, hence, a significant relationship was found between the scholarship and fee-paying students and their library visit as an academic performance (Table 12). In the same way, the time offered by the students for self-study was also counted as an academic performance. For self-study the scholarship holders were found to have paid more time (4.03 hours in average) than the fee-paying students (3.25 hours in average) on daily basis. It was, therefore, found that academic performance of the students in terms of the time offered for self-study has a significant association with their type: scholarship and fee-paying students (Table 13). Again, in terms of the frequency of reading articles, the scholarship students were found to have read more articles related to their course compare to the fee-paying

students (Table 14). Also, the scholarship students were found to have obtained more marks in total than those of fee-paying students in their nursing studies (Table 15).

The educational performances shown by the scholarship and fee-paying students in the first and second year of nursing studies were also analyzed and interpreted. In this regard, it was found that their educational performance has a significant association with their type: scholarship and fee-paying in the first and the second year of their nursing studies (Table 16). The students learning performances were analyzed and interpreted by the type of scholarship (intelligent and classified) they held. Based on the statistical test (Table 17), the intelligent scholarship holders found to have higher level of academic performance, especially in the first and the second year of nursing studies, than those of classified scholarship holders.

The learning performances of the scholarship and the fee-paying students in theory subjects in the first and the second year of nursing studies were also analyzed and interpreted statistically (Table 18). The scholarship students were found to have obtained better learning performance than those of fee-paying students, especially in the theory subjects, which are being studied in the first and second year of nursing studies. Similarly, so far the matter of educational performances in the practical subject is concerned, the scholarship students in the first year of nursing were found to have scored better marks than the fee-paying students. But their learning achievement in practical course in the second year was found to be more or less similar (Table 19). On the way to measuring the level of academic performance of the fee-paying and scholarship students their annual score in each subject being taught in the first and second year of nursing was examined. The subject-wise learning performances in the part of scholarship holders were found to be higher compare to

the learning performances of the fee-paying students both in the first and the second year of nursing (Table 20 and Table 21).

In line with the second research question, the data were statistically analyzed to show whether caste, family size, family income, parents' education, parents' occupation and the type of the previous schools of the scholarship students affected their learning performance. While examining the learning performance of the scholarship students by their caste/ethnicity, Brahmin/Chhetri (48 out of 125) and Janajati (69) were found to have shown better learning performance than the scholarship students from Dalits and Other castes (Table 22). By age, the scholarship students in the age group of "19 years and less" were found to have performed better in learning than the students in age groups: 20-22 years and 23 years and above (Table 23). By family income, the scholarship students who belonged to the family have "Rs. 300000 and less" income were found to have shown higher learning performance than those who belonged to the family having "Rs. 300000-600000" and "Rs. 600000 and above" income annually (Table 24). It was, therefore, claimed that the scholarship students belonging to lower family income range can show higher learning performance than those who belonged to the family with higher income range. While examining the students' learning performance in relation to their father's education the students whose fathers were SLC (now SEE) graduates were found to have shown higher learning performance than those whose fathers were literate, and were possessing the degree of basic education, plus two, Bachelor and Master's level of education (Table 25). In the same way, the scholarship students whose mothers were only literate (48, out of 125) were found to have shown higher learning performance than those whose mothers held basic (26) and SLC (19) level of education (Table 26). The students' learning achievement was also examined with the

association of their parental occupation. The scholarship students whose fathers were business holders (34) were found to have shown higher learning performance than those whose fathers were service holders (22) and farmers (27) (Table 27). In the same way, the scholarship students whose mothers were homemakers (51) were found to have shown higher learning performances than those whose mothers were business holders (16) and farmers (20) (Table 28).

In line with the third research question, respondents' attitudes towards the professional values of nursing were examined. The majority of the students (94.4%) were found to have positive attitudes towards the professional values of nursing (Table 29). Also, no significant difference was found between the scholarship and fee-paying students in terms of their attitudes towards nursing professional values. Their attitudes were also measured in terms of five nursing professional values namely caring, activism, trust, professionalism and justice. Their attitudes towards each dimension of nursing professional values was found to be more or less similar (Table 31)

Discussions of the Findings

In this section, the researcher has discussed finding of the research substantiating them with relevant literature and theory. This research took place in the area of nursing studies in the sector of Health Science. Nursing education has been massively attracting the interest of the people at large, especially the students and parents who belonged to the middle class family (CTEVT, 2013).

The findings of this study reveal that most of the nursing students were up to 19 years. Pause et al. (2013) also agree with this finding. They claim that most of the nursing students were 18 to 19 years old and they are unmarried because generally secondary level age group is 17 to 19. This study, in the similar way, claims that PCL

nursing education level is immediate higher level than SLC or SEE in which students are allowed to be 16 years old. A student can get admitted to PCL nursing at age 16, and graduate at age 19.

This study also indicates that majority of the students were bramin/chhetri cast. Similarly, Karki, Thapa and Paudyal (2015) are aligned with this research and revealed that the knowledge and attitude of nursing students regarding organ transplantation respondents' were unmarried, majority 37(74%) of the respondents were Brahmin/Chettri (Karki et al., 2015).

This study indicates that majority of the students were hilly regional areas. University Grants Commission, 2067/68 also asserts this finding. Their claim is that the distribution of students across the ecological belts shows that it is highest (62 %) in hill and lowest in Mountain (3 %), whereas Terai holds 35 % (University Grants Commission, 2067/68). This study shows that the maximum number of students was from hilly areas for the PCL Nursing course. The major topography of this country is covered with hill. So, it could be the reason for this finding.

The study reveals that most of the students were from lower income class family. The effect of poverty on academic achievement was examined Lacour and Tissington (2011) in the USA. They concluded that poverty directly affects academic achievement due to the lack of resources. Thus low academic achievement is closely related with lack of resources. They recommended the instructional techniques and strategies implemented at the school classroom, district and government levels which can help to narrow down the achievement gap by providing students with necessary assistance in order to achieve high performance in academics. This finding is not similar with my study on the reality of socio-cultural reality of our country. There is positive relationship between income and student performance (test score). This

implies that the parents having high-income cause high-test score that is not relay to my study.

Kim (2002) aligned with this finding. They reported that variables such as parent education level, parental income level, and parental marital status have heavily influenced students' academic achievement during the first year of college. However, the age, income and hour have significant role in improving the student performance of nursing students. Study time is one of the most important factors affecting the student scores. The correlation strength among test score and study hour is positive and greater than the age and income factor, which is similar with this study.

The findings of this study reveal that most of the nursing student's parent's didn't possess formal education. Pascarella and Terenzini (2005) have the same findings. Also, Lacour and Tissington (2011) found that majority of the student's father had SLC level education and maximum mother had no formal education. Findings of this study showed that family structure, marital status, parent educational level and family income have a negative effect on the students' performance. Some literature (Gooding, 2001; Sunshine, Lawrence& David, 2015) found that variables such as parent education level, parental income level, and parental marital status have heavily influenced students' academic achievement, which is not similar with this study.

The study showed that the public school who teaches in English medium had higher percentage of students than those who uses Nepali medium for teaching. Considine and Zappalà (2002) findings aligned with this result and his study pointed that school environment and availability of school programs, library references, teaching and learning medium have also high effect to the nursing students on their academic performance. Moreover, Kwesiga (2002) approved that performance of the

students is also influenced by the medium of language in school where they had studied.

The finding of this study revealed that scholarship holders visit library more frequently than the fee-paying students. Scholarship holders more often read article related to course from the Internet. This study aligns with the findings of Karemera (2003) who found that student's performance is significantly correlated with satisfaction with academic environment and the facilities of library, computer lab and etc. He found that the students who actively engage in the learning process are observed to have a positive correlation with the academic performance.

The study showed that the frequency of library use habits of scholarship students is more than fee-paying students. Gurcu, Erdamar and Demirel (2009) aligned with this finding. Their study pointed that, the habit of using libraries, however, means continuous and regular use of a library by the individual with the purpose of meeting his/her intellectual requirements. Particularly, the nursing students are expected to have gained the habit of reading and developed the skill of using libraries efficiently. However, studies found in the literature shows that students do not have much positive attitudes for reading and using libraries. Starting from these ideas, it was attempted in the present study to determine the habits of the students of Gazi University Vocational Educational Faculty (GUVEF). As for the students' reasons for going to the library; it is found out that 90.0 % make use of the library for conducting research. Also, libraries provide a due environment, gaining new knowledge, preparing for exams, spending free time and following up innovations in their respective areas. Students' period of stay in the library also shows that 51.0 % stay for 1-2 hours and 30 % for 3-4 hours. 53.0 % of the participants reported that they are encouraged to go to library by their friends, 36.9 and 7.1 % of the students

went to the library out of curiosity and upon their instructors' encouraging them, respectively (Demirel, 2009).

The study reveals that scholarship holders more often read article related to course from the Internet. These findings were similar to Mitra & Steffensmeier (2000); Liu, Macmillan & Timmons (1998). Their study revealed that generally students had positive attitudes towards learning using the Internet. This perception is not race or gender specific. It is also not related to students' scholastic ability. This could be because the students in this nursing faculty are more exposed and have more opportunities to use the Internet for their course related activities (Kian - Sam Hong, 2003).

The study shows that the grade obtained in nursing courses does not depend on previous schooling, which is not aligned with the study of Karemera (2003); Kuncel and Hezlett (2001). Their study found that poor performance or failure in class is likewise influenced by school-related factors. In this study, school-related factors have been found to have an extensive impact on the academic performance of student nurses. These factors include the availability and perceived quality of learning facilities such as the library, computer, laboratories as well as academic policies implemented by the colleges, Nepal nursing council and CTEVT. Colleges without basic facilities and resources such as prescribed textbooks often have low academic performance. Owoeye, Yara and dHezlett (2001) also argued that student's performance is significantly correlated with satisfaction with academic environment and the facilities in the present institution and previous schooling, where students entered in the nursing level because students who actively engage in the learning process are observed to have a positive correlation with the academic performance.

The study shows that family income and number of siblings influences on the current academic performance. These finding were somehow similar as reported by Yao, Oliver & Edward (2016) and studied at Ghana. Their finding claim that strong financial status of families helps improve students' motivation, learning process and hence better academic performance. But the finding, in this connection, asserts that those who belong to the family with lower level of income performed higher in nursing studies in the comparison to those who belong to the family with higher level of income. Although this finding seems to be unbelievable to some international literature, where higher learning performance is claimed in the context of higher family income. It has been thought that it might be provoking socio-cultural significance in the context of Nepal. Some international literature says that though higher family income may improve students' performance, but for the responsible and serious students, low family income must not be an excuse for poor performance.

On the other hand, home-related factors still have extensive effect on the academic performance of the respondents. The word "home" is a term that encompasses a large range of concepts but in this study, home-related factors include people and things found in the respondent's house that influence to a lesser or higher degree their academic performance. These include the respondents' parents, elders and siblings; gadgets used for communication; financial capability and learning materials available for the respondents.

The study found that the grade obtained in nursing courses does not depend on previous schooling. This finding is not aligned with the study of (Hong, Lai, & Holton, 2001; Scagnoli, 2001). Their study reported that colleges are important social institutions for individual development. This paper provides a behavioral framework to explain the relationship between the previous educational achievement, the college

quality and one's educational behavior and performance. In particular, the college quality is defined with respect to the amount of market-valued skills the college imparts and how well it establishes an educational identity. In the theoretical model, students adapt their preference of schooling according to specific educational scenarios they face. When the previous educational achievement and college quality are poor, there exists a “low motivation and low effort equilibrium”. The college quality is defined into two dimensions: the amount of market-valued skills college impart and how well college cultivate an educational identity, which is also similar with the findings of Shoukar (2013).

The findings of this study reveal that almost nursing students have positive attitude towards nursing professional values. This finding is aligned with the study of Masters (2009). His study reported that nursing, as a profession requires prolonged and specialized learning to acquire the relevant knowledge. He further adds that it demands full commitment of the individual towards public service. This profession, much like others has specific values that govern all nursing practitioners. The nursing professionals express the professional values are the standards of behavior of them as for acceptable action (Mokadem, 2017). These professional values adopted by nurses' act as the principles, ideals and standards held by nurses to give meaning and direction to their daily conduct. Also, Taylor (2010) argues that personal values, such as respect, responsibility, and obligation are dependent on the moral attitude of the nurse. Professional attitudes in nursing comprise of caring, activism, professionalism, trust and justice that conform to their principles and serve as the basis for their behavior (Mokadem, 2017). Professional behavior or behavioral professionalism, however, is behaving in a manner to achieve optimal outcomes in professional tasks and interactions. The findings of this study reveal that there is positive

interrelationship between marks obtained in nursing and attitude of the nursing students on professional values.

The researcher has discussed finding of the research substantiating them with relevant literature and theory. This research took place in the area of nursing studies in the sector of Health Science. This study has been massively attracting the interest of the people at large, especially the students and parents who belonged to the middle class family (CTEVT, 2013a). The students from disadvantaged, marginalized and socio-culturally excluded family often remained away from nursing education due to the lack of access and their weak affordability (CTEVT, 2013b). As a result, the government of Nepal made the provision of scholarship for such students. Based on this provision a number of students from the target groups get entry to nursing studies at PCL, especially after their SLC (now SEE). Despite the practice of scholarship provision for a decade or two, no research has been taken place formally to inform about the use and relevance of providing scholarship in the nursing studies. This study, therefore, was carried out to explore the students' performances in nursing studies to reveal how the scholarship program in nursing is motivating, effective and praise worthy.

The matter of students' learning performance is often connected with their motivation and capability. The researcher, therefore, employs the theory of motivation and capability to discuss and explain the findings of the research. The researcher discusses the finding of this research in line with the research questions as follows:

The first research question aimed at finding out the levels of educational performance of the scholarship and the fee-paying students. The finding asserted that scholarship students performed better than fee-paying students in terms of their learning achievement and, in this sense, the scholarship scheme in the private nursing

colleges is claimed to be useful and effective. The researcher, in this context, would like to raise a question: Why does scholarship in the part of students become inspiring for achieving high learning performances? What is there in the scholarship that influences students' attitude to perform better than those of fee-paying students?

The motive behind scholarship might differ depending upon the time and space. The scholarship scheme in the developed countries like the USA and the UK and that in the developing countries like Nepal might be different depending upon the need of the nation in general and the need and interest of the people in particular. The scholarship in the field of Education in Nepal often focuses to address the need of making education sector inclusive and participatory (Bhattarai, 2015), which may not be the case of scholarship in the developed country. The other dimension of scholarship scheme in the education sector is to empower those who are educationally deprived of and socio-culturally excluded (CIn, 2013). Either one way or the other scholarship program creates spaces for the students from the poor, deprived and marginalized community to join the mainstream power, politics and development in the context of Nepal. This nature of scholarship demands the strategies for classified scholarship in Nepal and is connected with the socio-cultural life and/or positioning of the scholarship holders.

The scholarship program is also viewed in the connection of cognitive capability of the students in question. The scholarship of this kind aimed at promoting students' cognition and their engagement in the branch of studies of their interest. According to Dornyei, & Ushioda (2013), such kind of scholarship promotes the intelligence of the students. It creates a platform upon which the students show their intensive engagement in studies to perform better than others (Shoukat Ali, 2013). Generally, the students under such scholarship program remains under the impression

that the better they perform in terms of their educational achievement, the broader space they create for the personal development. Scholarship based on intelligence, thus, creates a ground for fair competition among the students (CTEVT, 2013). The intelligence scholarship is also connected with honor in the part of the scholarship holders and is also explained as the subject of increased status and prestige within the socio-cultural situations.

If the purpose and importance of scholarship as mentioned above is linked with the finding under the first question of this research, it gives the meaning that the scholarship students perform better than fee-paying students due to their increased self-esteem, capacity and motivation to perform better learning. The educational performance of the scholarship and fee-paying students in the context of this research was measured in terms of the frequency of their visiting library, reading course-related articles, offering time for self-study and scoring in the annual examination. The scholarship students under this research were found to have performed better than the fee-paying students in each of this dimension of educational performance. While connecting the scholarship approach in education with the educational performance of the scholarship students under this research, it gives the meaning that the increased level of motivation and capability brought by the scholarship (Lueddeke, 2003) itself in the part of the students caused them perform better.

Scholarship program as a source of capability and motivation for attaining better educational performance provides the learners with the freedom of being, doing and valuing (Lueddeke, 2003). When we connect this premise of capability and motivation under scholarship with the better educational performance shown by the scholarship students under this research, we get the idea that the scholarship students under this research shifted the perspectives towards their own being, doing and

valuing, especially to meet the purpose for which they were provided with the scholarship. For example, they changed their perspective of 'being simply a student into the perspective of 'being an intelligent' and deserving students. In the same way, their engagement in the nursing study, as a part of their 'doing' changed into the intense, purposeful and competitive engagement (doing) that deliberately assisted them to establish themselves as better performers(RN, 2013). In terms of valuing, they developed the motive and sense of participating in intensive, purposeful and competitive engagement in the study rather than valuing their study in the way that a fee-paying student does.

In line with the finding of the second research questions, the educational performances of the scholarship students are discussed in relation to their age, caste/ethnic, parental education and occupation. The finding asserted that the Janajati students exceeded the Brahmins/Chhetri students in terms of the educational performance. The purpose of examining caste/ethnicity-wise educational performance was to explore the domination of castes/ethnicity over the educational performance of the scholarship students. This research finding seems to have challenged the traditional trend of Brahmin/Chhetri's control over the practice of education (Bhattarai, 2015).

History of education in Nepal reveals that Brahmin/Chhetris has a high domination in the field of education(Bhattarai, 2015). Culturally and religiously, Brahmins are assigned with the work related to knowledge production and its distribution while Chhetris are supposed to hold the power and politics to lead the nation (Ashesh, 2016). Since the people from these two castes live and work together in terms of their education, power and politics, they have got overwhelming control over the educational practices. In this sense, these people often occupied prestigious

social position in the community based on their increased level of education in the comparison to those who are poor, marginalized, disadvantaged and educationally deprived of (CTEVT, 2013). The traditional and historical context of educational practices as such seems to have been challenged since the Janajati students have shown better learning performance than those of Brahmin/Chhetries. In this context, one may ask question: What makes Janajati students exceeds Brahmin/Chhetris students, in this research context, in terms of their learning performance?

On the way to exploring reason behind the increased motivation and capability in the part of Janajati students for performing better in nursing studies, the researcher came across a number of ideas. First the scholarship schemes for Janajati (and not for Brahmin/Chhetris) provided them cultivate more motivation and capabilities for showing better educational performance (Lueddeke, 2003). The scholarship students grow with high sense of self-esteem and intense desire to engage in the learning activities compare to fee-paying students (Trowler, 2010). The provision of classified scholarship, thus, seems to have promoted the learning performance of the students in question. Second, nursing is often taken as a career, which provides high return and ample opportunities both at national and international context (Karki et al., 2015). Having been the part of economically deprived and disadvantaged community, the students from non-Brahmin/Chhetri community chose nursing studies internationally and want to be the part of either intelligence or classified scholarship. This in the long run helps them be motivated and capable of performing higher than those Brahmin/Chhetri. Capability in the part of the Janajati students, in the context of this research, seems to be connected with the capability approach for development as discussed by Sen (2009) who discusses development as the expansion of capability and freedom. While linking students' capability with their freedom, their choice of

studying nursing education seems to have governed by the idea of getting economic empowerment and freedom. The scholarship program both intelligent and classified, in this context, appears to be pertinent on the way to bringing change in the motivation and capability of the non-Brahmin/Chhetris students.

The educational performance of the students was also examined in relation to their age. The finding in this connection shows that the lower the age group the students belong to, the higher learning performance they can show. Connecting this finding with the cognitive theory of learning yields the meaning that the individual in lower age groups possesses higher cognitive power than those of the older ones (Craik, & Bialystok, 2006). Generally, the individual mind is preoccupied with ideas along with their age. In this sense, the older they are the less motivation and cognitive capability they have in terms of learning new ideas. While taking the higher educational performance in the part of the scholarship nursing students in the lower age group in to account, it seems that they are more capable in terms of their cognition to learn new ideas in relation to nursing compare to those of higher age group.

The socio-cultural perspective related to the higher performance in the part of scholarship students of lower age groups asserts that they possess less socio-cultural responsibility and less family liabilities in the comparison of those who belong to the higher age groups (Gupta, & Sharma, 2002).

The context of nursing studies, under this research, reveals that most of those who come to join nursing job in the age of 20 years and above are engaged in some kind of jobs and are married. Their professional and family liabilities appear to be more pressing than their educational liabilities. As a result, they are likely to perform similar as and/or better than those who are free from such liabilities. One can also

view such socio-cultural context with the lens of motivation and capability approach to explain the age-wise learning performances of the nursing students (Shoukat Ali, 2013). In a narrow sense, the socio-cultural liabilities, especially in the context of Nepal, limits the freedom to perform better in learning (CTEVT, 2013).

Educational performances of the scholarship students were examined in terms of their family income. The finding, in this connection, asserts that those who belong to the family with lower level of income performed higher in nursing studies in the comparison to those who belongs to the family with higher level of income. Although this finding seems to be peculiar and often unbelievable to some international literature where higher learning performance is claimed in the context of higher family income, it has a thought provoking socio-cultural significance in the context of Nepal.

Those who advocated for higher family income for better learning performance in the part of students say that the parents with high economic status can help their children to meet all the educational requirements multiplying the chances of better learning (Darling-Hammond, 2007). For example, the children with higher level of income can get better learning environment at home. Their parents can help them in learning by providing them with the necessary educational materials. The parents with higher income can educate their children in better schools and can afford for extra coaching. These opportunities often remain absent in the part of the student who belongs to the family with lower level of income (Kian - Sam Hong, 2003). Such perspective in relation to family income and educational performance of the students is very common in international literature and in some studies in the context of Nepal. But in the context of this research, the finding in relation to family income and students performance contradicts with the above-discussed literature.

One may think, at this context, as why the lower level of family income in the case of nursing studies produces higher level of motivation for educational engagement among the nursing students, especially among those who study nursing in scholarship. To address the issue as such in the context of this research the researcher would like to explain it with a socio-cultural and contextual lens of the nursing students. The students who belong to the family with lower level of income often face various difficulties on the way to their educational attainment. In the context of Nepal, the parents with lower level of income often induce their children to work hard for higher level of educational attainment despite a number of difficulties. The parents in such family claims that it is the level of education in the part of an individual that help them reduce the level of their difficulties (Golan, & Crow, 2004). They suppose their economic suffering in the family as the product of educational deprivation. Since nursing education in the part of their daughters empower them to generate more income and provide them with better income opportunity immediately after completion of this degree, the parents often encourages their children to engage intensively to perform better. Such socio-cultural motive may not be available in the family of fee-paying students because they are better off than those of the scholarship students. Such kind of socio-cultural views for higher learning performance in the case of scholarship nursing students can be connected with the Theory of Need to give it a meaning. According to this theory, the students can perform better if their engagement in learning is associated with their immediate and long-term need in their life (Boud, & Falchikov, 2006). In the context of this research, the parents of the scholarship nursing students often associate the knowledge and skills of nursing in the part of their children with their economic and socio-cultural positioning, the nursing

students from the family with lower economy, thus, grow with higher motivation to show better learning performance.

Learning performances of the scholarship students were examined in association with their parental education. The finding in this regard assert that the nursing students whose fathers are literate and SLC (now SEE) graduates and mother are literate and possess only basic education attain better learning performance than those whose mother and fathers possess higher level of education. The finding as such seems to go against some international literature (Arye & Hillman, 2004), which claims that higher level of parental education contributes to ensure better learning performance in the part of children. Some literature in Nepal and abroad (USAID, 2017) give evidences that children in educated family get support from their parents in the core area of their studies. Parents with increased level of education support their children in their learning activities both at school and also at home; they often are conscious on creating learning environment at home contributing to enhance their learning achievement at school. But the finding of this research does not support the idea of increased parental education for increased learning performance in the part of nursing students under this research. This finding can give meaning if we explain it with the existing socio-cultural context of the nursing students.

The scholarship students are mostly from the poor, marginalized and educationally deprived family. Their parents think that their socio-cultural and economic suffering is the product of their lower level of education. They also think that their lower level of education and traditional cultural learning is not sufficient to provide them with ample access to higher level of economy (Ertmer, 1999). As a result, the parents with lower level of education often convince and inspire their children in nursing studies to work hard for better learning performance. According to

such parents, nursing as a technical, job-oriented modern education often yields with ample opportunity in the part of students making them capable for personal and professional development (CTEVT, 2013). Nursing studies, thus, viewed as a means of enabling the students to be free from economic limitation. As a result, the family schooling for improved learning performance in the part of scholarship nursing students often motivate them to attain better learning than those of others.

When we link the context of lower level of parental education and higher level students performance with the motivation and capability theory we get the meaning that it is not the individuals (parents in this case) but the circumstances, the socio-cultural positioning that motivate the student in question to attain improved learning performance.

The learning performances of the scholarship-nursing students were also examined with the association of their parental occupation. The finding of the research shows that the father of the high performers scholarship students is either business holders or farmers and their mothers are either homemaker or farmers. The literature in Nepal and abroad, on the contrary, asserts that the parental occupation that has high economic return in the family contributes to better learning performances in the part of children (Ajayi, Salomi, & Akinsanya, 2011). The small-scale rural business and farming as occupations of the parents under this research do not provides with increased income in the part of the family. Yet the nursing students from such family have shown higher learning performance. One can also see that the parents who hold small-scale business and engage in farming can hardly support nursing students in the core learning activities. Neither the parents with such occupation can hold nursing related discourse in the family to create nursing related

educational environment. Yet the nursing students with scholarship have been able to perform better in their learning.

In line with the third research question, the scholarship and fee-paying students' perspective towards professional values of nursing was examined. The finding in this regard assert both scholarship and fee-paying nursing students are more or less equal in prioritizing caring, activism, trust and justice as professional values in nursing (McDonald, 2017). At this context, one may raise a question: What causes both the scholarship and nursing students prioritize these values on the way to asserting nursing as their profession? To address this question on the way to strengthening the value-related finding in nursing profession, especially at the context of this research, it seems important to discuss what the term 'value' may mean and how it comes into play as the part of profession.

If we take 'ethics' as the first philosophy of human life (Bhattarai, 2015), we must assert some moral principles or ethics that give our life a meaning. To grow up as an ethical being in personal and professional life, it requires developing belief system of the kind that purposefully suit to the nature and the context of our living and working with other in our social and professional life world. If we take nursing occupation into account, we see that a nurse is primarily supposed to deal with the patient in hospital. Their profession demands the sense of love, care compassion, tolerance and patience to benefit the patient maximally (Kobra, 2012). The patients in question are often supposed to be helpless and are in severe pain and difficulties who do not have any other alternative rather than the nurse in hospital. In such circumstance, the care, love and compassion in the part of the nurse become helpful for them to overcome their suffering. At this context, it can be claimed that one cannot be a nurse in a true sense if she does not follow the values like caring,

activism, trust and justice, to name a few (McDonald, 2017). These values are intrinsic to nursing profession and no individual who aims at adopting nursing profession in life can be separate from these values.

In the context of this research, all the nursing students either scholarship or fee-paying prioritized these values on the way to develop themselves as professional nurse. Love, care, compassion, justices, etc. as the part of professional values are not only cultivated through their school and college education but also from their socio-cultural way of dealing with others. Right from the birth, an individual begins to grow up with these values, which become the part of their culture and profession (Twenge, Campbell, Hoffman, & Lance, 2010). The socio-cultural significance of these values in the part of nursing students in this research also gets transferred to their professional life world.

CHAPTER VI

SUMMARY, CONCLUSION AND IMPLICATION

Summary

Having been involved in a private institution of technical education, the researcher reviewed the literature on technical education in Nepal and linked them with its practices to develop an issue to be researched. The need and importance of technical education in general and health and nursing education in particular has often been emphasized in the context of Nepal. Realizing the fact, a number of technical schools and colleges were established in Nepal under the CTEVT program. Based on the principles of participatory and inclusive education as per the democratic norms, the Government of Nepal made a provision for intelligent and classified scholarship in the private nursing colleges, especially at PCL, running under the CTEVT. There are altogether 110 nursing colleges in the countries, and about 30 of them are in the Kathmandu Valley (CTEVT, 2013). Tentatively, about 50 crore of rupees annually being provisioned for the purpose of scholarship, especially in the nursing education at PCL. At this context, the researcher felt the need of carrying out an academic study as a part of his MPhil education program to examine whether the scholarship provision in nursing at PCL is effective for the key stakeholders like the nursing students in question, the nursing colleges, parents and the nation as a whole. The researcher, therefore, problematized the scholarship provision in nursing as whether it is effective in terms of students' learning performances. Based on this, the researcher developed mainly three research questions: (1) What is the level of academic performance of fee paying and scholarship nursing students? (2) Do student caste, family size, ethnicity, age, location, family income, parents' education, parents'

occupation and institutions affect the performance of nursing students with scholarship? (3) What are the status of scholarship and fee-paying students' perspectives towards their professional values, particularly in terms of caring, activism, trust, professionalism and justice?

To address the above-mentioned research question, the researcher carried out a quantitative study on the scholarship and fee-paying students studying in the second year and third year of nursing at PCL. Only the nursing colleges running in the Kathmandu Valley under CTEVT were considered for this study. Since the researcher aimed at examining learning performance of the nursing students, he selected the students studying in the second and third year. In the first year, the students were just started this study after passing their grade ten, so their nursing performance cannot be shown formally. Also, the students after third year were not the part of the college because they left the college for further education.

The total population of this study was 303. Among them, 125 were scholarship and 178 were fee-paying students. Out of 29 nursing colleges in the valley, 19 were sampled by using Yamene (1968) formula. The sample population was selected by using random sampling techniques. From one college, 16 students were selected for the study. Among them, 4 students were selected from the second year and 4 from the third year from among scholarship students, while 4 students from the second and 4 from the third year were selected from among fee-paying students. The intelligent scholarship students were the class toppers, while the classified scholarship students were from Dalit, marginalized, Janajati, etc. community who scored more in the examination for nursing course. The data were collected by using structured questionnaire and were statistically analyzed and interpreted with the help of SPSS software. The results of the data are presented in the form of findings as follows.

Conclusion

Nursing profession has been one of the prominent professions in the context of Nepal. Its significance in the context of Nepal is increasing in the sense that this profession is entirely specific to female being. Having been suppressed by male domination, female being is demanding to feminize each and every sector of work in Nepal. But nursing as a profession is feminized by its very nature of job. This profession is also important for the increased economy of female being who involved into it. Despite being socio-culturally and economically important, this profession did not appear to be accessible to a large number of students in the past, especially for those who were from the poor, marginalized, disadvantaged and deprived community (Lawoti, 2005). As a result, the government attempts to provide the students from these communities with scholarship for nursing under the category of ‘classified’ scholarship program can be taken as a praiseworthy decision (CTEVT, 2013).

The scholarship program in nursing for intelligent students is also encouraging attempt of the government to produce competent human resource for the nation, especially in nursing profession. The practices of classified scholarship program, of course, have contributed to make nursing education an inclusive, participatory, while the practice of intelligent scholarship in nursing can be taken as a justifiable attempt to ensue justice in the part of the intelligent students (Bhattarai, 2015). Despite the practice of scholarship program in nursing for a decade or two, there is hardly any academic study to explain the effectiveness of scholarship in nursing. This research, therefore, has attempted to address the need of exploring and informing about the scholarship in nursing in relation to students’ learning performance.

In line with the first research question, scholarship program can be taken as an effective and praiseworthy endeavor because the scholarship students are observed as

better performers compare to the fee-paying students. The scholarship students appear to exceed the fee-paying students in terms of frequency of library visit, frequency of reading course related article, the duration of time for self-study, and the marks obtained in the annual examination of the first and second year nursing course. In the same way, the learning performance of scholarship students remains higher if they belong to lower age group, lower family income, lower parental education, and Janajati caste. This result seems to go against many national and international literatures (Karki et al., 2015). However, it is found to be meaningful if it is explained with the lens of the socio-cultural perspective in the context of Nepal. The scholarship program itself plays an instrumental role to ensure better learning performance in the part of the students although they are from the socio-culturally and economically marginalized community. Also, irrespective to their scholarship type, the nursing students assert the core values of nursing profession to develop themselves a competent human resource in the field of nursing.

Implications

Based on the conclusion, the researcher presents some key implications, which are as follows:

Implication for Policy Support

The scholarship students perform better than fee-paying students gives the meaning that scholarship provision in nursing education is fruitful so far the matter of students' performance is concerned. With reference to this finding, the policy maker can develop a more liberal policy enlarging the range of scholarship for the potential students of nursing. This finding may also appeal the government to invest more in nursing education so as a large number of students in nursing can be brought under the scholarship program. The increased investment by the government can be helpful

in the part of the institution to educate nursing students with lower level of fee rate. Since scholarship students perform better in learning, the nursing institution need to be liberal in providing the potential students with scholarship.

Implication for Nursing Institutes

As a part of their educational performance the scholarship students intend to visit library and read course related article frequently. It is, therefore, pertinent for nursing institution to create the libraries more reader friendly. For this, the institution can develop E-library, and can manage more reference books to benefit the students. But it is also important for the institution to develop a strategy to encourage fee-paying students as well to visit library and to read course related article frequently.

Scholarship students perform better in learning compare to fee-paying students may also be taken in the way that fee-paying students perform less than the scholarship students due to the burden of heavy fee. In this context, the institution and the policy maker need to revise the fee-structure for nursing students. The provision of scholarship in nursing studies need to be glorified and to be promoted massively because it contributes to breakdown the caste and class hegemony over the access to education. For example, students from other castes than Brahmin/Chhetri perform better if they are given chances to enter nursing education, especially through scholarship program.

Implication for Nursing Students and their Parents

The students from the family with lower income perform better in nursing education emphasizing that this education would provide them with immediate economic return through which they can attain financial freedom to some extent. The researcher would like to appeal the students and the parents to view this profession

not only as a means to generate increased income but also a platform upon which they can develop their social capital; and that they can also give their social life a meaning.

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ANNEX I

Total Number of Students

Location		Scholarship	Fee-Paying	Total
Kathmandu	1	8	8	16
	2	2	12	14
	3	8	11	19
	4	6	10	16
	5	7	9	16
	6	5	9	14
	7	4	8	12
	8	7	8	15
	9	8	7	15
	10	7	8	15
Lalitpur				
	1	8	7	15
	2	8	7	15
	3	8	7	15
	4	8	7	15
	5	6	9	15
	6	6	8	14
7	8	7	15	
Bhaktapur	1	4	11	15
	2	8	6	14

Indicators of academic performances :

Author	Indicator
Dearnley (2006)	<ul style="list-style-type: none"> - Student's personality - Interest and - Attitudes
Anderson and Benjamin (1994)	<ul style="list-style-type: none"> - Students' effort and - Previous schooling
Devadoss and Foltz (1996)	<ul style="list-style-type: none"> - Parents' education - Family income
Campbell and Dickson (1996)	<ul style="list-style-type: none"> - Predict academic and - Clinical achievement
Sangiriy et al.(2006)	<ul style="list-style-type: none"> - Test Anxiety - Time Management - Test Competence - Academic Competence and - Study Technique
Aripin et al., (2003)	<ul style="list-style-type: none"> - Self-motivation - Age of student - Learning preferences

ANNEX II

Research Institutions and Respondents

Name of the Institution	Number of Students
B & B Medical Institute	16
BP Memorial	17
Greentara Collage	16
GunarajPathak Memorial	15
Habi and Chakrawarti Education Academy	15
Hams Nursing College	15
Holi Vision	16
Hope International College	15
Kathmandu Model Hospital school of nursing	16
Kits College of Nursing	16
Nagarik Community Teaching Hospital	16
Nepal Institute of health science (Stupa)	13
Nightingale Nursing College	16
NIMST	16
Sahid Memorial	20
Shankarapur Academy	16
Star Academy Lalitpur	16
SushmaKoirala Memorial Nursing Campus	16
Vinayak College	17
Total	303

ANNEX III

काठमाडौं विश्वविद्यालय स्कूल अफ एजुकेशन
एमफीलको अनुसन्धानका लागि प्रश्नावलीहरु - २०७३
नर्सिङ अध्ययनरत विद्यार्थीहरु र शिक्षण संस्थाको सर्वेक्षण

प्रिय प्रतिक्रियादाताहरु,

यी एमफीलको अनुसन्धानका लागि तयार पारिएका प्रश्नावलीहरु काठमाडौं उपत्यका भित्रका प्राविधिक शिक्षा तथा व्यवसायिक तालिम परिषद् (CTEVT) बाट सम्बन्धन/स्वीकृति प्राप्त गरि प्रविणता प्रमाण पत्रतह, नर्सिङ कार्यक्रम संचालन गर्ने शिक्षण संस्था र ती शिक्षण संस्थामा अध्ययनरत छात्रवृत्ति प्राप्त र पूर्ण शल्कमा पढ्ने विद्यार्थीहरुको नर्सिङ पेशाको मूल्यप्रतिको उनीहरुको अवधारणा लाई अध्ययनका लागि उपयोग गरिने छ । तपाईंले व्यक्त गरेका प्रतिक्रियाहरुले यो अध्ययन/अनुसन्धान सफल बनाउन मद्दत गर्नेछ । तपाईंले व्यक्त गर्नुभएको प्रतिक्रियालाई गोप्य राखिने छ ।

खगेन्द्र प्रसाद अधिकारी
एमफील, विद्यार्थी
 काठमाडौं विश्वविद्यालय

भाग एक :तपाईं, तपाईंको परिवार र तपाईंको शिक्षा सम्बन्धी जानकारी कृपया तलका प्रश्नावलीहरुको उत्तर दिनु होला ।

१.

विद्यार्थीको नाम
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२.

उमेर	<input style="width: 95%; height: 20px;" type="text"/>
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३.

तपाईंको समूह के हो ?	ब्राह्मण/ क्षेत्री	<input style="width: 95%; height: 20px;" type="text"/>
	आदिवासी/जनजाति	<input style="width: 95%; height: 20px;" type="text"/>
	दलित	<input style="width: 95%; height: 20px;" type="text"/>
	मधेसी	<input style="width: 95%; height: 20px;" type="text"/>
	अन्य	<input style="width: 95%; height: 20px;" type="text"/>

४.

तपाईको जिल्ला कुनहो?	जिल्ला: <input type="text"/>
----------------------	------------------------------

५.

तपाईको जिल्ला कहाँ पर्दछ ?	हिमाल	<input type="text"/>
	पहाड	<input type="text"/>
	तराई	<input type="text"/>

६. तपाईका अभिभावकको शिक्षा र आम्दानी

सम्बन्ध	शिक्षाको तह	आम्दानी (प्रतिवर्ष)	पेशा
बुवा	१ २ ३ ४ ५ ६		
आमा	१ २ ३ ४ ५ ६		

१-साक्षर, २- आधारभूत (१-८), ३- एस.एल.सी. (९-१०), ४- +२, ५- स्नातक र ६- स्नातकोत्तर र त्यो भन्दामाथि

७. तपाईको परिवार

आकार	<input type="text"/>
दाजु-भाईको संख्या	<input type="text"/>
दिदी-बहिनीको संख्या	<input type="text"/>

८. तपाईले पहिला अध्ययन गरेको स्कूल

स्कूलको प्रकार	सरकारी <input type="text"/>	निजी <input type="text"/>		
एस.एल.सी.को प्राप्ताङ्कको प्रतिशत/ग्रेड	<input type="text"/>	<input type="text"/>		
एस.एल.सी.को प्राप्ताङ्क	अंग्रेजी <input type="text"/>	गणित <input type="text"/>	विज्ञान <input type="text"/>	
पढाइको माध्यम	नेपाली <input type="text"/>	अंग्रेजी <input type="text"/>	दुवै नेपाली/अंग्रेजी <input type="text"/>	
तपाई कक्षा ९ र १० मा अध्ययन गर्दा तपाईको बासस्थान	छात्रावास <input type="text"/>	आफ्नो घर <input type="text"/>	भाडामा <input type="text"/>	आफन्तकोमा <input type="text"/>
	अन्य(कृपया उल्लेख गरि दिनुस): <input type="text"/>			

अहिले तपाईंले अध्ययन गरिरहेको तह र तपाईंले अध्ययन गरिरहेको संस्था सम्बन्धी जानकारी:

भाग दुई: तपाईंको अहिले (प्र.प्र.प तह नर्सिङ्ग) को शिक्षा र तपाईंले अध्ययन गरिरहनु भएको संस्थाको अवस्था बारे जानकारी :

१. तपाईं प्रवीणता प्रमाणपत्र तह(नर्सिङ्ग) मा अध्ययन गर्दा प्राप्त गरेको नतिजा :

प्रथमवर्ष				
विषय		प्राप्ताङ्क		
		सैद्धान्तिक	प्रयोगात्मक	जम्मा
१.	Fundamental of Nursing			
२.	Community Health Nursing			
३.	Anatomy and Physiology			
४.	Basic Science applied to Nursing			
५.	English			

दोस्रो वर्ष				
विषय		प्राप्ताङ्क		
		सैद्धान्तिक	प्रयोगात्मक	जम्मा
१.	Medical and Surgical I			
२.	Medical and Surgical II			
३.	Nursing Care for Children			
४.	Geriatric Nursing			
५.	Community Health Nursing II			
६.	Behavioral Science			
७.	Mental Health / Psychiatric Nursing			
८.	Nepali			

तेस्रो वर्ष				
विषय		प्राप्ताङ्क		
		सैद्धान्तिक	प्रयोगात्मक	जम्मा
१.	Leadership and Management			
२.	Midwifery and Gynecology I			
३.	Midwifery and Gynecology II			
४.	Midwifery and Gynecology III			
५.	Nepal Parichaya			

२. छात्रवृत्ति

तपाईले नर्सिङ्ग अध्ययनमा छात्रवृत्ति पाउनु भयो ?	छ	<input type="text"/>
	छैन	<input type="text"/>

यदि पाउनु भएको भए कुन प्रकारको ?

जेहेन्दार

वर्गिकृत

विशेष कार्यक्रम (सरकारी अनुदान)

३.

तपाई कतिको पुस्तकालयमा जाने गर्नु हुन्छ ?	दैनिक	<input type="text"/>
	वारम्बार	<input type="text"/>
	कहिलेकाहि	<input type="text"/>
	कहिल्यै पनि	<input type="text"/>

४. तपाईका दैनिक अध्ययन गर्ने बानि-व्यहोरा

तपाई नियमित अध्ययन गर्नु हुन्छ ?	गर्छु <input type="text"/>	गर्दिन <input type="text"/>
तपाईको दैनिक औसत अध्ययन समय	<input type="text"/>	

५.

मेरो विषय अध्ययनका लागि म इन्टरनेटमा सामग्री खोज्छु ।	प्राय सधै	<input type="text"/>
	कहिलेकाहि	<input type="text"/>
	कहिल्यै पढ्दिन	<input type="text"/>

६.

कुनै समस्या आयो भने म सोध्ने गर्छु ।	साथिसँग	<input type="text"/>
	शिक्षकसँग	<input type="text"/>
	अग्रजहरु सँग	<input type="text"/>
	मथिक । कुनै पनि होइनन् (अन्यसँग)	<input type="text"/>

७.

म प्रयोगात्मक अभ्यासमा हुदाँ प्रश्नहरु सोध्ने गर्छु ।	शिक्षकसँग	<input type="text"/>
	साथीसँग	<input type="text"/>
	अन्य (उल्लेख गर्नुहोस्)

८.

बिरामीहरुको हेरविचार गर्ने बेलामा म उनीहरुका कुरा सुन्ने गर्छु ।	सावधानी पूर्वक सुन्छु	<input type="text"/>
	असावधानी पूर्वक सुन्छु	<input type="text"/>
	सामान्य तरिकाले सुन्छु	<input type="text"/>

९.

बिरामीहरुको हेरविचार गर्ने बेलामा म उनिहरुसँग व्यवहार गर्छु ।	नम्रता पूर्वक	<input type="text"/>
	नम्रता विहिन पूर्वक	<input type="text"/>
	सामान्य पूर्वक	<input type="text"/>

१०.

समस्या परेपछि म समाधान गर्छु	आफ्नै तवरले	<input type="text"/>
	साथीसँग समन्वय गरेर	<input type="text"/>
	शिक्षकसँग सोधेर	<input type="text"/>
	अग्रजसँग सोधेर	<input type="text"/>
	म मतलबनै गर्दिन	<input type="text"/>
	अन्य स्रोतहरुको खोजी गरेर जस्तै किताब, इन्टरनेट आदि ।	<input type="text"/>

११.

म अध्ययन गर्न रुचाउँछु ।	एकलै	<input type="text"/>
	समूहमा	<input type="text"/>
	(एकलै र समूह) दुवै	<input type="text"/>

१२.

मेरो अध्ययन समयमा म प्रयोग गर्न रुचाउँछु ।	किताब	<input type="text"/>
	नोट	<input type="text"/>
	इन्टरनेट	<input type="text"/>
	अन्य (कृपया उल्लेख गर्नुस्)	<input type="text"/>

भागतिनः संस्था प्रमुखका लागि प्रश्नवलीहरु तपाईंको संस्थाको जानकारी

१.

संस्थाको नाम	<input type="text"/>
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२.

संस्थाको ठेगाना	जिल्ला <input type="text"/>
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३.

संस्थाको प्रकार	सरकारी	<input type="text"/>
	निजी	<input type="text"/>
	ट्रष्ट	<input type="text"/>
	अन्य	<input type="text"/>

४.

नर्सिङ शिक्षकहरुको संख्या	<input type="text"/>
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५. तलको विवरण पूरा गर्दिनुस् (कुनै एकमा चिन्ह लगाई दिनुस्)

सि.नं.	विवरण	छ/छन्	छैन/छैनन्	थाहा छैन
क	पुस्तकालयमा ५०% अध्ययन षियका किताबहरु छन्			
ख	पुस्तकालयमा आवश्यक मात्रामा रिफरेन्स किताबहरु छन् ।			
ग	तपाईंसँग आधारभूत कम्प्युटर ज्ञान छ?			
घ	कम्प्युटर प्रयोगशालामा इन्टरनेट चल्छ ?			
ङ	तपाईंको सस्थामा प्रयोगात्मक सामग्रीहरु आवश्यक मात्रामा छन् ?			

भागचारः नर्सिङ्ग विद्यार्थीहरूलाई नर्सिङ्ग पेशाको मूल्यप्रतिको अवधारणा सर्वेक्षण प्रश्नावलीहरु।

Questionnaires for Nursing Students' perspectives on professional values

१ = पूर्ण सहमत २ = सहमत ३ = तटस्थ ४ = असहमत ५ = पूर्ण असहमत

तपाईंले इच्छाएको नम्बरमा गोलो (०) चिन्ह लगाउनु होला ।

१	म विरामीहरूको गोपनीयता कायम गर्छु ।	१	२	३	४	५
२	म विरामीहरूको कानुनी अधिकारको रक्षा गर्छु ।	१	२	३	४	५
३	म विरामीहरूको गोप्यता सम्बन्धि अधिकारलाई बचाउँछु ।	१	२	३	४	५
४	म विरामीहरूलाई उच्च सम्मान गर्छु ।	१	२	३	४	५
५	म विरामीहरूको जात, धर्म, लिङ्ग आदि विविधतालाई हेरी स्वास्थ्य सेवामा कुनै भेदभाव गर्दिन ।	१	२	३	४	५
६	पेशागत मूल्यको विपक्षमा लाग्नु पर्‍यो भने बरु मविरामीको हेरविचार नै गर्दिन ।	१	२	३	४	५
७	अनुपर्युक्त चिकित्सकीय काममा आफूभन्दा ठुलाले लगाएको थाहापाए म तुरुन्तै विरोध गर्छु ।	१	२	३	४	५
८	म विरामीको पक्षमा सदैव कामगर्न चाहान्छु ।	१	२	३	४	५
९	म स्वास्थ्य सम्बन्धि अनुसन्धानमा सहभागीहरूको उचित हेरविचार होस् भन्ने ठान्छु ।	१	२	३	४	५
१०	म स्वास्थ्य व्यवसाय सम्बन्धि आफ्नो ज्ञानलाई सधैं बढाउन चाहान्छु ।	१	२	३	४	५
११	म नर्सिङ्ग परिषद्को स्वास्थ्य सेवा सम्बन्धि नितिलाई मान्छु ।	१	२	३	४	५
१२	म नर्सिङ्ग परिषद्को कार्यक्रमहरूमा सहभागी हुन चाहान्छु ।	१	२	३	४	५
१३	म नर्सिङ्ग सम्बन्धि अनुसन्धानको निचोडलाई कार्यान्वयन गर्न तत्पर रहन्छु ।	१	२	३	४	५
१४	म श्रोतको पहिचान र वितरणमा प्रभावपार्ने सरकारी निति बनाउँदा सहभागी हुन चाहान्छु ।	१	२	३	४	५
१५	म स्वास्थ्य सेवा प्रदानगर्न क्षमतावान बन्न चाहान्छु ।	१	२	३	४	५
१६	म ज्ञान र सीपको विकास गर्न थप स्वास्थ्य सम्बन्धी विषय वस्तु अध्ययन गर्न चाहान्छु ।	१	२	३	४	५
१७	म आफ्नो स्वास्थ्य सम्बन्धी ज्ञानको प्रयोगमा जिम्मेवार स्वास्थ्य सेबी बन्न चाहान्छु ।	१	२	३	४	५
१८	म विरामीको आवश्यकता पुरा गर्न नसक्ने अवस्थामा अरु संग छलफल/सहकार्य गर्न आवश्यक ठान्छु ।	१	२	३	४	५
१९	म निरन्तर आफ्नो मूल्याङ्कन गरि रहन्छु ।	१	२	३	४	५
२०	म नर्सिङ्ग विद्यार्थीहरूको योजनाबद्ध अध्यापनको अभिवृद्धि र स्तरियता कायम हुनु पर्छ भन्ने चाहान्छु ।	१	२	३	४	५
२१	म स्वास्थ्य सम्बन्धी प्रयोगलाई सहजता पूर्वक अगाडी बढाउन सकियोस भन्ने चाहान्छु ।	१	२	३	४	५
२२	म स्वास्थ्य सेवा कार्यान्वयनलाई नेतृत्वगर्ने स्तरीय नीति वन्नुपर्छ भन्ने ठान्छु ।	१	२	३	४	५
२३	म आफ्ना नर्सिङ्ग अध्ययनरत साथीहरूसंग आवश्यकता अनुसार छलफलमा सहभागी हुन्छु ।	१	२	३	४	५
२४	म विरामी मान्छेहरूको स्वस्थ र सुरक्षा बचाउनमा जोड दिन्छु ।	१	२	३	४	५
२५	म नर्सिङ्गको समता मुलक पहुँचको अभिवृद्धि होस भन्ने चाहान्छु ।	१	२	३	४	५
२६	म विभिन्न सांस्कृतिक समूहको स्वास्थ्य उपचार सम्बन्धि व्यवस्थामा राज्य उत्तरदायी हुनु पर्छ भन्ने ठान्छु ।	१	२	३	४	५

मिति

हस्ताक्षर.....

तपाईंको समय र जानकारी दिनु भएकोमा धन्यवाद ।

ANNEX IV

Research Questions along with indicators

RQ 1: What is the level of academic performance of fee paying and scholarship nursing students?

Indicators	Variables	Indicative Questions	Options of Answers	Respondents
Results	Academic Score (2 nd and third year)	Subjectwise score		Students
	Clinical Score			Students/Teacher
	Awards			Institutions
	Leaning Attitude	Likert		
	Time Management			

RQ 2: Do student caste/ethnicity, age, family size, family income, parents' education, occupation and institutions affect the performance of nursing students with scholarship?

Indicators	Variables	Indicative Questions	Options of Answers	Respondents
Demographic Variables	Ethnicity			Students
	Religion			Students
	Parents resistance			Students
	Family Size			Students
	Family Income			Students
	Parents Education			Students
	Parents Occupation			Students
	Previous Schooling			Students
	Learning Environment at home			Students
Location of Institution	Rural			Students
	Urban			Students

RQ 3: What are the status of scholarship and fee-paying students' perspectives towards their professional values, particularly in terms of caring, activism, trust, professionalism and justice?

Indicators	Variables	Indicative Questions	Options of Answers	Respondents
Caring	Secrecy			Students
	Legal rights			Students
	Rights for secrecy			Students
	Honor			Students
	Non- partiality			Students
	Unprofessional work			
	Unethical practice			
	On the favor of patient			
	Health research			
Activism	Health knowledge improvement			Students
	Policy of Nursing Council			Students
	Activities of Nursing Council			Students
	Implementation of research findings			Students
	Resources distribution policy			
Trust	Competency			Students
	Improvement of knowledge and skill			Students
	Responsible health worker			Students
	consultation/collaboration when unable to meet patient needs.			
	Self - evaluation			
Professionalism	Quality education			Students
	Easy to practice			Students
	Quality leadership			Students
	Peer review			
Justice	Patient care			
	Equitable excess of nurses			
	Health care plan to cultural groups			

**Annex V:
Population composition of Nepal by CBS, 2011**

Most Populous Caste/Ethnic groups (Census 2011)	Population	% of total
<u>Chhetri</u>	4,398,053	16.6%
<u>Bahun</u>	3,226,903	12.2%
<u>Newar</u>	1,887,733	???
<u>Tharu</u>	1,737,470	6.5%
<u>Magar</u>	1,539,830	5.8%
<u>Tamang</u> (taken as a single communal group)	1,321,933	???
<u>Khas-Kami</u>	1,258,554	4.7%
<u>Muslim</u> (taken as a single religious group)	1,164,255	4.4%
<u>Yadav</u>	1,054,458	4.0%
<u>Rai</u>	620,004	2.3%
<u>Gurung</u>	522,641	1.9%
<u>Damai/Dholi</u>	472,862	1.8%

Most Populous Caste/Ethnic groups (Census 2011)	Population	% of total
Thakuri	425,623	1.6%
Limbu	387,300	1.4%
Sarki	374,816	1.41%
Teli	369,688	1.4%
Chamar/Harijan/Ram	335,893	1.3%
Koiri/Kushwaha	306,393	1.1%
Musahar	234,490	0.88%
Kurmi	231,129	0.87%
Sanyasi/Dasnami	227,822	0.86%
Dhanuk	219,808	0.82%
Dusadh/Pasawan	208,910	0.79%
Sherpa	112,946	0.42%
Sunuwar	100,000	0.38%

Most Populous Caste/Ethnic groups (Census 2011)	Population	% of total
Kumal	121,196	0.46%
Other (more than 100 caste/ethnic groups)	4,229,290	15.96%

Population Distribution of Nepal (Census 2011) by Geographical Regions

Regions	Population	Percent(%)
Mountain	17,81,792	6.73
Hill	1,13,94,007	43.00
Terai	1,33,18,705	50.27
Total	2,64,94,504	100.00

(Source: CBS, 2011)