INTRODUCTION

Nursing education encompasses the three domains of learning, the cognitive, the affective, and the psychomotor domain. It aims to motivate the student nurses to acquire appropriate skills in delivering quality patient care. The curriculum incorporates theoretical instructions and clinical practice in variety of hospital settings to prepare the students faces the challenges of complex health care settings. Teacher’s inadequate knowledge of educational aims, goals and objectives can hinder their vision of expected learning outcomes and decisions. These teachers may be unable to adequately facilitate transfer of theory to practice in students learning. As students are the direct recipients of theoretical and clinical instruction they are in a good position to observe their teachers. Hence it is very important for nursing teachers to demonstrate effective clinical teaching behaviours while preparing students to practice in a complex heath care system.

Integration of theoretical knowledge with clinical practice is of vital importance for development of efficient professional nurses. Both quality classroom teaching and ability in demonstrating clinical competence greatly influence the success of graduates of a nursing program.

Teaching can be described as an interrelated process between teacher and learner. It is considered as relational practice which must be constructed from a need for learning. A more extended view of the concept describes teaching as everything that teacher must do to support the learning of their students. In practice, teaching is often taken for granted as expected classroom activities of different qualities performed by teachers, closely connected to the content or subjects. Teaching and learning are social and communicative processes in which teacher can create and maintain good relationships with students, show commitment and respect for students and their families, have knowledge of child and adolescent development, and cultures.

Teachers in nursing educational institutions are appointed based on their qualifications and experience as stipulated by the governing bodies. They are expected to liaison between nursing education and clinical practice in supporting and monitoring the progress of students and facilitating theoretical and clinical teaching. The faculty are expected to supervise the students in
the wards every day and then return to the college to carry out classroom teaching. Although the ability to teach in the classroom is generally considered sufficient preparation for clinical teaching, the reality can be surprisingly different in a multidimensional role. The teachers in clinical field need to provide their students with hands on experience and practice techniques while ensuring that patients receive high-quality, safe nursing care. The quality of clinical learning depends on the actions and activities of teachers transmitted through verbal and nonverbal interactions to facilitate student learning in clinical settings. It has been postulated that clinical teacher must possess effective clinical teacher characteristics if they want to facilitate students' entry and learning in a multifaceted world of clinical practice.

The quality of teaching behaviours can either facilitate or hinder the students’ integration of theory into practice. As part of the learning environment, the teaching behaviours of nursing faculty have significant potential to influence students’ learning. Evidences suggest that student rating can be reliable and valid indicators of effective teaching. Nursing student's perceptions on teacher’s behaviour is an important indicator to modify and facilitate effective theoretical and clinical instructions.

Hence exploring nursing students’ perceptions on actual theoretical and clinical teaching behaviours used by teaching faculty and expected behaviours to enhance theoretical and clinical learning will help to prepare appropriate faculty development programme to foster integration of theory into practice among nursing students pursuing BSc nursing programme in Jaipur, Sikar and Jhunjhunu.

The purpose of this study is to determine the influence of actual theoretical and clinical teaching behaviours used by teaching faculty in facilitating clinical learning and expected behaviours perceived important by the students.

This study may advance nursing education by contributing information utilizing students ‘individual perceptions of a positive attitude of nursing teacher. or Students’ views on the teacher’s behaviours and personality are important indicators to modify and facilitate effective theoretical and clinical instruction. At present, studies regarding students 'perspectives about a positive behaviour of nursing teacher should be like are limited, especially in the Rajasthan. Results may assist faculty to appreciate students ‘views and compare it with their own
perceptions. As a result, they may become aware of those characteristics of success to reinforce them, as well as those that need improvement.