REVIEW OF LITERATURE

Tella A. (2007) The Impact of Motivation on Student’s Academic Achievement and Learning Outcomes in Mathematics among Secondary School Students in Nigeria. The study sought to explain learning outcomes in senior secondary mathematics in terms of motivating students towards academic gains in the subject. Data collected on the study were analysed using inferential statistics which includes; student t-test and analysis of variance (ANOVA). The result of the first hypothesis, which compares the impact of motivation on academic achievement of secondary school students in mathematics using gender as a variable of interest is found to be significant. The findings show that motivation has impact on academic achievement of secondary school students in mathematics with respect to gender.

Yara P. O. and Kennedy O. (2010) Teaching/Learning Resources and Academic Performance in Mathematics in Secondary Schools in Bondo District of Kenya. The study looked at the effect of teaching/learning resources on academic performance in secondary school mathematics in Bondo district of Kenya. The research design for this study was descriptive survey design with a total of 405 senior four students as the population of the study. The study recommends that review of curriculum, in-servicing of trained teachers, recruiting more competent teachers, motivation of learners, improved government support to education, good teaching methods, improved students-book ratio and better remuneration of teachers are factors that the government and all stakeholders should pay more attention to in order to improve performance in mathematics.

Khalid A. (2011) Impact of Teacher’s Background and Behavior on Students Learning. The major purpose of the study was to identify the impact of teacher’s background and teacher’s behavior on students learning. The present study is descriptive in nature. In order to determine these variables, the researcher developed a questionnaire on the five point Likert scale. The study generated following major findings that majority of teachers follow text books while teaching; provide information other than text book, they regular and punctual, their style of teaching help the students in learning. These teachers are co-operative with students but they did not ignore the mistakes of their students.
Adeyemo S. A. (2011) The Effect of Teachers’ Perception and Students’ Perception of Physics Classroom Learning Environment on their Academic Achievement in Senior Secondary Schools Physics. This study was aimed at investigating the effect of teacher’s perception and students’ perception of physics classroom learning environment and how it affects their achievement in physics. In order to achieve the objectives of this study, a questionnaire was administered to two hundred and fifty (250) senior secondary school (SSS II) students selected randomly. The data collected were analysed using mean, standard deviation simple percentage analysis of variance (ANOVA). There exist a significant difference in students’ perception of physics classroom learning environment and their academic achievement. There exist a significant difference in teachers’ perception of physics classroom learning environment and students’ academic achievement. The students’ perception and teachers’ perception of physics classroom learning environment have an effect on students’ academic achievement.

Ali W. G. (2012) Caring and Effective Teaching Behavior of Clinical Nursing Instructors in Clinical Area as Perceived by Their Students to describe the clinical instructors’ caring and effective clinical teaching behaviors in clinical area as perceived by their students. A convenience sample of 113 nursing students affiliated to faculty of nursing, King Khalid University, Saudi Arabia was included. Two tools for data collection were used; the first one was developed by the researcher and it was concerned with measuring the effective teaching characteristics of the clinical nursing instructors and the second one was the Nursing Student Perceptions of Instructor Caring (NSPIC) which was concerned with measuring clinical instructor’s caring behaviors. They perceived their clinical instructors demonstrated the highest number of caring behaviors from the subscales of respectful sharing and appreciation of life’s meanings.

Mushtaq I. & Shabana N.K. (2012) Factors Affecting Students’ Academic Performance. The objective of this research paper is to explore the important factors that affect the academic performance of the students. The extent of existence for all variables in the research area was measured on a five-point likert scale ranging from, strongly disagree to Strongly Agree. The source of data for this study is primary data acquired through questionnaire. Mean, Standard deviation, correlation and regression analysis are used through appropriate. it is
found that communication, learning facilities, proper guidance and family stress are the factors that affect the student performance. statistical package⁶.

**Madhavanprabhakaran G. K. et al. (2013)** Undergraduate Nursing Students’ Perception of Effective Clinical Instructor: Oman, This study explored the effective clinical instructors characteristics perceived important by Omani undergraduate nursing students of College of Nursing (CON) at Sultan Qaboos University (SQU). A forty items questionnaire on a four point Likert- scale was administered to120 students of CON who were exposed to clinical instructions at least for a year. Objective evaluation, role modeling, clinical competence and communication skills, respecting students’ individuality were ranked as first five most effective clinical instructor characteristics⁷.

**Jarrah I A. (2013)** Associate Nursing Students’ Perceptions Toward Nursing Profession In Jordan. This study design to overview the image of nursing among associate nursing students in south Jordan. The study was conducted on Balqa Applied University, Jordan, Karak and Aqaba college branches, Faculty of Nursing for student enrolled in associate nursing program. Three main parts were selected, profession view, dependent and independent order of work and personal growth. The data collected through self-administered questionnaire containing three major parts. Descriptive Statistics were done using numbers, percentage, arithmetic mean, standered deviation and one sample test. The study showed that the associate nursing students generally have a significance positive perceptions about the image of the nursing profession. The highest percentage of study subjects joined the faculty of nursing because of financial reasons/ availability of work. Majority of the students feel proud when talking with others about nursing profession⁸.

**Wayne S. J. et al. (2013)** Cause or effect? The relationship between student perception of the medical school learning environment and academic performance to evaluate the effect of student perception of the learning environment on their performance on a standardized licensing test while controlling for prior academic ability. Researcher measured perception of the learning environment after the first year of medical school in 267 students from five consecutive classes and related that measure to performance on United States Medical Licensing Examination (USMLE) Step 1, taken approximately six months later. Three of the five learning environment subscales were statistically associated with Step 1 performance (p<0.05): meaningful learning
environment, emotional climate, and student–student interaction. A one-point increase in the rating of the subscales (scale of 1–4) was associated with increases of 6.8, 6.6, and 4.8 points on the Step 1 exam. Findings provide some evidence for the widely held assumption that a positively perceived learning environment contributes to better academic performance.\(^9\)

**Mehdipour Y. and Dr. Balaramulu D. (2013)** Students Attitude toward Teacher’s Behavior in Hyderabad Universities. This research article investigated the attitude of university postgraduate students to Their teacher’s behavior. All the students of Hyderabad universities (13 universities) constituted the population. Results showed that majority of the Postgraduates have a positive attitude to their Teacher’s behavior. The major conclusions of the study were that Students were found to be satisfied with the positive behavior of their teachers.\(^10\)

**Ganyaupfu E. M. (2013)** Teaching Methods and Students’ Academic Performance. The objective of this study was to investigate the differential effectiveness of teaching methods on students’ academic performance. A sample of 109 undergraduate students from the College’s Department of Economic and Business Sciences was used for the study. Using the inferential statistics course, students’ assessment test scores were derived from the internal class test prepared by the lecturer. The differential effectiveness of the three teaching methods on student academic performance was analysed using the General Linear Model based univariate ANOVA technique. The F(2, 106) statistic (= 10.125; p < 0.05) and the Tukey HSD post-hoc results indicate significant differences on the effectiveness of the three teaching methods.\(^11\)

**Vigonte M. C. G. (2014)** Nursing Students’ Perception on the Effectiveness of Physical Assessment Instruction. The perception of 73 BS Nursing students of Omar Al-Mukhtar University (Libya) on the effectiveness of physical assessment clinical instruction was evaluated following a nine-day training on cephalocaudal examination using a self-assessment tool that was constructed by the authors (Cronbach’s alpha = 0.852) based on Keller’s ARCS Model of Instruction. This descriptive study was undertaken to determine perception variability among different year levels, student ranks and areas of specialization. The study revealed that the nursing students perceived that the clinical instruction they received was highly effective as a whole and with regards to the four components of model of instruction: Attention, Relevance, Confidence, and Satisfaction. While the two year levels considered in the study viewed the instruction as highly effective, they had significantly different perceptions on the quality of
instruction that they received. Similarly, students from the four areas of specialization significantly differed in their perceived effectiveness of instruction. However, the difference in the perceived effectiveness was not significantly different between student ranks\textsuperscript{12}.

\textbf{Eyong et al. (2014)} The Influence of Personality Trait on the Academic Performance of Secondary School Students in Cross River State, Nigeria. This study investigated the influence of personality traits on academic achievements of secondary school students in Cross River State. Two research questions and hypotheses were tested at .05 levels of significance to guide the conduct of the study. The research design used was casual-comparative or ex-post facto. The independent sample t-test was used to test the hypothesis in order to determine whether there is a significance difference between the means two independent groups being compared for each trait. A significant difference was found between the achievements of students with high level of conscientiousness and agreeableness, and those with low levels of the traits\textsuperscript{13}.

\textbf{Fehintola J.O. (2014)} Teachers’ Characteristics as Correlates of Students’ Academic Performance among Secondary School Students in Saki-west Local Government Area of Oyo State. This study examined relationship among teachers academic qualification, teachers professional qualification, teachers content knowledge, teachers instructional quality, teachers’ evaluation procedures, teachers’ work value, teachers’ classroom attendance’ and teachers’ job satisfaction on academic performance of secondary school students in Saki-west local government area. The eight independent variables (teachers academic qualification, teachers professional qualification, teachers content knowledge, teachers instructional quality, teachers’ evaluation procedures, teachers’ work value, teachers’ classroom attendance’ and teachers’ job satisfaction) considered in this study were potent factors to academic performance of secondary school students in the study area\textsuperscript{14}.

\textbf{Kolachina A. (2014)} Impact of Emotional Intelligence on Academic Achievements of Expatriate College Students in Dubai. The present paper is an attempt to examine relationship between emotional intelligence and academic achievement of expatriate students. The findings of the study reveal positive relationship between emotional intelligence and academic achievement among expatriate students. The study also reveals that students with high and low academic achievement motivation differ from one another on emotional intelligence\textsuperscript{15}. 
Rabae’I S. B. (2014) Influence of Personality on Academic Achievement and Performance of Teaching Practices Students in TVET This study aims to determine the influence of personality on academic achievement and performance TVET teaching graduate students. The study was conducted on TVET graduate students who have obtained academic achievement and teaching practice. The results also will show that there is a significant correlation between personality type and achievement academic or not. The study will showed is there have a significant relationship between personality and performance TVET teaching graduate students.

Nhlanhla M. and Sithole T. (2014) Teacher Personality On Pupils' Performance In Literature In English In Bulawayo Metropolitan Province. This research aimed at determining if there is a relationship between teacher personality and pupil performance in Literature in English. The results showed that there was a positive relationship between teacher personality and pupil performance. It was revealed that 3.8 % of the time teacher personality affects pupil performance.

Koy V. (2015) Perceptions of nursing students on effective clinical preceptors in Phnom Penh National Hospitals, Cambodia. The purpose of this study is to describe the effective nursing clinical preceptors in Phnom Penh National Hospitals. The stratified sampling of 166 was invited. A cross-sectional design survey was used. The Cronbach’s Alpha Coefficient for all items was 0.945. The findings were given as effective clinical preceptorship had a moderate (3.02, 0.85). The interpersonal relationship (3.51, 0.88), evaluation (3.39, 0.93), personal traits (2.80, 0.83), nursing competencies (3.39, 0.93), and teaching ability (2.70, 0.81). Interpersonal relationship, formative evaluation, giving suggestions and correcting mistakes without belittling was perceived to be important characteristic. It is necessary to integrate clinical teaching skills to clinical preceptors.

Saboget R. et al. (2015) Effective Characteristics of a Clinical Instructor as Perceived by BSU Student Nurses is a report on a study conducted to explore the effective characteristics of a clinical instructor as perceived by student nurses. The study utilized a mixed-method design. Quantitative data were collected by administering questionnaires to 224 student nurses in
January 2015. Qualitative data, on the other hand, were gathered by conducting 32 key informant interviews to answer the last objective. It was established that difference in academic level poses an effect in students’ perceptions of the identified characteristics. By and large, characteristics pointed out by the students during the interviews are clinical teaching behaviours that help them bridge the gap between theory and practice. Abusaad F. et al. (2015) Nursing Students’ Perceptions of the Educational Learning Environment in Pediatric and Maternity Courses using DREEM Questionnaire to compare students’ perceptions of the academic learning environment in Pediatric and Maternity courses using DREEM Questionnaire. This is a comparative study. Five hundred and eleven of the third year nursing students studying maternity and pediatric courses by traditional policy participated in the study during the academic year 2014-2015. Pediatric and maternity nursing departments at Faculty of Nursing, Mansoura University, Egypt. An interviewing Questionnaire of two parts: First includes general characteristics such as: age, sex and courses involved. Part two: Includes the DREEM questionnaire. The total mean score for pediatric and maternity nursing students’ perception of their learning environment were 115.0±23.02 and 110.3±17.4; respectively. Students’ belief in their gaining knowledge of environment in both specialties were “more positive than negative” with a significant difference between both groups (t=2.6, p=0.01).

Dlama G. J. et al. (2015) Perception of Nursing Students and Preceptors about Factors Influencing the Clinical Performance of Nursing Students. The aim of the study is to identify the perception of nursing students and their preceptors about factors facilitating and inhibiting clinical performance of nursing students. A descriptive design was conducted among 400 and 500 level students of the department of Nursing science, University of Maiduguri and Nurses in all medical, surgical, obstetrics and gynecology wards of university of Maiduguri Teaching Hospital. A self-developed questionnaire was used to collect data from the respondents by the researcher, the questionnaires were analyzed using SPSS version 17.0. Hypothesis was tested using chi-square. The following factors were identified as facilitators of clinical performance by the students and preceptors; Preceptorship and mentorship, good relationship with nurses, quality supervision, simulation, peer teaching, and learning in an effective clinical environment. The following factors were identified as inhibiting clinical performance; High levels of stress and
anxiety, Poor interpersonal relationship, Theory-practice-gap, Inadequate clinical time, overcrowded clinical facilities, shortage of equipment and staff, and lack of feedback.

**Gandhi S. et al. (2015)** Nursing Students Perceptions about Traditional and Innovative Teaching Strategies– A Pilot Study. One way to enhance nursing education was to evaluate the learning perceptions of various teaching strategies in nursing education programs. The study was aimed to evaluate the student learning perception about traditional and modern teaching strategies among undergraduate nursing students. Post test only design was used to compare the learning perception of students about traditional and innovative teaching strategies. Findings indicated a statistically significant increase (p<0.006) in the learning perception among students exposed to innovative teaching strategies than those exposed to the lecture method at the end of 4 weeks. The results of this study indicate that students perceive innovative teaching strategies in a better way compared to the traditional teaching method as it enhances their motivation for learning, learner control, and self-directed learning abilities.

**Karabulut N. et al. (2015)** the relationship of clinical learning environment to nursing students’ academic motivation. This study was carried out to explore the relationship of clinical learning environment to nursing students’ academic motivation. One hundred and twenty seven (127) nursing students who had been training at Giresun University, Faculty of Health Sciences, were enrolled in this descriptive study. The data were collected using the ‘Clinical Learning Environment Scale’ and the ‘Academic Motivation Scale’. In this study, 34.6% second class, 37% third class and 28.4% fourth class of nursing students were surveyed. The mean scores of clinical learning environment and academic motivation were 66.7 ± 8.7 and 68 ± 10.9, respectively. There was a statistically significant difference between the scales (r = 0.254, p < 0.05). One of the prerequisites for the training of qualified students is to provide nursing students with a qualified clinical environment. It was found that nursing students’ academic motivation increased as the quality of their clinical learning environment improved.

**Ofem, et al. (2015)** Teacher Demographic Variables And Students’s Academic Achievement In Secondary Schools Home Economics In Calabar Educational Zone Of Cross River State. This study investigated the influence of teacher demographic variables on secondary School students’ academic achievement in Home Economics in Calabar educational zone of Cross River State. The results of data analysis showed that the two hypotheses were significant at
0.05 probability level. This means that educational qualifications and experience of the teacher influence significantly the students’ academic achievement in Home Economics in the study area\textsuperscript{24}.

**Younis J. et al. (2015)** Teaching Styles: Determinants Of Student’s Learning And Academic Performance. The present qualitative and quantitative has been designed to focus on exploring the teacher strategies to cope with student behavior and their academic performance. The study was conducted at Arid agriculture university Rawalpindi and the respondents were students of B.sc, M.sc and M.phil. Students misbehaved due to teacher imbalance styles and strict behavior which caused low academic performance of students. Positive strategies of teacher and his moderate style of teaching and handling help the teacher to control the student behavior. Punishment is not necessary for learning process. Frank and moderate attitude of teacher showed positivity in academic performance and student’s attitude\textsuperscript{25}.

**Prabha D. et al. (2016)** Perceptions Of Nursing Students On Clinical Teaching Behaviors Of Teaching Faculty: Correlational Survey Design is to understand the actual and expected clinical teaching behavior of the faculty from the student’s perceptions and correlate the influence of actual teaching behavior on clinical learning of students. Nursing Clinical Teacher Effectiveness Inventory (NCTEI) was the tool for data collection. The analysis of five subscales indicated evaluation as highest ranked clinical teaching behavior of teaching faculty which influenced clinical learning among students. Interpersonal relationships and nursing competency were rated lowest\textsuperscript{26}.

**Ismail L. et al. (2016)** Clinical instructor’s behavior: Nursing student’s perception toward effective clinical instructor’s characteristics. The aim of the study was to assess the clinical instructor’s behaviors and nursing students’ perceptions toward effective clinical instructor’s characteristics that facilitate learning process. Descriptive, correlational design was utilized for the current study. Sample: A convenient sample of 333 was drawn from nursing students in different levels of baccalaureate nursing programs who had finished at least two clinical rotations with patient care. Findings of the current study revealed that the highest ranked clinical instructor’s behavior as reported by the student’s was teaching ability category followed by evaluation and nursing competence respectively. The personality and interpersonal
relationship among nursing student set as the fourth and fifth factors that affect learning process in the clinical settings\textsuperscript{27}.

**Thompson K. H. et al. (2016)** Descriptive, Cross-Sectional Study Analyzing the Characteristics of an Effective Clinical Instructor: Perceptions of Baccalaureate Nursing Students. This study explored baccalaureate students’ perception of the characteristics of an effective clinical instructor utilizing the Whitehead Characteristics of Effective Clinical Instructor Rating Scale. The instrument is a 39 item 5 point Likert-type scale that measures, interpersonal relationships, personality traits, teaching practices, knowledge and experience, and evaluation procedures. Students placed high levels of importance on the characteristics of the Clinical instructor. Therefore to ensure a suitable environment for learning, nursing schools could establish interactive feedback sessions with students and clinical instructors to ensure both groups have an understanding of their expectations of each other\textsuperscript{28}.

**Edward M. M. and Kwabena A. L. (2016)** Assessing the Impact of Personality Traits on Academic Performance: Evidence from Tertiary Students in Ghana. The purpose of this study is to assess and predict the impact of personality traits on academic performance evidence from Tertiary students in Ghana. The main objective is to investigate the association between the personal traits (extraversion, neuroticism, openness to experience, agreeableness and conscientiousness) and academic performance. The findings revealed that, there is a significant positive relationship between the academic achievements of tertiary student’s that are conscientious, agreeable and openness, however extroversion and neuroticism failed to pass the hypothesis test\textsuperscript{29}.

**Zadeh F. F. and P. S. (2016)** the effect of behavior of teacher on motivation of learning and development of student. This research is done as narrative research about the effect of behavior of the teacher on motivation of learning and development of a student. there are still some problems in instruction system in iran, so this research showed some problem between relationship teacher and student and also gived problem-solving strategies. Of course, this research have some mini-targets that including:the effect of behavior of teacher on self-esteem of student, enthusiastic of student with school work and the effect of social on motivation of learning and development of student. Deductions showed that teachers have very important responsibilities. They shoud do these responsibilities correctly\textsuperscript{30}.
Gumabay E. M. S. (2017) Caring Behaviors of Clinical Instructors during Nursing Students’ Related Learning Experience: A Basis for Enhancing Student-Mentor Relationship. This research study aims at exploring the perceptions of the student – nurses on the caring behaviors portrayed by their nursing faculty and to what extent do they affect the nursing education. The researcher utilized a modified Collaizi method to organize ly go through with the entire systematic process of data collection and analysis. Individual interview sessions and observations with second year to fourth year students were utilized by the research as methods of data gathering. Results of the study presented three central themes of nursing faculty caring behaviors, namely: (1) clinical supervision; (2) professional role; and, (3) personal attributes. Participants revealed that the caring behaviors of nursing faculty contribute to student – nurses’ development of competent knowledge, enhanced skills, and appropriate attitude. A nursing faculty also referred to as clinical instructor has his or her own unique approach towards student – nurses, either professionally or personally, and that these responsibilities and characteristics could enhance or hinder the progress of student – mentor relationship.