

## STUDENTS' PERSPECTIVE ON FACTORS INFLUENCING TEACHING – LEARNING IN A COLLEGE OF NURSING AND MIDWIFERY INSTITUTION, NORTH CENTRAL NIGERIA

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### ABSTRACT

The study assessed the attitude of students towards learning and investigated factors influencing teaching and learning among students of Kwara State College of Nursing and Midwifery Ilorin, Nigeria. A descriptive design was adopted for the study. Data was collected using a validated, self-administered questionnaire from 150 students and tutors who met the inclusion criteria. The data collected was analysed using descriptive and inferential statistics. Frequency tables and chart were used to illustrate the findings. The ages of the participants ranged from 18 - 40 years; their mean age was 28 years  $\pm$ 7.4 standard deviation. Out of 150 respondents, 129 (86.0%) were female, and 69 (46.0%) were married. In addition, 89 (59.3%) of the respondents had good attitude towards learning. Identified factors influencing teaching and learning include updated courses and well-structured instructional objectives, conducive learning environment, monetary incentives, adequate provision of instructional materials, right professional educational qualification of teachers, teachers' state of mind prior and during the lesson, teachers' personality, good location of school, well equipped library and poor welfare of students. Statistical analysis revealed the that there were significant associations between learning environment and learning process ( $pv < 0.05$ ); significant associations between availability of instructional materials and teaching/learning process ( $pv < 0.05$ ); significant associations between students' personality make up and their attitude to learning ( $pv < 0.05$ ). It is recommended that continuous staff development, provision of conducive learning environment and instructional materials be ensured for effective teaching and learning to secure the future of nursing profession.

**Keywords:** Students' Perspective, Factors, Teaching-Learning

### Introduction

Nursing is a unique profession in the health team that recognises the practice of the profession as a public trust (Jemilugba 2015), thus committing her to protect the public. Nursing education lays the foundation for nursing practice and whatever nursing care given reflects the nursing educational training one has received. Nursing education, including the individual nurse educator, has a responsibility to society and to students for providing quality education, for maintaining the highest academic standards, for the proficient use of teaching strategies and for ensuring adequate support to learners. Nursing Education is the form of teaching which including practical, fieldwork, lectures etc. imparted to student nurses either in hospital-based nursing programme or university (Guobadiya, 2014). Nursing education is designed to educate and train the student nurse to become competent and qualified professional nurses (Mellish, Brink and Paton, 2009).

Teaching is an interactive process between the lecturer and students. This means that the learning process in the classroom is a process of cooperation and coordinating ideas (Felton and Royal, 2014; Parcells and Baernholdt, 2014). Basavanthappa (2009) defined teaching

as an art and science in which the content is structured and processed to enable student's learning. Oladosu (2005) also added that teaching as an activity aimed at bringing about meaningful learning through a method that is morally and pedagogically acceptable. Learning was defined by Adebile, (2013) as a relatively permanent change in behaviour arising from experience while Basavanthappa (2009) described it as a change in a person that has been caused by experience. Generally, Learning is a process of understanding, clarifying and applying the meaning of the knowledge acquired. It can also be described as the exploration, discovery, refinement, and extension of the learner's meaning of the knowledge. Learning is secured when an individual's behaviour or knowledge changes. The teaching learning process involves a teacher, a learner and content in form of knowledge, facts, information and a skill to be imparted; a deliberate intention on the part of teacher to teach for learning and on the part of learner to learn.

Awareness of any issue that may affect the teaching-learning process of nursing students is essential to ensure that maximum benefits are

gained from all aspects of nursing education. Research studies have shown that teaching and learning process is often affected by many factors which includes study habits, home-related factor, school related factors and teacher related factors.

Analysis from various related literature showed that the student related factors affecting teaching learning process included age of students, previous learning experiences, attitude towards learning, level of readiness for learning (Banneheke, et. al., 2015), anxiety of making mistake and harming patient, deficiencies in initiating and maintaining professional communication with patients and relatives, difficulties in transition from student role to nurse role (Alos, Caranto and David, 2011; Ab Latif and Mat Nor, 2016). Adegbile (2013) identified hereditary, personality, physiological, environmental, health and nutritional, motivational, instructional and school management factors as affecting the learning process. In similar study conducted by Lawal, Weaver, Bryan, & Lindo (2015) using a descriptive cross-sectional study with stratified random sampling of 149 students, findings showed that the mean age was  $23.9 \pm 4.52$  years (range 19-42 years) and 98.4% were females. Majority of the students identified preceptorship (89.6%), support from the clinical staff (78.4%), ratio of preceptor to students (74.8%) and the quality of pre-clinical conferences (63.8%) as having the greatest impact on learning. Over 70% of students indicated that the type of interpersonal relationships they had with the clinical staff and preceptors affected their learning experiences. Evidence suggest that teacher related factors affecting teaching learning process include personal features such as the age of the instructor, attitude towards communication skill, mastery of subject matter, self-expression, availability and accessibility. On the other hand, professional features of instructor such as professional knowledge level, teaching techniques and effect of these on learning, preference of feedback methods in education, communication styles (Olohundare, 2009; Adegbile, 2013; Madhavanprabhakaran, Shukri, Hayudini and Narayanan, 2013). Findings from the study of Ghasemi, Moonaghi and Heydari (2018) indicated that student-related factors such as individual motivation and interest, mental concentration, participation in extracurricular activities, and self-directedness in learning, as well as students' sense of satisfaction with learning affect the teaching

learning process. Rezwan, Akran, Novnrovzehi, Hossein and Jamal (2015) reported that clinical learning environment, curricular, motivation, teaching method, previous academic success, as the factors contributing to effective teaching and learning in nursing education.

From the review of literature, there are several studies which have identified factors affecting teaching learning process among nursing students, however, only a few or none have been conducted in Nigeria. Paucity of studies that predicts the factors that affect teaching learning process among student nurses warrants a study like this to address this knowledge gap; our study aimed at assessing the factors affecting teaching learning process from the nursing students' perspectives as well as the student attitude towards learning. The findings of this study may generate results that could influence policy, nursing practices, and teaching institutions to recruit more qualified nurse tutors in college of nursing and midwifery even beyond. The lent three performance model guided this study.

#### **Methodology**

This study employed the descriptive cross-sectional research design and was conducted at Kwara State College of Nursing and Midwifery, Ilorin, Ilorin West Local Government Area, Nigeria. The institution offers nursing education to both student nurses and midwives with capacity of one hundred and seventy-five (175) students and ten tutors. The college is situated within the General Hospital premises which the authors perceive should enhance the teaching - learning process. The entire students and tutors who consented were recruited for the study, available and accessible during the period of four (4) weeks data collection. A self-structured questionnaire containing four (3) sections was used to elicit information on socio-demographic data, attitude of students towards learning and factors influencing teaching and learning from the respondents. The questionnaire was structured after a thorough literature review and presented to experts in the field of nursing education for scrutiny and corrections to ensure the face and content validity. Afterwards, the instrument was pretested using the test-retest method and a reliability coefficient of 0.80 was obtained. A letter of introduction seeking permission to conduct research was used to obtain ethical proposal from research institution. The title and the aims of study were explained to the respondents and they were re-

assured that all the information given will be treated with confidentiality and that their names were not required on the questionnaire. The respondents were given ample time to tick appropriate answers before retrieving filled questionnaire for analysis.

The data collected was coded, entered and analysed using SPSS and presented with simple frequency tables, percentages, and graphic representations. The attitude of students towards was answered using the 14 items on section B of the questionnaire rated on a 4-point Likert scale of strongly agreed (4), agreed (3), disagreed (2) and strongly disagreed (1) giving a score range from 4 - 64. The scores were expressed as a percentage and categorized as follows: a score below 60 indicates wrong attitude while a score of 60 and above indicates right attitude. Inferential statistics of chi-square test and correlation were used to test the hypothesis formulated at 0.05 level of significance.

**Results**

The age distribution of the respondents as highlighted in table 1 shows that age ranged from 18 to 40 years with overall mean age of 28 ±7.4 years while the modal age range was 25 - 31 years representing (54.0%) of the respondents. Majority of the respondents 129 (86.0%) were female, while the remaining 21 (14.0%) were male, 78 (52.0%) were single while 69 (46.0%) were married and 3 (2.0%) were separated. Furthermore, Muslims constituted the predominant 92(61.3%) religious group

followed by the Christians which accounted for 58 (38.7%) respondents. Majority 117 (78.0%) were Yoruba, 17 (11.3%) were Igbo while 16 (10.7%) were Hausa.

**Attitude of Students Towards Learning**

Table 2 shows the responses of the students to some questions assessing their attitude towards learning. Result showed that majority of the respondents agreed that teaching - learning should always be learners centred. Unfortunately, over 75 percent of the respondents admitted that they were not efficient at self-directed learning but enjoyed group reading. Likewise, more than eighty percent did not know where to source for needed information to boost learning.

**Table 1: Respondents' Socio-demographic data (N=150)**

Variables	N	%	
Age group (years)	18 - 24	45	30
	25 - 31	81	54
	32 - 40	24	16
Gender	Female	129	86
	Male	21	14
Religion	Islam	92	61.3
	Christianity	58	38.7
Marital status	Single	78	52
	Married	69	46
	Separated	3	2
Ethnicity	Yoruba	117	78
	Igbo	17	11.3
	Hausa	16	10.7

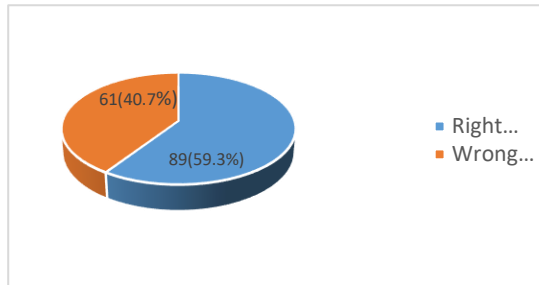
**Table 2: Respondents' Attitude Towards Learning**

Items	SA (%)	A (%)	D (%)	SD (%)	Remark
Eager to learn new things always	39(26.0)	103(68.7)	8(5.3)	-	A
Stays away from difficult tasks	37(24.7)	63(42.0)	24(16.0)	26(17.3)	A
Lengthy time to understand a new topic	34(22.7)	61(40.7)	47(31.3)	8(5.3)	A
Inability to express self to answer questions in class	39(26.0)	64(42.6)	29(19.3)	18(12.1)	A
Introvert nature affects my ability to make contributions in class	43(28.5)	55(36.8)	28(18.7)	24(16.0)	A
Slow learner	40(26.6)	76(50.7)	20(13.3)	14(9.4)	A
Teachers are expected to spoon feed the students always	12(8.0)	62(41.3)	56(37.3)	20(13.4)	A
Know where to source for needed information	11(7.3)	17(11.3)	78(52.0)	44(29.3)	D
Do not learn well when I study alone	35(23.3)	65(43.3)	32(21.3)	18(12.0)	A
Efficient at self-directed learning	8(5.3)	47(31.3)	56(37.3)	39(26.1)	D
Enjoy group reading	9(6.0)	34(22.7)	51(34.0)	56(47.3)	SD
Important to revise note taken every day	9(6.0)	92(61.3)	42(28.0)	7(4.7)	A
Teaching and learning should always be learners centred	22(14.7)	78(52.0)	35(23.3)	15(17.3)	A
Inability to develop a plan to work out my idea	22(14.7)	69(46.0)	34(22.7)	25(16.6)	A

SA = Strongly Agreed A = Agreed D = Disagreed SD = Strongly Disagreed %= Percentage

**Figure 1: Summary of Respondents' Attitude towards Learning**

Figure 1 shows that majority 89 (59.3%) of the respondents had good attitude towards learning while 61 (40.7%) had poor attitude.



**Factors Influencing Teaching and Learning among Tutors and Students**

Result shows that 72 (48.0%) and 71(47.3%) of the respondents strongly agreed that updated

courses and well-structured instructional objectives are factors influencing teaching and learning respectively. While 57 (38.0%), 55 (36.7%), 50 (33.3%) and 75 (50.0%) agreed that good working environment and monetary incentives, adequate provision of teaching aids and right education qualification of teachers and well-structured instructional objectives are factors influencing influence teaching and learning. Also 66 (44.0%), 65 (43.3%), 60 (40.0% and 66 (44.0%) agreed that teachers' state of mind prior and during the lesson, teachers' personality, good location of school and well equipped library do influence teaching and learning and lastly 66 (44.0%) and 55 (36.7%) agreed that poor institutional practices regarding welfare of students and bad hostel policies are factors influencing teaching and learning.

**Table 3: Factors Influencing Teaching and Learning Among Tutors and Students**

ITEMS	SA (%)	A (%)	D (%)	SD (%)
An update course	72(42.0)	43(23.0)	18(18.0)	17(17.0)
Good working environment and monetary incentives for teachers	35(25.0)	57(27.0)	36(36.0)	22(12.0)
Adequate provision of teaching aids	41(27.3)	55(36.5)	32(21.3)	22(14.7)
Right educational qualification	41(21.0)	50(30.0)	27(27.0)	22(22.0)
Good instructional materials	39(29.0)	75(35.0)	20(20.0)	16(16.0)
Teachers' state of mind prior and during lessons	71(41.0)	36(16.0)	23(23.0)	20(20.0)
Good location of school	24(14.0)	66(26.0)	21(21.0)	39(39.0)
Availability of well-equipped library	31(21.0)	65(25.0)	32(32.0)	22(22.0)
Parental socio - economic status	41(21.0)	60(30.0)	27(27.0)	22(22.0)
Good teachers - learners' relationship	41(41.0)	66(16.0)	23(23.0)	20(20.0)
Poor institutional practices regarding welfare of students	14(14.0)	66(26.0)	21(21.0)	39(39.0)
Bad hostel policies	41(21.0)	55(25.0)	32(32.0)	22(22.0)

**Hypothesis I:** There is no significant association between learning environment and learning process among students of Kwara State College of Nursing and Midwifery.

Table 4 shows that there is significant association between learning environment and learning process since the calculated p - value is less than 0.05, (that is, 0.032), hence, the null hypothesis is hereby rejected.

**Table 4: Pearson Correlation Between Learning Environment and Learning Process**

Variable	Mean	SD	N	r-value	P	Remark
Learning environment	11.05	4.49	150	.324	0.032	Sig.
Learning process	17.01	4.34				

P = p-value sig. at 0.05level

**Hypothesis two:** There is no significant association between availability of instructional materials and teaching/learning process among students of Kwara State College of Nursing and Midwifery

Table 5 shows that there is significant association between availability of instructional materials and teaching/learning process since the calculated p - value is less than 0.05, (that is, 0.000), hence, the null hypothesis is hereby rejected.

**Table 5: Association Between Availability of Instructional Materials and Teaching/Learning Process**

Variable	Mean	SD	N	r-value	P	Remark
Availability of instructional Materials	18.89	4.84	150	0.622	0.001	Sig.
Learning and teaching process	17.01	4.34				

**Hypothesis three:** There is no significant association between students’ personality make up and their attitude to learning in Kwara State College of Nursing and Midwifery.

Table 6 shows that there is significant association between students’ personality make up and their attitude to learning since the calculated p - value is less than 0.05, (that is, 0.000), hence, the null hypothesis is hereby rejected.

**Table 6: Association Between Students’ Personality and Their Attitude Towards Learning**

Variable	Mean	SD	N	r-value	P	Remark
Students’ personality make up	9.89	2.03	150	.531	.000	Sig.
Attitude to learning	11.01	4.17				

**Discussion**

Findings from the study revealed the age distribution of respondents as ranging from 18 to 40 years and their overall mean age ± 7.4 years while modal age range was 25-31 years representing 54.0% of the respondents, also finding revealed the distribution of the respondents according to their gender to be 129 (86.0%) females and 21 (14.0%) males. This may be due to belief of most of the people that Nursing is a predominantly female profession. The issue of cultural belief of most Africa and religion belief may also account for this. Our finding is in line with the report of Jennifer (2014) on gender inequality in nursing profession and nursing education in United State of America, her result revealed that 86% of respondent are female while only 14.0% are male. Similarly, the finding of Rezwan, et al. (2010) that the age of respondent ranged from 20-30 years with mean age of 22.2 supports our study finding. This may be due to age limit set by Nursing and Midwifery Council of Nigeria that entry age into Nursing should not be less than 18 years and above.

good working environment, monetary incentives and provision of teaching aid, right education qualification of teacher, teacher state of mind prior and during the lesson, good location of school and well-equipped library, bad administration policy were identified by the respondents as factors influencing teaching and learning. Lots of research findings also agree with the findings of this study. For Rezwan et al (2010) clinical learning environment and a well-structured curriculum had great impact on teaching and learning. Likewise, Adegbile (2013) stated that teacher educational qualification, teaching aid and well instructional objectives will have great impact on teaching and learning process. Bangbade (2004) reported that teacher knowledge of subject matter, communication ability, emotional stability, good human relationship and interest on the job play were key factors influencing teaching and learning process in nursing education. Alos, Caranto and David (2011) supported the finding that teacher qualification has great impact on teaching and learning process.

Our findings showed that more than half of the respondents had positive attitude towards learning although, a significant number (40.7%) of them still showed poor attitude. This finding is in an agreement with a study conducted by Bakkar, et al that majority of the student had more positive attitudes. Having positive attitude toward learning will result in positive academic performance and in turn impact the Nursing profession.

Our finding implies the great need for continuous professional development of teachers to enhance the delivery of the state-of-the-art learning opportunities to the students. The need for a good learning environment and provisions of adequate instructional materials cannot be overemphasized. Teachers should also understand the personalities of each students and how it relates with their learning process.

The findings of this study showed that updated courses, well-structured instructional objective,

Nursing education is a key to good nursing care. Adequate attention should be given to factors influencing teaching and learning. The study

revealed that effective teachers, provision of instructional materials, good learning environment will promote teaching and learning and in turns produce good competent nurses. The relevant authorities should take into consideration the factors identified in this study in order to improve nursing education.

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