

KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY

COLLEGE OF HEALTH SCIENCES

FACULTY OF ALLIED HEALTH SCIENCE

DEPARTMENT OF NURSING

DIPLOMA PROGRAMMES



**ASSESSING THE KNOWLEDGE OF FIRST YEAR STUDENTS ON THE FACTORS
AFFECTING ACADEMIC PERFORMANCE; A STUDY AT THE HOLY FAMILY
NURSING AND MIDWIFERY TRAINING COLLEGE, BEREKUM.**

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HOLY FAMILY NURSING AND MIDWIFERY TRAINING COLLEGE,

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2023

DECLARATION

We hereby declare that this submission is our work towards the Diploma in General Nursing and that, to the best of our knowledge, it contains no material previously published by another person nor material which has been accepted for the award of the diploma of the University, except where due acknowledgement has been made in the text.

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ABSTRACT

Introduction: The study focused on “assessing the knowledge of first year students on the Factors affecting academic performance; a study at Holy Family Nursing and Midwifery Training College, Berekum”.

Materials and Methods: A descriptive survey was used to elicit in-depth responses from the study participants, collecting, analyzing and reporting research. A convenient sampling was employed in drawing the population of interest. For this purpose, 50 questionnaires were distributed to two students’ groups (first year nursing and Midwifery students) who had been in the College for a year. The results were presented graphically in pie and bar charts using Microsoft Excel.

Results: 50% of the respondents agreed that they have CGPA of below 2.0; 40% of the respondents agreed they are not active in class activities which makes them dull in their studies. 60% of the respondents agreed that they are fearful, thus have low confidence when in class.

70% of the respondents agreed that studying only when there is test affects their academic performance negatively.

60% of the respondents agreed that they prefer listening to audios and watching videos and 90% of the respondents agreed that they like pressing phones, chatting and playing games which affects their academic performance negatively. 90% of the respondents agreed that they copy the assignments of friends and it negatively affects their academic performance because it does not make them critical thinkers.

Moreover, Lecturer factors showed that 80% of the respondents agreed that teachers discuss many topics in a short period of time which makes academic work overloaded on them and it affects their academic performance

The research recommended; Prioritization of daily activities in order of urgent, given appropriate attention and funding to ensure the provision of essential teaching and instructional materials for effective teaching and learning process, frequent organization of quizzes to put students on their toes to learn always, self-discipline to put restrictions on time spent on phone and provision of equipped classrooms and laboratories to standard in the school in order to prevent congestions. 42% of the respondents agreed that always reading the tutorials' questions before the class has a positive effect on academic performance.

40% of the respondents strongly agreed that always trying to solve the tutorial questions before the class improves academic performance.

64% of the respondents strongly agreed that, always revising and studying lessons in a group of students in the class.

Conclusion: Based on the findings, it can be concluded the first-year nurses and midwives' students of Holy Family Nursing and Midwifery Training College, Berekum interviewed were conscious of the factors that affect their academic performance positively and negatively.

TABLE OF CONTENT

DECLARATION	i
ABSTRACT	ii
TABLE OF CONTENT	iv
LIST OF TABLES	vi
LIST OF FIGURES	vii
ABBREVIATIONS	viii
ACKNOWLEDGEMENT	ix
CHAPTER ONE : INTRODUCTION	1
1.0 Background of the study	1
1.1 Problem Statement	6
1.2 General Objectives	7
1.3 Specific objectives	7
1.4 Operational Definition	7
1.5 Research Questions	8
CHAPTER TWO : LITERATURE REVIEW	10
2.0 Introduction	10
2.1 Overview	10
2.2 The knowledge of students on academic performance.	13
2.3 The negative factors that affect the academic performance.	14
2.4 The positive factors that improve the academic performance.	18
CHAPTER THREE : MATERIALS AND METHODS	21
3.0 Introduction	21
3.1 Study area	21

3.2 The study population	21
3.3 Study design	22
3.4 Sampling technique and Size	22
3.5 Data collection methods and instruments	23
3.6 Data analysis techniques	23
3.7 Ethical consideration	23
3.8 Limitation of the study	24
CHAPTER FOUR : DATA ANALYSIS AND RESULTS	25
4.0 Introduction	25
4.1 Demographic Characteristics of Respondents	25
4.2 The knowledge of first year students on academic performance.	30
4.3 The negative factors that affect the academic performance of students.	35
4.4 The positive factors that improve the academic performance of the students.	38
CHAPTER FIVE : DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS	49
5.0 Introduction	49
5.1 Discussions	49
5.2 Conclusion	52
5.3 Recommendation	53
REFERENCES	54
QUESTIONNAIRE FORM	56

LIST OF TABLES

Table 1: Age Distribution of Respondents	25
Table 2: Gender of Respondents	26
Table 3: Religion of Respondents	27
Table 4: Marital Status of Respondents	28
Table 5: Respondents Program of Study	29
Table 6: Respondents view on academic performance	30
Table 7: Respondents CGPA	31
Table 8: Respondents view on their activeness in class.	32
Table 9: Students' self confidence in class	33
Table 10: What make Respondents absent themselves from class.	34
Table 11: Respondents view on negative factors that affect the academic performance of students.	35
Table 12: Respondents views on how attending class regularly improve academic performance.	38
Table 13: Respondents views on how listening to lecturers carefully improve academic performance.	40
Table 14: Respondents views on how actively participating in class discussions improve academic performance.	41
Table 15: Respondents views on how working hard on the assignments, projects and tests to get good grades improve academic performance.	43
Table 16: Respondents views on how always reading tutorials' questions before the class improve academic performance.	44
Table 17: Respondents views on how trying solving tutorials' questions before the class improve academic performance.	46
Table 18: Respondents views on how always revising and studying lessons in a group of students in the class improve academic performance.	47

LIST OF FIGURES

Figure 1: Age Distribution of Respondents	26
Figure 2: Respondents Gender	27
Figure 3: Respondents Gender	28
Figure 4: Respondents Marital Status	29
Figure 5: Respondents Program of Study	30
Figure 6: Respondents view on the knowledge on academic performance.	31
Figure 7: Respondents GPA	32
Figure 8: Respondents view on their activeness in class.	33
Figure 9: Respondents view on self confidence in class.	34
Figure 10: What make Respondents absent themselves from class.	35
Figure 11: Respondents views on how attending class regularly improve academic performance.	39
Figure 12: Respondents views on how listening to lecturers carefully improve academic performance.	41
Figure 13: Respondents views on how actively participating in class discussions improve academic performance.	42
Figure 14: Respondents views on how working hard on the assignments, projects and tests to get good grades improve academic performance	44
Figure 15: Respondents views on how always reading tutorials' questions before the class improve academic performance	45
Figure 16: Respondents views on how trying solving tutorials' questions before the class improve academic performance	47
Figure 17: Respondents views on how always revising and studying lessons in a group of students in the class improve academic performance	48

ABBREVIATIONS

RGN	–	Registered General Nursing.
RM	–	Registered Midwifery.
GPA	–	Grade Point Average.
CGPA	–	Cumulative Grade Point Average.
NAC	–	Nursing Assistant Clinical.
NAP	–	Nursing Assistant Preventive.

ACKNOWLEDGEMENT

Glory be to God the father, God the Son and God the Holy Spirit for the gift of health, knowledge understanding, hope and courage throughout this study.

We also express our appreciation to all the authors and publishers whose materials served as our source of reference in the study.

Our next thanks also go to the Nursing Coordinator and the Principal of Holy Family Nursing and Midwifery Training College, Berekum for their approval of this study.

We are also much grateful to the first-year nursing and midwifery students who consented and spent their precious time in answering our questionnaires for the study.

We also thank the Board of Directives of Kwame Nkrumah University of Science and Technology, Department of Nursing for providing us with the format for the successful study.

We are much grateful to our supervisor; Mr. Emmanuel Ali for his relentless courage, his precious time in the mist of equally important schedules and putting us on our toes to make this research work materialized.

Finally, our profound gratitude goes to our parents and guardians for their financial support throughout this study.

CHAPTER ONE

INTRODUCTION

1.0 Background of the study

Students' academic performance is very important and attracts the attention of all those involved in the higher education system (Ahmmed, 2019). Student population is the most valuable resource for every educational institution. Without students, colleges and universities are worthless. The academic achievement of pupils has a direct impact on the economic and social growth of a nation. The quality of a student's academic performance is crucial in producing leaders and personnel for a given nation who would be in charge of that nation's social and economic growth (Majur, 2018). The academic performance of the students has gained significant attention in past research. The performance of students is affected by psychological, economic, social, personal and environmental factors. Though these factors strongly influence the performance of the students, these factors differ from country to country and person to person. In this era of globalization and technological revolution, education is considered the first step for every human activity. It plays a vital role in the development of human capital and is linked with an individual's well-being and opportunities for better living (Norhidaya, 2018). It ensures the acquisition of knowledge and skills that enable individuals to increase their productivity and improve their quality of life.

In a recent study conducted among approximately 900 international students in Australia, (Russell, et al., 2019) found that 41% of international students experience substantial levels of stress, which are often a result of homesickness, cultural shocks, or perceived discrimination. In comparison to domestic students, international students need to pay additional attention and

effort to social integration, as their family, friends from their home country and social network are mostly not within easy reach (Zhou et al. 2008). Furthermore, the social network of international students is less likely to be fully aware of the explicit and implicit customs or culture of the host institute/country, in particular when non-western students attend higher education at a western institute (Rienties et al. 2011). Therefore, based upon an extensive literature review on the concepts of student retention (Beyers & Goossens, 2002) and acculturation and adaptation (Zhou et al. 2008), five social integration factors that are specifically relevant for international students, namely: perception of the faculty by the social network of students; social support by family and friends; social life; ethnic back-ground, and financial support.

Research showed that the academic performance of students of Omer Al Mukhtar University College of nursing correlated positively with their clinical performance.

In 2004, 79.3% of the factors related to the learners themselves, absents from class, old age learner, mental illness, lack of academic motivation in learning, personality dis -order. As compare to our study in Omer Al Mukhtar University College of nursing, 49.6% respondents said that they use learning facilities. 15.5% factors related to extracurricular activities but in our study in Omer Al Mukhtar University College of nursing, 58.6% factor related to extracurricular activities. Family attitude of the student 5.2% factor relate toward overprotection and overcontrol but in our study 48.9%family like elders' guidance to our education. And also, a good financial support from family (Mwaura, 2011).

In 2017, factors are affecting the academic performance of the students. 92.3% students using smart phone, 90.1% students are using computer and laptops, 97.8% students are had assess internet and 12,6% use personal internet ,77.5% of the students before examination consuming

meals. In our study 32.3% use learning material in the library like dictionary, books, and 9% student's library internet use, computers blackboard in class room etc. (Glanz, 2000). Mother and Father Education is positively related to the academic performance of the students. Because the educated parents provide better learning environment at home and facilities to their children, and help their children, motivate the children to improve the study. But in our study 46.6% parents also help in homework and 45.8% parents provide specific place provide to the children to study easily at home.

By the academic standards of public universities in Ghana, the GPA ranges from a minimum of 1.0 to a maximum of 5.0. This indicates that for a student to pass through and successfully obtain an undergraduate degree he/she must maintain a minimum GPA of 1.0 while those who aspire to 1st class honors must work toward a final GPA close to 5.0.

Independent-samples tests showed that some attitudinal factors or cultivated habits influence academic performance. Students who do not use alcohol showed a higher mean GPA compared to those who take alcohol. Previous research has found a negative relationship between alcoholic/strong drinks and academic performance (Ukwayi et al., 2013). Perhaps alcoholic drinks cause disruptions or interference with students' commitment to learning, including failure to attend lectures, or adhere to personal schedule for independent learning, and/or developing a mindset that a higher GPA is not important. In addition: students who had personal study schedules had a higher mean GPA than those who did not have; students who attended lectures regularly had a higher mean GPA than those who did not; students who took notes during lectures had a higher mean GPA than those who did not; students who participated in class discussions had a higher mean GPA than those who did not; and students who attached importance to a higher GPA had a higher mean GPA than those did not regard a higher GPA as

important. These findings are unique but perhaps similar to some of the measures used in Diseth et al.'s (2010) study, such as 'deep', 'surface', and 'strategic' approaches to learning which were all related to performance. Having and following a personal study schedule show discipline in the learning process which perhaps motivates a student to put more effort into the learning activity. Also, regular class attendance, jotting down notes for personal use after class, and actively participating in class discussions all probably aid with retention and recollection of the material learnt for better performance. And, perhaps a self-fulfilling prophecy is at work where, if a student regards a higher GPA as important, they work hard for it and perform better. Two other interesting findings in the present study are the finding that students who reported chatting on Facebook had a higher mean GPA than those who did not indicate they chat on Facebook as well as the finding that students who lived off-campus had a higher mean GPA than those who lived on-campus. These findings can be interpreted variously. Indeed, chatting on Facebook is somewhat similar to George et al.'s (2008) 'time spent in passive leisure' measure which showed a negative relationship with academic performance. The finding in the present study suggests that perhaps use of Facebook increases a student's stock of ideas/knowledge by providing the opportunity to ask for help with their learning from friends far and near. The finding that students who live off-campus perform better suggests that perhaps these students are receiving help from educated friends and relations, are spending more of their time studying rather than engage in idle talk, or are being monitored and encouraged to learn by parents/guardians. This study has a number of limitations to be noted. However, the study is pioneering research on factors that influence academic performance among undergraduate students in Ghana and is therefore important in starting a conversation on this topic.

A study done in Berekum and St. Ambrose Colleges of education in the Bono Region of Ghana revealed that majority of respondents indicated that their grades dropped when they began participating on social media sites. Furthermore, the use of social media during vacation was agreed by 64% of the students which also meant that the majority of the students spend most of their time during vacation participating on social media sites rather than reading their books. In addition, 64% of the students agreed that social media sites affected their academic performance negatively because they were distracted from their studies. This also meant that most respondents affirmed that social media distracted them from their studies thereby affecting their academic performance negatively. The study argues that these social media sites distract students from their studies. It was concluded that social media sites have both positive as well as negative impact on the education of youth, depending on one's interest of use. Again, 58% of the students indicated that they found it hard concentrating on their studies when they knew they could play games and chat just by logging in. This meant that majority of the students found it hard concentrating on their studies because they chatted when they had the least opportunity to participate on social media sites. Furthermore, 48% of the students disagreed with statement that social media use has affected my spelling when writing examination while 42% of the students attested to the fact that their spelling of words has been negatively affected as a result of using short cut words when chatting with their friends on social media sites. Half (50%) of the students also felt addicted to social media which they indicated affected their academic life negatively. Majority (52%) of the students indicated that their grades would improve if they stopped participating on social media sites while 32% of them did not support the statement. The idea was that most of the respondents were aware that social media use negatively affects their academic performance. This was because it was confirmed in the study that most of the

respondents use the social media sites for other purposes rather than academic work. The implication is that the use of social media may likely not bring any improvement in the academic work of respondents. Majority of students (76%) agreed with the statement; I do discussions of examination with my friends on social media site. This implied that majority of the students used social media sites for discussion on examinations. Additionally, 72% of the students disagreed with the statement that social media sites are personal/social and cannot be used for educational purposes. This implies that social media sites could be used for educational purposes as indicated by majority of the students. Lastly, 58% and 82% of the students indicated that social media has improved their reading skills and their English language usage had been affected positively respectively. More specifically, this study aims to identify and analyze factors that affect or improve the students' academic performance among first year students of Holy Family Nursing and Midwifery Training College, Berekum.

1.1 Problem Statement

Several factors are associated with the scholastic performance of undergraduate students especially first years (Freshers). These factors include individual, social and institutional characteristics and so on. But very little researches have been conducted to identify the significant factors, especially in the case of Bangladesh. Generally, academic performance is concerned with achieving a higher Cumulative Grade Point Average (CGPA) as the main indicator. However, the family background, educational environment and financial conditions of the learners are crucial factors affecting academic performance. In addition, students' motivation and their interactions with teachers have a direct impact on their ability to meet their academic objectives. Everyone anticipates that performance in nursing programs will be of a higher caliber given the roles that the sector plays in providing services to the community. However,

individuals who didn't perform as well can't make good contributions to the human resources because they lack the necessary skills. Despite of its importance, this has not been implemented effectively thus, many schools still lack improved performance. That is why there is a need for a study to be conducted at Holy Family Nursing and Midwifery Training College, Berekum using first years as the study population, because they are the victims of the situation.

The main objective of the current research is to assess which practices help in the academic performance of the first-year students of Holy Family Nursing and Midwifery Training College, Berekum.

1.2 General Objectives

To assess the understanding and knowledge of academic performance of first year students of Holy Family Nursing and Midwifery Training College, Berekum.

1.3 Specific objectives

1. To assess the knowledge of first year students on academic performance at Holy Family Nursing and Midwifery Training College, Berekum.
2. To identify the negative factors that affect the academic performance of first year students of Holy Family Nursing and Midwifery Training College, Berekum.
3. To identify the positive factors that improve the academic performance of first year students of Holy Family Nursing and Midwifery Training College, Berekum.

1.4 Operational Definition

STUDENT: Is a learner, or someone who attends an educational institution.

ACADEMICS: Refers to a teacher or scholar in a university or other institute of higher education.

PERFORMANCE: It is the action or process of carrying out or accomplishing an action, task, or function.

STUDENTS' ACADEMIC PERFORMANCE: The outcomes of the teaching and learning process in terms of knowledge and skills acquired from schools by students which is measured by scores obtained in examinations. Academic performance of students is typically assessed by the use of teacher's ratings, tests and examinations. Teachers and education officials typically measure achievement using classroom performance, graduation rates and results from standardized tests.

TEACHING and LEARNING MATERIALS: In this study, teaching and learning materials mean all materials that facilitate the teaching and learning in schools. They include laboratories with its chemical and equipment, text books used for teaching by the teachers and those used by the students for reference. Other materials are projectors, classrooms, desks, libraries as well as syllabus. Big charts, wall maps, photographs are also teaching and learning materials (Mbunda, 2019).

1.5 Research Questions

1. What is the level of awareness among first-year students at Holy Family Nursing and Midwifery Training College, Berekum, regarding the factors that can affect their academic performance?
2. How do personal factors, such as time management skills and study habits, impact the academic performance of first-year students at Holy Family Nursing and Midwifery Training College, Berekum?

3. What support systems are available to first-year students at Holy Family Nursing and Midwifery Training College, Berekum, to address the factors affecting their academic performance?

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter contains the review of the relevant literature related to the research topic “assessing the knowledge of first year students on the Factors affecting academic performance; a study at Holy Family Nursing and Midwifery Training College, Berekum”. It comprises books, journals and online articles, research reports as resource of this chapter Invalid source specified.

2.1 Overview

Students’ academic gain and learning performance is affected by numerous factors including gender, age, teaching faculty, students schooling, father/guardian social economic status, residential area of students, medium of instructions in schools, tuition trend, daily study hour and accommodation as hostelrys or day scholar. Many researchers conducted detailed studies about the factors contributing student performance at different study levels. Graetz (2018) suggested “A student educational success contingent heavily on social status of student’s parents/ guardians in the society”. Considine and Zappala (2019) noticed the same that parent’s income or social status positively affects the student test score in examination. According to Minnesota (2020) “the higher education performance is depending upon the academic performance of graduate students. Durden and Ellis quoted Staffolani and Bratti, (2017) observed that “the measurement of student’s previous educational outcomes are the most important indicators of students’ future achievement, this means that as the higher previous appearance, better the student’s academic performance in future endeavors”.

It is generally assumed that the students who showed better or higher performance in the starting classes of their studies also performed better in future academic years at degree level. Everyone can be surprised with this assumption if it could be proved scientifically. From the last two decades it has been noticed significantly that there is great addition in research literature and review material relating to indicators of academic achievement with much emphasis on this dialogue, whether traditional achievement measures of academic performance are best determinants of future academic gain at university or higher level or innovative measures.

There are various factors inside and outside school that contribute for the quality of academic performance of students. This study only focused on some of the factors outside school that influence the student's achievement scores. The key aspect for the educators is to educate their students effectively so that they may be able to show quality performance in their academics. To achieve this objective, it is necessary for the educators to understand better about the factors that may contribute in the academic success of students.

Family background is another important factor found to be significant in this study. The socio-economic background determines his/her academic achievements. If father is educated then better is the performance of the student. This may be due to fact that educated father are well aware to importance of education, and thus provide their children with moral strength to perform very well. On top of this, fathers may exempt their children from doing some household activities when they are at lower grades. Performance of students on the other hand is negatively related to economic status of the father. That is, students from poor families perform better than those who are from better or rich families.

The possible reasons for this result may be that education is one of the major sources to remove poverty in underdeveloped countries and the thus students coming from poor family background

may work very hard for increasing scores. They don't also have enough money to engage in other activities that take their times. The student who spent more time on study gets good CGPA. But some students are more intelligent and do not spend enough time on study and gets good CGPA. Almost in all universities, only those students who score higher GPAs regularly study during their education. Students who start reading for examinations from the beginning of the classes or early after the begun were also found to perform for better than those who start reading for examinations after examination dates are scheduled. Examination for all courses and departments are also scheduled so that they can be finished within one or two weeks. Thus, those who wait for the announcement of examination dates to start reading their notes could likely perform less.

Age of the students is found to be other important factors that also affect the academic performance of the students. The negative relationship between age and performance of the students may indicate to us that educating our children as early as possible are very important. The sitting back in the classroom affects the student's performance. The students sit back in classroom don't attend lecture conceptually. They spend their time in whispering and disturb the class.

Absence from classes negatively affects the performance of the students. According to topping an increase of one person in absence will reduce the score of the final examination by 0.043%. The student's GPA in first year will affect the CGPA. If students get good GPA in first semester will also perform well continuously in the next semester and results in good CGPA. There are significant differences in performance of students from urban and rural areas.

Female spend their spare time in home in studying while male spend their spare time in playing with friends. There are some other factors that affect student performance that are internet surfing, combine study and class participation. The student who serves more time on internet

gets good grades. But one of the aspects here is that, student serve internet for studying purpose. If the student use internet surfing for education purpose, their performance definitely increases because they gain more and latest information from the internet and improve their performance. On the other hand, student uses internet for other purpose than education do not get good CGPA. The class participation is also having effect on student CGPA. The student who participates in the class discussion gets good grades. The teacher also gives student's class participation marks in class. Some students who hesitate to talk in class do not inspire the teacher and losses class participation marks that is why they do not get good grades. As the most important factors affecting students' performance, personal problems are lack of Self-confidence, feeling of loneliness and adjustment to the situation in the university. At the end, these are major factors that affect students' academic performance. According to Spearman's correlation results indicates that Gender of student is strongly correlated with the student's CGPA. Internet surfing has perfect positive correlated with student's academic performance (CGPA). Last qualification performance of students has perfect positive correlated with the student's current performance. Father's income is strongly correlated with the student's academic performance. City of residence has perfect positive correlated with the student's academic performance. Gender of students, Internet surfing, last qualification, Father Income and City of the respondents are strongly and perfect positive correlated with student's academic performance. Age of students, Class participation, sitting back in class room and Father Education are also significant quality factor.

2.2 The knowledge of students on academic performance.

Earlier research has focused to explore the factors that are related to the academic performance of university students [Hijazi and Naqvi (2006); Vandamme, et al. (2005); Cheesman, et al.

(2006)]. In this paper we want to develop a model for academic performance of students of university of Gujrat, Gujrat, Pakistan. To develop this model, we consider the independent factors like home environment, study habits, hardworking, learning skills and academic interaction. For the development of model using Structure equation modeling, first of all, we use Confirmatory factor analysis to confirm the considered factors. For this study the population was all students of social sciences and now studying in 4th semester and who enrolled in 2007 and we select a sample of 300 students using stratified sampling with proportional allocation. The fitted model shows that academic performance depends on learning skills and learning skills depends on home environment. Also, academic performance depends on academic interaction and academic interaction depends on study habits and home environment. It means academic performance can be estimated for any student by its home environment and learning skills and also by its academic interaction, study habits, and home environment. By examining the three possible paths of estimating academic performance, the strongest path is the home environment which affects the learning skills and ultimately learning skills lead to affect the academic performance. According to our model, students can achieve high academic performance by focus on home environment and learning skills.

2.3 The negative factors that affect the academic performance.

A study conducted by Sum and Fogg (2020) found that poor students are ranked in the 19th percentile on assessments while students from a mid-upper income family are ranked in the 66th percentile on assessments. In data from the Early Childhood Longitudinal Study (ECLS) measuring kindergarten students, achievement on the ECLS reading achievement assessment, low-income students scored at about the 30th percentile, middle-income students scored at about the 45th percentile, and upper-income students' scores at about the 70th percentile. Students

from low-income families consistently, regardless of ethnicity or race, score well below average. For example, in one study, 43.5% of low-income students did not successfully meet any of the required subject area assessments while only 13.2% of low-income students met all of the required subject area assessments. Similar studies have found comparable results (Bergeson, 2018). Poverty effects on the child increase with the duration of poverty (Table 3). “Children who lived in persistently poor families scored 6 to 9 points lower on the various assessments than children who were never poor” (Smith et al., 2019). The extent of poverty has a significant effect. Children from very poor households, income below 50% of the poverty line scored 7 to 12 points lower than children from near-poor households while children in poor households, income between 50 to 100% of poverty line, scored 4 to 7 points lower.

Foebi (2020) conducted a study in the Pru East District to consider the connection and communication via social networking applications are now one of the most important features in college students’ lives. Text and graphical messaging and generating, sharing, and viewing visual messages may affect students’ academic life, especially their academic performance. In this regard, the study reports about the effect of social networking on academic performance have been inconsistent and also explanations for the possible causes of the negative effects of social networks have been incomplete. The current study focuses on this gap and investigates the role of social networking on the academic performance of students regarding the mediating role of study approaches by using descriptive-correlational research method and analyzing the data of 380 college students through the regression and mediation analysis. Findings revealed that social networking negatively affects academic performance. Moreover, we found that strategic study approach could not mediate the negative effect of social networking on academic performance.

Smith (2019) conducted a study which analysis the peer effects on student achievement that has been open to question because of the difficulties of separating peer effects from other confounding influences. While most econometric attention has been directed at issues of simultaneous determination of peer interactions, we argue that issues of omitted and mismeasured variables are likely to be more important. We control for the most important determinants of achievement that will confound peer estimates by removing student and school-by-grade fixed effects in addition to observable family and school characteristics. The analysis also addresses the reciprocal nature of peer interactions and the interpretation of estimates based upon models using past achievement as the measure of peer group quality. The results indicate that peer achievement has a positive effect on achievement growth. Moreover, students throughout the school test score distribution appear to benefit from higher achieving schoolmates. On the other hand, the variance in achievement appears to have no systematic effect.

The United States Department of Education (2018) found in a study that the relationship between family income and student's performance is not simple and direct. Johnson (2017) opined that low income of parent is a major impediment to academic success and development on the part of the students. This is because poverty or low income of parents has elastic effects on their children academic works as they lack enough resources and funds to sponsor their educational requirements and this leads to poor performance of their children.

An investigation conducted by Agus and Makhbul (2019) indicated that students from families of higher income levels perform better in their academic performance as compared to those who come from families of lower income brackets. Checchi (2018) also concluded family income provides an incentive for better student performance; richer parents internalize this affect by

investing more resources in the education of their children. Once the investment is undertaken, the student fulfills parents' expectations by performing better in their studies. Based on the findings, the study demonstrated that children from richer families perform better than those from poorer families. On the other hand, Syed et al. (2019) found that, there is negative relationship between student performance and student family income.

Agyemang-Duah (2020) conducted a cross sectional survey aiming to examine the effects of three types of school violence (direct violence, discrimination, and cyberbullying) on students' academic performance in standardized tests of mathematics, reading and history and to identify individual student factors that contribute to reducing the negative effect of exposure to violence at school. We used 10th grade Chilean student data from the representative cross-sectional test of the Education Quality Measurement System (SIMCE in Spanish) from 2015. Multilevel linear models, adjusted for gender, incorporated other school and environmental contextual factors, as well as individual student factors. The results show that school violence in its three forms had a negative effect on academic performance. Student self-efficacy, educational expectations and satisfaction with interpersonal relations with their teachers, were important in reducing the negative effect of exposure to violence.

Hamid et al., (2021) conducted a study where the aim of this study is to determine the factors influencing the academic performance of students at the Faculty of Medical Laboratory Science. A descriptive cross-sectional study was employed. Faculty of medical laboratory science/the international university of Africa, Khartoum, Sudan from February 2021 to June 2021. A self-administered questionnaire by Google form was being used. Medical laboratory students' batch 3 and 4 with a cumulative grade point average (CGPA) of 3.5 (out of 4) were included and compared to medical laboratory students with a CGPA (Less than 2.5) who were available at the

time of the study Students in the third and fourth class. Data were analyzed by the SPSS version 23. A total of 260 undergraduate medical laboratory students participated in the study, 215 of them with a CGPA of 3.5 or more and 45 students with a CGPA of less than 2.5. This study showed a statistically significant relationship between performance and disease or disability of the medical laboratory student him/herself, education level of father, presence of a physician in the family, admission to the faculty whether it is general or private, secondary school certificate type, number of secondary schools examination attempts, sleeping hours per day, attendance to all academic and clinical laboratory activities and students own notes as a primary source of studying (p-value < 0.05). The study, therefore, concluded that students' academic performance could be influenced by some other factors which should be investigated in future research.

2.4 The positive factors that improve the academic performance.

Hilam (2022) conducted an exploratory study where that aim of this study is determining and exploring the factors that has effect on students' academic performance in Sohar University (SU), Oman and can be used as a mode for all the higher educational institutions globally to improving the inputs of all 5 stakeholders; students, teachers and parents. The survey was conducted among the various faculties of (SU) through questionnaire, the primary data were collected from 562 and critical analysis was carried out using regression analyzed. The study finding, the environment factors significantly affected on students' performance because they preferred appropriate and quiet university environment than otherwise. Also, the students perceived that teachers who have teaching skills and using a variety of teaching techniques can have a more positive effect on their performance.

Tasnim (2021) conducted a study where this study endeavors to identify the success and failure factors influencing the academic performance of Rabindra University, Bangladesh. In doing so,

this study is conducted based on primary data. Convenient and cluster random sampling method has been used. Two different questionnaires and opinionnaire are developed for both students and faculties as the instruments of data collection and the 4-point Likert scale of measurement is used to analyze the responses. The findings show that regular attendance, regular study, hard work, dedication & self-Confidence and Support by family members and others have a high impact on the academic performance of undergraduate students. On the other hand, insufficient effort in studying, lack of interest in the subject, the noisy and unfriendly environment in the institution influence inversely. This result will surely help the students, faculties and administration to design policies convenient for the education system of the university and the nation as a whole.

Another study covering a private university was summarized that, idiosyncratic variables such as cognitive skill, effort, motivation and willingness to study, socio-economic variables such as age, gender, family income, parents' education and institutional variables like class environment, class performance and teacher-student relationship with information literacy skills influence academic performance of university students (Banik & Kumar, 2019).

Erdem et al., (2018) aimed to determine the probability of the factors affecting the grade point average (CGPA) of students. They showed that academic performances are mostly measured by cumulative grade point average (CGPA). It is influenced by gender, previous academic performance, living place and income level of family, social environment, the type and quality of the high school graduated, the high school grade point average (GPA), the score obtained from nationwide university entrance exam (OSS), time spend for studying, learning ability and living place during the university life. On the other hand, Archer (2019) identified using regression analysis that competency in speaking English is the most important factor that affects students'

performance. Irregular students and stretched families are found to be negatively affecting their performances. Similar findings were observed where prior academic preparation, adjustment to foreign teaching methodology and pressure from performance expectations and workload issues, student-teacher relationship, study skills, plagiarism and group work; and culture are some other factors related to the academic performance of international students (Eze & Inegbedion's, 2019). Likewise, a study conducted in a private university in Malaysia revealed that teaching methods play a vital influence on students' academic performances (Bavani & Sanjivee, 2020).

CHAPTER THREE

MATERIALS AND METHODS

3.0 Introduction

This chapter details, the study area and study population, study design, sampling techniques, data collection method and instrument, data analysis techniques, ethical consideration and the limitations of the study.

3.1 Study area

The study was conducted at the Holy Family Nursing and Midwifery Training College, a tertiary institution located in Biadan, a suburb of Berekum. The college consists of students of both genders coming from the sixteen regions of the country. The college runs three programs that is Registered General Nursing, Registered Midwifery and Post NAC/ NAP Midwifery for serving officers. With the exceptions of the Post NAC/ NAP Midwifery program that is offered in two years the rest are three (3) year programs. The school was established in 1957 at Berekum in the Bono Region with the population of 699 students. Its landmark is situated adjacent to the Holy Family Hospital-Berekum.

3.2 The study population

According to Rafeedalie (2019), population can be explained as a comprehensive group of individuals, institutions, objects and so forth which have a common characteristic that are the interest of a researcher.

The target population is the Registered General Nursing and Registered Midwifery students of Holy Family Nursing and Midwifery Training College, Berekum whereas the accessible population is all first-year Registered General Nursing and Registered Midwifery students of the

College with a population of 289 which 145 are Registered General Nursing students and 144 are Registered Midwifery students.

3.3 Study design

According to Okezie (2020), research design is defined as a “scientific plan, drawing or scheme indicating the picture and functioning or workings of the research process before it is engaged in”. While Asika (2016) sees it as “the structuring of investigation aimed at identifying variables and their relationships to one another”.

According to Kumar (2017), research design is a plan of action and it entails the process of collection and analyzing of useful and concrete data in a well-structured and effective way.

A descriptive study design will be used for the study. This design will be used for the study because there will be the need to describe the characteristics of the phenomenon being studied. The design will also allow us to observe the students in their natural and unchanged environment. The data collection in descriptive research allows for the gathering of in-depth information about the research problem.

3.4 Sampling technique and Size

A total of fifty (50) first year students will be selected for the study. The respondents will be obtained using the convenient sampling method. This method was used because it is inexpensive and respondents are easy to reach. The first 50 students who will be readily available will be selected.

3.5 Data collection methods and instruments

Data collection will be done through the use of structured questionnaires consisting of both closed-ended and open-ended questions for easy expression of views and ideas. This was chosen as the method of data collection because it is relatively cheaper, avoided embarrassment on the part of the respondents and the complete anonymity of respondents. Questionnaires were the data collection method used to gather data from respondents via google form (Online).

3.6 Data analysis techniques

Data analysis is the process of analyzing data by using logical and analytical reasoning to each individual part of the data that has been provided. All returned questionnaires will be carefully examined to ensure that the data is accurate and free of mistakes, gaps and inconsistencies. Additionally, answers are given numbers so they can be classified into a finite number of groups or classes. Data entry and inferential statistics analysis will be done. Since a population as a whole is often impossible to measure, it offers great benefits.

3.7 Ethical consideration

The study's research team considered it essential to protect the participants' privacy and anonymity. The Holy Family Nursing and Midwifery Training College, Berekum, principal will grant permission to carry out the study. Following thorough participant explanation of the study's goal and process, informed consent will be obtained. Participants will be informed about their right to withdraw or refuse to be part of the study at any point in the course of the study and that would not affect them negatively and will be assured of confidentiality of all information that will be obtained. Additionally, only aggregate data will be reported and participant identities will remain a secret.

3.8 Limitation of the study

Limitations are influences that the researcher cannot control. The study will be limited by the convenience sampling method that will be used to select participants. Secondly, because of time limit, the study will be conducted with a small sample size of 50.

CHAPTER FOUR

DATA ANALYSIS AND RESULTS

4.0 Introduction

This chapter presents a detailed analysis of the data gathered from the field. The results are presented in tables and figures. The analysis of data was done according to the specific objectives of the study. The results are categorized into the demographic characteristics of the respondents, the knowledge of first year students on academic performance, the negative factors that affect the academic performance of students and the positive factors that improve the academic performance of first years (Diploma 25) of Holy Family Nursing and Midwifery Training College, Berekum.

4.1 Demographic Characteristics of Respondents

Table 1: Age Distribution of Respondents

Age	Frequency (n)	Percentage (%)
18 - 21 years	14	28
22 - 25 years	20	40
26 - 30 years	16	32
Total	50	100

From table 1 above, 14 respondents representing 28% were ‘between’ the ages 18-21, 20 respondents representing 40% were ‘between the ages 22-25, 16 respondents representing 32% were ‘between’ the ages 26-30. This implies that, the highest age range in the study was 22-25.

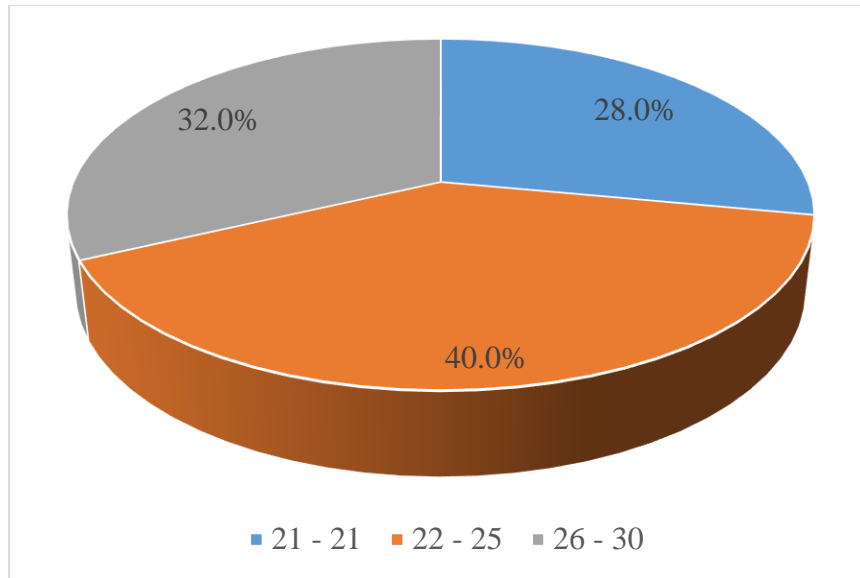


Figure 1: Age Distribution of Respondents

Table 2: Gender of Respondents

Gender	Frequency (n)	Percentage (%)
Male	6	12
Female	44	88
Total	50	100

From table 2 above, 6 of the respondents representing 12% were males, and 44 of the respondents representing 88% were females. This indicates that, most of the respondents were females as compared to males.

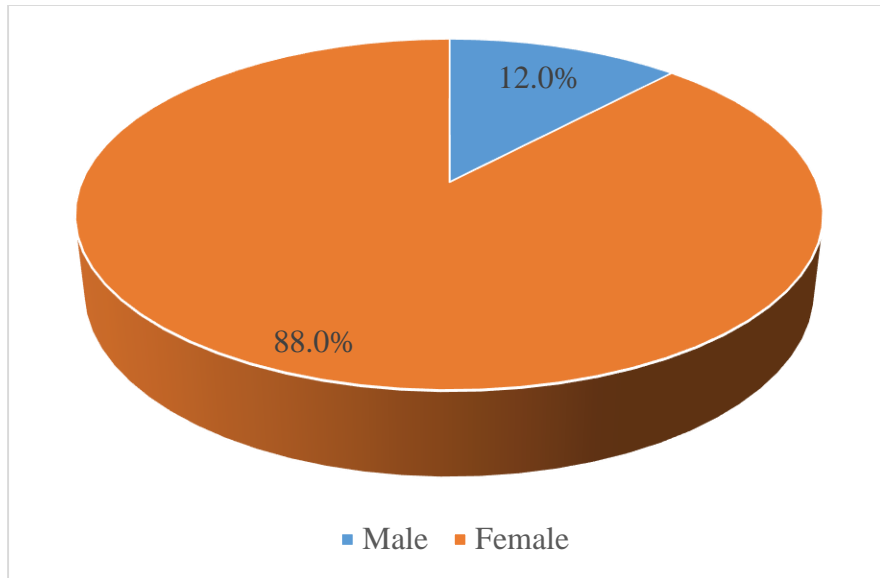


Figure 2: Respondents Gender

Table 3: Religion of Respondents

Religion	Frequency (n)	Percentage (%)
Christianity	35	70
Islamic	12	24
Traditionalist	3	6
Total	50	100

Table 3 demonstrates that, 35 of the respondents representing 70% were Christians by religion, 12 of the respondents representing 24% were from the Islamic Religion and 3 of the respondents represents 6% were from the Traditional Religion. Therefore, it can be deduced that, most of the respondents were Christians.

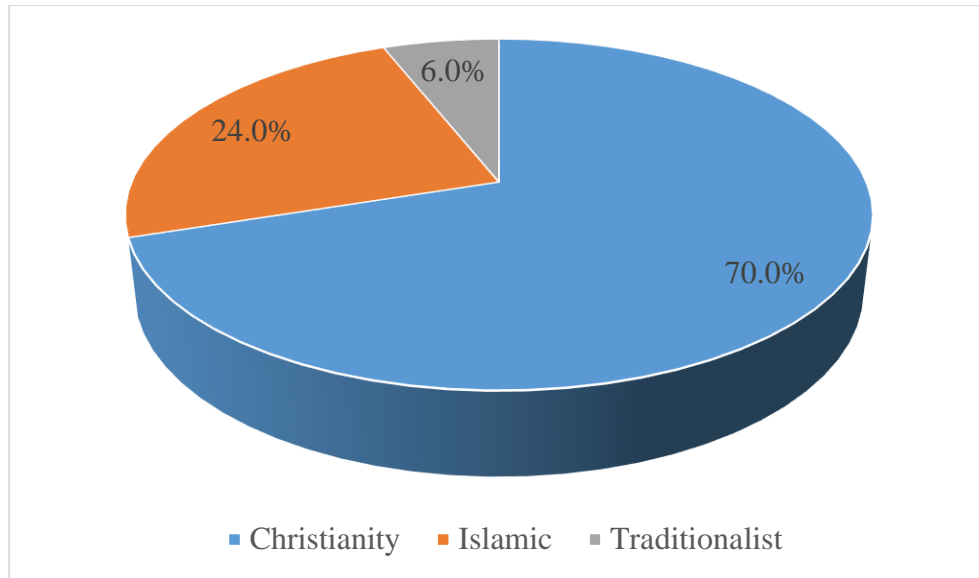


Figure 3: Respondents Gender

Table 4: Marital Status of Respondents

Marital Status	Frequency (n)	Percentage (%)
Single	24	48
Married	25	50
Divorced	1	2
Widowed	0	0
Total	50	100

From table 4, 24 of the respondents represents 48% were single, most (25) of the respondents representing 50% were married, 1 of the respondents representing 2% was divorced and none of the respondents were widowed.

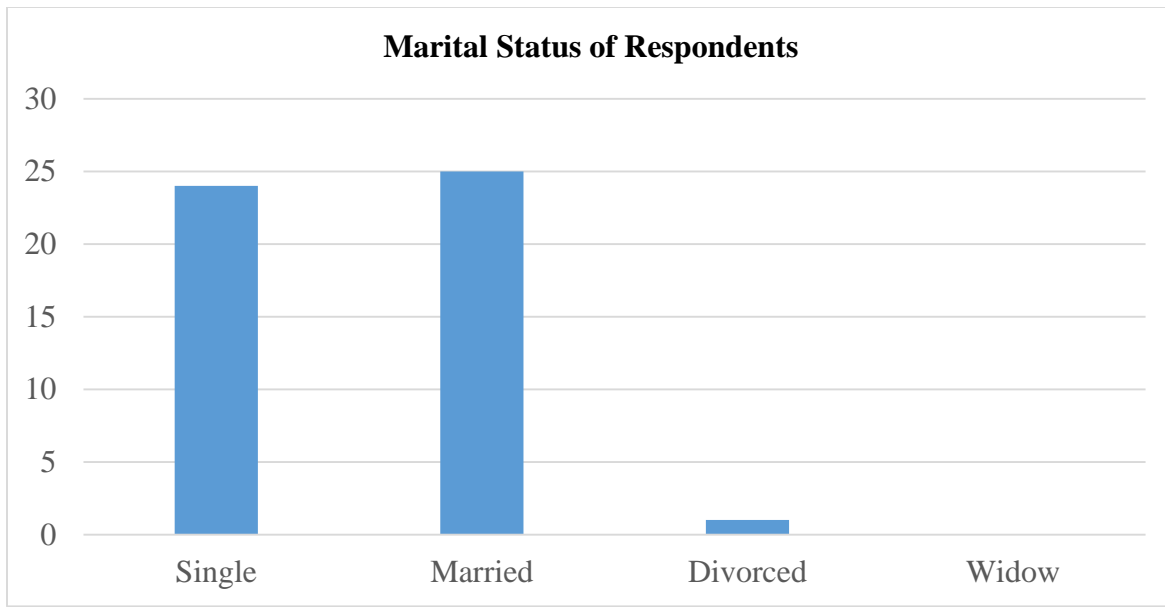


Figure 4: Respondents Marital Status

Table 5: Respondents Program of Study

Program of Study	Frequency (n)	Percentage (%)
RGN	24	48
RM	26	52
Total	50	100

Table 5 demonstrates that, 24 of the respondents representing 48% were from the nurses' class (RGN) and 26 of the respondents representing 52% were from the Midwifery class (RM).

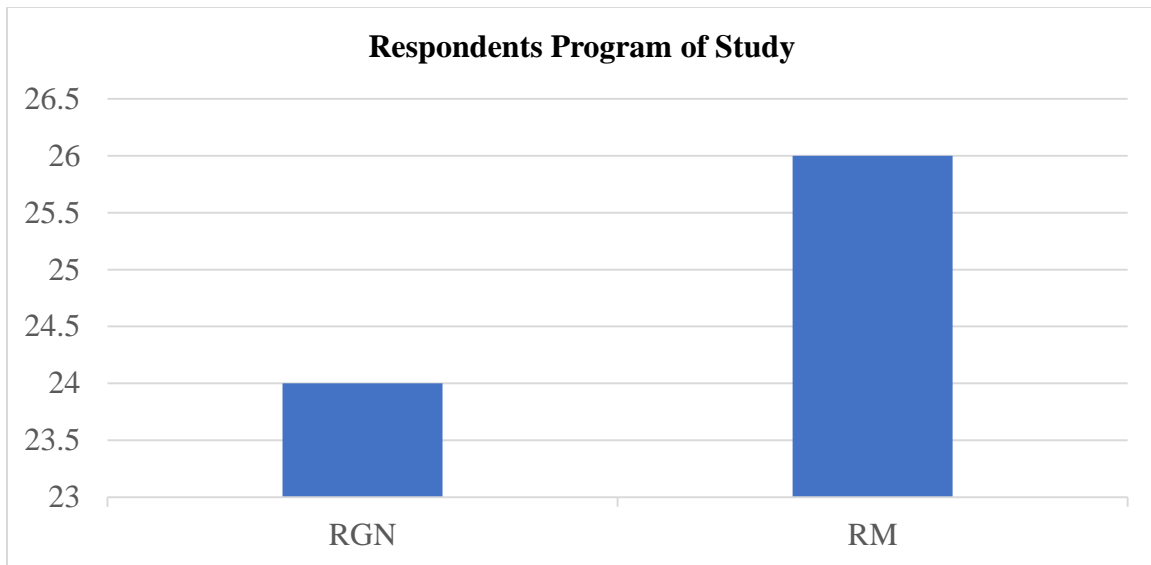


Figure 5: Respondents Program of Study

4.2 The knowledge of first year students on academic performance.

Table 6: Respondents view on academic performance

Academic performance	Frequency (n)	Percentage (%)
YES	40	80
NO	10	20
Total	50	100

From table 6, respondents were asked whether they know about their academic performance, 40 of the respondents representing 80% replied 'YES' meaning they know about it while 10 of the respondents representing 20% replied 'NO' meaning they don't know much about their academic performance.

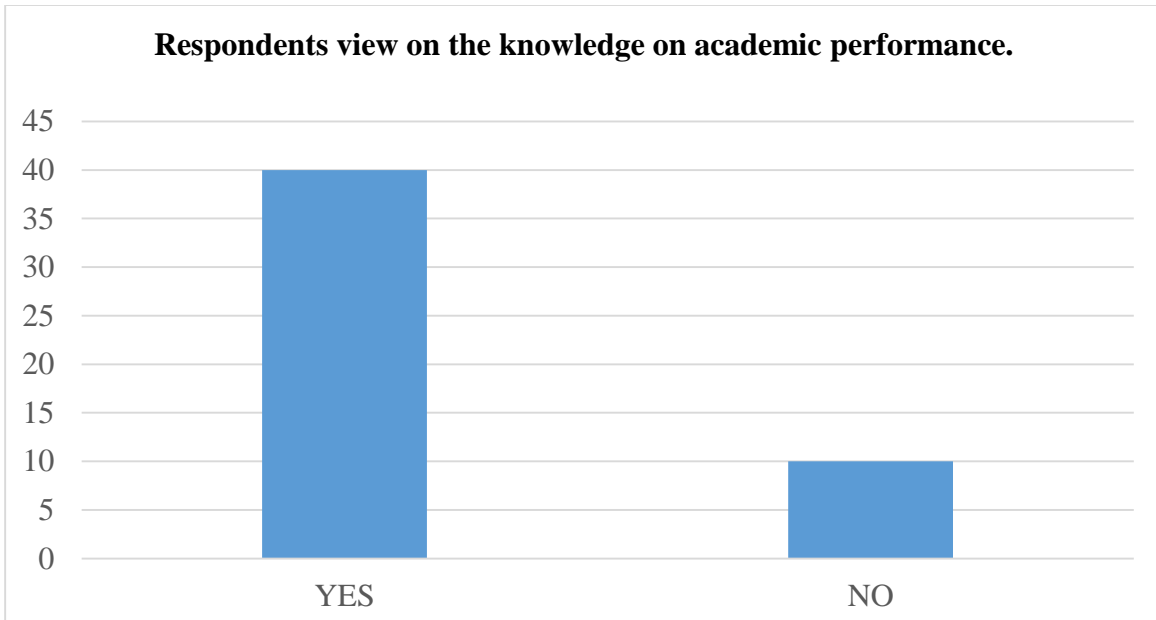


Figure 6: Respondents view on the knowledge on academic performance.

Table 7: Respondents CGPA

CGPA	Frequency (n)	Percentage (%)
Less than 2.0	25	50
2.1 – 3.1	15	30
3.1 and above	10	20
Total	50	100

From the table above, 25 of the respondents representing 50% had CGPA of below 2.0, 15 of the respondents representing 30% had CGPA of 2.1 – 3.0 and few (10) of the respondents representing 20% had CGPA of 3.1 and above indicating a brilliant performance and good academic achievement. This means, most of the respondents have lower CGPA.

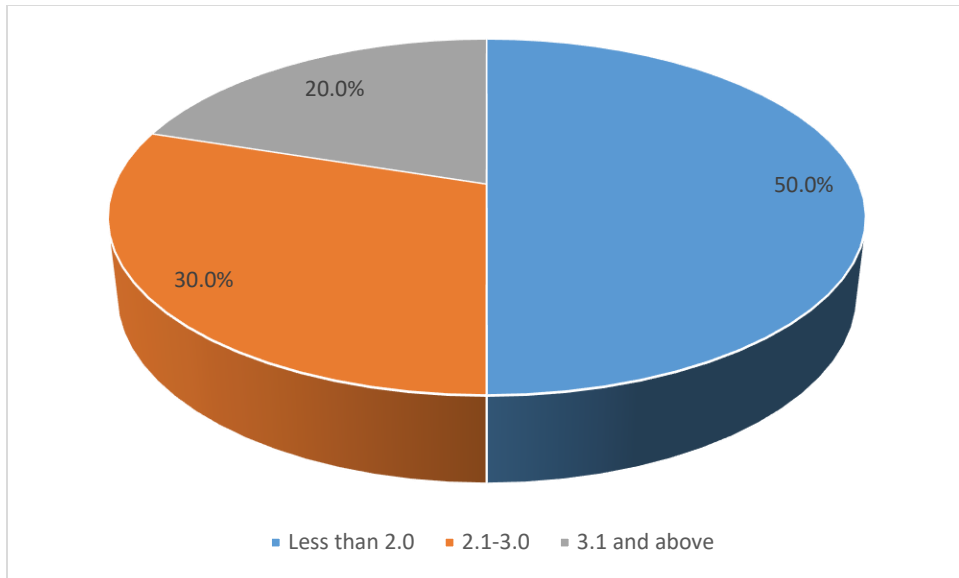


Figure 7: Respondents GPA

Table 8: Respondents view on their activeness in class.

Activeness	Frequency (n)	Percentage (%)
Very active	15	30
Active	15	30
Not active	20	40
Total	50	100

From table 8, it was found that, 15 of the respondents representing 30% were very active and 15 of the respondents representing 30% were active but most (20) respondents representing 40% were not active. This implies that most respondents are not active in class.

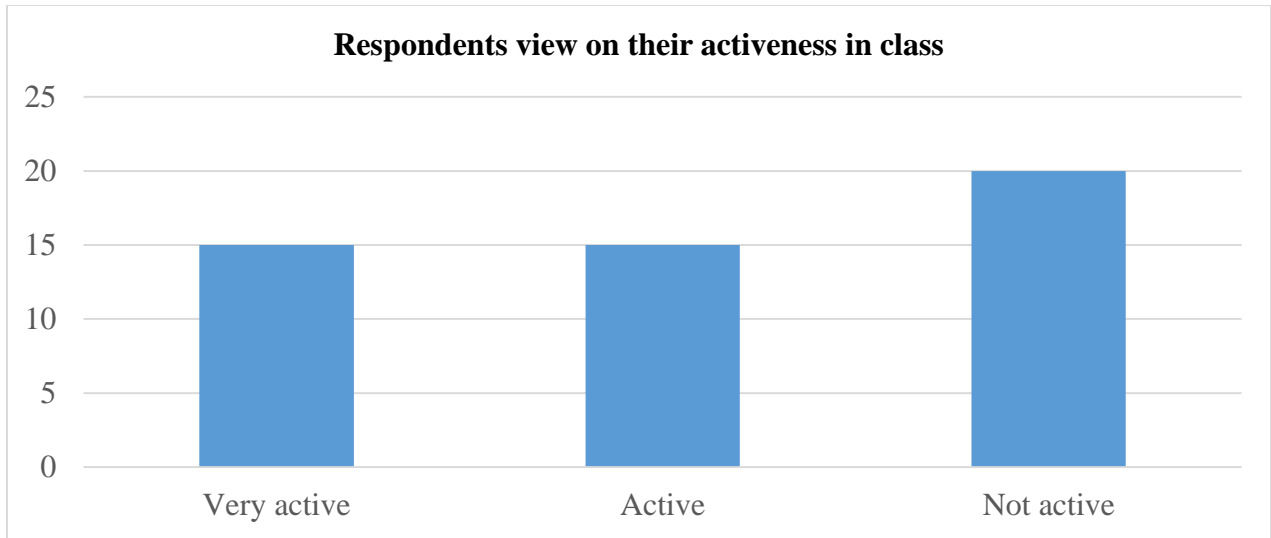


Figure 8: Respondents view on their activeness in class.

Table 9: Students' self confidence in class

Self confidence	Frequency (n)	Percentage (%)
Bold	20	40
Fearful	30	60
Total	50	100

From table 9, 20 of the respondents representing 40% responded that they are bold in class and 30 of the respondents representing 60% replied they are fearful. This implies that most of the respondents are fearful in class which hinders their academic performance.

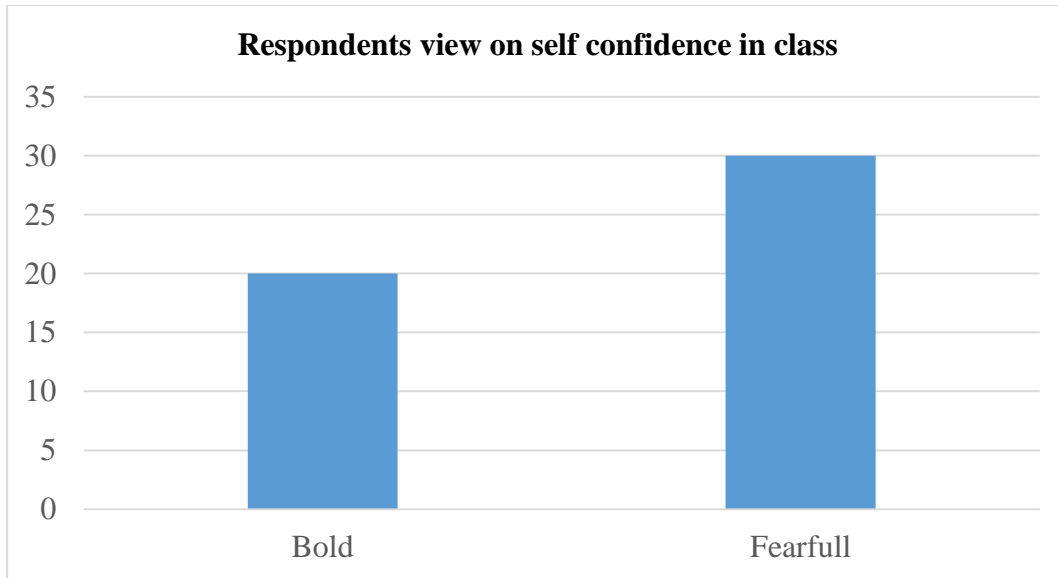


Figure 9: Respondents view on self confidence in class.

Table 10: What make Respondents absent themselves from class.

Category	Frequency (n)	Percentage (%)
Illness	30	60
Tiredness	15	30
Boredom	5	10
Total	50	100

From the table distribution, respondents were asked; ‘what makes them absent themselves from class?’, 30 of the respondents representing 60% indicated it’s because of illness, 15 of the respondents representing 30% indicated that, they become tired when in class and 5 of the respondents representing 10% indicated they become bored.

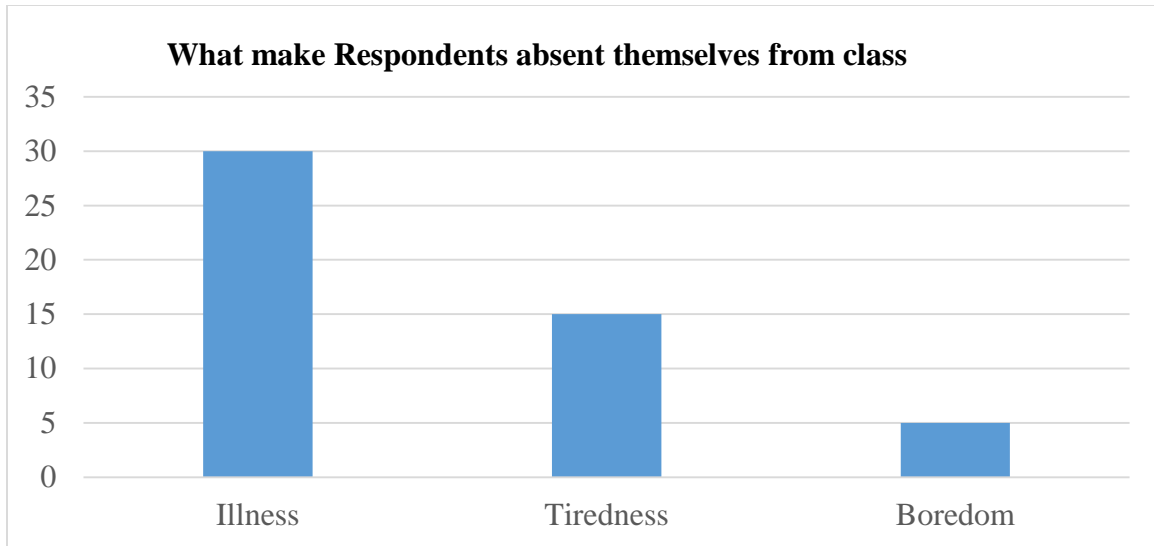


Figure 10: What make Respondents absent themselves from class.

4.3 The negative factors that affect the academic performance of students.

Table 11: Respondents view on negative factors that affect the academic performance of students.

NEGATIVE FACTORS	√		X		TOTAL	
	N	%	n	%	N	100
Feeling sleepy in class	30	60	20	40	50	100
Feeling hungry in class	10	20	40	80	50	100
Difficulty in seeing	5	10	45	90	50	100
I study only when there is test	35	70	15	30	50	100
I feel tired and bored	30	60	20	40	50	100
I prefer listening to audios or watching videos	30	60	20	40	50	100

There is internet access in library	40	80	10	20	50	100
Classroom is not comfortable enough	11	22	39	78	50	100
I copy the assignments of friends	45	90	5	10	50	100
Teachers discuss many topics in a short period of time	40	80	10	20	50	100
Lecturers give too much memory work	35	70	15	30	50	100
Lecturers always scold students	35	70	15	30	50	100
Lecturers are always late to the classes	20	40	30	60	50	100
Lecturers are frequently absent from class	20	40	30	60	50	100
Both my parents are working	40	80	10	20	50	100
I like pressing phones, chatting and playing games	45	90	5	10	50	100
I am lazy to study	31	62	19	38	50	100

Table 11 revealed that, 30 of the respondents representing 60% responded ‘YES’ indicating they feel sleepy in class while 20 of the respondents representing 40% responded ‘NO’ indicating they don’t; 10 of the respondents representing 20% also responded ‘YES’ implying they feel hungry when in class while 40 of the respondents representing 80% responded ‘NO’ indicating they don’t feel hungry when in class. 5 of the respondents representing 10% indicated ‘YES’ that they had difficulty in seeing and 45 of the respondents representing 90% also responded ‘NO’ indicating they had no difficulty seeing.

In a similar dimension, study habits of the students showed that 35 of the respondents representing 70% responded ‘YES’ to the statement “Do you study only when there is test?”

whilst 15 of the respondents representing 30% responded 'NO'; 30 of the respondents representing 60% responded 'YES' to the statement "Do you feel tired and bored when in class?" but 20 of the respondents representing 40% also responded 'NO' to the statement; 30 of the respondents representing 60% indicated 'YES' to the statement "Do you prefer listening to audios and watching videos?" but 20 of the respondents representing 40% responded 'NO' to the statement; 45 of the respondents representing 90% agreed to the statement, "Do you like pressing phones, chatting and playing games" by indicating 'YES' while 5 of the respondents representing 10% disagreed to the statement by responding 'NO'; 45 of the respondents representing 90% responded 'YES' to the statement "Do you copy the assignments of friends?" while 5 of the respondents representing 10% said 'NO' to the statement; 31 of the respondents representing 62% responded 'YES' to the statement "Are you lazy to study?" while 19 of the respondents representing 38% said 'NO' to the statement which implies most of the students feel lazy when it's time for them to study.

Again, results on school related factors revealed that, 11 of the respondents representing 22% responded 'YES' to the statement "Is the classroom is comfortable enough?" and 39 of the respondents representing 78% responded 'NO' to the statement; 40 of the respondents representing 80% responded 'YES' to the statement "Is there internet access in library" and 10 of the respondents representing 20% responded 'NO' to the statement.

Moreover, Lecturer factors showed that 40 of the respondents representing 80% responded 'YES' to the statement "Do teachers discuss many topics in a short period of time" and 10 of the respondents representing 20% responded 'NO' to the statement; 35 of the respondents representing 70% responded 'YES' to the statement "Do lecturers give too much memory work?" and 15 of the respondents representing 30% responded 'NO' to the statement; 35 of the

respondents representing 70% responded ‘YES’ to the statement “Do lecturers always scold students?” and 15 of the respondents representing 30% responded ‘NO’ to the statement; 20 of the respondents representing 40% responded ‘YES’ to the statement “Are lecturers always late to the classes?” and 30 of the respondents representing 60% responded ‘NO’ to the statement; 20 of the respondents representing 40% responded ‘YES’ to the statement “Are lecturers frequently absent from classes?” and 30 of the respondents representing 60% responded ‘NO’ to the statement.

Furthermore, results on home-related factor showed that, majority (40) of the respondents representing 80% responded ‘YES’ to the statement “Do you have both parents working?” and 10 of the respondents representing 20% replied ‘NO’ to the statement.

4.4 The positive factors that improve the academic performance of the students.

Table 12: Respondents views on how attending class regularly improve academic performance.

Views	Frequency (n)	Percentage (%)
Strongly disagree	5	10
Disagree	15	30
Agree	24	48
Strongly agree	6	12
Total	50	100

From table 12, with reference to the positive factors that improve the academic performance, 5 of the respondents representing 10% strongly disagreed to the statement “attending to class

regularly” is a positive factor that promote academic performance, 15 of the respondents representing 30% disagreed to the statement, 24 of the respondents representing 48% agreed to the statement and 6 of the respondents representing 12% strongly agreed to the statement. This demonstrates that, most of the respondents agreed that attending to class regularly improve academic performance.

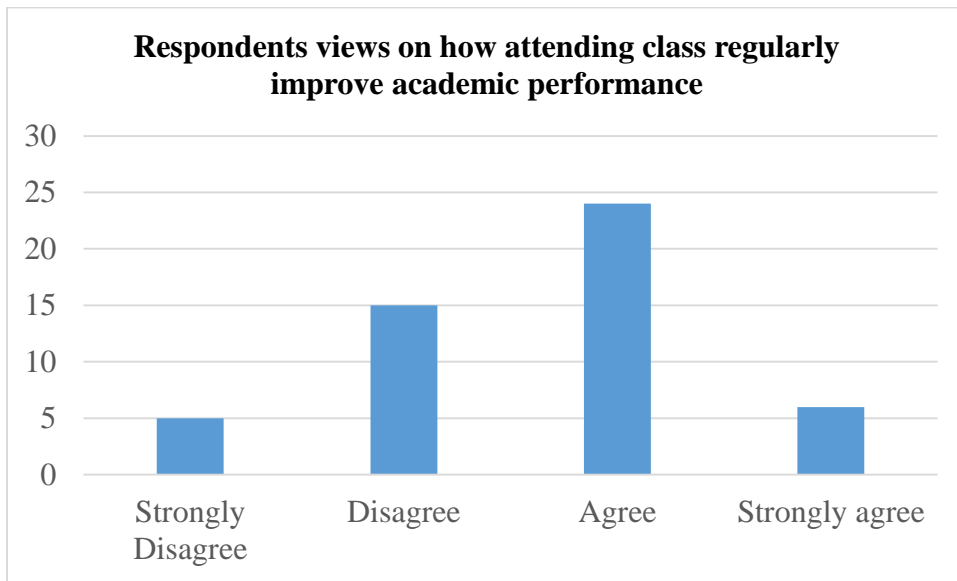


Figure 11: Respondents views on how attending class regularly improve academic performance.

Table 13: Respondents views on how listening to lecturers carefully improves academic performance.

Views	Frequency (n)	Percentage (%)
Strongly disagree	10	20
Disagree	30	60
Agree	10	20
Strongly agree	0	0
Total	50	100

From table 13, 10 of the respondents representing 20% strongly disagreed to the statement “I listen to lecturers carefully”, 30 of the respondents representing 60% disagreed, 10 of the respondents representing 20% agreed that they listen to lecturers carefully and none of the respondents strongly agreed to that. This demonstrates that, most of the respondents disagreed that listening to lecturers carefully improve academic performance.

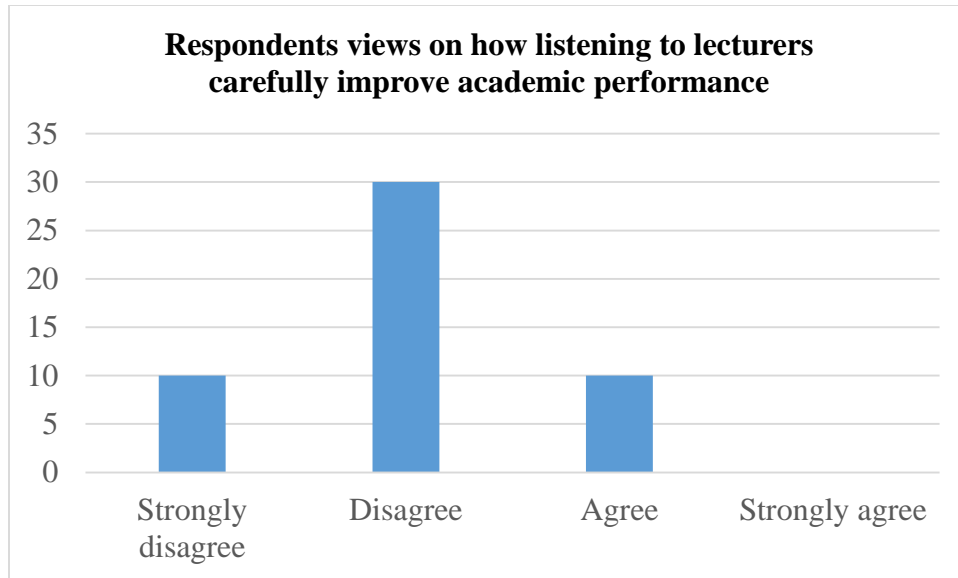


Figure 12: Respondents views on how listening to lecturers carefully improves academic performance.

Table 14: Respondents views on how actively participating in class discussions improve academic performance.

Views	Frequency (n)	Percentage (%)
Strongly disagree	40	80
Disagree	5	10
Agree	5	10
Strongly agree	0	0
Total	50	100

From table 14, 40 of the respondents representing 80% strongly disagreed to the statement “actively participating in class discussions” improves academic performance, 5 of the

respondents representing 10% disagreed to the statement, 5 of the respondents representing 10% agreed to the statement and none of the respondents strongly agreed to the statement. This demonstrates that, majority of the respondents disagreed that actively participating in class discussions improve academic performance.

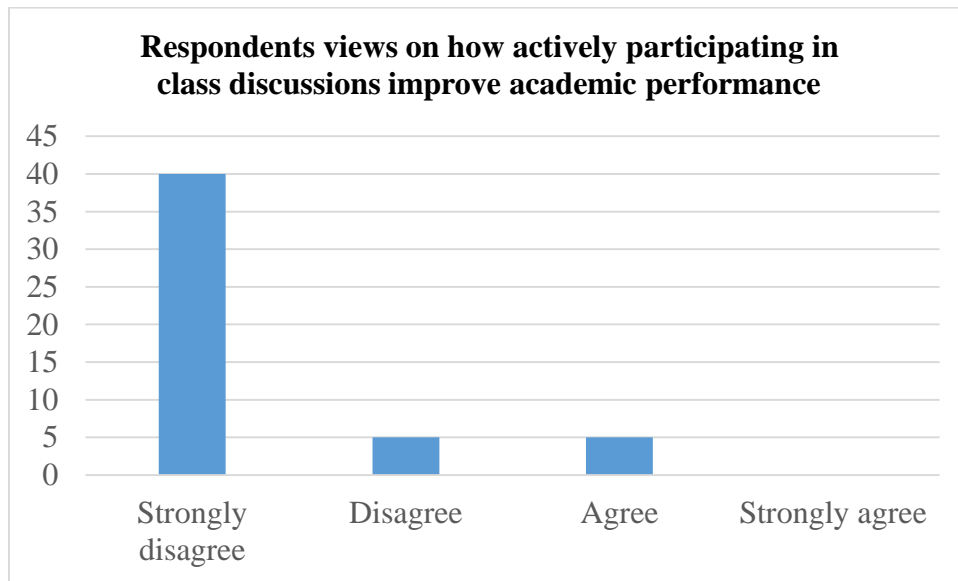


Figure 13: Respondents views on how actively participating in class discussions improve academic performance.

Table 15: Respondents views on how working hard on the assignments, projects and tests to get good grades improve academic performance.

Views	Frequency (n)	Percentage (%)
Strongly disagree	0	0
Disagree	15	30
Agree	12	24
Strongly agree	23	46
Total	50	100

From table 15, none of the respondents strongly disagreed that working hard on the assignments, projects and tests to get good grades improve academic performance, 15 of the respondents represents 30% disagreed to the statement, 12 of the respondents represents 24% agreed to the statement and 23 of the respondents represents 46% strongly agreed to the statement. This implies that, majority of the respondents agreed that working hard on the assignments, projects and tests to get good grades improve academic performance.

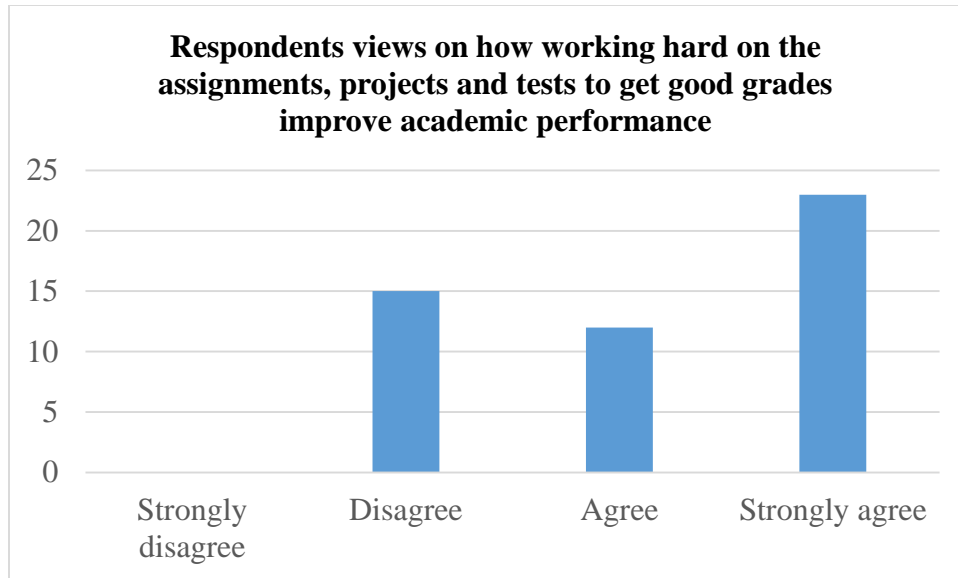


Figure 14: Respondents views on how working hard on the assignments, projects and tests to get good grades improve academic performance

Table 16: Respondents views on how always reading tutorials’ questions before the class improve academic performance.

Views	Frequency (n)	Percentage (%)
Strongly disagree	0	0
Disagree	20	40
Agree	21	42
Strongly agree	9	18
Total	50	100

From the above table, none of the respondents strongly disagreed that always reading tutorials’ questions before the class improve academic performance, 20 of the respondents representing

40% disagreed to the statement, 21 of the respondents representing 42% agreed to the statement and 9 of the respondents representing 18% strongly agreed to the statement. This implies that, majority of the respondents agreed that always reading tutorials' questions before the class improve academic performance.

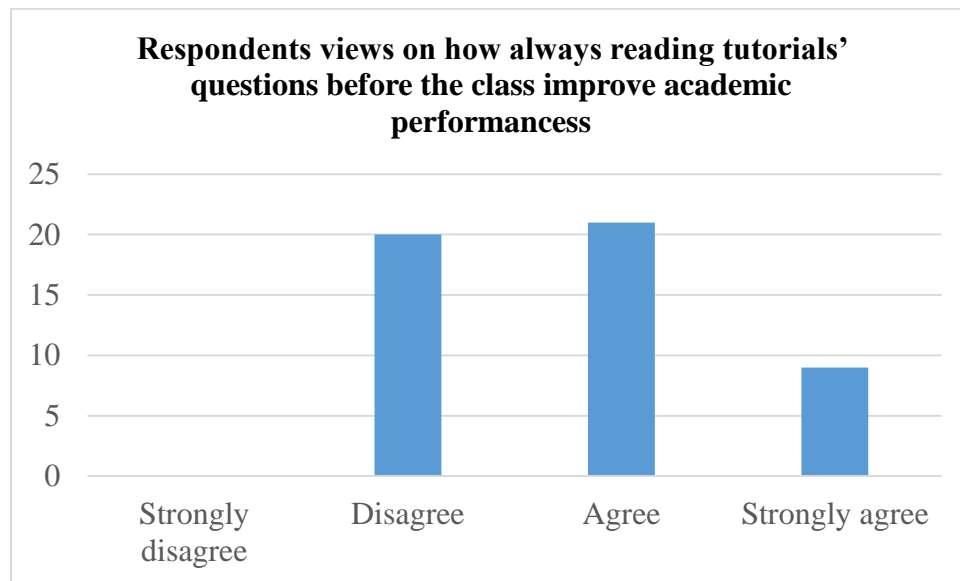


Figure 15: Respondents views on how always reading tutorials' questions before the class improve academic performance.

Table 17: Respondents views on how trying solving tutorials' questions before the class improve academic performance.

Views	Frequency (n)	Percentage (%)
Strongly disagree	5	10
Disagree	10	20
Agree	15	30
Strongly agree	20	40
Total	50	100

From the above table, 5 of the respondents representing 10% strongly disagreed that trying solving tutorials' questions before the class improve academic performance, 10 of the respondents representing 20% disagreed to the statement, 15 of the respondents representing 30% agreed to the statement and 20 of the respondents representing 40% strongly agreed to the statement. This implies that, majority of the respondents agreed that solving tutorials' questions before the class improve academic performance.

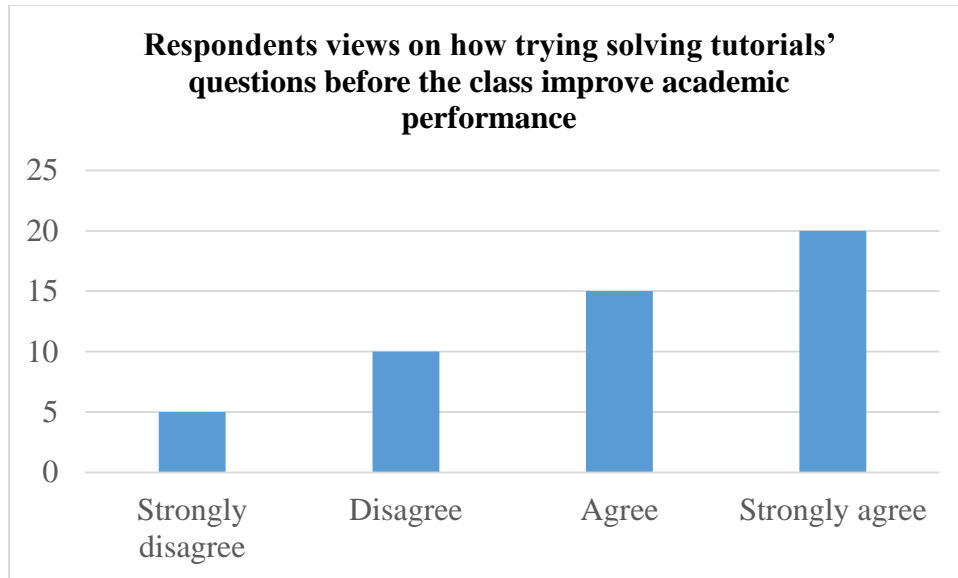


Figure 16: Respondents views on how trying solving tutorials' questions before the class improve academic performance

Table 18: Respondents views on how always revising and studying lessons in a group of students in the class improve academic performance.

Views	Frequency (n)	Percentage (%)
Strongly disagree	1	2
Disagree	10	20
Agree	7	14
Strongly agree	32	64
Total	50	100

From table 18, 1 of the respondents representing 2% strongly disagreed that always revising and studying lessons in a group of students in the class improve academic performance, 10 of the

respondents representing 20% disagreed to the statement, 7 of the respondents representing 14% agreed to the statement and 32 of the respondents representing 64% strongly agreed to the statement. This implies that, majority of the respondents agreed that always revising and studying lessons in a group of students in the class improve academic performance.

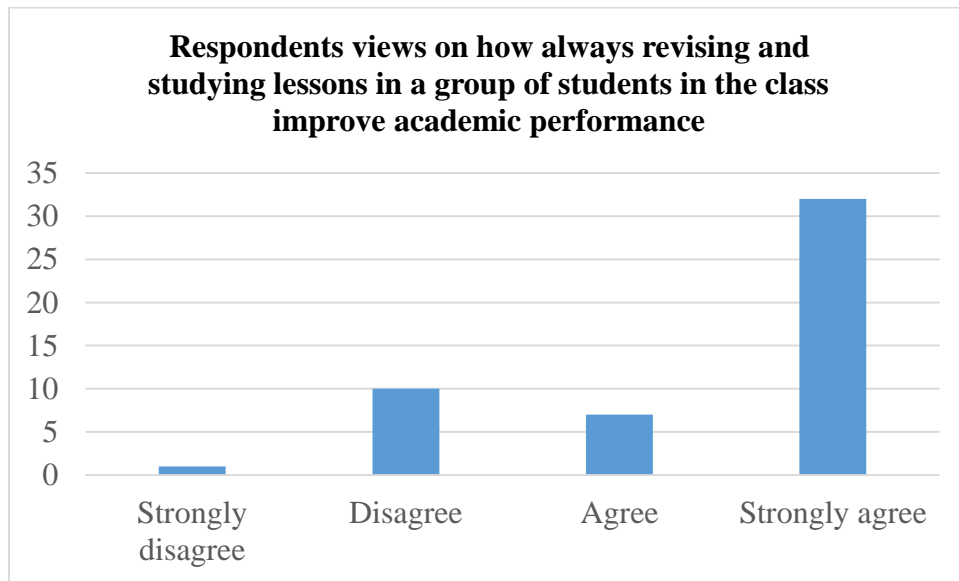


Figure 17: Respondents views on how always revising and studying lessons in a group of students in the class improve academic performance

CHAPTER FIVE

DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

5.0 Introduction

This chapter provides an in-depth look at the major findings that emerged out of the research, comparison of the analyzed data with findings from other literature, conclusions, and recommendations.

5.1 Discussions

Respondents' demographic data

Findings from the studies illustrates that 40% of the respondents were aged between 22 - 25 years. Oyediran and Omoare (2019) have reported that most young people in the world are in this age bracket and they are active thus, ability to cope with academic stress. Most of the respondents (88%) were females. These findings from our research work are similar to the to this research work; Woodfeld and Earl-Novell (2019) reported that female students outperformed male students and attributed this partly to female students being more conscious and thus less likely to miss lectures. Majority of the respondents (70%) were Christians and 50% of the respondents were married. 52 % of the respondents were from Midwifery class (RM).

The knowledge of first year students on academic performance.

Respondents were asked whether they know about their academic performance, 80% of the respondents indicated that they know about their academic performance. 50% of the respondents agreed that they have CGPA of below 2.0; 40% of the respondents agreed they are not active in class activities which makes them dull in their studies. 60% of the respondents agreed that they are fearful, thus have low confidence when in class and 60% of the respondents agreed that, what

makes them absent themselves from class is illness which affects most of them in not getting all the concepts that will be taught in class. Abbasi and Mir (2021) posited that students themselves play critical roles in getting good grades and must therefore explore all opportunities available within their academic environment.

The negative factors that affect the academic performance.

With regards to the negative factors that affect the academic performance of students, the results showed that 60% of the respondents agreed that they feel sleepy in class which is a negative factor that affects academic performance. 80% of the respondents disagreed that they feel hungry in class and 90% of the respondents strongly disagreed that they find it difficult in seeing.

In a similar dimension, study habits of the students showed that 70% of the respondents agreed that studying only when there is test affects their academic performance negatively; 60% of the respondents agreed that they feel tired and bored when in class which affects them negatively in their academic performance. 60% of the respondents agreed that they prefer listening to audios and watching videos which they are not getting enough it is having negative effects on their academic performance. 90% of the respondents agreed that they like pressing phones, chatting and playing games which affects their academic performance negatively. 90% of the respondents agreed that they copy the assignments of friends and it negatively affects their academic performance because it does not make them critical thinkers. 62% of the respondents agreed that they are too lazy to study and this negatively affects their academic performance.

Again, results on school related factors that negatively affect academic performance revealed that, 78% of the respondents disagreed that classroom is not comfortable enough which means

classroom is comfortable for learning. 80% of the respondents that there is internet access in library.

Moreover, Lecturer factors showed that 80% of the respondents agreed that teachers discuss many topics in a short period of time which makes academic work overloaded on them and it affects their academic performance. 70% of the respondents agreed that lecturers giving too much memory work affects academic performance negatively. 70% of the respondents agreed that lecturers always scolding students negatively affect their academic performance. 60% of the respondents disagreed that lecturers are always late to the classes and 60% of the respondents disagreed that lecturers frequently absent from classes. Zappala (2021) found out that school environment and teachers' expectations from their students have strong influence on student performance.

Furthermore, results on home-related factor showed that, majority (80%) of the respondents agreed that both parents are working.

The positive factors that improve the academic performance.

Concerning the positive factors that improve the academic performance, majority (48%) of the respondents agreed that attending to class regularly is a positive factor that improve the academic performance.

60% of the respondents disagreed that listening to the lecturer carefully is a positive factor that improve the academic performance.

80% of the respondents strongly disagreed that actively participating in class discussions positively improve the academic performance of students.

Moreover, another statement was “Working hard on the assignments, projects, and tests to get good grades” and majority of the respondents (46%) strongly agreed that working hard on the assignments, projects and tests to get good grades improve academic performance.

42% of the respondents agreed that always reading the tutorials’ questions before the class has a positive effect on academic performance.

40% of the respondents strongly agreed that always trying to solve the tutorial questions before the class improves academic performance.

64% of the respondents strongly agreed that, always revising and studying lessons in a group of students in the class.

Similarly, Tasnim (2021) conducted a study where regular attendance, regular study, hard work, dedication & self-Confidence and Support by family members and others have a high impact on the academic performance of undergraduate students. On the other hand, insufficient effort in studying, lack of interest in the subject, the noisy and unfriendly environment in the institution influence inversely.

5.2 Conclusion

Based on the findings, it can be concluded the first-year nurses and midwives’ students of Holy Family Nursing and Midwifery Training College, Berekum interviewed were conscious of the factors that affect their academic performance positively and negatively. Classrooms, laboratories, electricity, water supply, playing ground, staff offices and hostels are inadequate but the few available ones are functional. Instructional materials are occasionally used for the teaching.

Numerous of research have been conducted on the factors affecting academic performance of students. We hope that, based on the analysis made in this study, this research work will be of great help to students of all levels to attain and achieved an excellent performance in their academic life.

5.3 Recommendation

Based on the findings of this study, the following recommendations were made in order to improve and sustain the students' academic performance in Holy Family Nursing and Midwifery Training College, Berekum;

1. Prioritization of daily activities in order of urgent.
2. Given appropriate attention and funding to ensure the provision of essential teaching and instructional materials for effective teaching and learning process.
3. Frequent organization of quizzes to put students on their toes to learn always.
4. Self-discipline to put restrictions on time spent on phone.
5. Provision of equipped classrooms and laboratories to standard in the school in order to prevent congestions.

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QUESTIONNAIRE FORM

ASSESSING THE KNOWLEDGE OF FIRST YEAR STUDENTS ON THE FACTORS AFFECTING ACADEMIC PERFORMANCE; A STUDY AT HOLY FAMILY NURSING AND MIDWIFERY TRAINING COLLEGE, BEREKUM.

Dear Respondent,

We are students of the Holy Family Nursing and Midwifery Training College, Berekum researching the topic; “assessing the knowledge of first year students on the Factors affecting academic performance; a study at Holy Family Nursing and Midwifery Training College, Berekum”.

Kindly answer the under-listed questions by ticking (✓) the appropriate box or writing in the space provided. Any information you provide is confidential. Your opinion is neither considered right nor wrong. You can choose to withdraw your participation at any time without any penalty. It will take approximately 5 minutes to answer this questionnaire.

Thank you.

PLEASE TICK [✓] THE APPROPRIATE BOX WHERE APPLICABLE

A: DEMOGRAPHIC CHARACTERISTICS

1. Age: 18 – 21 () 22 – 25 () 26 – 30 ()

2. Sex: Male () Female ()

3. Religion: Christianity () Islamic () Traditionalist ()

4. Marital Status: Married () Single () Divorced () Widow ()

5. Program of Study: RGN () RM ()

B: THE KNOWLEDGE OF FIRST YEAR STUDENTS ON ACADEMIC PERFORMANCE.

1. Do you know your academic performance? Yes () No ()

2. What is your GPA? Less than 2.0 () 2.1 – 3.0 () 3.1 and above ()

3. How do you involve yourself in class activities?

Very active () Active () Not active ()

4. Your Self-confidence in class? Bold () Fearful ()

5. What makes you absent yourself from class?

Illness () Tiredness () Boredom ()

C: THE NEGATIVE FACTORS THAT AFFECT THE ACADEMIC PERFORMANCE OF STUDENTS.

Please indicate whether any of these factors affect your academic performance in school negatively by ticking YES or NO and not both.

1. Do you feel sleepy in class? Yes () No ()

2. Do you feel hungry in class? Yes () No ()

3. Do you have difficulty in seeing? Yes () No ()

4. I study only when there is test? Yes () No ()
5. I feel tired and bored when in class? Yes () No ()
6. Do you prefer listening to audios or watching videos? Yes () No ()
7. Is there internet access in library? Yes () No ()
8. The classroom not comfortable enough? Yes () No ()
9. Do you copy the assignments of friends? Yes () No ()
10. Teachers discuss many topics in a short period of time? Yes () No ()
11. Lecturers give too much memory work? Yes () No ()
12. Do lecturers always scold students? Yes () No ()
13. Are lecturers always late to the classes? Yes () No ()
14. Lecturers frequently absent from class? Yes () No ()
15. Do you have both parents working? Yes () No ()
16. I like pressing phones, chatting and playing games? Yes () No ()
17. Are you lazy to study? Yes () No ()

D: THE POSITIVE FACTORS THAT IMPROVE THE ACADEMIC PERFORMANCE.

1. Do you attend the classes regularly? Strongly disagree () Disagree () Agree ()
Strongly agree ()

2. Do you listen to the lecturer carefully? Strongly disagree () Disagree () Agree ()
Strongly agree ()

3. Do you actively participate in class discussions? Strongly disagree () Disagree ()
Agree () Strongly agree ()

4. I work hard on the assignments, projects, and tests to get good grades? Strongly disagree ()
Disagree () Agree () Strongly agree ()

5. Do you always read tutorials' questions before the class? Strongly disagree () Disagree ()
Agree () Strongly agree ()

6. Do you always trying to solve the tutorial questions before the class? Strongly disagree ()
Disagree () Agree () Strongly agree ()

7. I always revise lesson notes and study lessons in a group of students? Strongly disagree ()
Disagree () Agree () Strongly agree ()

NATIONAL CATHOLIC HEALTH SERVICE (DIOCESE OF SUNYANI)
HOLY FAMILY NURSING AND MIDWIFERY TRAINING COLLEGE
BEREKUM



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IN GOD IS OUR HELP
AND HEALTH

Our Ref.HFNMTC/GC/011/052523

Your Ref.



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Date May 25, 2023

Emmanuel Ali
Holy Family NMTC
Post Office Box 21
Berekum

Dear Mr. Ali

PERMISSION TO CONDUCT RESEARCH

With reference to your Memorandum dated May 23, 2023, I write to notify you that the students listed below have been granted permission to conduct their research in the College on the topic 'Assessing the Knowledge of First Year Students on the Factors Affecting Academic Performance; a Study at the Holy Family Nursing and Midwifery Training College, Berekum.'

1. Osman Foziatu
2. Owusu Acheampong Justice

Thank you.

Yours sincerely

Monica Nkrumah (FGCNM)
Principal

PRINCIPAL
HOLY FAMILY NURSING AND
MIDWIFERY TRAINING COLLEGE
BEREKUM