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DEPARTMENT OF NURSING
DIPLOMA PROGRAMMES



STUDENTS' SATISFACTION WITH PEER TUITION AT HOLY FAMILY
NURSING AND MIDWIFERY TRAINING COLLEGE, BEREKUM

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DECLARATION

We hereby declare that this submission is our own 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 diploma of the University, except where due acknowledgement has been made in the text.

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ABSTRACT

The focus of the study was to determine trainee nurses and midwives' satisfaction with peer teaching at Holy Family Nursing and Midwifery Training College, Berekum. A descriptive cross-sectional study design will be used for the study. The design will be adopted because participants or subjects will be observed in their natural setting. The data collection in descriptive research allows for gathering in-depth information. Descriptive research may be a precursor to future research because it can be helpful identifying variable that can be tested was adopted for the study. A Simple random sampling was used to select the respondent. For all students to have an equal chance of being selected the class list will be taken from the academic office and the names of the students assigned to numbers from 1 to 10 in a repeated order. A random number generator from Google sheet will be used to randomly select the study participants. A total of 50 students will be selected. Data was gathered through the use of questionnaire.

The study found that , Majority (n47, 94%) of the respondents said they were satisfied with peer teaching. Positive comments received related to 35 themes indicated that majority (n35, 70%) of respondents gave comments such as peer teaching is flexible, easy to conduct, easy to understand and help students to express their view. When respondents were asked about challenges of peer teaching. An important finding from the data gathered from 12 themes suggested that majority (n48, 96%) of the respondents had similar views in relation to the challenges of peer teaching.

The study recommends more utilization of peer teaching in nursing schools. Students should be allowed to form discussion groups where peer teaching can be encouraged especially at the end of every topic. Group discussions should be encouraged to enable students who fear teachers to participate fully and ask questions to improve their performance

Based on the analysis of data obtained from the field, the following conclusions were drawn. The approach is beneficial for enhancing students' acquisition of skills with better performance, in addition to building-up their teaching abilities, which are integral part of their future nursing role. Peer teaching is highly effective in raising the standard of understanding of students. Students need to be encouraged to take tutoring sessions serious and also to participate in such sessions.

TABLE OF CONTENT

DECLARATION	1
ABSTRACT.....	ii
TABLE OF CONTENT	iv
LIST OF FIGURES	vii
ACKNOWLEDGEMENT	viii
CHAPTER ONE	1
INTRODUCTION	1
1.1 Background of the Study.....	1
1.2 Problem Statement	4
1.3 General objective of the study	5
1.4 Specific objective of the study	5
1.5 Operational definition	5
CHAPTER TWO	6
LITERATURE REVIEW	6
2.1 Knowledge on the Importance of Peer Teaching.....	6
2.2 Satisfaction with Peer Teaching.....	8
2.3 Challenges Faced in Peer Tutoring	11
CHAPTER THREE.....	14
MATERIALS AND METHODS.....	14
3.1 Study area.....	14

3.2 The study population.....	14
3.3 Study design.....	14
3.4 Sampling technique and Size	15
3.5 Data collection methods and instruments	15
3.6 Data analysis techniques	15
3.7 Ethical consideration.....	15
3.8 Limitation of the study	16
CHAPTER FOUR.....	17
ANALYSES OF DATA.....	17
4.0 Introduction.....	17
4.1 Socio-Demographic Characteristics of Respondents.....	17
4.1.1 Gender of Respondents	17
Figure 4. 1: Distribution of gender of respondents	17
4.1.2 Year Group of Respondents.....	18
Figure 4. 2: Distribution of year group of respondents.....	18
4.2 Knowledge of Students on the Importance of Peer Teaching.....	18
4.3 Students Satisfaction with Peer Teaching.....	19
4.4 Challenges Faced in Peer Tutoring	20
4.5 Suggestions to Improve Peer Teaching.....	20
CHAPTER FIVE.....	22
DISCUSSION OF THE RESULTS	22
5.0 Introduction.....	22

5.1 Discussions.....	22
5.1.1 Knowledge of Students on the Importance of Peer Teaching.....	22
5.1.2 Students Satisfaction with Peer Teaching.....	22
5.1.2 Challenges Faced in Peer Tutoring	23
5.2 Conclusions.....	23
5.3 Recommendations.....	24
REFERENCES.....	25
APPENDIX 1	29
QUESTIONNAIRE	29

LIST OF FIGURES

Figure 4. 1: Distribution of gender of respondents	17
Figure 4. 2: Distribution of year group of respondents.....	18

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CHAPTER ONE

INTRODUCTION

The chapter presents the background of the study, problem statement, general objective, specific objectives and operational definition of terms.

1.1 Background of the Study

Tutoring has had a model change since the Roman and Greek periods, when skilled individuals provided assistance to those who were less skilled or had a low level of knowledge or expertise (Ullah, Tabassum, & Kaleem, 2018).

Nursing education among others has gained more attention in the last two decades (Brost, 2019). Peer learning was mentioned as one of the several learning models that was addressed (Allikmets & Vink, 2018). Nursing students assist and learn from one another while working in pairs, without the immediate impact of the preceptor (Palsson, et al., 2017).

Peer teaching, a type of active learning technique is not a new concept in medical education (Sukrajh, 2018). Students working in pairs are given the chance to exercise critical thinking, cooperation, reflection, problem-solving, and independence while learning together (Palsson, Martensson, Swenne, Adel, & Engstrom, 2017).

Peer tuition, according to Ullah et al., (2018), occurs in an engaging, meaningful, and structured manner, allowing shy pupils to learn successfully by expressing their views with classmates. This usually entails pairing brilliant students with less intellectual classmates. The authors noted, Students become useful in learning new skills, obtaining knowledge and discovers solutions to each other's problems.

Peer teaching which is based on social learning theories, which claim that human interactions modify and expand experience, understanding, and knowledge (Palsson et al.,

2017). Ullah et al., (2018), also obliged students benefit from peer tuition because it allows them to participate in discussions and study in a relaxed environment. They added peer tutoring increases introvert students' confidence and enhances their cognitive ability by allowing timid students to express themselves.

Oloo, Mutsotso, and Masibo (2016), conducted a study in South Africa on the experiences of children involved in a cross-cultural peer teaching program between an upscale private school and a township school in Port Elizabeth. The objective was to explore if cross-cultural peer tuition might benefit students with certain parts of the new arithmetic curriculum. Both groups benefited from the peer teaching practice as evidenced by better mastery of the mathematical subjects taught during peer teaching sessions. As a result of this cross-cultural encounter, people's understanding and empathy towards other people from various ethnic, racial, and socioeconomic groups developed.

Students benefit from peer-led education because it provides a comfortable learning environment in which to study and build awareness of many disciplines of medicine. Students, for example, are more inclined than professors to debate ethical problems with peers because they are less frightened. Furthermore, peer-led education has been found to increase information retention and application, as well as academic achievement, when compared to lecture-style instruction (Allikmets & Vink, 2018).

Engels et al. (2018), studied three elements of peer teaching: academic distance between student instructor and learner, group size, and instructional formality. They differentiate between reciprocal teaching, in which the student tutor and tutee are both in the same training stage, and cross-level teaching, in which the students are at different academic levels. Both peer instructors and learners tend to gain from participation in peer teaching programs. Both tutors and tutees considered peer tutoring to be beneficial in the development

of creativity and problem-solving abilities. Peer tutoring helps the tutor grasp the mental level of the tutees and their notion about the issue because of its interactive character. If the tutor and tutees are involved in collaborative work and meaningful tasks as part of a planned and structured program, the results are very positive (Ullah, Tabassum, & Kaleem, 2018).

The advantages of using peer tutoring are numerous. Peer tutoring has been shown to be a cost-effective means of boosting student success in the classroom, despite increased criticism of the American education system and a reduction in the affordability and availability of resources to help classroom teachers (Wolfe, 2018). Tutoring students get a sense of ownership and pride in their job as tutors and learn how to communicate successfully with their tutees. Tutees also learn how to communicate with their instructors successfully. While peer tutoring is not intended to replace the services of a professional instructor, it is advantageous to pupils in that it provides immediate assistance due to the availability of student tutor. As a result, students are less frustrated and classroom behavior issues are reduced (Wolfe, 2018).

Peer teaching can help students gain confidence by allowing them to educate others. When a person is placed in a certain position, their perspective of themselves may change to reflect that situation. As a result, a student who takes on the role of a teacher might gain selfassurance and conviction in their own abilities (Ten Cate & Durning, 2017). Students that participate in a peer tutoring program, both tutors and tutees, have a variety of additional stated benefits. Developing networking possibilities, establishing friends, boosting confidence and self-esteem, improving teamwork abilities, and honing leadership skills are just a few of the advantages (Mynard & Almarzouqi, 2019).

As a result, Ulla et al. (2019) acknowledge that students serving as tutors should receive adequate training in the tutoring process. The advantages of peer teaching and evaluation in nursing education are widely recognized (Ezenwosu & Nworgu, 2019). However, prior research has mostly focused on the benefits and drawbacks for the inexperienced learner, with a lack of understanding of the impacts of peer teaching on student achievement. Hence the current study intends to find out how satisfied students are with peer teaching at Holy Family Nursing and Midwifery Training College, Berekum.

1.2 Problem Statement

Peer teaching is an effective teaching approach that involves direct contact between students in order to encourage active learning (Kunsch, Jitendra, & Sood, 2018). It helps student nurses develop communication skills, critical thinking skills, and self-confidence (Annis, 2016). Research shows that peer learning activities improve learning outcomes such as team building spirit, supportive relationships, psychological wellbeing, social competence, communication skill, and self-esteem, as well as boost higher achievement and productivity (Sushmitha, Aishawarya, Krishnan, & Tessy, 2020).

The benefits of peer tutoring are becoming more widely recognized, and a growing number of universities and colleges across the United Kingdom are using peer tutoring as a teaching technique (Chai & Lin, 2020). The impact of peer teaching on clinical practice was obvious, and student nurses felt less anxious (Sushimitha, et al., 2020).

Various studies on the impact of peer teaching on student performance have been done across the world, but few have been conducted in Ghana. Nursing education is based on the idea of providing graduates with knowledge and skills (AbdulRaheem, Yusuf, & Odutayo, 2017). However, to other students, those who learn in cooperative learning groups get more information and better manage their obligations (Annis, 2016). Hence the need to find out

the satisfaction of trainee nurses and midwives at Holy Family Nursing and Midwifery Training College, Berekum with peer teaching.

1.3 General objective of the study

The main objective of this study is to determine trainee nurses and midwives' satisfaction with peer teaching at Holy Family Nursing and Midwifery Training College, Berekum.

1.4 Specific objective of the study

The study intends to:

1. assess the knowledge of trainee nurses and midwives on the importance of peer teaching
2. determine the level of trainee nurses and midwives' satisfaction with peer teaching
3. find out the challenges faced by trainee nurses and midwives in peer teaching

1.5 Operational definition

Peer Teaching or Peer Tuition: A teaching technique in which a student lead other student who are poor and inexperienced on a particular topic.

Knowledge: The extent to which a person understands a subject on a practical level.

Satisfaction: A state of been content with something.

CHAPTER TWO

LITERATURE REVIEW

This presents a survey of pertinent current literature on knowledge on the importance of peer teaching, satisfaction with peer teaching and challenges faced in peer teaching.

2.1 Knowledge on the Importance of Peer Teaching

Students' impressions of their learning environment have an impact on their learning, and a meaningful learning environment that fosters student bonding and a pleasant emotional climate supports learning (Ten Cate & Durning, 2017). According to the social congruence hypothesis, peer teaching enhances learning because of the trusting connection between peers. This idea is based on a nonhierarchical trusting connection between peer teachers and pupils. Students feel less frightened and are more willing to confess errors and misunderstandings that may be addressed, resulting in a greater comprehension (Whitman, 2020).

Peer teaching enables students to take ownership of their learning, which helps them develop metacognitive abilities (Stigmar, 2017). Self-awareness of reflecting and properly analyzing one's own learning techniques develops as peer teaching progresses. This allows students to self-regulate and self-monitor their learning styles, which can lead to the development of more successful techniques that can be used in a variety of situations (Dandavino, Snell, & Wiseman, 2017). Peer teaching increases students' intrinsic motivation because of the settings that generate sentiments of competence, autonomy, and relatedness that are refined while in the role of a teacher vs being a passive learner (Ten Cate & Durning, 2017). Students' active engagement makes learning more self-directed. This promotes engagement among students through conversations and comments, boosting their sense of belonging. Furthermore, students are intrinsically driven when they assume responsibility for

their own learning by actively engaging in it (Kusurkar, Croiset, & Ten Cate, 2018). All of the tutors in the research stated that peer tutoring aided them in their studies by enhancing their language skills and increasing their understanding of the learning process (Mynard & Almarzouqi, 2019).

A study conducted in the United Kingdom by Engels et al. (2018), among students on peer teaching beyond the formal education curriculum found several significant advantages of peer teaching and peer evaluation, as well as some implementation problems. The majority of first-year students benefited from the social contact provided by collaborating with more experienced students and exchanging ideas and hints to improve their learning and practice in the future. Senior students stated that their communication abilities had improved, particularly when it came to the crucial notion of conveying unpleasant news. Students were able to acquire insight into their own personal beliefs, characteristics, and teaching methods through the supervised teaching position. The findings concluded that students had adequate knowledge on the importance of peer teaching.

An institutional based cross sectional survey titled “Students teaching students: evaluation of a "near-peer" teaching experience” was conducted in University of California San Francisco (UCSF) among students in the Department of Radiology. The findings revealed that (88%) felt sufficiently knowledgeable regarding the importance of peer teaching, (82%) felt they improved on their teaching skills, and (82%) felt they learned more about the topic they were teaching. The survey concluded that students had adequate knowledge concerning the importance of peer teaching. Students overwhelmingly considered peer teaching sessions as useful (Naeger, et al., 2018).

2.2 Satisfaction with Peer Teaching

Students who teach their junior peers have reported positively on the experience, particularly in developing confidence, knowledge and clinical skills (Ten Cate & Durning, 2017). Peer tutoring is viewed as an essential instructional strategy for inclusive education because it constitutes one of the strongholds of cooperative learning (AbdulRaheem, et al., 2017).

A quasi-experimental study design was used in Sweden by Palsson et al. (2017) to conduct a study on effects of peer learning in clinical practice education on nursing students. The study revealed that majority (88%) of nursing students were very satisfied with the peer learning and most of the respondents highly rated the performance of peer facilitators (79%). In conclusion, they discovered that nursing students who had the option to learn alongside a peer during clinical practice education were more satisfied with their experience.

An experimental study conducted in Nottingham medical school among first year medical students by Mills et al. (2014) reported students were asked to rate how well they felt able to contribute to the discussion. Majority 160 (81%) felt strongly able to contribute, with only 2 (1%) strongly feeling they could not contribute. Students were asked whether they felt the tutor facilitated their development, 137 (69%) strongly agreed that the tutor had facilitated their development, with only 3 (1.5%) strongly disagreeing. Students were asked to rate the usefulness of the session, with 158 (80%) rating the session as very useful, whilst only 3 (1.5%) Strongly disagreeing that the session was useful. The results demonstrated that satisfaction among first year medical students is high when tutored by peer-teachers compared to clinicians or non-clinical staff. Constructive feedback is welcomed from a range of personnel. Final-year students could play an increasing role in the teaching of pre-clinical medical students.

An exploratory study was carried out in Northern America on student satisfaction with peer teaching rounds in the basic surgical clerkship. Students satisfaction was survey after instituting peer teaching rounds. The survey response was 93%. The findings revealed that satisfaction with learning environment and the quality of peer teaching was significantly higher for all participants. Student peer tutors reported gaining valuable experience for future roles in academia as residents and attending surgeons. The study concluded that student satisfaction with peer teaching and the learning environment increased after the institution of peer teaching rounds in the surgery clerkship. Student–preceptors gained early experience for careers in academic surgery (Lin, et al., 2018).

A qualitative content analysis study was conducted in Iran. The aim of the study was to explore nursing students’ experiences of peer learning in clinical practice. Twenty-eight baccalaureate nursing students at Bushehr University of Medical Sciences were selected purposively. Focus groups were used to find the students’ experiences about peer learning. The analysis identified four themes, which were paradoxical dualism, peer exploitation, first learning efficacy, and socialization practice. Paradoxical dualism: A dual sense of peer learning experience referred to the acquired advantages and perceived disadvantages applied to the nursing students. Peer exploitation: the students maintained that by selecting appropriate peers (based on their scientific capabilities and some individual characteristics which improve the learning process) and training the peers to do their roles correctly, teachers could exploit the best results from peer teaching and learning. First learning efficacy: According to the participating students in this research, the value and importance of peer learning is regarding to provide a less stressful and more respectful learning environment. Socialization practice: Most of the students mentioned this as teamwork learning which helped them identify their own and their peers’ characteristics much better.

The study concluded that nursing students reported general satisfaction concerning peer learning due to much more in-depth learning with little stress than conventional learning methods. Peer learning is a useful method for nursing students for practicing educational leadership and learning the clinical skills before they get a job (Ravanipour, et al., 2017).

An institutional based cross sectional survey titled “Students teaching students: evaluation of a "near-peer" teaching experience” was conducted in University of California San Francisco (UCSF) among students in the Department of Radiology. The returned surveys from 104 first-year students revealed that 99 (95%) “enjoyed” or “really enjoyed” having fourth-year students as co-instructors, and 93 (89%) found the senior students to be sufficiently knowledgeable. Divergent from the surveys of the senior students, 92 (88%) of the first-year students rated fourth years as “helpful” or “very helpful.” The survey concluded that both senior and freshman students enjoyed the experience, and fourth years thought the session was educational for them as well. Although most fourth years did not judge themselves as helpful, first-year students overwhelmingly considered them a useful addition to the session (Naeger, et al., 2018).

An experimental study conducted on learner satisfaction with peer-to-peer teaching in virtual dissection laboratories by Jiang et al. (2019) on medical students in the state of Florida showed that 94% of the respondents believed that the peer tutor facilitated the session effectively. Upon completing the session, the majority of participants felt that they understood the imaging findings (88%) and the clinical cases (91%). Majority perceived the session as a valuable learning experience (97%), and would recommend the peer-to-peer virtual dissection laboratory to a colleague (94%). Almost all participants (97%) agreed or strongly agreed that the session was a valuable learning experience. The study concluded that students reported high satisfaction with peer-to-peer teaching. Peer-to-peer teaching provide

an innovative and collaborative mode of learning that can complement more traditional education methods.

2.3 Challenges Faced in Peer Tutoring

According to Pugh (2019), the success of a peer tutoring program may be influenced by the peer tutor mentor, program objectives, tutor-tutee match, and learning objectives. The peer tutor mentor provides guidance by developing the program's scope, assigning tutees, and defining goals. The problems that peer tutors experience must be solved in order to properly utilize peer tutoring. There hasn't been much study done on the problems that peer tutors encounter from their perspective (Pugh, 2019). Whitman (2020) identifies a number of possible roadblocks to using peer tutoring. The first hindrance is that many people believe that only an adult can properly teach students. Other criticisms include: too much time and effort required to train tutors, tutor impatience, the consequences of tutor selection, academic subject appropriateness for peer tutoring, and the tutors' lack of competence.

Solomon and Crowe (2018) investigated the experiences of student tutors in the last semester of a physiotherapy program using qualitative techniques in Switzerland. The student tutors were required to keep a reflective diary detailing their peer tutoring interactions with their classmates. The results of the content analysis of journals revealed nine theme categories linked to peer tutoring experiences from the perspective of peer tutors, including both the rewards and problems that peer tutors confront. The study demonstrated that peer tutors struggled with their facilitation responsibilities. They were worried about their capacity to ask suitable questions that would lead to a better understanding, as well as their ability to know when to intervene during group discussions. Another issue was that student tutors struggled to distinguish between their roles as students and tutors (Solomon & Crowe, 2018).

A qualitative study was carried out by Hill et al., (2019) on challenges encountered in peer learning among medical students in University of Greenwich, London. The findings revealed that most peer tutors encountered problems during peer teaching. It was concluded that because skills are necessary to ask relevant questions and assess the right timing for interventions, the problems faced by student tutors were not surprising. Another issue noted by Hill et al., (2019) is the collaboration of groups of students with diverse backgrounds. Teaching kids how to work together and respect rather than resent their differences is a difficult undertaking, and teachers must first consider how they will handle any difficulties that may occur before establishing a peer-tutoring program.

A quasi-experimental study undertaken on challenges faced in peer tutoring by Chai and Lin (2020) among medical students at University Teaching Hospital of Kigali, Rwanda showed that peer tutors faced a variety of challenges during peer tutoring sessions. Leading issues in peer tutoring sessions were commitment, communication, time management, group management, interest maintenance, and a lack of expertise. During the peer-tutoring sessions, these issues created a poor impact on the teaching and learning process. As described by a student tutor; sometimes the problems are caused by a lack of information. The student tutor in this peer aided learning project, which involved a medical student teaching another medical student, stated, "My first fear was not having enough knowledge, and being asked things that were beyond me." The most difficult part was selecting what to include and defining the most important information and abilities for that stage".

In a phenomenological study of 447 final-year medical students at University of Hertfordshire, Hatfield, United Kingdom by Sobral (2018) on cross-year peer tutoring experience in a medical school it was shown that 96 percent of them had acted as student tutors at least once during their stay in the school. Students' total academic success at the conclusion of the program was shown to be strongly connected to the frequency with which

they had tutoring experience. It was stated that a student who serves as a peer tutor has the chance to integrate his or her own learning experience. Before they conduct the peer tutoring session, student tutors generally learn about the topic (Sobral, 2018).

CHAPTER THREE

MATERIALS AND METHODS

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

3.1 Study area

The study will be carried out at the Holy Family Nursing and Midwifery Training College, Berekum. The College community is located at the premises of Holy Family Hospital, Berekum with a student population of six hundred and eighty-eight. The college community consists of a number of Registered General Nursing, Post Basic students and Registered Midwifery trainees. The college runs three Diploma programs; Registered General Nursing (RGN) Diploma, Registered Midwifery (RM) Diploma and a two-year Post Basic Midwifery (NAP/NAC). Lectures takes place from Monday to Friday and it starts from 8:00am to 4:00pm. There are numerous facilities, found in the school among which include; lecture halls, Anatomy/Pathology Museum, Library, Computer laboratory, Skills lab, Supermarket, dining hall and kitchen, and Security posts.

3.2 The study population

The entire trainees of Holy Family Nursing and Midwifery Training College, Berekum will be the target population for the study.

3.3 Study design

A descriptive cross-sectional study design will be used for the study. The design will be adopted because participants or subjects will be observed in their natural setting. The data collection in descriptive research allows for gathering in-depth information. Descriptive

research may be a precursor to future research because it can be helpful identifying variable that can be tested.

3.4 Sampling technique and Size

Simple random sampling will be used. For all students to have an equal chance of being selected the class list will be taken from the academic office and the names of the students assigned to numbers from 1 to 10 in a repeated order. A random number generator from Google sheet will be used to randomly select the study participants. A total of 50 students 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 will be chosen because of its ability to cover a large number of people, relatively cheaper and no user bias. The questionnaire will be made web based. Selected respondents will be sent a WhatsApp link to answer the questionnaire.

3.6 Data analysis techniques

Microsoft excel software version 2016 will be used to analyse the data and will be presented in the form of tables and figures.

3.7 Ethical consideration

An introductory letter was sent to the college's administration seeking for permission to conduct the study. The respondents will be well informed about the purpose of the study. The right of each respondent will be respected and their personnel integrity will be safe-guarded. The respondents will be allowed to withdraw from the study at any time. The study will also be carried out with no physical or psychological harm on the respondents. None of

the respondent's names will be needed and answers will not be discussed with other people in order to ensure confidentiality.

3.8 Limitation of the study

The study will be limited by inadequate resources most especially the financial aspects. There is not enough information from the previous research on the topic pertaining to the study area.

CHAPTER FOUR

ANALYSES OF DATA

4.0 Introduction

A detailed discussion of the analysis results is presented in this chapter. The data collected was coded and analysed with the help of a statistician, using the computer software called microsoft excel. Descriptive statistical measures, such as tables with averages and percentages, along with graphs are used to show the occurrence of different observations as investigated in the study.

4.1 Socio-Demographic Characteristics of Respondents

4.1.1 Gender of Respondents

Majority (n30; 60%) of the respondents were females with males having (n20; 40).

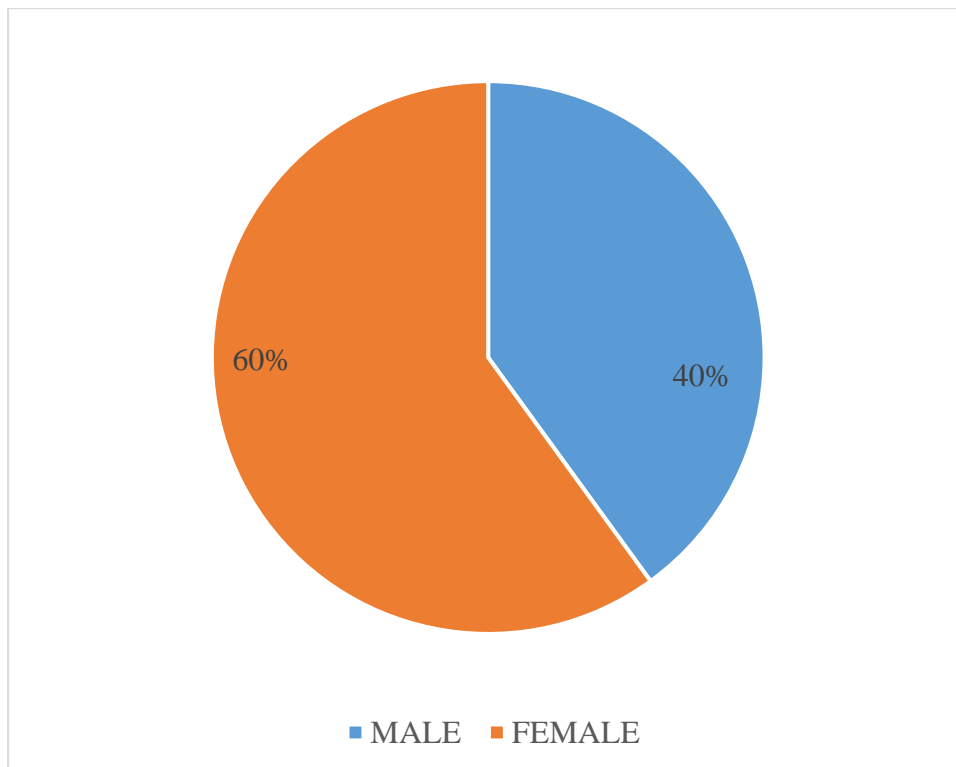


Figure 4. 1: Distribution of gender of respondents

4.1.2 Year Group of Respondents

Majority (n20; 40%) of the respondents were first year and third year students. Few (n15, 30%) students were in second year.

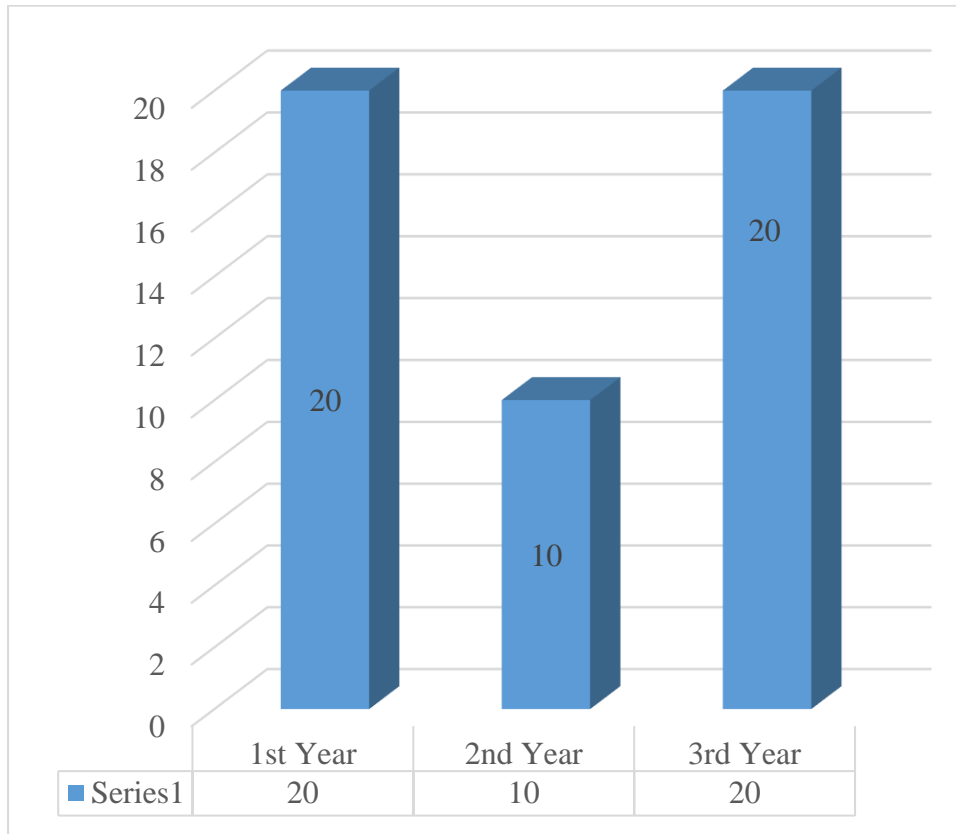


Figure 4. 2: Distribution of year group of respondents

4.2 Knowledge of Students on the Importance of Peer Teaching

Question 1: What do you understand by Peer teaching?

When respondents were asked about their understanding of peer teaching. An important finding from the data gathered from 35 themes suggested that majority (n35, 70%) of the respondents mentioned that peer teaching is when students teach other students.

Respondent 23 wrote: “*peer teaching involves learning from peers*”.

Respondent 5 wrote: “*peer teaching involves student of the same age range teaching one another*”.

Question 2: Importance of peer teaching

An important finding from the data gathered from 35 themes suggested that majority (n35, 70%) of respondents wrote there is no fear when asking question during peer teaching lessons.

Respondent 1 wrote: “*peer teaching helps in understanding of subjects*”.

Respondents 25 wrote: “*peer teaching enhance student achievement*”.

Respondent 15 wrote: “*peer teaching helps to broaden the mindset*”.

4.3 Students Satisfaction with Peer Teaching

Majority (n47, 94%) of the respondents said they were satisfied with peer teaching.

Positive comments received related to 35 themes indicated that majority (n35, 70%) of respondents gave comments such as peer teaching is flexible, easy to conduct, easy to understand and help students to express their view.

Some of the individual themes from respondents are as follows;

Respondent 33: “*peer teaching help students to become active in class*”

Respondent 7: “*peer teaching improves students’ attitude toward learning*”

A few (n3, 6%) of the respondents said they were not satisfied with peer teaching.

Negative comments received related to 5 themes regarding why students are not satisfied with peer teaching included:

Respondent 45: Comment 1: *“there are instances where peers dislike a specific mate”*.

Comment 2: *“there are conflict sometimes during peer teaching”*

Respondent 23: Comment 1 *“group work during peer teaching is challenging”*. Comment 2:

“it increases students’ anxiety”

Respondent 17: *“students’ may not value the academic knowledge of their peers”*

4.4 Challenges Faced in Peer Tutoring

When respondents were asked about challenges of peer teaching. An important finding from the data gathered from 12 themes suggested that majority (n48, 96%) of the respondents had similar views in relation to the challenges of peer teaching.

Respondent 14: *“peer tutor’s commitment”*

Respondent 8: *“lack of knowledge”*

Respondent 43: *“poor attendance”*

Respondent 23: *“lack of seriousness”*

Respondent 6: *“paying less attention”*

Respondent 12: *“difficulty in organizing students”*

Respondent 4: *“group management”*

4.5 Suggestions to Improve Peer Teaching

When respondents were asked about their suggestions to improve peer teaching. An important finding from the data gathered from 7 themes suggested that majority (n30, 60%) of the respondents had similar views in relation to the suggestions to improve peer teaching.

Respondent 9: *“give reward to active students”*

Respondent 16: *“provision of relevant materials”*

Respondent 33: *“education on the importance of peer teaching”*

Respondent 28: *“commitment by peer tutor and student”*

An important finding from the data gathered from other 7 themes suggested that less than half (n20, 40%) of the respondents had similar views in relation to the suggestions to improve peer teaching.

Respondent 39: *“improved confidence and personal skills of students”*

Respondent 9: *“more knowledge should be impacted”*

CHAPTER FIVE

DISCUSSION OF THE RESULTS

5.0 Introduction

In this chapter, the data analyzed in chapter four were interpreted based on scientific evidence. The findings are briefly discussed with references to support the study.

5.1 Discussions

5.1.1 Knowledge of Students on the Importance of Peer Teaching

The findings revealed that building confidence and self-esteem was the most (n14; 28%) important aspect of peer teaching. Improvement of team working skills had (n11; 22%) of the total respondents. Developing leadership skill received just over fifteen percent (n8; 16%) of the total respondents. Feeling comfortable when asking questions and making friends all received the same percentage of respondents with (n5; 10%) of the total respondents. Mynard and Almarzouqi (2019) reported that there are a number of benefits to students participating in a peer tutoring programme for both tutors and tutees. These benefits include developing networking opportunities; making friends; building confidence and self-esteem; enhancing team-working skills; and developing leadership skills.

5.1.2 Students Satisfaction with Peer Teaching

More than half (n30; 60%) of respondents strongly agreed that peer teaching sessions are very useful. Most (n40; 80%) students strongly agreed they felt they were able to contribute strongly during peer teaching lessons. These findings are in line with the study conducted by Mills et al. (2014) which reported that (81%) of students felt strongly able to contribute to peer teaching and (80%) rated peer teaching sessions as very useful.

Majority (n30; 60%) of respondents strongly agreed that they can communicate more freely with peers than with their instructor. This is supported by a study which revealed that most (86%) of respondents said they can communicate more freely with their peers than with their instructor (El-Sayed et al., 2013).

5.1.2 Challenges Faced in Peer Tutoring

Figure 4.4 below depicts the challenges faced in peer tutoring as indicated by the respondents. The most (n24; 48%) common challenge was time management. Group management had (n13; 26%) of the total respondents. Insufficient knowledge on the part of the peer tutors had (n10; 20%) with communication during lectures been the least problem with (n3; 6%). These findings are in line with a study conducted by Ling (2017). In the study time management was seen as the most (54%) challenge faced in peer tutoring, group management had (26%). A study conducted by Chai and Lin (2013) supports these findings as their study revealed that there were numerous challenges faced in peer tutoring such as time management, group management and lack of knowledge.

5.2 Conclusions

Based on the analysis of data obtained from the field, the following conclusions were drawn.

1. The approach is beneficial for enhancing students' acquisition of skills with better performance, in addition to building-up their teaching abilities, which are integral part of their future nursing role.
2. Peer teaching is highly effective in raising the standard of understanding of students
3. Students need to be encouraged to take tutoring sessions serious and also to participate in such sessions.

5.3 Recommendations

Based on the findings of the study, the following recommendations are made.

1. The study recommends more utilization of peer teaching in nursing schools
2. Students should be allowed to form discussion groups where peer teaching can be encouraged especially at the end of every topic
3. Group discussions should be encouraged to enable students who fear teachers to participate fully and ask questions to improve their performance

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APPENDIX 1

QUESTIONNAIRE

**STUDENTS' SATISFACTION WITH PEER TEACHING AT HOLY FAMILY
NURSING AND MIDWIFERY TRAINING COLLEGE, BEREKUM.**

Dear Respondent,

Any information provided shall be secured and kept private. To ensure confidentiality and anonymity, your name is not required. Participation is voluntary and you have the sole right to withdraw from participating in this study at any time of your discretion.

PLEASE TICK [✓] THE MOST APPROPRIATE RESPONSE TO THE QUESTION IN THE SPACE PROVIDED AND/OR WRITE IN THE SPACE PROVIDED

SECTION A: Respondent Demographic Data

- 1. Gender: a. Male [] b. Female []
- 2. Year Group: a. 1st yr [] b. 2nd yr [] c. 3rd yr []

SECTION B: What do you understand by Peer teaching?

- 1.....
- 2.....
- 3.....

Give three importance of Peer teaching

- 1.....
- 2.....
- 3.....

SECTION C: Are you satisfied with Peer teaching?

If YES give three (3) reasons

1.....

2.....

3.....

If NO give three (3) reasons

1.....

2.....

3.....

SECTION D: Give three (3) Challenges of Peer teaching

1.....

2.....

3.....

SECTION E: Give two (2) suggestions to improve Peer teaching

1.....

2.....

**HOLY FAMILY NURSING AND MIDWIFERY TRAINING COLLEGE
BEREKUM**



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P. O. Box 21,
Berekum, B/A
Ghana, W/Africa
Tel. 0352222124
Fax: 0352222474

Our Ref.

Your Ref.

February 9, 2023

Date

Edward Amponsah
Holy Family NMTC
Post Office Box 21
Berekum

Dear Mr. Amponsah

PERMISSION TO CONDUCT RESEARCH

With reference to your Memorandum dated January 30, 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 'Students' Satisfaction with Peer Tuition at Holy Family Nursing and Midwifery Training College, Berekum.'

1. Nana Kwarteng Emmanuel
2. Yeboah Constance

Thank you.

Yours sincerely

Rev. Sr. Margaret Afrifa
Academic Coordinator for Nursing
For: Principal

ACADEMIC CO-ORDINATOR - NURSING
HOLY FAMILY NURSING & MIDWIFERY
TRAINING COLLEGE - BERKUM