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COLLEGE OF HEALTH SCIENCES

FACULTY OF ALLIED HEALTH SCIENCE

DEPARTMENT OF NURSING

DIPLOMA PROGRAMMES



**A DESCRIPTIVE STUDY TO ASSESS THE KNOWLEDGE AND PREVALENCE OF
TRAMADOL ABUSE AMONG STUDENTS OF PRESBYTERIAN SENIOR HIGH
SCHOOL, BEREKUM**

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**A STUDY TO DETERMINE STUDENTS SATISFACTION WITH PEER TEACHING
AMONG FIRST YEARS (D24) OF HOLY FAMILY NURSING AND MIDWIFERY
TRAINING COLLEGE, BEREKUM, DURING COVID-19 PANDEMIC.**

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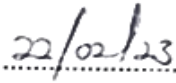
2022

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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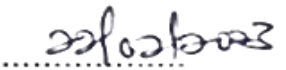
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ABSTRACT

The study focused on student's satisfaction with peer teaching among first years (Diploma 24) at Holy Family Nursing and Midwifery Training College, Berekum." A descriptive survey was used to collect in-depth information for the study. A total of fifty (50) students were selected for the study. The respondents were obtained using the convenient sampling method. The data for the study was collected by administering a questionnaire to the participants.

Respondents were asked whether they know more about peer teaching of which about 90% of them indicated they know more about peer teaching whereas 10% indicated they know but little is known. Moreover, concerning the views of the respondents on whether peer teaching is important or not and majority of the respondents (96%) indicated yes, which means to them it is important while 4% (n=2) indicated no meaning they don't really see any important in it with their own reason.

With regards to the challenges in peer teaching, eighty-six percent (86%) indicated that there are some challenge in it while 14% also indicated that there are no challenges in the peer teaching.

The study recommended that there should be time increment between one to two hours in a day for the peer teaching programme, there must the inclusion of some tutors who will supervise the programme and the peer teaching facilitators must be motivated by both School Management and the Students Representative Council.

The study concluded that, the main purpose of the study was to determine students' satisfaction with peer teaching among first years (Diploma twenty-four [24]) of Holy Family Nursing and Midwifery Training College, Berekum. The results revealed that most students especially the year ones are not satisfied with the peer teaching at all.

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ABBREVIATION

SPSS	Statistical Package for Social Sciences
EPT	Economics Performance Test
SLLCs	School of Languages, Literatures and Cultures
D24	Diploma Twenty-four

ACKNOWLEDGEMENT

We would like to extend our deepest gratitude and praise to the Almighty God for providing us with strength and knowledge for this study.

We are much grateful to the Management and staff of the Holy Family Nursing and Midwifery Training College, Berekum for allowing us to conduct the study in the Hospital.

We also thank the Department of Nursing of the Kwame Nkrumah University of Science and Technology for providing us with the guideline for the study.

Our deepest appreciation goes to our supervisor, Mrs Antoinette Effum for her constructive criticisms, objective guidance, and direction for the study and the entire student body of the College for their support throughout the study.

We are grateful to all the respondents for their contributions and efforts. Without them, the study would not be possible. We also appreciate our parents for their financial, emotional, psychological, and spiritual support throughout our education.

Finally, our sincere appreciation goes to the authors and publishers of pieces of literature used in the study. Thank you all and God bless you.

CHAPTER ONE

INTRODUCTION

1.0 Background of the study

Peer teaching is a suite of practices in which peers instruct each other in a purpose-driven, meaningful interaction. Many programs feature older, more experienced peers, or those with greater mastery in a subject area teaching younger, less experienced peers or those who are yet to master the skills and content of the subject area. Others organize students within a course to collaboratively notice areas or items that they do not know and then to learn and teach each other. Kalkowski (2021) identifies a number of manifestations of peer teaching, as well as the range of labels applied to these practices, including “peer tutoring, ... cross-age tutoring, ... peer teaching, peer education, partner learning, peer learning, child-teach-child, ... learning-through-teaching, ... [and] mutual instruction”. Although this list is not exhaustive, what all peer-teaching programs have in common is a Vygotskian approach wherein learning is understood to occur through negotiation of meaning with others within the learning environment. Fraser (2017) outlines a program in which returning study abroad students of German teach their classmates who are unable to travel to Germany. Finally, Murphey (2019) shares a method, referred to as near peer role modeling, in which written, audio, and videotaped student comments are used to increase learner knowledge and motivation towards the process of learning. The list of reported benefits of peer teaching include improving competence in the subject area, easing students into university life, the development of autonomous learning skills, “developing networking opportunities; ... building confidence and self-esteem; enhancing team-working skills, and developing leadership skills” (Mynard & Almarzouqi, 2018); and positive attitudes toward school and subject area (McNall, 2017). Many teachers of English (and other subjects) at

universities and colleges in Japan struggle to help learners develop at least some of the attributes listed above. While improving language proficiency is the major aim of our lessons, we also strive to nurture autonomous, confident learners who work well together, fostering a positive attitude to the language and the school. The use of peer teaching within a program would appear to have the scope to enhance learning and student experiences. This paper represents an attempt to both describe a peer taught program in use at a Japanese university and junior college and to document the types of benefits that students report about the program in their final self-evaluations.

1.1 Problem statement

The term peer learning represents sharing knowledge, concepts, ideas, and experience among diverse people in similar situations (Boud, 2001; Keppell et al., 2006). Authors including Boud (Boud, 2001) describe peer learning as a way of moving beyond independent to interdependent or mutual learning among peers. It is defined as a way to acquire knowledge with the active help and support of a group of peers. With peer learning, either students (or learners) and tutors (or mentors) take advantage of the multi-directional exchange of information (Topping, 2015). Moreover, previous studies state the positive psychologically aspects of peer learning on students, including increased confidence, competence (Stone et al., 2013), and decreased anxiety (Rodarte-Luna and Sherry, 2008). However, there is a concern about using peer learning during students' creative development process (Budge et al., 2013). Peer mentoring is a supportive one-to-one relationship with a more experienced worker in a joint area of interest. On the other hand, peer tutoring involves specific role-taking as a tutor or tutee who follow given procedures for interaction and 4 curriculum content. As adopted in this study, peer tutoring requires participants to receive generic and/or specific training (Topping, 2015). First-year entry-level students are

faced with a number of challenges including social and cultural changes when enrolling in a university or a college. Building confidence in their skills of academic study can help minimize the impact of this transition and prepare students to maximize learning. Therefore it is important to evaluate how the first years (D24) of Holy Family Nursing and Midwifery Training College, Berekum are satisfied with peer teaching in order to achieve the objectives of the study.

1.2 General objective

To determine students satisfaction with peer teaching among first years (D24) of Holy Family Nursing and Midwifery Training College, Berekum.

1.3 Specific objectives

- 1 To assess the knowledge of students on the importance of peer teaching among first years (D24) of Holy Family Nursing and Midwifery Training College, Berekum.
- 2 To determine the level of students satisfaction with peer teaching among first years (D24) of Holy Family Nursing and Midwifery Training College, Berekum.
- 3 To identify the challenges faced in peer teaching among first years (D24) of Holy Family Nursing and Midwifery Training College, Berekum.
- 4 To recommend the effectiveness of peer teaching to first years (D24) of Holy Family Nursing and Midwifery Training College, Berekum.

1.4 Operational Definitions

Peer teaching: The acquisition of knowledge and skills through active helping and supporting among status equals or matched companions. It is a teaching interaction between people (students) from similar social groupings who are not professional teachers helping each other to learn and learning by themselves by doing so (Topping, 2018). Peer teaching, peer teaching and

learning, peer-assisted learning and peer tutoring are some of the terms used to describe peer teaching. For clarity, in this study the use of peer teaching will be used.

Interactive teaching: The interchange of ideas and concepts between the students, teachers and knowledge content that aims to promote discussions and actively involve all participants in their learning (Kaur, et al., 2017).

Learner-centered teaching: The shift from a teacher-centered approach, where the fundamental change is the role of the educator from that of a didactic teacher to that of a facilitator of learning (Spencer & Jordan, 2016).

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews related literature student's satisfaction with peer teaching among first years (Diploma 24) at Holy Family Nursing and Midwifery Training College, Berekum. In addition, the knowledge of students on the importance of peer teaching, determine the level of students satisfaction with peer teaching, to rule out the challenges faced in peer teaching and to recommend the effectiveness of peer teaching among first years (D24) of Holy Family Nursing and Midwifery Training College, Berekum.

2.1 Overview

The engagement of students in the learning process is an important component in successful colleges and university classrooms. All too often, students enter a classroom, take a seat, listen to a lecture and leave without engaging in higher order thinking skills (Bloom, 2017). Students usually remain unmotivated, disconnected, and cognitively disengaged during the lecture (Brophy, 2018). One opportunity to increase student engagement is through peer teaching. Peer teaching encourages students to assume a more active role in knowledge acquisition (Wadoodi & Crosby, 2021). De Lisi believed that educational practices, including peer learning and peer interaction, "...should be systematically examined and evaluated". Therefore, the purpose of this research was to determine student's satisfaction with peer teaching among first years (D24) at Holy Family Nursing and Midwifery Training College, Berekum.

Nnodim (2020) reported using peer teaching as a strategy to teach anatomy with second-year medical students. Those who had taken part in the peer teaching scored significantly higher in

the end-of-year exam and also reported a perception of improved control over their own learning. Peer-teaching is an educational format in which one student teaches one, or more, fellow students. Self-determination theory suggests that intrinsic motivation increases with the enhancement of autonomy, competence and relatedness Youdas et al (2017) employed peer teaching in the delivery of anatomy course content to physical therapy students. Participants reported satisfaction with peer teaching and being taught by their peers. They also reported increased confidence in teaching, skills, depth of learning of concepts, retention of learning, and communication skills. The only limitation highlighted was related to time management in delivering their learning and teaching strategies. In a follow-up study, Youdas et al (2019) explored the perceptions of students with regard to peer teaching. The peer learners and peer teachers reported enhanced confidence similar to those in the previous study and improvements in perception of learning and preparation for examination. Peer teaching can enhance learning by enabling learners to take responsibility for reviewing, organizing, and consolidating existing knowledge and material; understanding its basic structure; filling in the gaps; finding additional meanings; and reformulating knowledge into new conceptual frameworks' (Dueck, 2018)."

"Help from peers increases learning both for the students being helped as well as for those offering the help. For the students being helped, the assistance from their peers enables them to move away from dependence on teachers and gain more opportunities to enhance their learning. For the students giving the help, the cooperative learning groups serve as opportunities to increase their own performance. They have the chance to experience and learn that "teaching is the best teacher" (Farivar and Webb, 2021)."

2.2 The knowledge of students on the importance of peer teaching.

Ankomah (2019) conducted a study to describe the impact of peer teaching on both the students and the classroom environment positively at the College of health, Kintampo. Students, enrolled in two Introduction to Teaching courses in agricultural and extension education, were asked to engage in peer teaching activities. The study utilized discourse analysis, textual analysis, individual interviews, and focus group interviews to gather data addressing the research objectives. Overall, participants enjoyed peer teaching. The peer teaching environment facilitated student interaction which allowed students to assume the role of active participants. Students laughed, talked, and interacted throughout the lessons, creating a warm and inclusive atmosphere. Specifically, students that engaged in peer teaching displayed elements of metacognition, self-reflection, and career formation, coupled with a classroom environment free from the typical instructional and relational constraints associated with instructor/learner interaction.

Adamu (2017) conducted a cross sectional survey aiming to examine the importance and effect of peer tutoring and the moderating effect of gender on the academic performance of Midwifery students in Yeji Nursing and Midwifery Training College in the Bono East region of Ghana. Two classes were selected for this study. The experimental (peer tutoring) group had a population of 40 students while the control (conventional instruction) group had a population of 38 students. A 50-item multiple-choice objective test titled Economics Performance Test (EPT) was used to measure academic performance. Students in the peer tutoring group obtained higher EPT scores than students in the conventional instruction group. This effect was not moderated by gender. We recommend that teachers adopt peer tutoring instructional strategies in the classroom so as to develop students' generic skills

2.3 The level of student's satisfaction with peer teaching.

Adoma and Nabb (2021) conducted a qualitative study sought to explore and better understand the lived experiences, satisfaction, attitudes and perceptions of students as peer-teachers at the University of Ghana, Legon participating in a peer-learning intervention in the pediatric department. Students participated in a peer-taught symposium, supervised by a pediatric specialist. Students worked in small groups to deliver a short didactic presentation related to acute illness in children. The symposium prepared the students for simulation-based teaching activities. In-depth, semi-structured, interviews were then employed to explore the students' experiences of the peer-teaching symposium. We specifically aimed to analyze these experiences on the autonomy, competence and relatedness. Saturation was achieved after interviews with ten students. Students described developing their own autonomous learning strategies, despite developing this autonomy had a desire for support in the delivery of the sessions. Competence was developed through enhanced learning of the material, developing teaching skills and confidence in public speaking. Students valued the different aspects of relatedness that developed through preparing and delivering the peer-teaching. Several other themes were identified during the interviews, which are not described here, namely; Satisfaction with peer-teaching, Peer-teaching as a concept, Practical issues related to the peer-teaching session, and Teaching style from faculty.

Agyin (2020) conducted a study to find out how teacher candidates view peer-teaching and how they think their understanding of course content is affected when peer-teaching technique is implemented at Mampong College of Education. The study cohorts 38 pre-service teachers enrolled in a fourteen (14) weeks methodology course at a large, public university in Istanbul. Data were collected qualitatively via observations, interviews, peer-evaluation papers and self-

analysis reports. All interview transcripts and written samples were inductively analyzed. Findings suggest that peer-teaching exercise is valuable by teacher candidates in that it helps them to increase learning and to be reflective and at the same time provide the students the opportunity of self-reflection which later might lead to development of their teaching and evaluation skills.

A study aimed to establish satisfaction with communication skills teaching between these three teaching groups. Students participated in a role-play practical facilitated either by clinicians, peer-teachers or staff nurses. A questionnaire was administered to first-year medical students after participating in a communication skills role-play session asking students to evaluate their satisfaction with the session. Data were analyzed in SPSS 20. One hundred and ninety eight students out of 239 (83%) responded. Students were highly satisfied with the teaching session with no difference in satisfaction scores found between those sessions taught by peers, clinical and non-clinical staff members. 158 (80%) considered the session useful and 139 (69%) strongly agreed tutors facilitated their development. There was no significant difference in satisfaction scores based on tutor background. Conclusions: Satisfaction is as 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 (Jamal, et al., 2019).

2.4 The challenges faced in peer teaching.

We found that instruction in School of Languages, Literatures and Cultures (SLLCs) takes the form of a bidirectional diffusion process, in which peer-instructors influence students' decisions about what practices to participate in, and students influence peer-instructors' decisions about advocating for practices. Three major findings support the bi-directional diffusion model. First, students' participation in Standup hinged on whether they saw the practice as valuable with respect to their social, learning, and/or performance goals. Second, peer instructors struggled to persuade and scaffold students to participate in Standup. Third, students influenced peer-instructors to stop advocating for Standup. The bi-directional diffusion model highlights the practical importance of persuading students to participate in the community's practices. The model suggests that we might support peer-instruction by promoting peer-instructors' content knowledge about practices, their persuasion skills, and their motivation to advocate for practices (Anckman et al., 2019).

Kamal and Bitthym (2020) conducted a study purposely to discover the challenges faced by peer tutors during their peer tutoring sessions. A group of Cambridge a Levels and IB students are involved in peer-to-peer tutoring program initiated by Taylors' College Sri Hartamas. The observations and interviews revealed that the tutors faced difficulties and challenges during these sessions. Based on the feedbacks, generally the tutors experienced issues in areas of communication as to how students were not taking it serious.

2.5 The effectiveness of peer teaching.

Gal and Falikk (2021) conducted a study aiming to examine the degree of competence and effectiveness of the teaching-learning goals as formulated by the elementary-school staff members and the expression of these goals in science classes, in which peer teaching takes place,

from the students' point of view. As part of this peer teaching, fellow teachers who were assigned from among the students were in charge of teaching the rest of the class that had been divided into groups of four to five. The research adapted mix-methods, which helped to answer the following questions: a). What are the teaching-learning goals of the school staff at Tzemach School that engages in the peer teaching approach combined with traditional teaching? b). How are teaching-learning goals formulated by the peer-teaching school staff in science classes described from the students' point of view? The research tools used included interviews with teachers, interviews with group leaders, focus groups, observations, and drawing analyses. The findings indicate that there is a gap between teachers' perceptions of peer teaching and students' perceptions of peer teaching. Teachers placed greater emphasis on the cognitive aspects, while the students paid more attention to the social-emotional and behavioral aspects. Despite these gaps, students are interested in continuing to study through peer teaching. Based on the existing model for peer teaching at Tzemach School. According to the findings of the study, a desirable model for integrating peer teaching was developed, which can aid in implementation of the approach for any age and in any another scholastic subject.

Doamih et al., (2020) conducted a study which sought to establish whether or not, peer teaching was still a useful technique in introducing student teachers to practicalities of teaching at the University of Energy and Natural Resources (UENR) in Sunyani in the Bono region of Ghana. A qualitative method was used and sixteen (16) teacher educators and 40 final year students were interviewed. The study established that while peer teaching was useful, its implementation was faced with a lot of challenges and inconsistencies which made it less effective example is the meeting times, absenteeism and so on.

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 carried out at the Holy Family Nursing and Midwifery Training College, Berekum. The College is located in the western part of Berekum, on the premises of The Holy Family Hospital. The College has a student population of six hundred and eighty eight (688) students comprising one hundred and twelve (112) males and five hundred and seventy six (576) females. There are thirty (30) teaching staff and fifty five (55) non-teaching staff. The College runs three Diploma programs; Registered General Nursing (RGN), Registered Midwifery (RM), and a two-year Post Basic Midwifery (NAP/NAC).

3.2 The study population

The target population is the nursing and midwifery students of Holy Family Nursing and Midwifery Training College, Berekum whereas the accessible population is all first-year nursing students of the College with a population of 117 which 32 are males and 85 are females.

3.3 Study design

A descriptive study design was used for the study. This design was used for the study because there was the need to describe the characteristics of the phenomenon being studied. The design also allows for 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

Sampling is a process in statistical analysis where researchers take a predetermined number of observations from a larger population.

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

3.5 Data collection methods and instruments

Data collection was 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 shared with the students in their various classrooms during the class period. We explained to them how the questionnaires were to be filled. Each student used a maximum of 20 minutes to complete the questionnaire.

3.6 Data analysis techniques

Data analysis is the process of collecting, modeling, and analyzing data to extract insights that support decision-making.

The data obtained from the study were checked for accuracy, utility, and completeness. The data were coded and analyzed using SPSS version 27 and the results were presented in tables or figures.

3.7 Ethical consideration

An introductory letter was obtained from the College before we conducted the study. The respondents were well informed about the purpose of the study and their consent was sought. Respondents were assured of anonymity and confidentiality by not providing any form of identification on the questionnaire. However, identification codes were used to represent the respondent according to their chronologic entry into the study. Respondents were allowed to participate and withdraw from the study voluntarily at any time without any penalty.

3.8 Limitation of the study

The limitations to this study were, the limited time with which we had to complete the study and the smaller sample size that was chosen for the study. Because the sample size was small, we could not generalize the study findings.

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 students on the importance of peer teaching, the level of students satisfaction with peer teaching, the challenges faced in peer teaching and to recommend the effectiveness of peer teaching to first years (Diploma 24) of Holy Family Nursing and Midwifery Training College, Berekum.

4.1 Demographic Characteristics of Respondents

Table 1: Age Distribution of Respondents

Variable	Categories	Frequency (n)	Percentage (%)
Age	18 - 21 years	13	26
	22 - 25 years	21	42
	26 - 30 years	15	30
	Above 30 years	1	2

Less than half of the respondents (26%) were aged between 18 - 21 years, 42% of the respondents were aged between 22 - 25 years, 30% of the respondents were aged between 26 - 30 years, and 12% of the respondents were aged above 30 years.

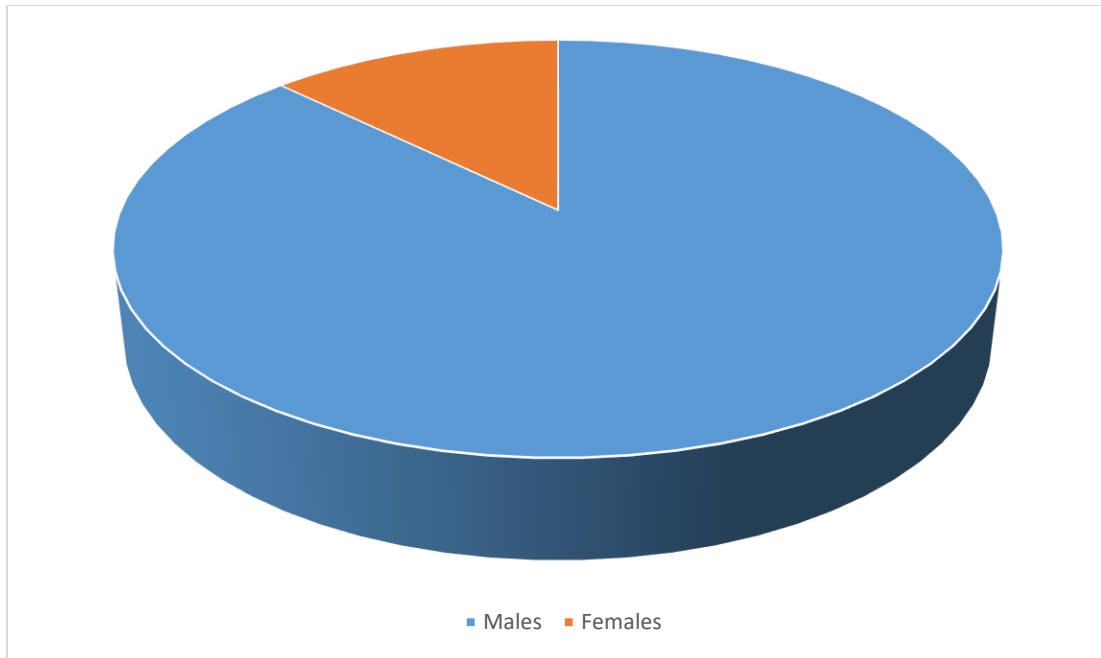


Figure 1: Gender of Respondents

Most of the respondents (87%) were females and 32% of the respondents were males.

Table 2: Marital Status of Respondents

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

Most of the respondents (50%) were married, 48% of the respondents were single, 2% of the respondents were divorced and none of the respondents were widowed.

Table 4: Religion of Respondents

Variable	Categories	Frequency (n)	Percentage (%)
Religion	Christianity	35	70
	Islamic	12	24
	Traditional	3	6
	Others	0	0

Most of the respondents (70%) are Christians, 24% of the respondents are Muslims and 6% of the respondents are Traditionalists.

4.2 The knowledge of students on the importance of peer teaching

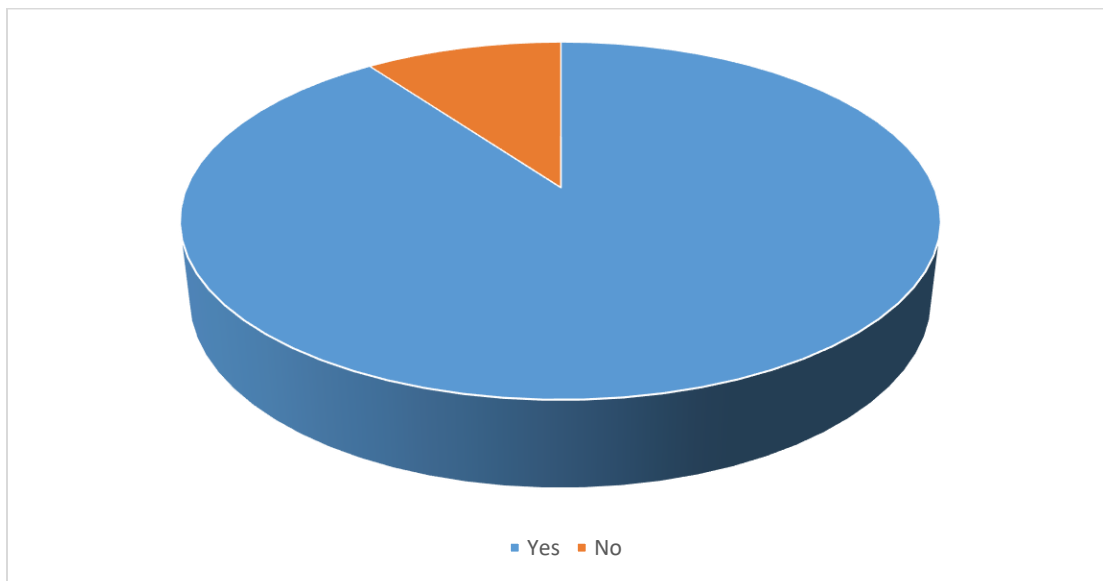


Figure 2: Respondents knowledge on Peer teaching

From figure two, respondents were asked whether they know more about peer teaching of which about 90% of them indicated they know more about peer teaching whereas 10% indicated they know but little is known.

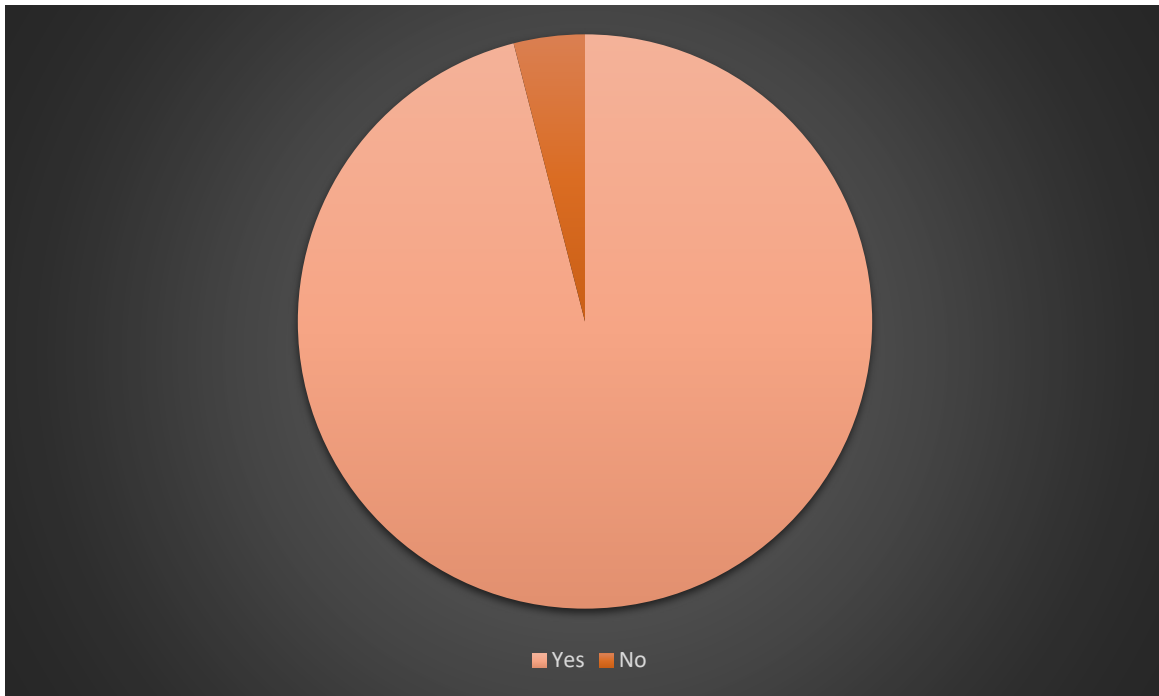


Figure 3: Respondents view on the importance of peer teaching

Figure two shows the view of the respondents on whether peer teaching is important or not and majority of the respondents (96%) indicated yes, which means to them it is important whiles 4% (n=2) indicated no meaning they don't really see any important in it with their own reason.

Some students reflected that they were motivated by their peers who had already delivered a presentation and made use of these presentations to bench mark their own presentations. Apart from the extrinsic motivation, some students revealed that during the research of their topic they developed an interest and enjoyment which is inherent to intrinsic motivation.

4.3 The levels of student's satisfaction with peer teaching.

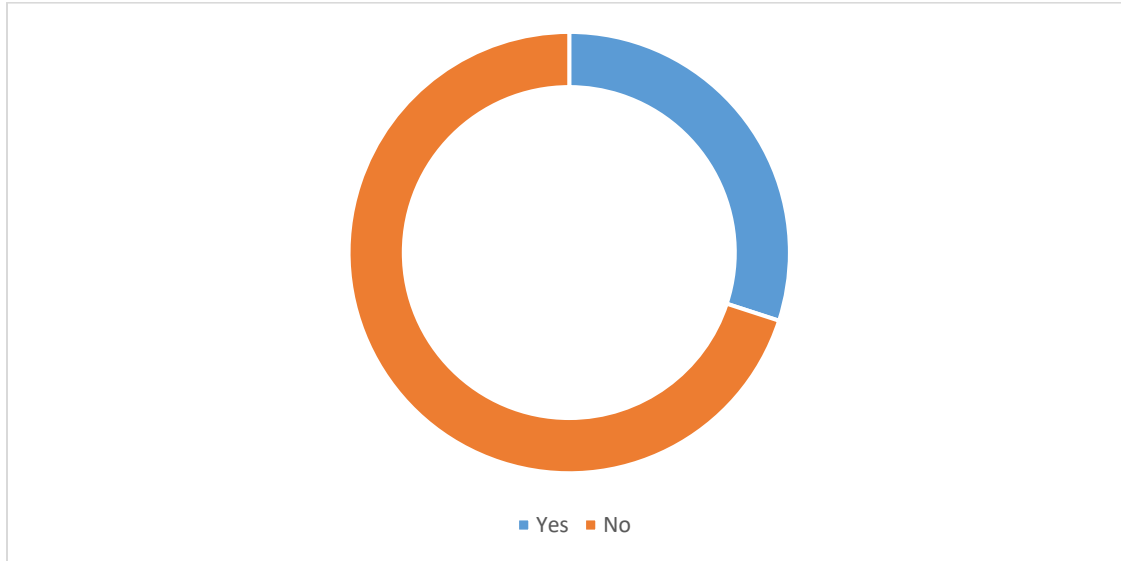


Figure 4: Respondents satisfaction with peer teaching.

Respondents were asked to provide the time they spend on peer teaching to see whether the time is enough or not, majority indicated that they spend about 40minute in a day on peer teaching. On that note , they were further ask whether the time is enough or not which 70% of the respondents indicated the time is not enough so they are not satisfied.

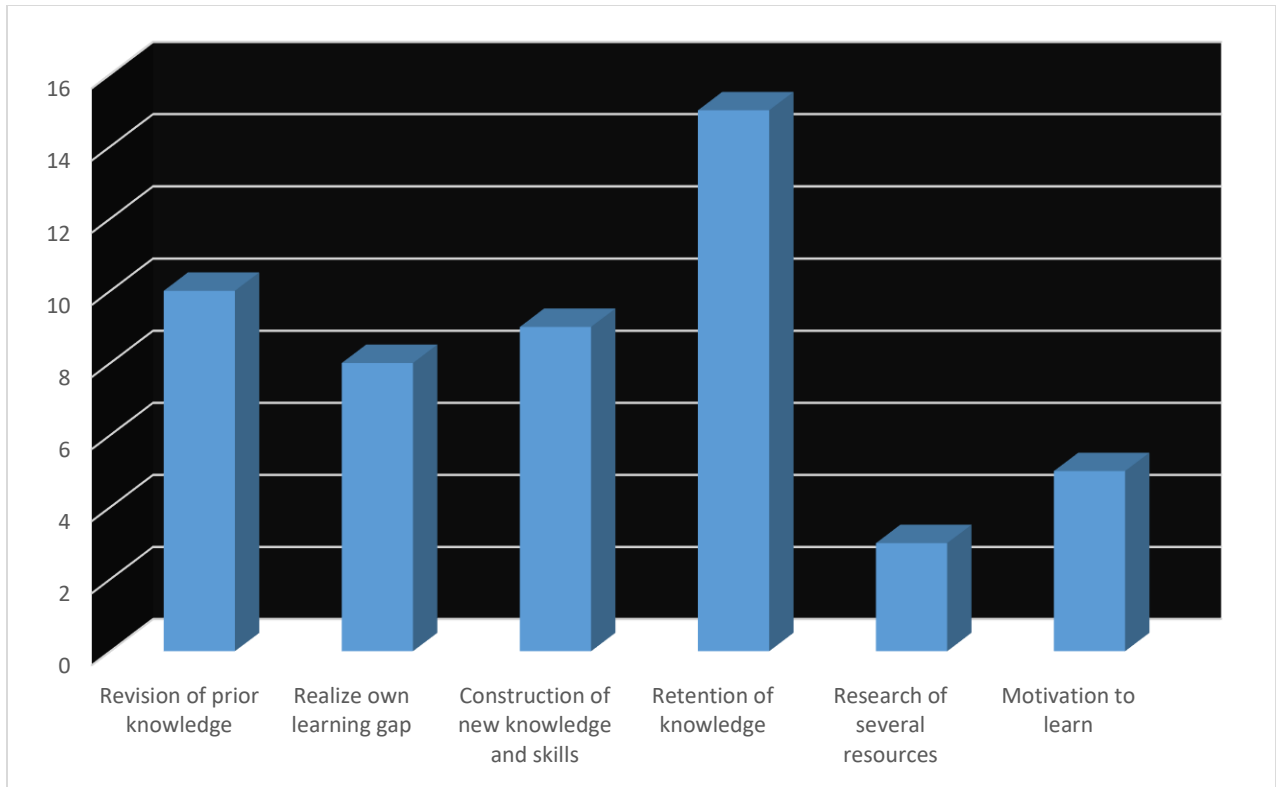


Figure 5: How peer teaching is helping respondents.

Concerning how this peer teaching is helping respondents, most of the respondents (30%) indicated retention of knowledge as how it has been of help, also 20% of the respondents indicated revision of prior knowledge, 18% of the respondents also indicated acquisition of new knowledge, 16% also indicated that it has helped them realizing their learning gaps, 10% indicated that it has motivated them to learn and 6% of them also indicated that it has equipped their research knowledge from several resources.

4.4 The challenges faced in peer teaching by students.

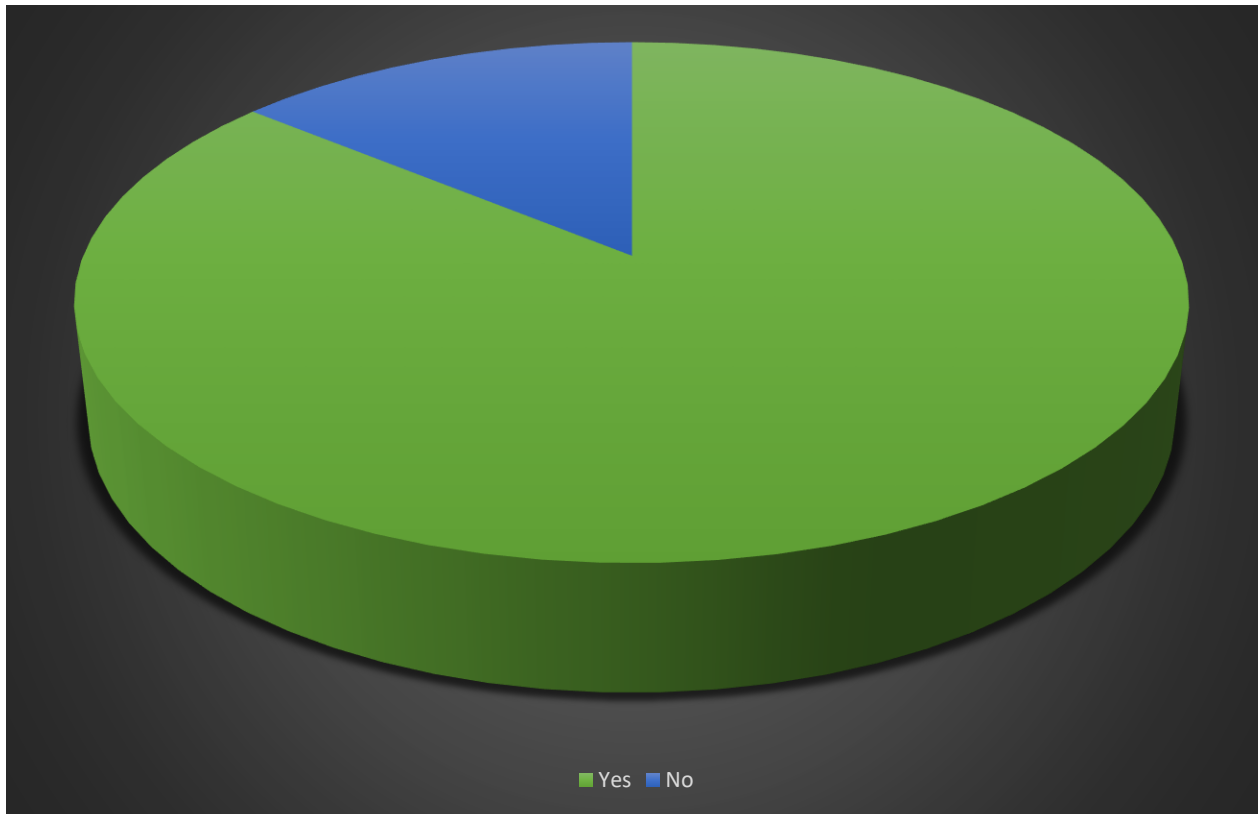


Figure 6: Challenges on peer teaching

From figure six, concerning the challenges in peer teaching, eighty-six percent (86%) indicated that there are some challenge in it whiles 14% also indicated that there are no challenges in the peer teaching.

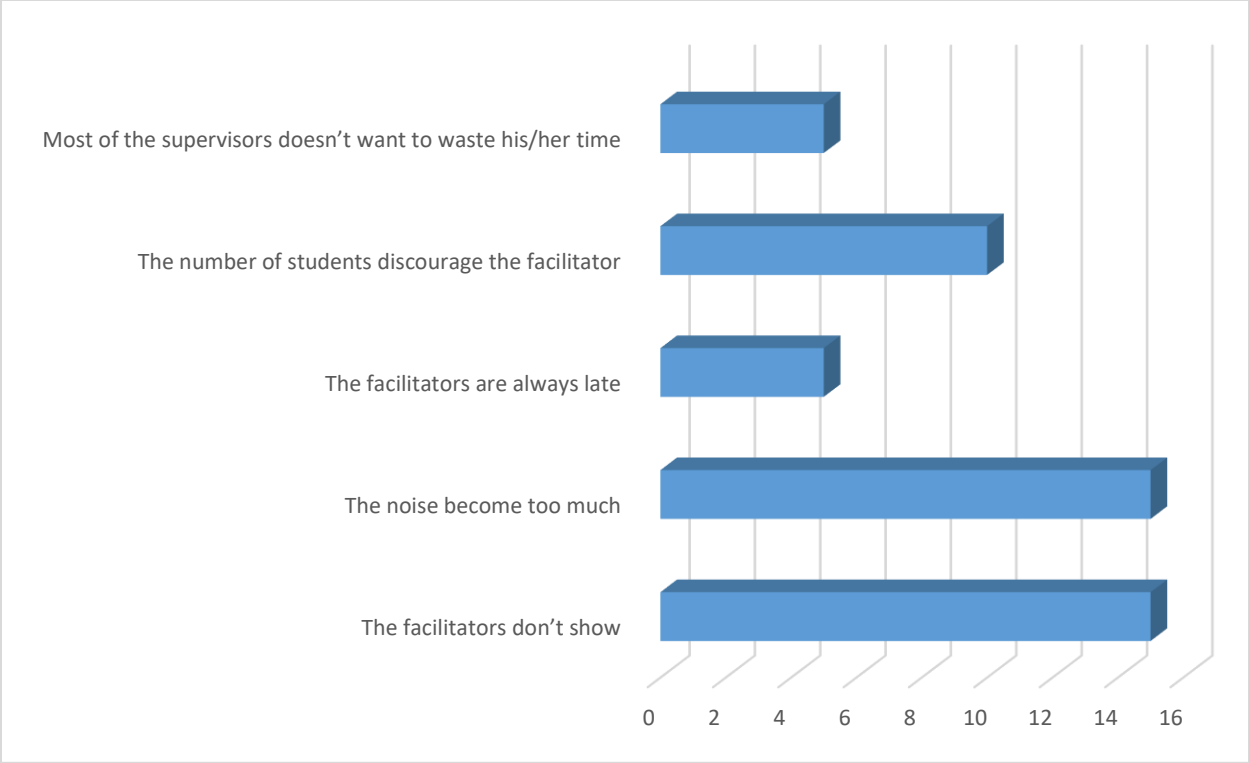


Figure 7: Some challenges in peer teaching.

Concerning some of the challenges of peer teaching, most of the respondents (30%) indicated that the facilitators don't show up, also another 30% of the respondents indicated that the noise is too much, 10% of the respondents also indicated that the facilitators are always late, 20% also indicated that the number of students discourages the facilitators, 10% indicated that most of the seniors or the supervisors or the facilitators doesn't want to waste their time.

4.5 To recommend the effectiveness of peer teaching.

Ways of promoting students interest in peer teaching.	SA	A	D	SD	TOTAL (%)
Respecting the students	20	40	20	20	100
Involving everyone	60	10	20	10	100
Motivating facilitators	60	10	20	10	100
Making it mandatory	55	15	10	20	100
Involving Teachers	10	20	20	50	100
Reducing the time of meetings	8	8	50	34	100
Increasing the time of meetings	50	20	10	20	100

The above table seeks to analyze the recommended ways of making peer teaching effective among respondents. Out of the 50 respondents, 20% indicated that they strongly agreed that respecting students with 40% indicated they agree. 20% however disagrees that respecting students while a total of 20% strongly disagree. Also 60% indicated that they strongly agreed that involving everyone will make it effective with 10% indicated they agree. 20% however disagrees that involving everyone will make it effective while a total of 10% strongly disagree. Another 60% indicated that they strongly agreed that motivating facilitators will make it

effective with 10% indicated they agree. 20% however disagrees that motivating facilitators will make it effective while a total of 10% strongly disagree.

Also making it mandatory was recommended where 55% indicated that they strongly agreed that making it mandatory will make it effective with 15% indicated they agree. 10% however disagrees that making it mandatory will make it effective while a total of 20% strongly disagree.

Involving teachers was also recommended to make the program effective of which 10% indicated that they strongly agreed that involving teachers will make it effective with 20% indicated they agree. 20% however disagrees that involving teachers will make it effective while a total of 50% strongly disagree.

Concerning increasing the time of meetings, 8% indicated that they strongly agreed that reducing the time will make it effective with 8% indicated they agree, 50% however disagrees that will make it effective while a total of 34% strongly disagree.

Increasing the time was also suggested where 50% indicated that they strongly agreed with 20% indicated they agree. 10% however disagrees that involving everyone will make it effective while a total of 20% strongly disagree.

Respondents were also asked to list other suggestions that they think will make peer teaching effective if any. About 50% of the respondent indicated that the peer teaching should be plan and re-structured again.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS, RECOMMENDATIONS

5.0 Introduction

This chapter deals with the discussion of findings of the study. It compares the findings with that of the literature review. It also includes the drawing of conclusion and making recommendations based on the findings. This discussion is based on the specific objectives of the study.

5.1 Discussions

5.1.1 The knowledge of students on the importance of peer teaching

Respondents were asked whether they know more about peer teaching of which about 90% of them indicated they know more about peer teaching whereas 10% indicated they know but little is known. Moreover, concerning the views of the respondents on whether peer teaching is important or not and majority of the respondents (96%) indicated yes, which means to them it is important while 4% (n=2) indicated no meaning they don't really see any important in it with their own reason. Similarly, this finding affirm to Adamu (2017) who conducted a cross sectional survey aiming to examine the importance and effect of peer tutoring and the moderating effect of gender on the academic performance of Midwifery students in Yeji Nursing and Midwifery Training College in the Bono East region of Ghana. Adamu concluded that students in the peer tutoring group obtained higher EPT scores than students in the conventional instruction group.

Some students reflected that they were motivated by their peers who had already delivered a presentation and made use of these presentations to bench mark their own presentations. Apart from the extrinsic motivation, some students revealed that during the research of their topic they

developed an interest and enjoyment which is inherent to intrinsic motivation. This finding also affirms to Ankomah (2019) who conducted a study to describe the impact of peer teaching on both the students and the classroom environment positively at the College of health, Kintampo. His study concluded that students laughed, talked, and interacted throughout the lessons, creating a warm and inclusive atmosphere. Specifically, students that engaged in peer teaching displayed elements of metacognition, self-reflection, and career formation, coupled with a classroom environment free from the typical instructional and relational constraints associated with instructor/learner interaction.

5.1.2. The levels of student's satisfaction with peer teaching.

Concerning how this peer teaching is helping respondents, most of the respondents (30%) indicated retention of knowledge as how it has be of help, also 20% of the respondents indicated revision of prior knowledge, 18% of the respondents also indicated acquisition of new knowledge, 16% also indicated that it has helped them realizing their learning gaps, 10% indicated that it has motivated them to learn and 6% of them also indicated that it has equip their research knowledge from several resources. Respondents were also asked to provide the time they spend on peer teaching to see whether the time is enough or not, majority indicated that they spend about 40minute in a day on peer teaching. On that note , they were further ask whether the time is enough or not which 70% of the respondents indicated the time is not enough so they are not satisfied. This findings clearly indicate that students are not satisfied with the peer teaching. This finding contradicts a study conducted by Jamal in the year 2019 who stated that students were highly satisfied with the teaching session with no difference in satisfaction scores found between those sessions taught by peers, clinical and non-clinical staff members. 158 (80%) considered the session useful and 139 (69%) strongly agreed tutors facilitated their development.

5.1.3. The challenges faced in peer teaching by students.

With regards to the challenges in peer teaching, eighty-six percent (86%) indicated that there are some challenge in it while 14% also indicated that there are no challenges in the peer teaching.

Concerning some of the challenges of peer teaching, most of the respondents (30%) indicated that the facilitators don't show up, also another 30% of the respondents indicated that the noise is too much, 10% of the respondents also indicated that the facilitators are always late, 20% also indicated that the number of students discourages the facilitators, 10% indicated that most of the seniors or the supervisors or the facilitators doesn't want to waste their time which clearly posit the fact that issues need to be address. Similarly, according to Anckman (2019) three major findings support the peer teaching. First, students' participation on whether they saw the practice as valuable with respect to their social, learning, and/or performance goals. Second, peer instructors struggled to persuade and scaffold students to participate. Third, students influenced peer-instructors to stop advocating for peer teaching.

5.1.4 To recommend the effectiveness of peer teaching.

With regard to the recommended ways of making peer teaching effective among respondents. Out of the 50 respondents, 20% indicated that they strongly agreed that respecting students with 40% indicated they agree. 20% however disagrees that respecting students while a total of 20% strongly disagree. Also 60% indicated that they strongly agreed that involving everyone will make it effective with 10% indicated they agree. 20% however disagrees that involving everyone will make it effective while a total of 10% strongly disagree. Another 60% indicated that they strongly agreed that motivating facilitators will make it effective with 10% indicated they agree. 20% however disagrees that motivating facilitators will make it effective while a total of 10%

strongly disagree. Also making it mandatory was recommended where 55% indicated that they strongly agreed that making it mandatory will make it effective with 15% indicated they agree. 10% however disagrees that making it mandatory will make it effective while a total of 20% strongly disagree. Involving teachers was also recommended to make the program effective of which 10% indicated that they strongly agreed that involving teachers will make it effective with 20% indicated they agree. 20% however disagrees that involving teachers will make it effective while a total of 50% strongly disagree. Concerning increasing the time of meetings, 8% indicated that they strongly agreed that reducing the time will make it effective with 8% indicated they agree, 50% however disagrees that will make it effective while a total of 34% strongly disagree. Increasing the time was also suggested where 50% indicated that they strongly agreed with 20% indicated they agree. 10% however disagrees that involving everyone will make it effective while a total of 20% strongly disagree. Respondents were also asked to list other suggestions that they think will make peer teaching effective if any. About 50% of the respondent indicated that the peer teaching should be plan and re-structured again. Similarly, this finding to Gal and Falikk (2021) who indicate that there is a gap between teachers' perceptions of peer teaching and students' perceptions of peer teaching. Teachers placed greater emphasis on the cognitive aspects, while the students paid more attention to the social-emotional and behavioral aspects. Despite these gaps, students are interested in continuing to study through peer teaching. Based on the existing model for peer teaching at Tzemach School. According to the findings of the study, a desirable model for integrating peer teaching was developed, which can aid in implementation of the approach for any age and in any another scholastic subject.

5.2 Conclusion

The main purpose of the study was to determine students' satisfaction with peer teaching among first years (Diploma twenty-four [24]) of Holy Family Nursing and Midwifery Training College, Berekum. The results revealed that most students especially the year ones are not satisfied with the peer teaching at all.

5.3 Recommendations

From the results presented that we want make the following recommendations:

1. There should be time increment between one to two hours in a day for the peer teaching programme.
2. There must the inclusion of some tutors who will supervise the programme.
3. The peer teaching facilitators must be motivated by both School Management and the Students Representative Council.

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APPENDIX

QUESTIONNAIRE

INTRODUCTION

Dear Respondent,

We are students of the Holy Family Nursing and Midwifery Training College, Berekum researching the topic; “assessing student’s satisfaction with peer teaching among first years (Diploma 24) 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 20 minutes to answer this questionnaire.

Thank you.

PLEASE TICK [✓] THE APPROPRIATE BOX WHERE APPLICABLE

SECTION A: DEMOGRAPHIC CHARACTERISTICS

1. Age:

A. 18-21 [] B.22-25 [] C.26-30 [] D. above 30 []

2. Sex:

A. Male [] B. Female []

3. Religion

A. Christianity []

B. Islamic []

C. Traditionalist []

4. Marital status

A. married []

B. single []

C. divorced

D. widow

5. Program of study

A. RGN [] B. RM [] C. POST NAC/NAP []

SECTION B: KNOWLEDGE OF STUDENTS ON THE IMPORTANCE OF PEER TEACHING.

6. Do you know more about peer tuition?

A. Yes [] B. No []

7. If yes, in your own words, how do you understand it?

.....
.....
.....

8. Is peer tuition really important?

A. Sure [] B. Never true

9. How do you even define peer teaching?

.....
.....
.....
.....

SECTION C: THE LEVEL OF STUDENTS SATISFACTION WITH PEER TEACHING.

10. Can you provide the time spend on peer teaching?

.....

11. Is it enough for you?

A. Yes []

B. No []

12. Are you satisfied with the peer teaching?

A. Yes []

B. No []

13. How is it helping you? Tick as many you can.

A. Revision of prior knowledge []

B. Realize own learning gap []

C. Construction of new knowledge and skills []

D. Retention of knowledge []

E. Research of several resources []

F. Motivation to learn []

SECTION D: THE CHALLENGES FACED IN PEER TEACHING.

14. Are there challenges in the peer teaching?

a. Yes []

b. No []

15. Some of the challenges are:

A. The facilitators don't show up []

B. The noise become too much []

C. The facilitators are always late []

D. The number of students discourage the facilitator []

E. Most of the supervisors doesn't want to waste his/her time []

SECTION E: RECOMMENDATIONS ON EFFECTIVENESS OF PEER TEACHING.

Indicate your position on the following statements by ticking (√) the appropriate option NB: SA=

Strongly Agree, A= Agree, SD= Strongly Disagree, D= Disagree

No	Ways of promoting students interest in peer teaching.	SA	A	D	SD
16.	Respecting the students				
17.	Involving everyone				
18.	Motivating facilitators				
19.	Making it mandatory				
20.	Involving Teachers				
21.	Reducing the time of meetings				
22.	Increasing the time of meetings				

23. Can you list any other?

.....
.....
.....
.....

NATIONAL CATHOLIC HEALTH SERVICE (DIOCESE OF SUNYANI)
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 8, 2023
Date

Antoinette Effum
Holy Family NMTC
Post Office Box 21
Berekum

Dear Ms. Effum

PERMISSION TO CONDUCT RESEARCH

With reference to your Memorandum dated February 7, 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 'To Determine Student Satisfaction with Peer Teaching among first years (D24) of Holy Family Nursing and Midwifery Training College, Berekum, during COVID-19 Pandemic.'

1. Fofie Doreen Badu
2. Foriwa Millicent

Thank you.

Yours sincerely

Monica Nkrumah (FGCNM)
Principal

PRINCIPAL
HOLY FAMILY NURSING AND
MIDWIFERY TRAINING COLLEGE
BEREKUM

HFNMTC/GC/011/020823