



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



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

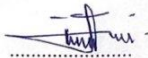
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**2022**

**DECLARATION**

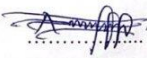
We hereby declare that this submission is our work towards the Diploma in General Nursing and that, to the best of our knowledge, it contains no material previously published by another person nor material which has been accepted for the award of the diploma of the University, except where due acknowledgement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

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## ABSTRACT

The study focused on assessing the knowledge of first year students on the factors affecting academic performance during clinicals 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) first year 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.

The current study found (64%) of the respondents were females and (36%) were males. Few (10%) of the respondents had CGPA of 3.1 and above indicating a brilliant performance and good academic achievement but 30% had CGPA of 2.1 – 3.0 and 50% had CGPA of below 2.0.

Furthermore, results on home-related factor showed that 20% strongly agreed with the statement that “both my parents are not working” and 80% disagreed to the statement; 60% disagreed with the statement that “I do too much domestic works” and 40% strongly agreed to the statement

The study recommended that more classrooms and laboratories should be provided and equipped to standard in the school in order to prevent congestions, also the school should be given appropriate attention and funding to ensure the provision of essential teaching and instructional materials for effective teaching and learning process, also Lecturers should be enforced to use the available instructional materials during classroom instruction moreover, Government should provide alternative power supply by providing generator plant for the Health school

The study concluded that, students interviewed were very young, active, and between age of 22–25 years, predominantly female, supported by parents/guardians, resided on campus, Yoruba ethnic, have personal motivation for education and very active in class activities. The friends are

predominantly female, from same department had good academic performance (2.1 and above CGPA). Lecturers are effective in communication, Lectures are not regular in the classrooms with comprehensive lesson note. Classrooms, laboratories, electricity, water supply, playing ground, staff offices and hostels were inadequate. But, the few available ones are functional. Instructional materials were occasionally used for the teaching.

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## **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). For any educational institute, students are the most important asset. Universities and colleges have no value without students. The economic and social development of a country is directly associated with the academic performance of students. The student's academic performance plays a vital role in creating the finest quality alumnae who will become leaders and manpower of a particular country, consequently responsible for the country's social and economic development (Manjur, 2015). 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 (Norhidayah, 2018). It ensures the acquisition of knowledge and skills that enable individuals to increase their productivity and improve their quality of life.

This increase in productivity also leads to new sources of earning which enhances the economic growth of a country (Purnima, 2019). The quality of students' performance remains a top priority for educators. It is meant for making a difference locally, regionally, nationally and globally. Educators, trainers, and researchers have long been interested in exploring variables contributing

effectively to the quality of performance of learners. These variables are inside and outside universities that affect students' quality of academic achievement. These factors may be termed student factors, family factors, school factors and peer factors (Allan, et al, 2017). Generally, these factors include age, gender, geographical belongingness, ethnicity, marital status, Socioeconomic Status (SES), parent's education level, parental profession, language, income and religious affiliations. Besides other factors, socioeconomic status is one of the most researched and debated factors among educational professionals that contribute to the academic performance of students. The most prevalent argument is that the socioeconomic status of learners affects the quality of their academic performance. Most experts argue that the low socioeconomic status has a negative effect on the academic performance of students because the basic needs of students remain unfulfilled and hence, they do not perform better academically (Nasri, and Ahmed El-Shaarawi, 2020). The low socioeconomic status causes environmental deficiencies which results in the low self-esteem of students (Abdi et al, 2021). More specifically, this study aims to identify and analyze factors that affect the students' academic performance among first year's 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. Besides, motivation and relationships between teachers and students are also directly related to achieving their academic goals. Performance in nursing schools is something which everyone expects to be of higher quality because of the roles the sector plays to provide service to the community, on the other hand those who failed to perform better cannot contribute well to the human resources because they don't have skill needed. 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.

## **1.2 General Objectives**

To assess the understanding and knowledge of academics of first years 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.

**Students' academic performance:** The outcomes of the teaching and learning process in terms of knowledge and skills in students acquires from schools as measures by scores obtained in Certificate for Secondary Examinations (CSEE).

**Academic performance:** Refers to achievement in standardized tests or examinations shown by a student. According to Niebuhr (2015) Academic performance of students is typically assessed by the use of teacher's ratings, tests, and examinations.

**Counseling:** This refers to a process that uses the safety of a special relationship between the counselor and the counselee together explore the thoughts, feelings and counselor attitudes of the counselee with the objective of tapping the resources within the counselee to effect healing and change.

**Guidance:** Refers to all activities rendered by educational institutions, which are primarily concerned with assisting individual students understand themselves, thus their needs, interest abilities and potentials.

**Teaching and learning materials:** In this study teaching and learning materials mean all materials that facilitate the teaching and learning in secondary 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, 2016).

## CHAPTER TWO

### Literature Review

#### 2.0 Introduction

This chapter contains is to review of the relevant literature related to the research topic **“assessing the knowledge of first year students of Holy Family Nursing and Midwifery Training College, Berekum on the Factors affecting academic performance”**. It comprises books, journals and online articles, research reports as resource of this chapter. (Mathew, 2020)

#### 2.1 Overview

Students' academic gain and learning performance is affected by numerous factor 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 hostelries 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 students previous educational outcomes are the most important indicators of students future achievement, this refers 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 were at lower grades. Performance of students on the other hand is negatively related to economic status of the father. That is, students having poor father perform better than those who are coming from better families.

The possible reasons for this result may be that education is one of the major source 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 spent 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 aspect here that student serve internet for studying purpose. If the student use internet surfing for education purpose, their performance definitely increase 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 effect student CGPA. The student who participates in the class discussion gets good grades. The teacher also give student Class Participation marks in class. Some student hesitates in class to talk, do not inspire the teacher and losses CPs marks that is why do not get good grades. As the most important affecting students' performance. The 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 have perfect positive correlated with the student's current performance. Father 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 4 th 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 fulfill 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, Hijazi and Raza 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 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 by Banik & Kumar (2019) 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.

Erdem and 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 are observed by Eze & Inegbedion's (2019) 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. Likewise, a study conducted by Bavani & Sanjivee (2020) in a private university in Malaysia revealed that teaching methods play a vital influence on students' academic performances.

## **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 688 students comprising 112 males and 576 females. There are 30 teaching staff and 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 students of the College with a population of 243 which 96 are Registered Nursing students, 94 are Registered Midwifery students and 53 are Post Basic Midwifery students.

#### **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.

### **3.5 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.

### **3.4 Sampling technique and Size**

A total of fifty (50) first year 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 first 50 students who were readily available were selected.

### **3.6 Data analysis techniques**

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

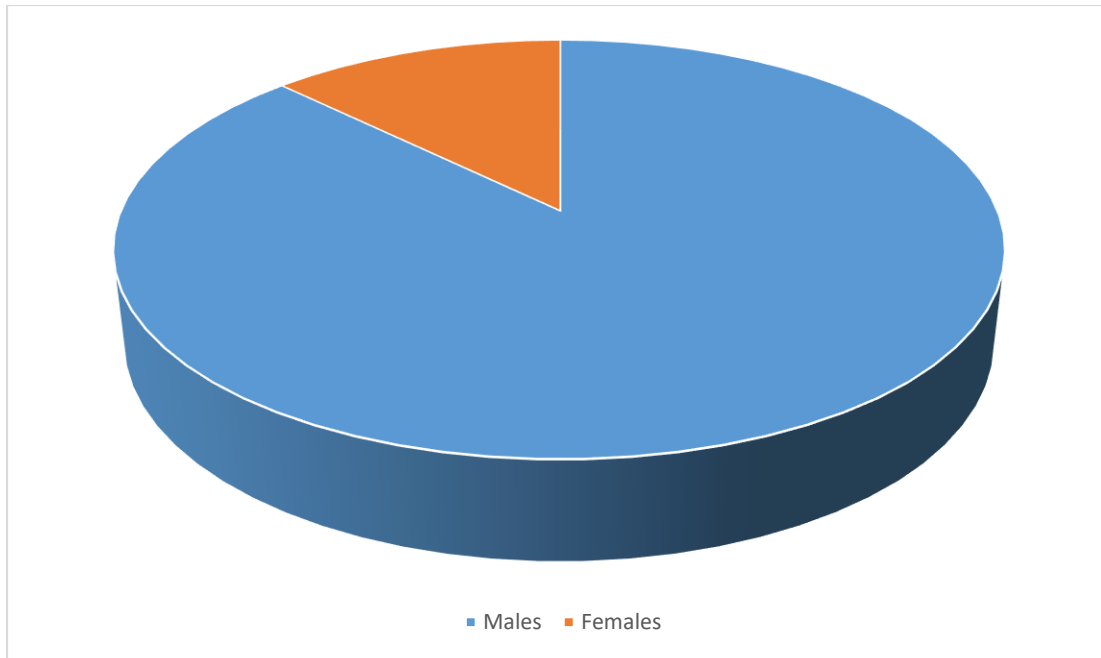
This chapter presents a detailed analysis of the data gathered from the field. The results are presented in tables and figures. The analysis of data was done according to the specific objectives of the study. The results are categorized into the demographic characteristics of the respondents, the knowledge of 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 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

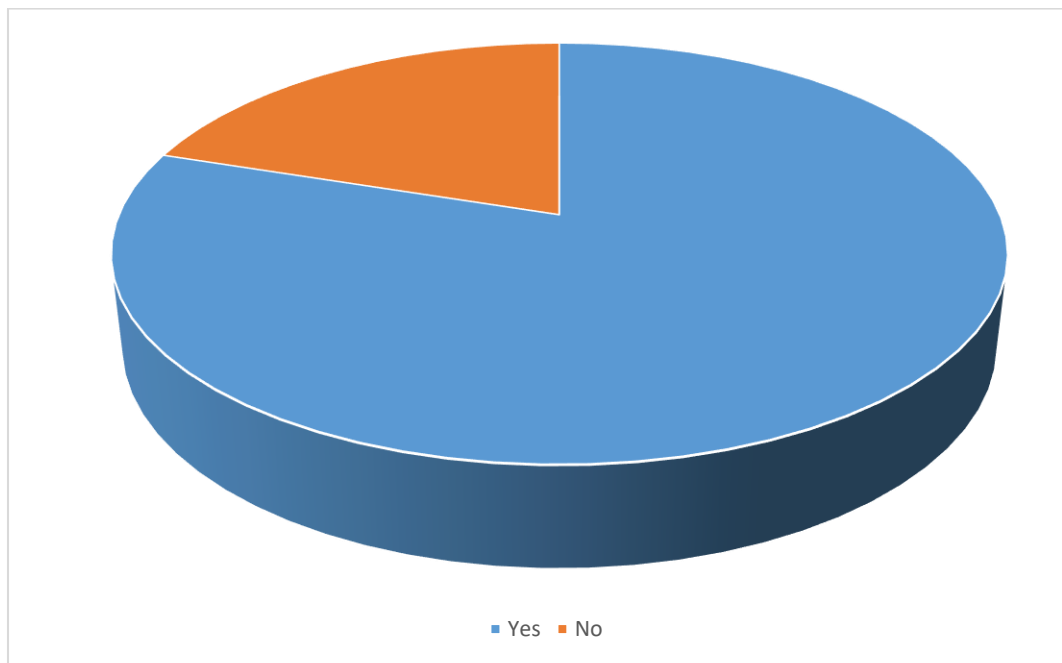
Most of the respondents (50%) were married, 48% of the respondents were single, 2% of the respondents were divorced and none of the respondents were widowed.

**Table 3: Religion of Respondents**

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

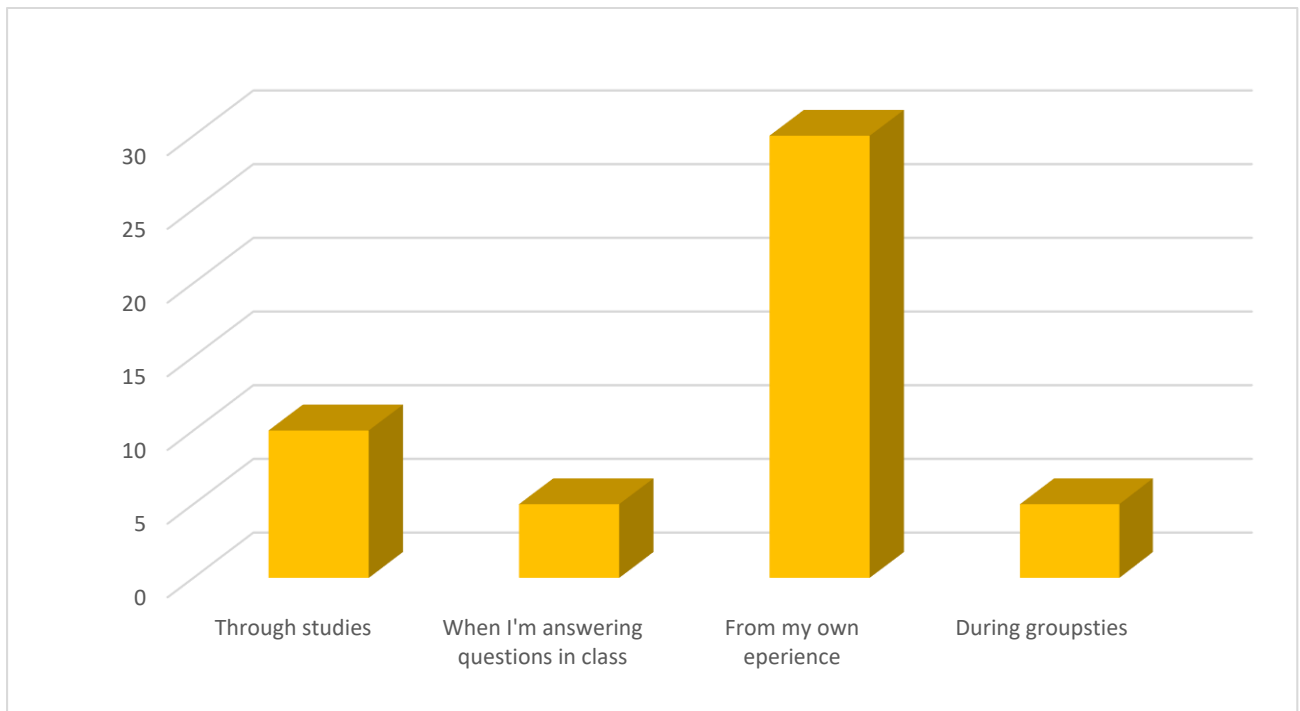
Most of the respondents (70%) are Christians, 24% of the respondents are Muslims and 6% of the respondents are Traditionalists.

**4.2 The knowledge of first year students on academic performance.**

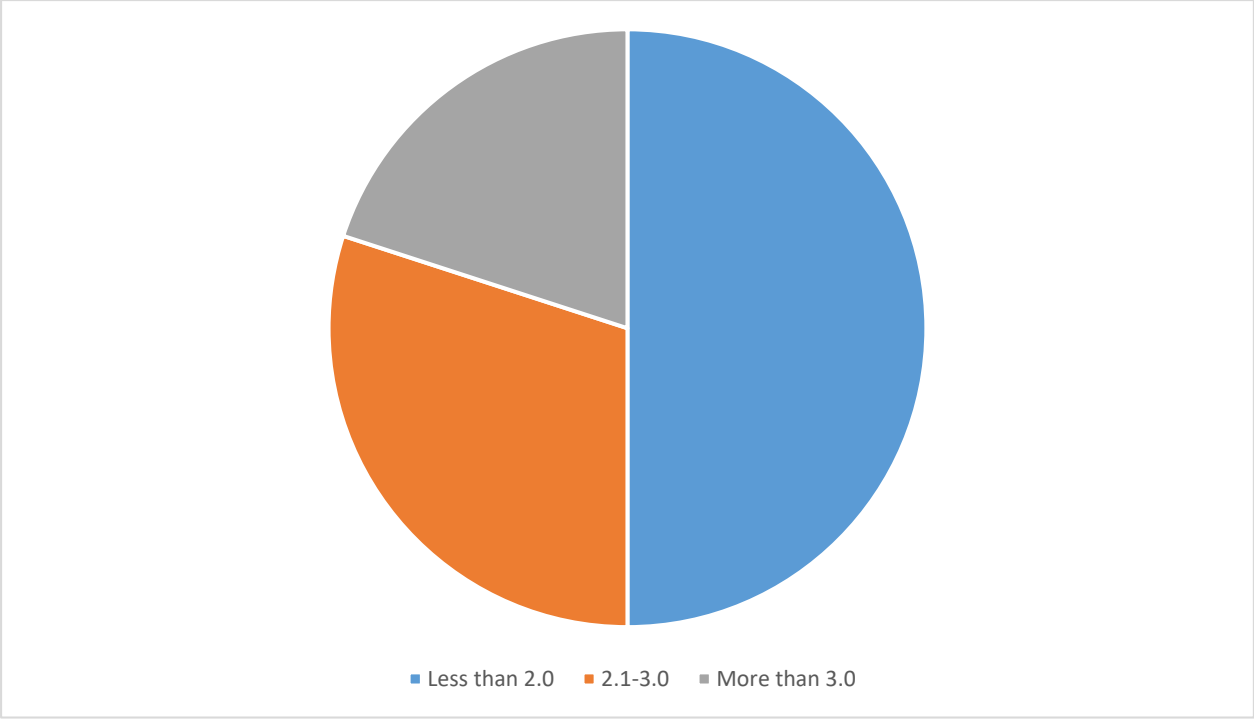


***Figure 2: Respondents view on the knowledge on academic performance.***

From figure one, respondents were asked whether they know about their academic performance, about 80% of the respondents indicated that they know about it while 20% indicated they know much about their academic performance.

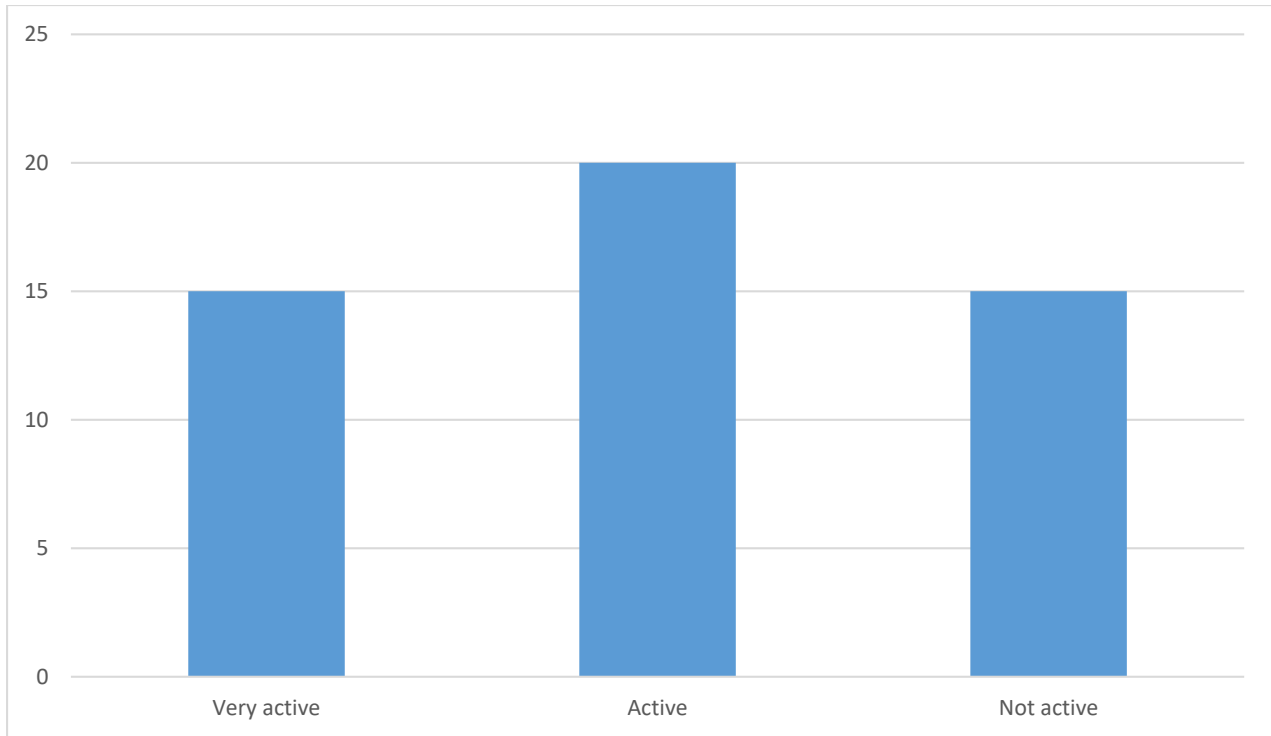


***Figure 3: Respondents view on how they noticed their performance***



**Figure 4: Respondents GPA**

Few (10%) of the respondents had CGPA of 3.1 and above indicating a brilliant performance and good academic achievement but 30% had CGPA of 2.1 – 3.0 and 50% had CGPA of below 2.0.



**Figure 5: Respondents view on their activeness in class.**

From figure five, it was found that 30% of the respondents were very active in class activities, 30% active but 40% were not active.

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

**Table 4: Respondents view on negative factors that affect the academic performance of students.**

	√		X		TOTAL	
	n	%	n	%	n	100
Feeling sleepy in class	30	60	20	40	50	100

Feeling hungry in class	<b>10</b>	<b>20</b>	<b>40</b>	<b>80</b>	<b>50</b>	<b>100</b>
Difficulty in seeing	<b>5</b>	<b>10</b>	<b>45</b>	<b>90</b>	<b>50</b>	<b>100</b>
I study only when there is test	<b>35</b>	<b>70</b>	<b>15</b>	<b>30</b>	<b>50</b>	<b>100</b>
I feel tired, bored and sleepy	<b>30</b>	<b>60</b>	<b>20</b>	<b>40</b>	<b>50</b>	<b>100</b>
I prefer listening to radio, watching TV	<b>30</b>	<b>60</b>	<b>20</b>	<b>40</b>	<b>50</b>	<b>100</b>
There is no internet access in library	<b>40</b>	<b>80</b>	<b>10</b>	<b>20</b>	<b>50</b>	<b>100</b>
Classroom is not comfortable enough	<b>10</b>	<b>20</b>	<b>40</b>	<b>80</b>	<b>50</b>	<b>100</b>
Location of classrooms is very far to the residence	<b>5</b>	<b>10</b>	<b>45</b>	<b>90</b>	<b>50</b>	<b>100</b>
I copy the assignments of friends	<b>45</b>	<b>90</b>	<b>5</b>	<b>10</b>	<b>50</b>	<b>100</b>
Teachers discuss many topics in a short period of time	<b>40</b>	<b>80</b>	<b>10</b>	<b>20</b>	<b>50</b>	<b>100</b>
Lecturers give too much memory work	<b>35</b>	<b>70</b>	<b>15</b>	<b>30</b>	<b>50</b>	<b>100</b>
Lecturers always scold students	<b>35</b>	<b>70</b>	<b>15</b>	<b>30</b>	<b>50</b>	<b>100</b>
Lecturers are always late to the classes	<b>20</b>	<b>40</b>	<b>30</b>	<b>60</b>	<b>50</b>	<b>100</b>
Lecturers are frequently absent from	<b>20</b>	<b>40</b>	<b>30</b>	<b>60</b>	<b>50</b>	<b>100</b>
Both my parents are NOT working	<b>10</b>	<b>20</b>	<b>40</b>	<b>80</b>	<b>50</b>	<b>100</b>
I like pressing phones, chatting and playing games	<b>45</b>	<b>90</b>	<b>5</b>	<b>10</b>	<b>50</b>	<b>100</b>

I am lazy to study	<b>30</b>	<b>60</b>	<b>20</b>	<b>40</b>	<b>50</b>	<b>100</b>
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Table four revealed that 30% of the respondents agreed that they are feeling sleepy in class while 70% disagreed; 10% agreed that they are feeling hungry in class while 90% disagreed. 10% agreed that it was difficulty in seeing and 90% strongly disagreed.

In a similar dimension, study habits of the students showed that 70% agreed with the statement that “I study only when there is test” and 30% strongly disagreed. About sixty percent (60%) agreed with the statement that “I feel tired, bored and sleepy” but 40% disagreed to the statement; 40% disagreed with the statement that “I prefer listening to radio, watching TV” but 60% agreed to the statement; 10% disagreed with the statement that “I like pressing phones, chatting and playing games but 90% agreed to the statement;60% strongly agreed with the statement that “I am lazy to study” and 40% disagreed to the statement; 32.2% agreed with the statement that “I am disturbed when studying” but 30.7% disagreed.

Furthermore, results on home-related factor showed that 20% strongly agreed with the statement that “both my parents are not working” and 80% disagreed to the statement; 60% disagreed with the statement that “I do too much domestic works” and 40% strongly agreed to the statement;

Moreover, results on school related factor revealed 20% agreed with the statement that “Classroom is comfortable enough” and 80% disagreed to the statement; 20% disagreed with the statement that “there is fast internet access in library” and 80% strongly agreed to the statement; 10% agreed with the statement that “location of classrooms is very far to the residence” and 90% disagreed to the statement. Lecturer factor showed that 20% disagreed with the statement that “Teachers discuss many topics in a short period of time” and 80% agreed to the statement; 70%

agreed the statement that “Lecturers give too much memory work” and 30% disagreed to the statement; 30% disagreed with the statement that “Lecturers always scold students” and 70% agreed to the statement; 60% disagreed with the statement that “Lecturers are always late to the classes” and 40% agreed to the statement; 60% disagreed with the statement that “Lecturers are frequently absent from classes” and 40% strongly agreed to the statement.

#### 4.4 The positive factors that improve the academic performance.

**Table 5: Respondents view on positive factors that improve the academic performance.**

	√		X		TOTAL	
	n	%	n	%	n	100
Attend the classes regularly	30	60	20	40	50	100
Listen to the lecturer carefully	10	20	40	80	50	100
Actively participate in the discussion	5	10	45	90	50	100
Work hard on the assignments, projects, and tests to get good grades.	35	70	15	30	50	100
Always reading the tutorials’ questions before the class	30	60	20	40	50	100
Always trying to solve the tutorial questions before the class	30	60	20	40	50	100
Always revising and studying lessons in a group of students in the class	40	80	10	20	50	100

Always study and revise lessons alone (not in a group of students)	<b>10</b>	<b>20</b>	<b>40</b>	<b>80</b>	<b>50</b>	<b>100</b>
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From table five, with reference to the positive factors that improve the academic performance, majority of the respondents (60%) indicated that “attending to class regularly” is a positive factor whilst 40% disagreed with the statement. Also concerning the “Listen to the lecturer carefully” twenty percent (20%) agreed with 80% of the respondents who disagreed to that statement.

“Actively participate in the discussion” was also another statement placed in front of respondents to share their views on, 10% agreed that it is positive factor whilst 90% strongly disagreed.

Moreover, another statement was “Working hard on the assignments, projects, and tests to get good grades”. Majority of them (70%) agreed and 30% disagreed. majority of the respondents (60%) indicated that “Always reading the tutorials’ questions before the class” is a positive factor whilst 40% disagreed with the statement. Also concerning the “Always trying to solve the tutorial questions before the class” sixty percent (60%) agreed with 40% of the respondents who disagreed to that statement.

Furthermore, “Always revising and studying lessons in a group of students in the class” was another statement asked, where about 80% of the respondent agreed that it is a positive factor which will help get good grades in school whilst 20% of them also disagreed. Also concerning the “Always study and revise lessons alone (not in a group of students)” ten percent (10%) agreed with 90% of the respondents who disagreed to that statement.

## **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**

##### **5.1.1 Respondents demographic data**

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. 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 (87%) were females and 32% of the respondents were males. 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. Most of the respondents (70%) are Christians, 24% of the respondents are Muslims and 6% of the respondents are Traditionalists.

##### **5.1.2 The knowledge of first year students on academic performance.**

Respondents were asked whether they know about their academic performance, about 80% of the respondents indicated that they know about it while 20% indicated they know much about their academic performance. Few (10%) of the respondents had CGPA of 3.1 and above indicating a brilliant performance and good academic achievement but 30% had CGPA of 2.1 – 3.0 and 50% had CGPA of below 2.0. it was also found that 30% of the respondents were very active in class

activities, 30% active but 40% were not active. Woodfeld and Earl-Novell (2019) reported that female students outperformed male students and attributed this partly to female students being more conscientious and thus less likely to miss lectures. In contrast, Newman-Ford, Lloyd and Tomas (2018) opined that gender had only minor impacts upon educational achievement. 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.

### **5.13 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 30% of the respondents agreed that they are feeling sleepy in class while 70% disagreed; 10% agreed that they are feeling hungry in class while 90% disagreed. 10% agreed that it was difficult in seeing and 90% strongly disagreed.

In a similar dimension, study habits of the students showed that 70% agreed with the statement that “I study only when there is test” and 30% strongly disagreed. About sixty percent (60%) agreed with the statement that “I feel tired, bored and sleepy” but 40% disagreed to the statement; 40% disagreed with the statement that “I prefer listening to radio, watching TV” but 60% agreed to the statement; 10% disagreed with the statement that “I like pressing phones, chatting and playing games but 90% agreed to the statement; 60% strongly agreed with the statement that “I am lazy to study” and 40% disagreed to the statement; 32.2% agreed with the statement that “I am disturbed when studying” but 30.7% disagreed. Furthermore, results on home-related factor showed that 20% strongly agreed with the statement that “both my parents are not working” and 80% disagreed to the statement; 60% disagreed with the statement that “I do too much domestic works” and 40% strongly agreed to the statement. Zappala (2021) found

out that school environment and teachers' expectations from their students have strong influence on student performance.

Moreover, results on school related factor revealed 20% agreed with the statement that "Classroom is comfortable enough" and 80% disagreed to the statement; 20% disagreed with the statement that "there is fast internet access in library" and 80% strongly agreed to the statement; 10% agreed with the statement that "location of classrooms is very far to the residence" and 90% disagreed to the statement. Lecturer factor showed that 20% disagreed with the statement that "Teachers discuss many topics in a short period of time" and 80% agreed to the statement; 70% agreed the statement that "Lecturers give too much memory work" and 30% disagreed to the statement; 30% disagreed with the statement that "Lecturers always scold students" and 70% agreed to the statement; 60% disagreed with the statement that "Lecturers are always late to the classes" and 40% agreed to the statement; 60% disagreed with the statement that "Lecturers are frequently absent from classes" and 40% strongly agreed to the statement. This affirms to the finding from Smith (2019) who 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.

#### **5.14 The positive factors that improve the academic performance.**

Concerning the positive factors that improve the academic performance, majority of the respondents (60%) indicated that "attending to class regularly" is a positive factor whilst 40% disagreed with the statement. Also concerning the "Listen to the lecturer carefully" twenty percent (20%) agreed with 80% of the respondents who disagreed to that statement. "Actively

participate in the discussion” was also another statement placed in front of respondents to share their views on, 10% agreed that it is positive factor whilst 90% strongly disagreed.

Moreover, another statement was “Working hard on the assignments, projects, and tests to get good grades”. Majority of them (70%) agreed and 30% disagreed. majority of the respondents (60%) indicated that “Always reading the tutorials’ questions before the class” is a positive factor whilst 40% disagreed with the statement. Also concerning the “Always trying to solve the tutorial questions before the class” sixty percent (60%) agreed with 40% of the respondents who disagreed to that statement. Furthermore, “Always revising and studying lessons in a group of students in the class” was another statement asked, where about 80% of the respondent agreed that it is a positive factor which will help get good grades in school whilst 20% of them also disagreed. Also concerning the “Always study and revise lessons alone (not in a group of students)” ten percent (10%) agreed with 90% of the respondents who disagreed to that statement. 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**

The study concluded that, students interviewed were very young, active, and between age of 22–25 years, predominantly female, supported by parents/guardians, resided on campus, Yoruba ethnic, have personal motivation for education and very active in class activities. The friends are predominantly female, from same department had good academic performance (2.1 and above CGPA). Lecturers are effective in communication, Lectures are not regular in the classrooms

with comprehensive lesson note. Classrooms, laboratories, electricity, water supply, playing ground, staff offices and hostels were inadequate. But, the few available ones are functional. Instructional materials were occasionally used for the teaching.

### **5.3 Recommendations**

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. More classrooms and laboratories should be provided and equipped to standard in the school in order to prevent congestions.
2. The school should be given appropriate attention and funding to ensure the provision of essential teaching and instructional materials for effective teaching and learning process.
3. Lecturers should be enforced to use the available instructional materials during classroom instruction.
4. Government should provide alternative power supply by providing generator plant for the Health school.

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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 the knowledge of first year students of Holy Family Nursing and Midwifery Training College, Berekum on the factors affecting academic performance”.

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 [ ]

6. Level of respondents

A. Level 200 [ ] B. Level 100 C. Level 300 [ ]

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

7. Do you know your academic performance?

A. Yes [ ] B. No [ ]

8. How did you noticed your performance?

A. Through studies [ ]

B. When answering questions in class [ ]

C. From my own experience. [ ]

D. During group studies [ ]

9. What is your GPA?

A. Less than 2.0 [ ]

B. 2.1 – 3.0 [ ]

C. 3.1 and above [ ]

10. Involvement in class activities

A. Very active [ ]

B. Active [ ]

C. Not active [ ]

11. Self-confidence

A. Bold [ ]

B. Fearful [ ]

12. Absenteeism

A. Illness [ ]

B. Tiredness [ ]

C. Boredom [ ]

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

**Please indicate whether any of these factors affect you academic performance in school negatively by ticking yes (√) or NO (X) and not both.**

	<b>Statement</b>	√	<b>X</b>
<b>13.</b>	Feeling sleepy in class		
<b>14.</b>	Feeling hungry in class		
<b>15.</b>	Difficulty in seeing		
<b>16.</b>	I study only when there is test		
<b>17.</b>	I feel tired, bored and sleepy		
<b>18.</b>	I prefer listening to radio, watching TV		
<b>19.</b>	There is no internet access in library		
<b>20.</b>	Classroom is not comfortable enough		
<b>21.</b>	There is no internet access in library		
<b>22.</b>	Location of classrooms is very far to the residence		
<b>23.</b>	I copy the assignments of friends		

24.	Teachers discuss many topics in a short period of time		
25.	Lecturers give too much memory work		
26.	Lecturers always scold students		
27.	Lecturers are always late to the classes		
28.	Lecturers are frequently absent from		
29.	Both my parents are NOT working		
30.	I like pressing phones, chatting and playing games		
31.	I am lazy to study		

**SECTION D THE POSITIVE FACTORS THAT IMPROVE THE ACADEMIC PERFORMANCE.**

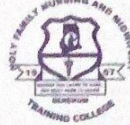
	<b>Statement</b>	√	<b>X</b>
<b>32.</b>	Attend the classes regularly		
<b>33.</b>	Listen to the lecturer carefully		
<b>34.</b>	Actively participate in the discussion		
<b>35.</b>	Work hard on the assignments, projects, and tests to get good grades.		
<b>36.</b>	Always reading the tutorials' questions before the class		
<b>37.</b>	Always trying to solve the tutorial questions before the class		
<b>38.</b>	Always revising and studying lessons in a group of students I		
<b>39.</b>	always study and revise lessons alone (not in a group of students)		

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. ....

February 14, 2023

Your Ref. ....

Date .....

Dramani Ayamba  
Holy Family NMTC  
Post Office Box 21  
Berekum

Dear Mr. Ayamba

**PERMISSION TO CONDUCT RESEARCH**

With reference to your Memorandum dated February 13, 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 of Holy Family Nursing and Midwifery Training College, Berekum on the Factors Affecting Academic Performance.'

1. Domokyille Jude
2. Adjei Opoku Philemon

Thank you.

Yours sincerely

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

ACADEMIC CO-ORDINATOR - NURSING  
HOLY FAMILY NURSING & MIDWIFERY  
TRAINING COLLEGE, BEREKUM

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