UNIVERSITY OF CAPE COAST

STUDENTS' AND TUTORS' PERCEPTION OF THE PERFORMANCE OF

FINAL YEAR STUDENTS OF TAMALE NURSES TRAINING COLLEGE IN

LICENSING EXAMINATION FROM 2001-2004

BY

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2009

DECLARATION

Candidate's Declaration

I hereby declare that this dissertation is a result of my own original research and that no part has been presented for another degree in this university or else where.

Candidate's Signature…………………….........Date …………….....................

Name: Gboglu Joseph Libakitib

Supervisor's Declaration

I hereby declare that the preparation and presentation were supervised in accordance with the guidance on the supervision of thesis laid down by the University of Cape Coast.

Supervisor's Signature …………………….........Date…………….....................

Name: Prof. A. Amuzu-Kpeglo

ABSTRACT

The main focus of this study was to find out the perception tutors' and students' hold on the performance of final year students of Tamale Nurses Training College in licensing examination from 2001-2004.

A descriptive survey was the research design used. A questionnaire was the instrument used to collect data. The items were developed from related literature on the study.

A total number of 100 respondents were selected through purposive and random sampling. These included 16 tutors and 84 students

The results indicated that availability of teaching aids promote teaching and learning. The study also revealed that nursing and health related textbooks are not available in the college library. This could be a major contributory factor to the students poor performance in the licensing examination.

The study further revealed that indisciplinary behaviour (acts) had influence on the students performance. Additionally, the study showed that indiscipline in the college has some effect in the college (influence on students performance/teaching and learning process) which include:

1a Disciplinary problems in the college usually reduce the time for teaching and learning process

b Disciplinary problems in the college affect academic performance of students

c Indiscipline in the college makes teaching unpleasant thus learning to transfer of tutors to other schools.

2. Teacher qualification is a pre-requisite to student performance

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DEDICATION

I dedicate this work with love to the memory of my father, Gbolglu Laar for his special qualities of love, and care,and who made all effort to ensure that I acquire good education

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CHAPTER ONE

INTRODUCTION

Background to the Study

The health sector in recent times has become very competitive with a lot of institutions now offering virtually similar services to the same client's clients. Therefore clients have a wide range of health care institutions to choose from. The Ghanaian society is a liberalized one. The private sector is encouraged to participate in the development of the country and assist in the provision of health care to Ghanaians. This therefore calls for health institutions to ensure that their institutions are positioned in a manner that create positive impression in the minds of their clients for them to patronize health as and when the need arises. In a liberalized society, where health institutions are competing for the same clients, the caliber of health care providers especially nurses has become very important. Institutions that fail to satisfy its patients/clients would surely not survive.

Benneh (2002) has noted that in recent times, there has been a decline in the standards of education in the country and this phenomenon has been of great concern to the government, parents and guardians. Several factors have been mentioned as being the causes of the falling standards in education, namely, indiscipline, lack of teaching and learning materials, poor teacher performance among others. (Benneh 2002, Charles, 1981 & Okumbe, 1998)

When an experienced parent or stakeholder in education now enquires about a particular Nurses Training College/Training Institution, one of the first questions he

or she is likely to ask is about the performance of the school. Such questions may mean that the inquirer wants to obtain information about how much premium the school authorities place on the student's academic performance and how discipline is maintained and sustained to ensure that the school achieves and maintains high academic Performance.

The concern clearly shows that the best legacy that one can give to one's children is good education that will enable the child to acquire a good job to earn adequate income for life and contribute effectively to national development. Success the in Nurses and Midwives Council (NMC) licensure examination is the only legal document that allows one to practice as a nurse within and outside the country. This means that every student pursuing nursing must meet the standards of the NMC by passing the examination before he/she will be registered and allowed to practice nursing.

Following the introduction of the Diploma programme in the Nurses' Training Colleges, there has been consistent poor performance of the Tamale Nurses' Training College (TNTC) students as compared to students of the institution who pursued the state registered Nurses (SRN) licensing examination before the introduction of the Diploma programmed. Infect, since the introduction of the Diploma programme, students here have not been able to get fifty percent (50%) which is considered the average performance of the institution. This obviously has become an issue of a great concern to all stakeholders: students, staff, guardians, parents and the general public, and that calls for a comprehensive investigation into factors that militate against the performance of students in Tamale Nurses Training College in licensure examinations to ensure good performance.

Below are the available trends in the performance of the students in the Licensure Exams from 2001-2004.

March 2001

Number of candidates presented	44
Number of candidates that passed (in all subjects)	18
Number of referrals	26
Percentage of successful candidates	40.9%
Total number of subjects	8

In October, 2002

Number of candidates presented	53
Number of candidates that passed (in all subjects)	13
Number of referrals	40
Percentage of successful candidates	24.2%
Total number of subjects	8

November, 2003

Number of candidates presented	97
Number of candidates that passed (in all subjects)	40
Number of referrals	57
Percentage of successful candidates	41.2%
Total number of subjects	8

November, 2004

Number of candidates presented	99
Number of candidates that passed (in all subjects)	46

Number of referrals   53

Percentage of successful candidates   46.4%

Total number of subjects   8

Source: Temale Nurses Training College Offic Records on NMC Results from

      2001-2004

      The table below shows the performance of students in TNTC students in the licensure examination by percentage over the immediate four years.

Table 1

Performance of Students in TNTC in NMC Examination from 2001-2004

Year	Percentage (%) of Passes	Percentage (%) of failures
2004	46.4	53.6
2003	41.2	55.8
2002	24.5	75.5
2001	40.9	59.1

Source: From data on page 3

Statement of the Problem

      Over the past four (4) years the performance of this institution (TNTC) has not been any thing to write home about. It is on record that for this number of years under discussion, the college has not been able to get fifty percent (50%) passes of total number of candidates it presents each year for the licensing exams that are organized by NMC of Ghana which is the only official body mandated to license nurses to work legally in Ghana and internationally.

      Factors responsible for this state of abysmal performance could be attributed to students, teaching staff, and management or administration of the school. It is

against this backdrop of these negative trends that it has become necessary for an investigation into the possible causes of this poor performance with particular focus on final year students.

The effects of unsatisfactory students' performance in the Nurses Training College in Tamale cannot be under estimated, as it affects all stakeholders of the college and the nation at large. It lowers the moral of students and they become frustrated and desperate as the course that has been designed for three (3) years tend to take more than three years to complete. Additionally, there is a serious financial burden on the students and parents since they are required to pay huge sums of money for registration and classes as well. The confidence of the students is seriously damaged and the tendency of students failing for the second time is very high.

If students continue to perform poorly at the licensing examination it is not very likely that the clinical setting in the hospital will have quality nurses to render humane nursing care. The life and survival of clients will be in jeopardy, and the credibility of the hospitals and the health discipline for that matter will be low.

Also, the reputation of the college is at stake, if there is continuous failure of students resulting in low attention from policy makers and non-governmental organizations to the college. There is also pressure on the limited college resources as the students who are supposed to give way to others to enjoy those facilities come back resulting in over crowding with its associated health and social problems. Besides, it brings about lack of confidence, trust between the students and teaching staffs since the competence of teaching staff is measured by the

outcome of the products in examination of which licensing examination is paramount so far as nursing is concerned.

Unsatisfactory performance implies no license to practice as a qualified nurse thereby leading to low staffing of the Ghana Health Service especially in areas that are fed by nurses from Tamale Nurses' Training College. Low staffing will lead to low or at worst no provision of qualified health care for those areas especially the rural communities leading to high mortality rate thereby reducing the workforce of the country.

Research Questions

Based on casual observation, anecdotal information, empirical data and other data perused from various sources, the following research questions were raised for which answers were sought.

1) To what extent does availability of infrastructure influence students' performance?

2) What role does the level of discipline play in the students' performance?

3) What role does school size/ climate play in students' performance?

4) Does teacher qualification influence students' performance?

Objectives of the Study

The objective of the study is to ascertain the perception of students and tutors of Tamale Nurses Training College on the performance of students in the licensing examination from 2001-2004. Specifically the study is to:

1) Assess the impact of institutional infrastructure on the performance of students at Tamale Nurses Training College

2) Ascertain the extent to which school size/climate can influence students performance at Tamale Nurses Training College.

3) Examine the influence of discipline on the performance the students at Nurses Training College, Tamale.

4) Ascertain the extent to which teacher qualification can influence student performance

Purpose of the Study

The purpose of the study is to determine the perception of tutors and students of Tamale Nurses Training College on the trend of performance of students at the licensing examination from 2001 to 2004. It is also aimed at determining the factors that militate against the unsatisfactory performance of the final year students of Tamale Nurses Training College in licensing examination from 2001-2004. In addition,it attempted to find out the measures that could be taken to improve upon the teaching and learning in the College.

Significance of the Study

The findings of this research would be useful to private agencies, government organizations, non-governmental organizations and individuals.

1) Particularly the findings of the research would be useful to the school authorities as they can use it to strategize.

2) Additionally, it would be relevant to the current student body since the research findings would be an awaking instrument calling on them to sit-up and overcome the poor performance.

3) The Health Management Team of the Tamale Teaching Hospital would also find the document useful since they are directly involved in the training of the student nurses.

4) Also, the document would be of immense significance to future researchers since it will serve as a reference document for researchers in non-governmental organizations (NGOs) and the Community Based Organizations (CBOs).

5) Last but not the least, the Nurses and Midwives Council of Ghana, which is the main policy maker directly in charge of the training of student nurses, would find the findings of this research work useful since it would help them identify some of the problems the Training Colleges are facing and find lasting solutions to the problem.

Delimitation

The study was limited to the tutors and students of Nurses Training College, Tamale. One of the reasons why the researcher chose the Institution as the research setting was that he is a tutor of the college and has not been satisfied with the performance of the students in the licensing examination from 2001-2004. Secondly, other Nurses training colleges would have been included in the study but because of financial and logistic constraints he had to settle on the school he is teaching. Conclusions arrived from the study would be restricted to TNTC. Sample used are tutors and students of TNTC.

Limitation

The findings and conclusions of this study are likely to be limited by several factors which include time constraints, financial problems just to mention a few.

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The major set-back is that, the significance of the study requires that rigorous scientific and mathematical procedures be used to make the study instrument very authentic with regards to validity and reliability. The limitation here is that the research instrument (questionnaire) was developed from related literature on the study.

Not withstanding these limitations, attempts have been made by the student to maintain objectivity and other salient research characteristics to make the study findings and conclusions as valid and reliable as possible.

Operational Definitions of Terms

For the purpose of this study the following definitions would be used.

Performance – how well or badly one does something

Administrator – the head of the institution whose responsibility is to ensure that the college achieves its objective of high pass rate of students in their licensing examination.

Organization of the Study

The study is in five chapters. Chapter One contains the background, statement of the problem, purpose of the study and significance of the study. The rest are research questions, limitations, delimitations of the study and definition of terms.

Chapter two deals with review of literature relevant to the study. The third Chapter is the methodology. This chapter looks at the method used in collecting data as well as the selection of respondents. The Fourth Chapter deals with the analyses and discussions of the findings and last but not the least, Chapter Five considers the summary of the findings and recommendations

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CHAPTER TWO

LITERATURE REVIEW

Literature relevant to the study is drawn from textbooks journals Newspapers, Periodicals and internet. The literature reviewed is put under the following headings:

1. Infrastructure (building teaching and learning materials and library facilities)

2. Discipline

3. Teacher Qualification

4. School size/school climate

Infrastructure

Fisher (2007) conducted a survey on the impact of school infrastructure on student outcomes and behavior. The study surveyed the impact of how old school buildings were and generally identified three categories representative of school building: age, non-modernized, modernized, and new. Those who were in the new buildings performed better than those who were in the old building?

He further indicated that for over 20 years it has consistently showed that there are 27 critical building elements whose design features, condition and level of maintenance all influence learning outcomes and students behavior. Many of the research studies concentrated on evaluation whether there is a link between student performance and behavior on the one hand, and overall conditions of school building on the other.

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Basavanthappa (2003) agrees that physical facilities such as classroom, laboratories, library and offices are fundamental requirements of any educational institution. Without them it is difficult to carry out a programme on sound educational basis. He argues further that the number of classrooms should be sufficient to permit the scheduling of classes in keeping with its educational principles and at hours which are convenient to the tutor and students. Classrooms should not only be available but should be in good condition.

He again argues that adequate number of classrooms will ease congestion and ensure class control by tutor and effective teaching and learning. In the same vein spacious and well stocked library will give students and tutors the opportunity to make research to acquire adequate and relevant knowledge in the various subjects they are teaching. This will go a long way to improve the academic performance of the students.

Additionally he stresses that availability of offices is also fundamentally important in ensuring comfortability of tutors to prepare their lessons notes and to counsel students with academic problems.

To further buttress this fact, World Education Report (1993) states that physical facilities are pre-requisite for quality education and ensures good student out come. Physical facilities like demonstration room, residential accommodation, classroom furniture (tables and chairs) spacious dining hall are very necessary for quality education and good student performance in the health training institutions. These are lacking in most Nurses Training Institutions in Ghana and Tamale Nurses Training College is not an exception. The demonstration room lacks the necessary

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equipments and tools that are needed to be used for practical demonstration. The hostels are congested and most of the students are non-resident.

Dilapidated buildings, broken desks and chairs, lack of good ventilation and sanitation affect the quality of education and pupil's academic performance

Fisher indicates in seven (7) of his studies that building age is an important contributor to student performance and behaviour. For example in one of his studies, he observes that in an examination of 280 fourth and sixth grade students into separate faculties (old and new), it was discovered that those in the new buildings performed much better than those who were in the older buildings. For standards of education to be maintained, school building must be maintained.

The Educator (1998) referring to low standard of education in the 1980s in Ghana, attributes it lack maintenance of school facilities ill-equipped/stocked libraries. The maintenance culture is not only attributed to non-Health Training Institutions alone but also Health Training Institution of which Tamale Nurses Training College is not an exception. The library is not well stocked for tutors and students to reference and to acquire information and knowledge in various subjects being studied or taught.

Pan, Kudo and Smith (2003) conducted a survey on whether resource allocation does matter in improving student performance; the demographic data included various districts and student characteristics. District level performance was collected from the state department of education in all four states. Within each state, districts were ranked divided into three equal-size groups' high, middle and low performing districts. Twelve (12) were of similar size. The results indicated that the improvement district aligned with creative and effective application of

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monitoring, staff, time, physical and community resources in order to support improve in student performance.

Amoako (1996) asserts that if enrolment in schools continues to increase and budgetary allocation to the schools continues to reduce the consequences are falling student achievements. He further stresses that increase in enrolment must correspond with resource allocation both human and material in order to achieve educational objectives. If there is increase in enrolment in schools there should be a corresponding increase in budgetary allocation to enable the school heads to provide the necessary teaching and learning materials to facilitate teaching and learning.

Calhoum, Light and Keller (1994) and Ankomah (2002) have observed that students usually perform better when they have books or study aids to enhance their learning. These study aids could be material resources or inputs such as textbooks, classrooms and library, teaching and learning materials such as charts, maps which are prepared by teaches or bought by the school administration and kept for use by the teachers.

Sekyere (1994) states that teaching and learning materials are the materials the teacher uses to make students understand easily the lesson being taught. Tamakloe, Amedahe and Atta (1996) indicate that teaching and learning materials include the materials the teacher prepares and uses to make learning easier than it would have been without them. Teaching and learning materials therefore are the materials which facilitate the understanding or acquisition of knowledge, concepts, principles or skills by the students. Student's performance depends upon supply of logistics, provision of infrastructural facilities and efficient use of scarce resources.

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Blake (1981) elaborating on the importance of material resources states that if the number of children in the home increases without corresponding increase in the resources in the home like the library books, the quality of learning at home will be lowered. This could be applied to the nation like Ghana which has increased the number of nurses' training colleges and students without corresponding increase in the supply of materials like textbooks and spacious classrooms. The phenomenon could affect the performance of students.

In the Tamale Nurses' Training College, there are no official textbooks for First Aid and Bandaging, Obstetric and Gynecological Nursing, Medical Nursing and others. The inadequacy or absence of these books which are critical to effective teaching and learning, could affect the performance of students in the licensure examination. This is because education is fundamentally a communication between the teacher and his students. Students need the books to study effectively to improve upon their performance. Additionally, many studies in school quality and student performance in examinations confirm that the availability of textbooks is a basic necessity to ensuring teaching and learning. Calhoum, Light and Keller (1994) and Amoako (2000).Teachers like wise, must get the right books and have adequate knowledge about their use before they could accomplish their duty of effecting the necessary change in pupils. Contributing to the importance of library. Amoako (1996) notes that students go to the library to read to improve their language, read for pleasure and also gather more information about what they have been taught. Availability of reference books, journals, story books and Internet facility has an effect on students' outcome. In Tamale Nurses Training College, most of relevant reference books are not available let alone Internet facility.

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Okumbe (1998) agrees that lack of facilities; and reference books contribute negatively to students' performance. Students should be encouraged to make the best use of library facilities and the combined efforts of the two could enhance the academic achievement of students.

Eshited (1987) found provision of instructional materials to be a very important method of teaching science .Teachers can use them in promoting teaching and learning. Nursing is an art and science. Like any other science discipline it deals with nature.   It deals mostly with biological science and human biology. The arts aspect are the skills and competencies required to be able to render nursing and health care to patients/clients Tutors in nursing instruction therefore need therefore need teaching aids like models of human skeleton, foetus,uterus diagrams, equipments, chemicals,etc to facilitate teaching and learning.   Without these materials teaching and learning will be difficult hence can lead to poor students' performance. .

 Tamakloe, Amadehe and Atta (1996) on the other hand have classified teaching and learning materials into video and recording systems. Teachers can be referred to be both the video and recording systems because they always appear in every lesson and are kept in the student mind because they are associated with the lessons. Their physical appearance is pictured in the minds of students and what the said or did is remembered.   Farrant **(**1964**)** therefore concludes that teachers are the audio – visual aids that appear in every lesson and they are memorable because they are frequently associated with some emotional experience.

Fisher (2007) indicates that uncomfortable furniture causes problems which include backache, poor concentration span and writing difficulties, therefore

reducing learning opportunities. In Tamale Nurses Training College, there is in dequate furniture in the classrooms; because of that, some students stand to take down lecture notes. This situation can have an influence on their performance.

Basavanthappa (2003) concludes that on order for student to perform well, there should be a separate chair and desk or chair cum-desk for each student to sit and write comfortably. He added that the desk and chairs should not be fixed to the floor and the arrangement should make it possible for group discussion.

Discipline

The BBC Dictionary, defines discipline as "the practice of making people obey rules and punishing them when they do not" p 319. Crowther (1995) also defines discipline as "training" of the kind that produces self-control, orderliness and capacity for cooperation. Discipline in the classroom can be said to be the business of enforcing simple classroom rules that facilitate learning and minimizing disruptions. Discipline could also be said to be action taken to control behavior resulting from training but it can also be punishment intended to correct or train. According to Hoover (1968), discipline in the early civilization implied teaching or helping people to grow or achieve. With time, however, it became associated with conformity.

A careful reading of the literature, suggests two broad approaches to discipline, whether applied to the entire school setting or a specific classroom. The first approach views discipline a corrective measure imposed by the teacher or the school authorities after a student has misbehaved or committed an offence. Such measure may also be intended as a measure of deterring others from committing similar offences. The second approach, on the other hand, views discipline as

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techniques or strategies used by the teacher to increase good behaviour in students by helping them to appreciate the need for and their ability to maintain order by being effective managers of their own behaviour.

Medinnus and Johnson (1976) state that in current thinking, discipline is often equated with guidance. Discipline, however, might be more appropriately described as the methods employed by heads to make sure that their students' comply with the guidance. Okumbe (1998) also say discipline is the action taken by management to maintain the standards of an organization. It can be inferred from the definitions that discipline refers to the rules and regulations set by the authorities of an organization which must be obeyed the workers of the establishment to achieve the organizational goals. In every organization where the objectives are to be achieved at least at optimum level, every member of the organization is required to strictly adhere to its various behavior patterns.

In the same vein, in the schools or Nurses Training Colleges standards are set, rules and regulations are set which control the behaviour of tutors, non teaching staff and students in order to achieve the goals of the college, that is high student performance. Those with chronic behavior problems, is a long standing challenge to tutors or school heads. Tutors must balance the needs of the school community and those of individual student. At the heart of this challenge is the use of punitive versus supportive disciplinary measures. Although, increasingly common in recent years reliance on punitive approaches to discipline, such as zero tolerance policies has proven in a large extent in effective even counter productive.

Quinn and Burholder (2001) argue that in recent years most schools have adopted a zero tolerance approach to school discipline which involves dismissal or

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suspension of students as an automatic consequence of serious misbehavior. For instance possession of drugs e.g. cocaine, weapons. They further point out that unfortunately, increasing adoption of zero tolerance approach to conducts does not necessarily threaten the welfare or safety of others. Again, they argue further that researches have revealed that suspension, dismissal and punitive measures are not the solution to dangerous and disruptive student behaviors. There is indication that dangerous students do not become less dangerous to others when they are expelled from the school setting. More often than not they become more so.

Quinn and Burholder (2001) further explain that zero tolerance policies when implemented:

- ❖ Do not increase school safety
- ❖ Rely too heavily on dismissal practices that do not improve practices
- ❖ Do not address the source of student alienation.
- ❖ Are associated with a number of negative consequences, which includes increased rate of school dropout and poor performance or learning achievement difficulties.

Clifford (1959) conducted a research which was based on records of pupils. The survey divided the training techniques into positive sanctions i.e. praise and tangible rewards, negative sanctions – physical punishment and deprivation of privileges. From the survey Clifford identified eleven areas that require discipline. Some are pupil relationship, quarrelling, aggression, sleep-refusal, refusal to go to bed, dressing – refusal to eat, leaving the table during the meal; activities – not to attend classes and preps, inappropriate behaviour and insistence on own rights.

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Clifford's (1959) study endorsed by Andrew (1994) could be linked to various acts of discipline in SSS and Health Training Institutions in Ghana today. Some of these acts are indecent dressing, aggressiveness, wee smoking and absenteeism. Others are disrespect for school authority and shooting of fellow students.

Positive discipline strategies improve safety and student outcomes, positive discipline strategies are based on research procedures that focus on increasing desirable conducts instead of decreasing punishment. Quinn and Burholder (2001) lay emphasis on the importance of making positive changes in the child's environment in order to improve the child's behavior. Such changes may include the use of positive reinforcement. Modeling, supportive teacher-student relations, family support and assistance from variety of educationists and mental health specialists or psychiatrist. Additionally, these scholars further explain that research has proven that positive discipline strategies are beneficial to all students because:

- Discipline that is corrective, fair and entails therapeutic group relationship-building activities with students reduces the possibility of further problems.

- Strategies that effectively maintain appropriate social conduct or behaviour make school safer and more effective learning environment.

- Positive solutions address the needs of students, the environment of students, conditions of the environment, teacher interactions and match the achievement of the school and students goals.

- When students are given the appropriate education in an environment which is conductive, they improve behaviour and performance.

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Quinn and Burholder (2001) finally concluded that schools implementing effective strategies have reported reductions in indiscipline of 20-60% and this has improved students' academic performance for all students. In response to acts of indiscipline heads of schools are forced or compelled to employ appropriate disciplinary measures to maintain the school's standards. Okumbe (1998) recommended two types of disciplinary measures to be used in schools. These are preventive and corrective. Preventive discipline which is more recommended is the type that seeks to instill self-discipline. It has the advantage of building morale and long-range goals.

With regards to corrective discipline the administrative action is to reform the offenders and to deter others from similar activities, the administrative action follows an infraction check. Davis and Newston (1985) agree that corrective discipline is to deter others from similar actions or behaviour and to maintain consistent effective group standards.

Medinnus and Johnson (1976) observe that when discipline takes the form of punishment, it supplies only the cues to acceptable behaviour which is a short-term measure. In the school corporal punishment is used sparingly. Where it is administered, the head or his/her delegate does it. Counseling follows thus, which is usually aimed at reforming the offender to concentrate in his/her academic work.

Aduonum (2003) observes that in USA, a large percentage of teaching staff retire voluntarily each year partly because of unbearable challenging force of the students' attitude and behaviour. Generally in Ghana, most intellectuals do not have interest in taking up teaching as their professional because of students disregard to school authorities and attitude towards teaching and learning. The "Daily

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Graphic" (2001, December,21) stated that there is the need for parents to advice their wards appropriately on the practice and behavior bordering on alcoholism, occultism and truancy. It is a known fact that students destroy their own school property during student unrest. All these activities do not help students to concentrate well on their academic work leading to poor performance in their examinations. In a situation where corrective discipline has to be taken, Casio (1992) is of the opinion that it has to proceed from an oral warning to written warning to suspension, and finally a dismal. The GES rules on the administration of disciplinary measures in pre-tertiary institutions follow the same procedure.

The importance of discipline to schools and for that matter, successful academic work cannot be underestimated. Medinnus and Johnson (1976) have noted that the most important single reason for discipline is the students' non-compliance with institutional demands or rules and regulations. Andrew (1994) is of the opinion that discipline helps to train students to be useful citizens of the society. He further pointed out that a college or school with well observed routines and quite atmosphere enables its products to apply them diligently to the work they are doing. These observations could be true in the sense that students gain high concentration on their studies instead of wasting their time on activities that are counter academic work.

Davis and Newston (1985) assert that progressive discipline has the advantage of enabling the head and students enough time to form remedial actions. Students in the long run benefit by settling down to do the right things, which could be higher concentration in their academic work. Although discipline may achieve a behavioral goal, its accomplishment may be nullified by the emotional and

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attitudinal side effects it produces in the students. Hoffman(1960) has observed that harsh, arbitrary and inconsistent discipline arouses resentment, hostility may be directed towards others. He further observes that in the institution, students who usually through harsh punishment become bullies. Sometimes after receiving their punishment, such students go back to the hostels to subject their victims to severe beatings destroy their properties and run away from the school. This behaviour does not help such students to gain much from their academic work.

In nutshell, heads of schools need to manage their students' discipline. In the school, physical punishment could be sparingly used because it is violent on the offender. It breeds a response detrimental to the individual and the society at large of which he is a part. On the other hand, respect, kindness and sensitivity are qualities worth cultivating into the growing human being, and these may as well develop out of the intimate relationship between the teacher and students.

Effects of disciplinary problems in school

Charles (1981) observes that misbehavior makes teaching unpleasant and ineffective if they occur so frequently that authorities have to spend too much time correcting and preparing the atmosphere for effective learning. He further mentions that, even though the exact impact of school discipline may not be easily quantifiable, it is a wide spread knowledge that disciplinary problems in schools, usually has an adverse effect on teaching-learning process. Aseidu-Akrofi (1978) indicates that good

discipline allows children to do their best in school and also in the community p. 135. Effective teaching and learning can only take place in a

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disciplined environment; this promotes student academic performance and committed human resource base for the nation.

Learning in schools need very calm atmosphere, purposeful direction from the teacher and time to ponder over what one is taught or needs on his own. This is the atmosphere that ensures the maintenance of conditions conducive for the efficient achievement of the schools functions. These conditions cannot be maintained in schools where discipline is rife, disruptions frequent, and students move about causing a lot of havoc in the school. It is obvious therefore that the deviant behaviour of a few members of a school can be disruptive that everybody else cannot do any meaningful academic work.

Teacher Qualification

Torres (2003) identifies lack of qualified teachers as one of the factors that militate against student performance. He further argues that certification is not a guarantee that the teacher is sufficiently knowledgeable in content or pedagogy. A good base knowledge in the subject matter is important to enable tutors to ask probing questions to "facilitate" the lesson as opposed to carrying out the more traditional way of "leading" the lesson. Similarly, Ozigi and Canham (1992) are of the assertion that lack of qualified teachers, professionals lead to poor quality teaching and poor student performance. Torres further contends that it is not realistic to expect a new graduate to have the expertise in all subject matters that is why it is necessary to have continued professional development; even professional teachers equally need professional development as well. Ozigi and Canham (1992) further assert that "the quality of candidates selected to be trained as professional teachers and the effectiveness and competences of many teachers; their lack of

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seriousness and dedication and their general indiscipline has influence on student performance" p 45.Self discipline, commitment to duty dedication and enthusiasm are paramount in achieving objectives set.

Torres (2003) again opined that poor student performance is a reflection of the out come of inadequate highly skilled tutors in the classroom or many seem to suggest a possible disconnection between the curriculum taught in the classroom and that being assessed at the examination.

Utuka (2000) also indicates that qualified teachers are necessary in order to bring about good student performance. A teacher should not only be knowledgeable in the course but also have action systems-good class control, good student assessment and be able to motivate students to learn. This is contrary to the research findings by Torres (2003) that qualified teachers are a pre-requisite in ensuring good student performance.

Similarly, in a baseline survey conducted by IEPA, Opare (1999) revealed that pupils in private junior secondary schools performed better than their counterparts in public junior secondary schools. The teachers in the private junior secondary schools were mostly pupil teachers-untrained (70%) whilst most of the teachers in the public junior secondary schools were trained (90%).

<div align="center">**School Climate/School Size**</div>

School Climate

School climate has been defined by several people in different ways. Campej, Bridges and Nyastard (1985) define school climate as a set of internal characteristics that distinguish a school from the other and influences peoples

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behavior in it. Additionally, they point out that the climate is an end product of the school group ie students, teachers and administrators.

What is of more important is the teaching and learning process that goes on in the school. The interpersonal relationship or atmosphere in which teaching and learning take place is what is aptly referred to as school climate.

Owens (2007) classifies school climate into two main types; Open climate refers to an atmosphere where headmaster, teachers and students are genuine in their behavior and nothing is hidden from workers and students. Here the tutors are adequately motivated and get considerable job satisfaction and every tutor feels satisfied with his personal contribution to general life of the school. The head does not make decisions alone.

Owens adds that on the whole, members enjoy friendly relationship of intimacy and the atmosphere is marked by unity of purpose and everybody is in the picture of what goes on in the schools and work goes on smoothly making student life happy and democratic and this leads to student's high achievement academically.

The next type of school climate is the closed climate. The closed climate type makes group members obtain little or no job satisfaction with respect to either task achievement or social needs. There is generally, apathy, and lack of commitment to work in the school the teacher   will go by the book which affect work in general and students' academic performance leading to poor performance in examinations.

In a survey conducted by Ankoma (2002) in Cape Coast Metropolis on the success story of private Basic school, management makes a difference reveals that the congenial school climate promotes teaching and learning and pupils'

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- ❖ Clear vision

- ❖ Participation in decision making and managerial duties

- ❖ Clear commitment to staff development

- ❖ Provision of teaching and learning resources

- ❖ Staff motivation

- ❖ Formal and informal rewards

Involvement and staff in decision making and supervision are vital in achieving high student performance. In a study conducted by Sackeny, Walker and Hajnal (1998) on teachers and principal's perception of successful and unsuccessful institutionalization of school improvement initiatives in Suckachewan, USA. revealed that among the successful schools, there was shared management in decision making and collaboration among the teachers and management in successful schools.   Additionally, the more successful schools were in regular contact with their communities. Further more head teachers were always available to foster strong leadership presence in the schools. This made it easier in setting the tone for openness and acceptance within the school. Data was collected from 12 principals and 200 teachers through interviews.

To achieve good academic performance the school must be effective in describing the cultural elements of an effective school. Gorton and Snowden (1993) identified four main expectations/cultural elements which include:

1. Striving for excellence

2. Teachers and administrators are held accountable for higher performance

3. Teachers adopt the attitude that all students are capable of achieving

4. Teachers and students will behave in ways that contribute a safe and orderly environment

School size

Davis & Newston (1985) has observed that student evaluation is less stressful for teachers who teach classes with a smaller number of students and teacher moral is very high. He further observed that another advantage of smaller class size is that teachers go through their syllabi at faster pace. This enables them to have to complete the syllabi and to have ample time to revise what they have taught and also prepare the students adequately for their exams.

Cotton (1996) in a research study found that smaller high schools with few students have achievement that it is at last equal if not higher than the achievement in over populated high schools. One of the most intriguing findings of high schools with small class size is that it relates to their impact on low income students. A study of four different high schools in four states by him revealed that students in less affluent areas achieve a higher level when they attend smaller schools, and even in lower income families the achievement of smaller schools is even higher.

According to Cambell Dohenue and Voelk (2000), schools with large class size form anonymity and strife learning by systematically exhibiting those things

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that are most important. They form powerful sustained relationships, and have the ability to address difficult problems individually and as members of a team and to communicate in various ways. The challenge to teachers and administrators is to take an increasing responsibility. The challenge designing system of schools and colleges that work for all students is one of America's most important challenges, but the barriers to change, especially for secondary schools are many and daunting. Most high schoolteachers face 200-300 students a day.

Abban (2002) further points out that in the polytechnics, the increase in enrolment is so fast that within a period of five academic years, the number of polytechnic students in the country had risen from 1,689 in 1993/1994 academic year, to 9,942 in 1997/1998 academic year. The result is many examination scripts will have to be marked for that matter a few assignments are given to save lecturers from the burden of marking many examination scripts. The situation is not far form what is happening in the nurses training colleges and other health training institutions but in the nurses training colleges especially, the problem is compounded with limited infrastructure. The effect of this is that because students study under these conditions they do not achieve much and many fail during examinations. A tutor in Tamale Nurses Training College faces 300 students a day.

Abban (2002) further points out that the standards of education has fallen and is still falling due to increases intake and lack of residential accommodation among others. He further pointed out that, the political science department for example there are as many as 800 students in a class. Most of the lecturers teach more than one course. A lecturer may mark as many as 1,000 scripts if not more.

Basavanthappa (2003) again asserts that for an educational institution to achieve good academic standards, the class-size should be reasonable, however the class size will depend on the size of the student body but the total number of students should be comfortably seated in largest classrooms. She further argues that each class should be aesthetically pleasing, should have good vitalization, good lighting and provide for cooling and heating depending on the climatic conditions in the area. It is in Utuka (2000) supports the idea out that in order to achieve high student performance the student-teacher ratio should be 1:20.

CHAPTER THREE

METHODOLOGY

This chapter presents the methodology and procedure for data collection. It focuses among other concerns the population, techniques and methods employed in the study. It will describe the research design, sampling and sampling procedures, and data analysis procedure

Research Design

The researcher used a descriptive survey. This type of research is a non-experimental type because it studies relationships between non-manipulated variables in a natural rather than in an artificial setting. The descriptive survey has been recommended by (Babbie 1990) for the purposes of generalizing from a sample to a population so that inferences can be made about some characteristics, attributes or behavior of the population. According to Gay (1992) descriptive survey is a process of collecting data in order to test hypotheses or answer research questions concerning the status of the study.Polit and Hunger (1995) are of the view that descriptive survey predominantly aims at describing, observing and documenting aspects of a situation as it naturally occurs rather than explaining it. To them, the design has an advantage of producing a good amount of responses from a wide range of people. A descriptive survey involves asking some set of questions to a large number of people either by mail, telephone or in person. At the same time, it provides a more accurate picture of events and seeks to explain people's perception and behaviour on the basis of data gathered at a point in time. It

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is appropriate when a researcher attempts to describe some aspects of a population by selecting unbiased samples of individuals who are asked to complete questionnaire, interview, or tests (Fraenkel and Wallen, 1993).

Seifert and Hoffnung (1994) as well as (Fraenkel and Wallen,1993) however, are of the view that there is the difficulty of ensuring that the questions to be answered using the descriptive survey design are clear and not misleading because survey design results can vary significantly depending on the exact wording of questions. It may also produce untrustworthy results because they delve in private matters that people may not be completely faithful about. They further maintain that questionnaires require respondents who can articulate their thoughts well and sometimes even put such thoughts in writing. Therefore, the questionnaire is limited by disability or illiteracy. Getting a sufficient number of the questionnaires completed and returned before meaningful analysis can be made is another demerit of descriptive survey design.

In spite of these disadvantages, the descriptive survey design was deemed the most appropriate since the objective of the researcher is to find out the factors that influenced the performance of final year students of Tamale Nurses' Training College in the Licensing Examination from 2001 to 2004.

Population

For this study, the teachers and students of Tamale Nurses' Training College constituted the target population. At the time of this study the school had a population of 730 students consisting of 430 females and 300 males. The tutors were 16 in number, 6 females and 10 males

Sampling and Sampling Technique

Since it is difficult or virtually impossible to undertake the study with all the students, the researcher randomly sampled 84 students and all tutors (16) who are involved in teaching and ensuring discipline. In all, a total of 100 respondents were selected to participate in the study. Out of the 84 students who were selected to participate in the study, 50 were girls and 34 were boys.

Pieces of paper with either "Yes" or "No" was written on them and used for the balloting. The number of "yes" corresponded with the number of respondents required. The pieces of paper were folded and put in a container and students were requested to pick one piece of paper. . The inscription on the paper picked was noted. Any student who picked "Yes" was selected to participate in the study

Research Instrument

The research instrument used was a self-administered questionnaire. The researcher decided to use the questionnaire because it is often easier to ask for people's opinion in a printed form. Moreover, all the respondents were literate hence, the use of the questionnaire as the instrument for the collection of data. The instrument was developed to cover all the variables so far as providing answers to the research objectives are concerned. The items or questions were carefully vetted and edited by the researcher's supervisor.

The questionnaire was made to cover four (4) major sections (a) Availability of infrastructure (classrooms library, teaching materials etc) (b) discipline (c) Effects of school size/ climate on students' performance and (d) teacher qualification on student performance.

The questionnaire contained open ended items and closed ended questions. The closed ended questions consist of Likerts scale items and rating scale items. The open-ended questions enabled the researcher elicit important information which the respondents might ignore and also it offered the respondents the opportunity to express themselves freely on some issues, notably the influence of teacher qualification on student academic performance.

The Likerts type of questionnaire has been included because it enables respondents to indicate the degree of their belief in a given statement (Best and Khan 1996).

Pre-testing

The preliminary questionnaire was submitted to the researcher's supervisor for suggestions and revision. Based on his comments and suggestions some refinement or modifications were made. A pre-test was conducted at a sister school in Tamale, Community Health Nurses Training College, Tamale. The instrument was distributed to 15 students and 5 tutors. All comments, suggestions were taken into consideration in the final write up of the instrument.

Data Collection Procedure

The survey was conducted by the researcher himself. The questionnaires were personally delivered to the teachers and they were asked to submit the filled questionnaire to the researcher in his office within two (2) days. This arrangement was not honoured, so the researcher had to go round personally to retrieve the questionnaires.

With respect to the students the researcher conducted the survey in the evening, that was after lecture hours in order not to interfere with their lectures.

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The sample population was assembled in the school's big classroom. The researcher explained the purpose of the study to the respondents.

After the brief explanation, pieces of paper with "Yes" or "No" written on them were used for the balloting; the number of "Yes" corresponded to the number of respondents needed or required. The pieces of paper were folded and put in a container and each student was asked to pick one piece of paper. The inscription on the piece of paper was noted. Any student who picked "yes" was selected to participate in the study. The questionnaire was distributed to them (students) to fill. Before then, the researcher carefully and clearly read out one after the other, every item on the instrument and gave explanations, where necessary. After filling, the copies were collected on the spot.

Method of Data Analysis

The data that were collected were first edited to ensure consistency. They were coded and analysed using frequencies and percentages in addition to descriptive analysis.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION OF FINDINGS

Introduction

This chapter focuses on the analysis and discussion of data on the perception students and tutors hold on the performance of students of Tamale Nurses Training College at the licensing examination from 2001-2004.

Frequency distribution and percentages were used to interpret or analyse the data. Tables have also been drawn to depict the responses more clearly and to enhance quick understanding. To make the tables more reader friendly and for convenience of the analysis, it became necessary to collapse or combine some of the responses, especially where respondents were asked to rate responses provided by the researcher. For example "very poor, poor, good, very good and excellent "were collapsed to 3, (poor, good, very good and excellent) while "not common, common, most common" were collapsed to 2 (Not common and common). "Strongly disagree, disagree, agree and strongly disagree" were collapsed to 2 (agree and disagree) and "Not at all, to some extent to a large extent and to a very large extent to 3 (Not at all, to some extent, and to a large extent) Poor, cordial, very cordial, excellent to 2 (Poor and cordial)

Before the analysis and discussions of the results, it was pertinent to provide a preliminary discussion on other related issues. In the discussion of the main issues more light was thrown on the implications of the findings.

Preliminary Discussion on Background Data

Respondents were requested to indicate their ages within specific age groups.

Their responses are presented in Table 2.

Table 2

Age Distribution of Respondents

Age	Frequency	Percentage
18-25	73	73
26-33	15	15
34-41	7	7
42-49	2	2
50 and above	3	3
TOTAL	100	100

Table 2 above depicts the age distribution of respondents (tutor and students). It shows that majority of the respondents who were students were between 18-25 year category. Out of the sixteen (16) tutors used for the study, seven (7%) of them were between 34-41 year category.

Respondents were requested to indicate their gender, which is either male or female. Their responses are presented in Table 2.

Table 3

Frequency Distribution of Respondents by Sex.

Sex	Frequency	Percentage
FEMALE	41	41
MALE	59	59
TOTAL	100	100

Table 3 above shows that males out numbered the females by 59% to 41%. Respondents were asked (students) were asked to indicate the group they belonged to. Their responses are shown in Table 4.

Table 4

Frequency Distribution of Respondents (Students) By Year Group

Year Group	Frequency	Percentage
First	22	26.2
Second	33	39.3
Third	29	34.5
Total	84	100

Table 4 indicates that 22(26.2%) of the respondents were in their first year 33 (39.2%) were in their second year and 29(34.5%) were in their third year. In order to determine the level educational qualification tutors had attained, item 4 on the questionnaire requested the tutors to indicate their level of educational qualification. Table 4 shows their responses.

Table 5

Frequency Distribution of Respondents (tutors) by Educational Background.

Educational Background	Frequency	Percentage
Diploma With Educational Background	1	6.3
Diploma Without Educational Background	1	6.3
Graduate With Educational Background	5	31.1
Graduate Without Educational Background	9	56.2
Total	16	100

Table 5 shows that 9(56.2%) of the tutors were graduates without educational background and 1(6.3%), and 1(6.3%) of them were diplomats with and without educational background respectively.

Analysis and Discussion of Research Questions

Research question 1:To what extent does availability of infrastructure influence student's performance?

The rational for asking this question was to found whether lack of physical facilities like classrooms can affect student's performance.

Analysis of the data is shown below. In response to the item on "How many classrooms does the college have? All (100%) of the respondents indicated that the college has 5 (five) classrooms. As to whether the number of classrooms was adequate or not, majority of both students and tutors answered in the negative. Summary of analysis of the data is shown in Table 5.

Table 6

Views of Respondents on Whether the Number of Classrooms are Adequate or not.

Responses	Student		Tutors		Total	
	Freq	%	Freq	%	Freq	%
Yes	0	0	1	6.2	1	1
No	84	100	15	93.8	99	99
Total	84	100	16	100	100	100

From Table 6 it is clear that all the students 84 (100%) answered in the negative (N0) whilst none (0%) of the students answered in the affirmative (No). 15 (93.8%) of the tutors answered in the negative whilst one (6.2%) answered in the affirmative. This implies that 99 (99%) of the respondents (tutors) and (students) are of the view that the classrooms were not adequate and only 1 (1%) of them was of the view that the number was adequate. This means that the number of classrooms can not accommodate all the students during lectures.

This finding is in line with the observation made by Basavanthappa (2003) that the number of classrooms should be sufficient to permit the scheduling of classes in keeping with educational principles and hours which are convenient to the tutor and students. He further stressed that infrastructure such as classrooms, laboratories library are of fundamental requirements of any educational institution.

Item 6 on the questionnaire sought to find out respondents opinions about the state of the classrooms in terms of maintenance. Four items were provided and respondents were allowed to select more than one. The details of the analysis of the data is shown in Table 7

Table 7

Distribution of Respondents by the State of Classrooms in Terms of Maintenance

State Of Classroom	Frequency	Percentage
Good State	0	0
Dilapidated Building	80	80
Leaking Roof and Ceiling	65	65
Broken Doors and Windows	24	24

From Table 7 it is clear that 80 (80%) of the respondents indicated that the classrooms were dilapidated, 65 (65%) of them indicated that the roof and ceiling of the classrooms were leaking and 24 (24%) of them indicated that the doors and windows were broken.

Interestingly, none of them indicated that the classrooms were in a good state. As to whether the classroom situation influenced students' performance, majority of the respondents answered in the affirmative. The data analysis is shown in Table 7.

Table 8

Views of Respondents on Whether the Classroom Situation has Influence on Students Performance

Responses	Students		Tutors		Total	
Yes	Freq	%	Freq	%	Freq	%
Yes	82	07.6	16	100	98	98
No	2	2.4	0	0.0	2	2
Total	84	100	16	100	100	100

Table 8 shows that majority 98 (98%) of the respondents answered in the affirmative whilst only 2 (2%) of them answered in negative.

In conclusion the respondents were of the opinion that the nature of the classrooms has influence on student's performance.

The respondents who answered in the affirmative were asked to give two reasons, they gave the following reasons:

1) During raining season lectures are disrupted due to the leaking roof and ceiling.

2) Poor ventilation (ceiling fans are not functioning)which does not promote effective teaching and learning

3) The lighting system is poor which does not enhance effective teaching and learning encounter.

4) Some of the classrooms have serious cracks which do not make students and tutors comfortable using them.

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5) The dilapidated nature of the classrooms does not promote effective teaching and learning

Item 5 on the questionnaire sought to find out respondents views on the state of classrooms. Item by item frequencies and percentages of respondents (tutors and students) opinions on the state of the classroom facilities is shown below.

Table 9

Views of Respondents on the State of Classroom Facilities

Facility	Poor		Good		Very Good		Excellent	
	Freq	%	Freq	%	Freq	%	Freq	%
Lighting	81	81	18	18	1	1	-	-
Ventilation	77	77	19	19	2	2	2	2
Furniture	50	50	42	42	7	7	1	1
Classroom Space	90	90	8	8	2	2	-	-
Chalkboard	26	26	44	44	15	15	15	15

From Table 9 above, it is clear that very good number of the respondents 90 (90%) were of the view that the classroom space was poor, 8 (8%) indicated that it was good and 1 (1%) was of the opinion that it was very good and none indicated that it was excellent. The second highest rating was lighting. Out of the 100 respondents, 81 (81%) of them indicated that it was poor, whilst 18(18%) indicated that the lighting system was very good and none indicated it was excellent. The third highest rated item was ventilation. Seventy-seven (77%) of the respondents (tutors/students) were of the view that ventilation in the classrooms was poor, 19

(19%) of them were of the opinion that the ventilation in the classrooms was good whilst 2 (2%) and 2 (2%) were of the view that the ventilation was very good and excellent respectively.

The fourth highest rated item was classroom furniture. Out of 100 respondents 50 (50%) of them indicated that the state of the furniture was poor, 42 (42%) indicated that it was good and 7 (7%) and 1 (1%) indicated that it was very good and excellent respectively. Last but not the least 26 (26%) of the respondents were of the view that the state of the chalkboard was poor 44 (44%) were of the opinion that the state of the chalkboard was good whist 15 (15%) and 15 (15%) of them indicated that it was very good and excellent respectively.

In conclusion the respondents were of the view the state of the classroom facilities were not good viz.

1) lighting

2) ventilation

3) furniture

4) classroom space

Teaching and Learning Materials

Item 11 -16 were applicable to only tutors. In response to the question "what type of teaching materials does Ministry of Health supply to the college? 9 (56%) of the respondents used for the study indicated that Ministry of Health (MOH) supply the college with white board markers; half, 8 (50%) of them indicated that MOH supply the college with models, 5(31.2%) indicated that MOH supply the college with LCD and 4 (25%) of them indicated overhead projectors. However, one of

them 1(1.2%) indicated MOH does not supply the college with teaching material/ equipments.

Item 12 on the questionnaire on the requested the respondents (tutors) the indicate the type of equipments/teaching materials were relevant to teaching and learning. All the respondents 15 (93.3%) of the respondents who responded to the question indicated that they were all relevant.

As to how often Ministry of Health supply the college equipments/materials. Out of the 15 tutors 12 (80%) of them indicated that the college receive them(materials/equipment) rarely whilst 3 (20%) indicated that they had no idea as to whether MOH supply the college with teaching and learning materials/equipment.

Item 14 on the questionnaire considers availability teaching aids as a means of promoting teaching and learning. Respondent were requested to indicate "yes" or" no". Respondents were of the view that availability of teaching aids promotes teaching and learning. Details of the analysis is shown in Table 10.

Table 10

Opinions of Respondents on whether Availability of Teaching Aids Promote Teaching and Learning.

	Students		Teachers		Total	
Response	Freq	%	Freq	%	Freq	%
Yes	81	96.4	16	100%	97	97%
No	2	2.4	0	0%	2	2%
No Response	1	1.2	-	-	1	1%
Total	84	100	16	100%	100	100%

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From Table 10 it is evident that the responses of the students and tutors differed slightly 81 (96.4%) of the students answered in the affirmative (YES) whilst 16 (100%) of the tutors answered affirmative (YES). Two (2.4%) of the students answered the negative (NO). One of the students did not respond.

This implies that 97 (97%) of the respondents are of the view that the availability of teaching aids promote teaching and learning encounter. Only 2 (2%) do not support that view. The respondent who answered in the negative did not explain.

How adequate are the facilities in the clinical setting for student learning process?   Analysis of the data is shown in Table 11.

Table 11

Opinions of Respondents as to how Adequate the Facilities in the Clinical Setting are for Students Learning Process

Response	Students		Tutors		Total	
	Freq	%	Freq	%	Freq	%
Adequate	5	6	2	12.5	7	7
Not Adequate	68	81	10	62.5	78	78
Uncertain	11	13	4	25	15	15
Total	84	100	16	100	100	100

From Table 11, it is evident that majority of the respondents both students and tutors 78 (78%) were of the opinion that the facilities in the clinical setting was not adequate for student learning process. Fiffteen (15%) of them indicated that they were not certain as to whether the facilities were adequate for student learning

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process or not and 7 (7%) of them indicated that the facilities were adequate for students learning encounter.

Item 18 on the questionnaire concerns the level of availability of library facilities. The responses of the respondents are shown in Table 12.

Table 12

Frequencies and Percentages of Respondents on the Level of Availability of Library Facilities

Opinions and responses of respondents Q.18						
Facility	Not Adequate		Adequate		Very Adequate	
Nursing And Health and Related Textbooks	72	72%	26	26%	2	2%
Lighting System	22	22%	54	54%	14	14%
Furniture	63	63%	32	32%	5	5%

From Table 12, it is clear that, majority of the respondents 72 (72%) were of the opinion that the level of availability of nursing and health related textbooks in the library was not adequate, 26 (26%) of them were of the view that the level of availability of nursing and health related textbooks books was adequate.

Sixty-three (63%) of the respondents were of the opinion that the level of availability of library furniture was not adequate whilst 32 (32%) of them indicated it was adequate and 5 (5%) of them indicated it was very adequate. Twenty-two (22%) of the respondents were of the view that the lighting system in the library was not adequate whilst 54 (54%) of them were of the opinion that the lighting

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system in the library was adequate and 14 (14%) of them indicated that the lighting system was very adequate.

Item 19 on the questionnaire was used to study the frequency of visits to the library by respondents. Table 13 shows a summary of analysis of the data.

Table 13

Frequencies of Visits to the Library by Respondents

Frequency of Visit	Student		Tutors		Total	
	Freq	%	Freq	%	Freq	%
Almost Always	15	17.9	1	6.3	16	16
Every Day	17	20.2	1	6.3	18	18
Occasionally	42	50	13	81.3	55	55
Not at All	10	11.9	1	6.3	11	11
Total	84	100	16	100	100	100

Table 13 shows that 55 (55%) of the respondents indicated that they visit the library occasionally; 18 (18%) of the indicated that they go to the library everyday. 16 (16%) of them indicated that they visit the library everyday whilst 11 (11%) of them indicated they do not go to the library at all. Significantly, 13 (81.3%) of the tutors indicated that they visit the library occasionally.

Eight (72.7%) of the eleven (11) respondents who indicated that they do not visit library explained that they neither do nor visit the library because the library has no relevant books whilst the remaining two (27.3%) indicated that they are not comfortable using the furniture in the library.

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Research Question 2: Does Discipline Play a Role in students Performance?

Item by item frequencies of respondents on acts of indiscipline among students that affect student's performance is shown in Table 14 below.

Table 14

Acts of Indiscipline among Students that Influence their Performance

Opinions and responses of respondents Q21				
Act of indiscipline	Common		Not Common	
	Freq	%	Freq	%
Lateness to Class	95	95	5	5
Absenteeism	80	80	20	20
Going Home Without Permission	70	70	30	30
Dodging Clinical Orientation	71	71	29	29
Breaking School Bounds	71	71	29	29

From Table 14 it is clear that, majority of the respondents 95 (95%) indicated that lateness to class is a common act of indiscipline that affect students' performance. Absenteeism from class was the second highest rated common act of indiscipline among students that affect students' performance. Specifically, 80 (80%) of the respondents were of that opinion. The third highest rated common act of indiscipline among students that affect their performance was going home without permission; 70 (70%) of the respondents were of that view.

Dodging clinical orientation and braking school bounds were equally rated by the respondents as a common act of indiscipline among the student that affect their performance, 71 (71%) and 71 (71%) respectively.

Responses to item 22 on the questionnaire looked at whether respondents agree or disagree with the following statements about indiscipline: Disciplinary problems in school usually reduce the time for teaching and learning processing, disciplinary problems in the school affects the academic performance, indiscipline in the school makes teaching unpleasant thus leading to transfer of teachers to other schools. This is presented in Table 15.

Table 15

Effects of Indiscipline in the College

Opinion of Respondents	Agree		Disagree	
Effects of Indiscipline	Freq	%	Freq	%
Discipline Problems in the School Usually Reduce The Time for Teaching and Learning Process	95	95	5	5
Disciplinary Problems in the School affect The Academic Performance of Students	80	80	20	20
Indiscipline in the School Makes Teaching Unpleasant Thus Leading to Transfer of Teachers to other Schools	82	82	18	18

From Table 15 it is evident that majority of the respondents 95 (95%) agree to the statement that disciplinary problems in the college usually reduce the time for teaching and learning encounter.

Item 21c, the statement that, indiscipline in the college makes teaching and learning unpleasant thus leading to transfer of tutors to other school was equally

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popular statement for the respondents. Out of 100 respondents 82 (82%) of them agree to the statement. The third and last but not the least rating on the part of the respondents was expressed in 22b, the statement that disciplinary problems in the college affect the academic performance of the students. 80(80%) of the respondents agree to the statement. The high agreement rating on the part of both groups of respondents (tutors and students) demonstrate the indisputable necessity for effective disciplinary measures in the college for the promotion of teaching and learning process. The findings of the respondents support the views of Charles (1981) and Aseidu – Arkrofi (1978) that misbehaviour or indiscipline makes teaching unpleasant and ineffective if they occur frequently that authorities have to spend too much time correcting and preparing the atmosphere for effective learning. Aside that learning in schools require very calm and free atmosphere, purposeful directions from the tutor and time to ponder over what one taught or reads on his own.

Research Question 3: To what extent does school size/climate play a role in students performance? The researcher who is also a tutor in the school has observed that the tutor student ratio is 1:45 as against the recommended ratio of 1:20, Utuka (2000). Additionally, the average number of students in a class is 146. In response to the question "what is the impact of the number of students in a classroom on the effectiveness of the teaching and learning encounter?" out of the 100 respondents 93 (93%) of them indicated that there is overcrowding which does not enhance teaching and learning process. Other responses include:

1) It makes students assessment difficult

2) Class control is difficult

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3) Poor ventilation which does not promote teaching and learning.

Item by item frequencies on the opinions of the respondents on the relationship between categories of personnel in the college are shown in Table 16.

Table 16

Opinions of Respondents on the Relationship between Categories of Personnel in the College

Opinion And Responses Q24	Poor		Cordial	
	Freq	%	Freq	%
Tutor –Tutor	31	31	69	69
Tutor –Student	39	39	61	61
Student-Administration	62	62	38	38
Student – Student	8	8	82	82
Tutor – Administration	40	40	60	60

The analysis in Table 16 indicates that 8 (8%) of the respondents both students and tutors ranked the student – student relationship as poor. Eighty-two (82%) of them ranked it as cordial. 69(69%) of them were of the view that the tutor-tutor relationship was cordial whilst 31 (31%) were of the view that tutor-tutor relation was poor.61 (61%) of them ranked the relationship cordial whilst 39(39%) as poor. 60(60%) of the respondents ranked the relationship between the tutors and the administrator as cordial, whilst 40 (40%) of them ranked it as poor. This finding not in agreement with the findings by Ankoma (2002) that student perform well in a

school where relationship between the tutors and administrator is cordial and there is unity among the tutors and there is commitment to work.

However,38(38%) of the respondents were of the opinion that the student-administrator relationship as cordial whilst 68 (68%) of them was of the view that the relationship as poor.

Research Question 4: What Role Does Teacher Qualification Play in Students Performance?

Item 24 on the questionnaire was used to study the views of respondents on whether there is the need for in-service training for tutors. Responses of the respondents are shown in Table 17

Table I7

Views of Respondents on whether there is the Need for In-service Training for Tutors.

	Students		Tutors		Total	
Responses	Freq	%	Freq	%	Freq	%
Agree	62	73.8	14	87.5	76	76
Disagree	22	26.2	2	12.5	24	24
Total	84	100	16	100	100	100

From Table17, it is clear that a good number of students and tutors agreed that there is the need for in- service training for tutors. Specifically 62 (73.8%) of the students agreed to the statement whilst 22 (26.2%) of them disagreed. On the other hand, out of the 16 tutors who were used for the study, 14 of them (87.5%) agreed that there is the need for in- service training for the tutors. Only 2 (12.5%) of

them disagreed with the statement. This implies that 76 (76%) of the respondents agreed with the statement.

In nutshell, both tutors and students agreed with the statement that there is the need for in service training for tutors.

This finding is in line with the findings of Torres (2003), and Utuka (2000) that it is necessary to have continued professional development. They further argue that it is not realistic to expect a newly qualified tutor to have all the skills, knowledge and expertise in all the subject matters, that is why it is important for in-service training for tutors or teachers.

Responses of respondents on to the item on the questionnaire on whether they (respondents) agree with the statement that tutor qualification is a pre-requisite to student performance are summarized in Table18.

Table 18

Views of Respondents as to whether they agree with the Statement that Tutor Qualification is a Pre-requisite to Student Performance.

Responses	Students		Tutors		Total	
	Freq	%	Freq	%	Freq	%
No Response	1	1.2	-	-	1	1
Not At All	1	1.2	0	0	1	1
To Some Extent	23	27.4	2	12.5	25	25
To A Large Extent	59	70.2	14	87.5	63	63
Total	84	100	16	100	100	100

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Table 18 reveals that 63 (63%) of the respondents both students and tutors agreed to a large extent that teacher qualification is a pre-requisite to student performance. Specifically, 59 (70.2%) of the students agreed to the statement to a large extent whilst 14 (87.5%) of the tutors also agreed to the statement a large extent and 25 (25%) of the respondents (students and tutors agreed to the statement to some extent, whilst 1 (1%) of the respondents did not agree with the statement at all. However 1 (1%) of the respondent did not respond.

This finding is in agreement with the findings of Torres, (2003) and Utuka (2000) that teacher qualification is a pre-requisite in ensuring good student performance.

Item 26 on the questionnaire was used to find out respondents opinion on how supportive the health delivery staff in the hospital to the learning of students nurses. Table 19 shows a summary of their responses.

Table 19

Opinions of Respondents on how Supportive the Health Delivery Staff in the Hospital to the Learning of Student Nurses.

	Students		Tutors		Total	
Responses	Freq	%	Freq	%	Freq	%
Not Supportive	35	41.7	3	18.8	38	38
Supportive	45	53.6	13	81.2	58	58
Very Supportive	4	4.7	0	0.0	4	4
Total	84	100	16	100	100	100

From Table 19, it is evident that 58 (58%) of the respondents (students and tutors) indicated that the Health delivery staff in the hospital are supportive to the learning of student nurses.

Specifically, majority of the tutors13(81%) indicated that the health delivery staff in the hospital were supportive to the learning of student nurses whilst 45 (53.6%) of the students indicated that the Health delivery staff were supportive. 38 (38%) of the respondents (students and tutors) indicated that Health delivery staff in the hospital were not supportive to learning of student nurses. 4 (4%) of the respondents were of the view that the health delivery staff in the hospital were very supportive to the learning of student nurses. Interestingly, no tutor indicated that the health staff in the hospital was supportive.

When asked to suggest the measures that can be taken to improve teaching and learning in the college 88 (88%) of the respondents suggested that more infrastructure should be put-up. Other suggestions were:

1) There should be discipline among the students and tutors alike

2) There should be cordial relationship between the tutors and the administrator.

3) Improve upon the lighting system in the classrooms and library.

4) Equip the library with the relevant books.

5) Equip the demonstration room with the necessary equipments.

6) Motivate tutors

7) Reduce the number of students in take

8) The administrator should supervise the tutors during lecture hours.

9) Provide teaching aids

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10) Students should be supervised during clinical orientation.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter is devoted to a brief overview of the study and summary of the main findings of the following; the extent to which availability of resources (infrastructure teaching aids), library facilities can influence student performance, the role discipline can play in students performance, how teacher qualification can influence students' performance and the extent to which school size/climate play a role in students performance. Recommendations for improving student's performance are also provided. The study was a descriptive sample survey conducted in Tamale Nurses' Training College using a questionnaire designed by the researcher with the assistance of the supervisor. The questionnaire was pilot tested using 20 respondents (15 students and 5 tutors) in Community Health Nurses' Training School. This enabled the researcher to modify the research instrument before the main study was conducted. The population of the main study consisted of 100 respondents, made of 84 students and 16 tutors. The purposive sampling method was used to make sure that persons such as the principal, tutors' student representative council were included.

A questionnaire made of open-ended and closed –ended questions constituted the research instrument. It was constructed based on the literature review and four research questions formulated by the researcher.

In the main study was guided by these four research questions. All questionnaires were distributed and collected personally by the researcher. Data

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obtained were presented in tables using mostly frequencies and percentages to describe them.

Summary of Findings

(1)   The extent to which availability of resources (infrastructure, teaching aids, library facilities) can influence student performance.

The findings revealed that, the availability of infrastructure influences student performance. Respondents generally indicated that the number of classrooms were not adequate for teaching and leaning. Majority of the respondents (students & tutors) indicated that the classrooms were dilapidated and that the roof and ceiling were leaking. Also, most of them were of the view that the classroom situation influences students' performance.

Additionally a good number of the respondents were of the opinion that the lighting system, ventilation, classroom space and furniture were poor. Majority of the respondents (tutors) indicated that MOH does not supply the college with teaching aids. A colossal number of the respondents' students and tutors were of the opinion that availability of teaching aids promotes teaching and learning.

The findings of the study also indicated that the facilities in the clinical setting were not adequate for students learning process. Further more the findings also revealed that availability of nursing and health related textbooks were not adequate.

2.   The role discipline plays in students performance.

With respect to effects of indiscipline, the respondents agreed (both student & tutors) that disciplinary problems in the college usually reduce the time for teaching and learning process, disciplinary problems in the college affect the

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academic performance of the students, and indiscipline in the college makes teaching unpleasant thus leading to transfer to teachers to other schools.

The study also revealed that the following acts of indiscipline affect students performance.

1) Lateness to class

2) Absenteeism from class

3) Going home without permission

4) Dodging clinical orientation

5) Breaking school bounds

3. How teacher qualification can influence students performance. The findings from the study also indicated that a good number of respondent agreed that there is the need for in-service training for tutors. The findings further revealed that a significant number of the respondents agreed that tutor qualification is with pre-requisite to student performance.

4.   The role school size /climate play in student's performance.

The findings of the study revealed that a good number of the respondents were of the view that the number of students in the classroom impacted negatively in the teaching and learning process. Specifically, the findings of the study indicated that there is over crowding of students in the class rooms which do not promote teaching and learning encounter.

The findings also indicated that the tutor-tutor, tutor-student, student-student, tutor- administrator relationship were cordial. This finding is not in conformity with the finding of Ankoma (2002) that students perform well in

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schools where the relationship between the tutors and administrator is cordial. However, the student-administrator relationship was poor.

Conclusions

This study was conducted at a time when the performance of the student nurse in the nurses training colleges in Ghana was not the best. It had given politicians, parents, tutors and all other stake holders in health a lot of cause for concern. The findings from the study indicated that the number of classrooms was not adequate The findings confirms with the observation made by Basavanthappa (2003) that the number of classrooms should be sufficient to permit the scheduling of classes in keeping with the educational principles and hours which are convenient to the tutor and students. The study also revealed that a substantial number of the respondents both students and tutors agreed that availability of teachings aids promote teaching and learning. The findings support the findings of Sekyere(1994), Tamakloe, Amedahe and Atta (1996) that the use of teaching aids make students understand easily the lesson being taught. The findings of the survey also indicated that the following acts of indiscipline affected student performance:

1) lateness to class

2) absenteeism from class

3) going home without permission

4) dodging clinical orientation

5) breaking school bound

The study further revealed that:

1) Disciplinary problems in college usually reduce the time for teaching and learning process.

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2) Indiscipline in the college makes teaching unpleasant thus leading to transfer of teachers to other schools.

3) Disciplinary problems in the school affect the academic performance of the students.

This finding is in line with the view of Charles (1981) and Aseidu – Akrofi (1978) that misbehaviour or indiscipline makes teaching unpleasant and ineffective if they occur frequently that authorities have to spend too much time correcting and preparing the atmosphere for effective learning. The study also revealed that a good number of the respondents indicated that tutor qualification is a pre-requisite to student performance. Again, this finding is in agreement with the findings of Utuka (2000), and Torres (2003) that qualified teachers are a pre-requisite to students' performance.

Further more, findings from the study indicated that the tutor – administrator relationship was cordial. This finding is contrary to the findings of Ankoma (2002) that students perform well in schools where there is cordial relationship between the administrator and the tutors.

Additionally the findings from the study revealed that the number of students in the classroom had influence on students' performance. This revelation is in conformity with the observation made by Davis (1985) that one advantage of smaller class size is that student evaluation is less stressful and teacher moral is high, and another merit is that teachers go through their syllabus at a faster space. This enables them to complete the syllabus and to have time to revisit what has been taught and also prepare the students adequately for their exams.

Recommendations

The following recommendations are made in the light of the findings and conclusions of the study.

1) Since there was consensus among both tutors and students that the number of classrooms was not adequate; more classrooms should be built to ease the congestion in the classrooms and old ones renovated. More furniture should also be acquired so that each student can have his/her own desk, to make teaching and learning effective.

2) The library should also be equipped with the relevant textbooks so that both tutors and students can go there to access relevant information. In the same vien the demonstration room should be equipped with the necessary equipments and materials for practical demonstrations. This will equip the students with the competencies and skills they need to acquire before graduation.

3) Adequate teaching aids should be made available to make teaching and learning easy. Ministry of Health can assist the school to acquire some of the teaching and learning materials such as electronic white board, computers and LCDS just to mention a few.

4) The rules and regulations should be strictly enforced. Once in a while, role called should be conducted and those who are found to have traveled without permission brought to book. The class register should be strictly marked by every tutor and absentees punished accordingly. Disciplinary committees should be set up to deal with disciplinary issues. The committees should be two. 1. Internal disciplinary committee and 2.

External disciplinary committee. The internal disciplinary committee will deal with internal disciplinary problems like absenteeism from class, dodging clinical orientation, examination malpractice etc. the external disciplinary committee will deal with disciplinary problems like fighting, stealing drunkenness, wee smoking and sexual abuse. They should constitute an educationist, assembly man of the school community, a member of the student representative council and a tutor representative.

5) The administrator should organize in service training for tutors at least once a year to upgrade their knowledge in teaching methodology or skills. Students should be supervised when they are on clinical orientation and tutors be given supervisory allowance to motivate them. The number of student intake should be reduced to reduce work load on the tutors and pressure on the facilities like the hostels.

Suggestions for further Research

This research and its findings are limited to Nurses Training College, Tamale, therefore, the findings cannot be generalised. In order to make the findings generalisable, it will be important to spread the study across a wider range of Nurses Training Colleges in the country.

This can therefore be considered as a stepping stone for further research investigation.

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APPENDIX A

PERCEPTION OF STUDENTS AND TUTORS ON THE PERFORMANCE

OF FINAL-YEAR STUDENTS OF TAMALE NURSES' TRAINING

COLLEGE IN THE LICENSING EXAMINATION FROM 2001-2004.

Questionnaire for Students' and Tutors

This study is being carried out to find out the perception tutors and students'

hold on the performance of final year students in the Licensing examination from

2001-2004.

You are requested to respond to the questions as objectively and honestly as

possible. Confidentiality is assured, as the aim of this work is purely academic.

SECTION A:

BACKGROUND OF RESPONDENTS

1. Age:

    18-25 years   [   ]

    26-33yeaers   [   ]

    34-41years   [   ]

    42-49years   [   ]

    50 and above [   ]

2. Sex: Male [   ]   Female [   ]

Question 3 applicable to only students

3. Year Group: First   [   ]

       Second [   ]

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Third   [   ]

4. EDUCATIONAL BACKGROUND

What is your level of qualification?

a. Graduate with Educational background

b. Graduate without Educational background

c. Diploma with   Educational background

d. Diploma without Educational background

e. Others specify……………………………………………………………….

SECTION B:

AVAILABILITY OF RESOURCES INFRASTRUCTURE

5. How many classrooms do you have? ....

6   Are the classrooms adequate?

Yes [ ]   No [ ]

7. What is the state of the classrooms in terms of maintenance?

You can tick more than one.

a) Good state [   ]

b) Dilapidated building [   ]

c) Leaking roof and ceiling [ ]

d) Broken doors and windows [ ]

8. Does the classroom situation have influence on the students' performance?

Yes [ ]   No [ ]

9. If yes, give two reasons ……………………………………………………

1. …………………………………………………………………..

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2. ……………………………………………………………………………………

10. What is the state of the following classroom facilities?

Use 5-1; 5 stands for Excellent, 4 Very good, 3 good, 2 poor and 1 Very poor

Tick in the box the number that you agree to be the state of the classroom facility.

Classroom facility	Rating
a. Lighting system	5 4 3 2 1
b. Ventilation	5 4 3 2 1
c. Furniture	5 4 3 2 1
d. Classroom space	5 4 3 2 1
e. Chalkboard	5 4 3 2 1

SECTION C:

Question 11-16 applicable to tutors only

TEACHING AND LEARNING MATERIALS

11. What type of teaching materials/equipments does Ministry of Health supply to the college?

a) Overhead projectors

b) Models

c) Blood pressure apparatus

d) White board markers

e) LCD

f) Others specify…………………………………………………………………

12. Which of these equipments/materials are relevant to teaching and learning?

…………………………………………………………………………………

…………………………………………………………………………………

13. How often do you receive these teaching and learning materials /equipment?

…………………………………………………………………………………

14. Does availability of teaching aids promote teaching and learning?

Yes [   ]

No [   ]

15. If yes, please explain……………………………………………………………

16. If No, please explain……………………………...

17. How adequate are the facilities in the clinical setting for student learning process?

a. Very adequate

b. Adequate

c. Uncertain

d. Not adequate

<u>Library</u>

18. Indicate the level of availability of the following library facilities Use 3-1; 3 stands for Very adequate 2,Adequate and 1, Not adequate

Circle the number that you agree is the level of availability of library facility.

Library facility	Rating
a. Nursing health related textbooks	3 2 1
b. Lighting system	3 2 1
c .Furniture	3 2 1

19. (a) How often do you visit the school library?

    a. Every day   [ ]

    b. Almost always [ ]

    c. Occasionally   [ ]

    d. Not all   [ ]

20. If your answer to question (19) is "d" give a reason……………………..…

SECTION C

DISCIPLINE

21. How would you rate each of the following acts of indiscipline among students?

    Use 3-1; 3 stands for Most common act of indiscipline 2, Common, and 1, Not

    common

Circle the number that you agree to be the rate of act of indiscipline

Act of indiscipline	Rating
a. Lateness to class	3 2 1
b. Absenteeism from class	3 2 1
c. Going home without permission	3 2 1
d. Dodging clinical orientation	3 2 1
e. Breaking school bounds	3 2 1

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22. Please tick ( ) in the appropriate box to indicate the extent to which you agree or disagree with the following statements as about the effects of disciplinary in the college.

EFFECTS OF DISCIPLINE	AGREE	DISAGREE
a) Disciplinary problems in the school usually reduce the time for teaching and learning process.		
b) Disciplinary problems in the school affect the academic performance of students.		
c) Indiscipline in the school makes teaching unpleasant thus leading to transfer of teachers to other schools.		

SECTION D

SCHOOL SIZE/SCHOOL CLIMATE

23. What is the impact of the number of students in a classroom on the effectiveness of the teaching and learning encounter? ………………………………….

…………………………………………………………………………………

…………………………………………………………………………………

24. How would you rate the relationship between the following categories of personnel in the College? Using 5-1; 5. being Excellent, 4. Very cordial, 3. Cordial, 2. Poor, 1. Very poor

Circle the number that you agree is the relationship between each category of personnel.

Relationship between categories of personnel.	Rating
a. Tutor-tutor	5 4 3 2 1
b. Tutor-student	5 4 3 2 1
c. Student administrator	5 4 3 2 1
d. Student-student	5 4 3 2 1
e. Tutor-administrator	5 4 3 2 1

SECTION E

TEACHER QUALIFICATION

25. Do you agree with the statement that there is the need for in-service training?

    a. Strongly agree

    b. Agree

    c. Disagree

    d. Strongly disagree

26. To what extent do you agree with the statement that teacher qualification is a pr-requisite to student performance?

    a. To a very large extent

    b. To a large extent

    c. To some extent

    d. Not at all

27. How supportive is the health delivery staff in the Hospital to the learning of

   students nurses?

   a) Very supportive [ ]

   b) Supportive [   ]

   c) Supportive [   ]

   d) Non supportive [   ]

   e) Very non-supportive [ ]

28.Suggest the measures that can be taken to improve teaching and leaning in the

school.-

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

 Thank you.