

Assess Trends in Academic Performance in the Nursing Education in Nursing Institutions in Bauchi State Nigeria

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Abstract

The study is to assess trends in academic performance in the nursing education in nursing institutions in Bauchi State Nigeria. The specific purposes of the study were to examine trends in academic performance in the nursing education in nursing institutions in Bauchi State Nigeria, and to identify factors influencing academic performance of nursing students in nursing institutions in Bauchi State Nigeria. The design used for this study was the descriptive survey research. The population was 387 students and teachers of Aliko Dangote College of Nursing Sciences, Bauchi State and College of Nursing Sciences Abubakar Tafawa Balewa University Teaching Hospital, Bauchi State and all was used as sample for this study. The instrument for data collection is a structured questionnaire designed to elicit responses to answer the research questions that guided the study. The instrument was validated by three experts in terms of face validity while test re-test was used to establish the reliability coefficient of the instrument which yielded a coefficient of 0.84. Data for the study were personally collected by the researchers and 3 research assistants while frequencies and mean statistics were employed to analyze the data relating to research questions. Based on the findings of the study, the following recommendations were made: the Ministry of Health and Social Welfare should plan and solicit budget for provision of relevant, adequate and updated standardized, technological instructional materials that will be effectively utilized both in classroom and clinical areas teaching. There is a need for Continuous Professional Development through capacity building workshops to enhance teaching ability among less skilled employed nurses among others.

Keywords: *trends in academic performance; nursing education; Nursing Students; Nursing institutions*

Introduction

Nursing profession faces many challenges in its education system in most African countries. It has many variations due to introduction of changes in curriculum, environment and enrolment criteria. Among others, challenges facing the Nursing and Midwifery Profession are increasing public complaints on the quality of the services provided by this profession resulting in deterioration of the image of nursing in the public domain. Advances in scientific knowledge, technology, changes in social attitudes and values, expanded roles of nursing, pressure within and outside the profession and emerging patterns of new diseases are placing extra burden on the skilled nursing work force, which, unfortunately is also decreasing (Sifuni, 2018).

Provision of nursing services is a moral practice as it requires someone to be trained and to develop an inner spirit of care with compassion. Thus, the quality of care depends on individual level of education development and practices. The preparation of nurses for health care need a well-organized education system to impart the required skills, attitude and knowledge to whoever interested in nursing profession.

Good health and quality nursing care is a fundamental right of all human beings irrespective of gender, age, race, religion, socio-cultural differences, political affiliation, economic and social background (Mhamela, 2018). Basically, the practice of nursing profession is humanitarian in nature and requires one to acquire these attributes in relation to compassionate, respect, empathy, sympathy, trustworthy, accountability and responsibility being an ethical and legal consideration in the provision of care to individuals, families and community at large (Mhamela, 2018). However, the main objective of the Nigeria National Health Policy is to improve the health and well-being of all people, with a focus on those at risk and to encourage the health system to be more responsive to the needs of the people (Ministry of Health-MoH, 2020). This objective cannot be achieved without having appropriately trained nurses and other health workers who are significantly vital for provision of quality health services in health care systems in a collaborative manner in health care facilities.

The typical learning environment comprises of the number of students in the classroom, the academic environment, teaching strategies and the perceptions of the impact of group size on the learning experience (Mhamela, 2018). Furthermore, the learning environment plays an important role in captivating the student's interest and in maintaining it. It is therefore important to consider how nursing students experience learning in a large class environment. Large group learning suggests that there is a relationship between class size and participation levels, which then affects the learning experiences of students.

In addition, the recruitment of more students has been implemented without providing adequate infrastructure. Many logistical problems have been encountered, for example, inadequate sound systems, control of attendance, ventilation, increasing noise levels. These logistic problems create further problems such as difficulty in managing the group which results in lectures being commenced late. According to Sabahat (2020). participation levels are lower in large class settings. The large student numbers thus impact on the academic environment and the quality of teaching provided. Hannifin, Parvizi and Joolae (2018) stated that university courses with large enrolments hold challenges for course conveners, particularly in managing and maintaining course consistency and in accommodating different student learning approaches. The student-

teacher relationship is also compromised and becomes impersonal and distant. Students thus find it more difficult to approach lecturers for support and assistance.

In this study, researchers are poised to asked question can the perceptions of nursing influence potential applicants? and whether nursing is viewed as a desirable career?. In a study conducted by Owolabi,(2019) among nursing students being registered for a nursing programme, 70% had chosen that program, because they were unable to qualify for another. According to Maruff, Ojebisi, Olusunde, and Isola, (2019), the most common reasons why men enter the nursing profession, are career opportunities, job security and salary.

Motivation plays a fundamental role in learning (Sabahat, 2020). Increased inspiration gives rise to an increase in enthusiasm and motivation, which may result in better academic performance. Similarly, the lack of inspiration would result in a lack in motivation, resulting in poor performance. Lack of motivation often becomes visible when students have difficulty in mastering the study material, which ultimately influences academic performance adversely. Motivation is considered a highly significant psychological concept in education and contributes extensively to learning and performances outcomes (Sabahat, 2020).

Nursing student attrition is an international issue, causing concern in many parts of the developed world, including Australia, the United States and Europe (Prymachuk, *et al.*, 2018). Student attrition presents numerous challenges for directors and deans of nursing programmes and the nursing profession (Akinyi, 2017). The attrition rate in Canadian nursing programmes has been estimated to be between (20% - 40%). Students' change in perception of nursing as an ideal career choice has been the main reason for attrition (Omari, 2017). In addition, population data suggests that the student pool will continue to be more diverse and therefore a retention programme must include faculty and staff development relating to cultural issues.

Several factors influence the quality of nursing education practice in our context resulting in low performance during the school age and finally increased number of failure in the final nursing examination among student nurses. The situation brings frustration not only to students and parents but also leaves devastating effects on the society. Pre-assumed factors such as curriculum organizational, learning environmental, clinical teaching, socio - economical, personal as well as political oriented factors impair student performance. Limited opportunities for training in the hospital setting, faculty with minimal credentials and too many students in a given program can also play a negative effect on training programs for nurses (Paul, 2018). Passing examination in nursing training is necessary for applicants to attain registration and license from professional regulatory body (Paul, 2018).

However, in Nigeria, it was reported that academic performance is affected by a number of factors including admission points, social economic status and school background (Maruff., Ojebisi., Olusunde, & Isola, 2019). Its relationship between admission criteria, former school's background and stability as influences to students' performance in any academic setting where the scholars' basis for entry in nursing school were derived from Advanced level points, diploma points and mature age points. Perhaps, in nursing aspects the trends might be marked out with assumptions to whether there is improper implementation of curriculum, resulting into positive relationship with the failure of student nurses in their final nursing examination. Since, there was little research done specifically in Nigeria to explore factors influencing mass failure of nurses in final examinations, there is a need to critically examine factors influencing the low academic performance leading to massive failure of nurse's student in their final examinations in Nigeria.

Statement of the Problem

Nursing education is described as a planned educational programme which provides broad and sound foundation in effective nursing practice (MoH, 2020). The role of the nursing education is to prepare student nurses who will be a capable profession in the nursing field. In a situation with deficit of nursing practices there are likely to be problems at subsequent levels of education, especially when students do not acquire adequate knowledge needed to enhance their professional skills that are required in executing basic nursing activities. However, a poorly trained nurse becomes a threat to the patient's (public) health might be responsible for, and could result in loss of lives and general compound the poor state of the health sector.

Deployments and allocations of work depend on the registration and licensing of individuals who have successively passed in the final nursing examination which is normally conducted at the end of specified training program. The situation creates many complaints among the stakeholders resulting in negative image towards nursing education system and its practice. It also creates a gap to the expected employment target for nurses.

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Purpose of the Study

The purpose of this study was to investigate trends influencing academic performance of nursing students in nursing institutions in Bauchi State, Nigeria. Specifically, the study sort to:

1. examine trends in academic performance in the nursing education in nursing institutions in Bauchi State Nigeria
2. identify factors influencing academic performance of nursing students in nursing institutions in Bauchi State Nigeria.
- 3.

Research Questions

1. What are trends in academic performance in the nursing education in nursing institutions in Bauchi State Nigeria?
2. What are the factors influencing academic performance of nursing students in nursing institutions in Bauchi State Nigeria?
- 3.

Research Hypothesis

1. There is no significant difference in the factors influencing academic performance of students nursing in Bauchi State based on age
2. There is no significant difference in the factors influencing academic performance of nursing students in Bauchi State based on gender

Significance of the Study

The quality of education is revealed by good performance of the nurse students during the training period and graduate nurses in health care deliveries. Nurses competences are the fundamentals observed within the practice of profession standards. Currently, poor nursing practice are observed with the health care customers, leading to increased public complaints. The

findings are expected to provide knowledge and understanding of the reasons for low nursing education or academic performance.

Secondly, for the teaching staff, the study would provide valuable lessons to the current process of modernizing different situation in learning and teaching activities in nursing training institutions in relation to student's performances. It would assist in development and application of different and appropriate teaching and learning modalities and materials that would influence good student performance.

Finally, the study findings would influence policy formulation and decision making concerning improvement of performance of the student nurses in the nursing education system.

Methodology

The descriptive survey design was used for this study, because it has the advantage of producing good responses from wide subject (Borg & Gall, 2019). Descriptive survey design dwelled on the need to conduct a study on an entire population of respondents or items by collecting relevant data from samples considered as true representation of the whole population.

The area of this study was Nursing Institutions in Bauchi State. The schools used are Aliko Dangote College of Nursing Sciences, Bauchi State and College of Nursing Sciences Abubakar Tafawa Balewa University Teaching Hospital, Bauchi State.

The target population of this study involves students and teachers of Aliko Dangote College of Nursing Sciences, Bauchi State and College of Nursing Sciences Abubakar Tafawa Balewa University Teaching Hospital, Bauchi State.

The population is at listed below:

| Name of Schools | Number of Students | Number of Teachers | Total |
|---|---------------------------|---------------------------|--------------|
| Aliko Dangote College of Nursing Sciences, Bauchi State | 212 | 26 | 238 |
| Abubakar Tafawa Balewa University Teaching Hospital, Bauchi State | 132 | 17 | 149 |
| Total | | | 387 |

Source: School Management (2022)

Since the population is not large, the entire respondents were used for the study.

All teachers and students of the schools of both gender, who agreed to participate in the study.

All teachers and students of the schools of both gender but not willing to participate in the study and those deemed not fit for various reasons to participate in the study. The instrument used for data collection for this study was a structured questionnaire, which consisted of seventy (70) items developed by the researcher in three sections (A-C) according to the research hypothesis and research questions that guided this study. Questionnaires are frequently used in quantitative marketing research and social research. They are a valuable method of collecting a wide range of information from a large number of individuals, often referred to as respondents. A useful method for checking a questionnaire and making sure it is accurately capturing the intended information is to give a pre-test among a smaller subset of target respondents, (Borg & Gall, 2019).

Section A, is the personal data of the respondents. Section B is on trends in academic performance in the nursing education in nursing institutions in Bauchi State Nigeria. Section C,

looks at the key factors influencing academic performance of nursing students in nursing institutions in Bauchi State Nigeria.

The questionnaire items were drawn into a four points rating scale of Very Good (VG), Good (G), Bad (B), Very Bad (VB) and Strongly Agree (SA), agree (A), Disagree (D), Strongly Disagree (SD).

In determining the validity of the instrument, the face validation method was used. The drafted instrument was subjected to scrutiny by three experts in College of Nursing Sciences Abubaka Tafawa Balewa University Teaching Hospital Bauchi (ATBUTH). The experts were requested to look at the language, phrase of the items as pertaining to students' academic performance. Based on the outcome of the experts' advice, the questionnaire items was modified by adding and dropping some of the items where necessary.

The internal consistency of the questionnaire was ascertained using test-re-test data of sampled respondents in another study area with similar characteristics as the respondents during trial testing. Data obtained from the trial test was analysed using Pearson Product Moment Coefficient (PPMC) which yielded 0.82, hence the instrument reliable.

The researchers were given an introductory letter which was presented to the college seeking for permission to conduct study in their respective schools. The instrument was administered face to face to the respondents by the researcher and the use of research assistants. The Assistants were by the researcher on how to administer the questionnaire to the respondents. They were also to help those who cannot read or write to translate it for them in the language they can understand so that they can tick the appropriate responses

The data for answering the research questions were analyzed using the percentages and mean statistics. Regression and chi square test was used to test the hypothesis of the study. To make a decision, if the computed value exceeds the critical or table value, the null hypothesis was rejected, but if the computed value falls below the critical or table value, the null hypothesis be accepted. Also, ANOVA was used to test the null hypotheses at 0.05 level of significance. Hence, hypothesis that is less than $p < 0.05$ was rejected, while hypothesis that is greater than $p > 0.05$ was accepted.

Data Presentation and Analysis

The data collected by the use of questionnaire were presented in tables and analyzed using percentages, mean statistics, regression and chi square test. The questionnaire was meant for students and teachers of Aliko Dangote College of Nursing Sciences, Bauchi State and College of Nursing Sciences Abubakar Tafawa Balewa University Teaching Hospital, Bauchi State. Three hundred and eighty seven copies of questionnaires were distributed to the respondents. Out of the 387 questionnaires distributed, 341 were duly filled and returned, representing 95% response rate. Only 5% of the sampled population was not retrieved.

This response was considered satisfactory to make conclusion for the study. Gall and Borg (2019) observed that a 50% response rate is adequate, 60% and above is good, while 70% rating is very good. This also corroborates with Bailey (2000) assertion that a response rate of 50% is adequate, while a response rate greater than 70% is very good. This implies that based on this scholastic assertions, the response rate of 95% in this study is therefore very good.

Demographic Information

The data collected in this category was intended to find out the distribution of the respondents based on Age and Gender of respondents. The Frequency (f) for each category was found and percentages (%) calculated as shown in the tables and charts below.

Table 1: Age distribution of respondents

| Age | Frequency | Percentage % |
|--------------|-----------|--------------|
| 16-20yrs | 62 | 18 |
| 21-25 | 69 | 20 |
| 26-30 | 121 | 35 |
| 31-35 | 53 | 16 |
| 36 and above | 36 | 11 |
| | 341 | 100 |

Table 1 indicates that 62 respondents representing (18%) are between 16 – 20 years, 69 respondents representing (20%) are between 21 – 25 years, 121 respondents representing (35%) are between 26 – 30 years, 53 respondents representing (16%) are between 31 – 35 years while the remaining 36 respondents representing (11%) are between 36 years and above.

Table 2: Gender of the Respondents

| Gender of the Respondents | Frequency | Percentage % |
|---------------------------|-----------|--------------|
| Male | 140 | 41 |
| Female | 201 | 59 |
| Total | 341 | 100 |

The above table indicates that 140 respondents representing (41%) are male while the remaining 201 respondents representing (59%) are females.

Research Question One:

What are trends in academic performance in the nursing education in nursing institutions in Bauchi State Nigeria?

This research question was answered in Table one below:

Table 3: Mean responses on the academic performance in the nursing education in nursing institutions

| S/no | Items | VG | G | B | VB | Mean | Remarks |
|------|--|----|-----|-----|-----|------|----------|
| 1. | How do nursing students perform in individual assignment | 27 | 27 | 152 | 149 | 1.88 | Rejected |
| 2. | How do nursing students perform in group work | 22 | 30 | 101 | 202 | 1.71 | Rejected |
| 3. | How do nursing students perform in Test | 5 | 15 | 210 | 125 | 1.79 | Rejected |
| 4. | How do nursing students perform in case study | 27 | 55 | 98 | 175 | 1.89 | Rejected |
| 5. | How do nursing students perform in Examination | 55 | 100 | 79 | 121 | 2.34 | Rejected |
| 6. | How do nursing students | 22 | 30 | 101 | 202 | 1.71 | Rejected |

| | | | | | | | |
|-----|----------------------|----|-----|-----|-----|------|----------|
| | perform in Practical | | | | | | |
| 7. | Punctuality | 25 | 30 | 121 | 179 | 1.79 | Rejected |
| 8. | Attentiveness | 2 | 2 | 301 | 50 | 1.95 | Rejected |
| 9. | Obedience | 55 | 100 | 79 | 121 | 2.34 | Rejected |
| 10. | Dedication | 22 | 30 | 101 | 202 | 1.71 | Rejected |

Grand Mean = 1.06

Table 3 above indicated a grand mean of 1.06 which suggested general rejection of the items in the questionnaire. Individual analysis of the responses indicated that the respondents rejected all the items presented in the table with means of item 5 on how students perform in examination and obedience with a mean score of 2.34 has the highest value while items 10 with mean score of 1.71 on dedication with a mean score of 1.71 has the lowest value. These show that the academic performance in the nursing education in nursing institutions in Bauchi State is bad.

Research Question Two:

What are the factors influencing academic performance of nursing students in nursing institutions in Bauchi State Nigeria?

Table 4: Mean responses on the factors influencing academic performance of nursing students

| S/No | Items | SA | A | D | SD | Mean | Remarks |
|------|--|-----|-----|----|-----|------|----------|
| 11. | Curriculum content | 134 | 156 | 26 | 20 | 3.03 | Accepted |
| 12. | Qualification of teachers | 75 | 200 | 25 | 55 | 2.83 | Accepted |
| 13. | Learning resources | 50 | 213 | 47 | 45 | 2.75 | Accepted |
| 14. | Adequacy of Learning Resources | 298 | 22 | 15 | 20 | 3.68 | Accepted |
| 15. | Teaching method | 210 | 125 | 5 | 15 | 3.49 | Accepted |
| 16. | Teachers handling of teaching aids/materials | 201 | 109 | 10 | 35 | 3.34 | Accepted |
| 17. | Time management | 50 | 213 | 47 | 45 | 2.75 | Accepted |
| 18. | Supervision techniques | 134 | 156 | 26 | 20 | 3.03 | Accepted |
| 19. | School Infrastructure | 298 | 22 | 15 | 20 | 3.68 | Accepted |
| 20. | School environment | 79 | 121 | 55 | 100 | 2.67 | Accepted |
| 21. | Location of school | 152 | 149 | 27 | 27 | 3.20 | Accepted |
| 22. | Distance of school | 101 | 202 | 22 | 30 | 3.05 | Accepted |
| 23. | School management | 210 | 125 | 5 | 15 | 3.49 | Accepted |
| 24. | Student learning styles | 98 | 175 | 27 | 55 | 2.89 | Accepted |
| 25. | Level of student interest | 98 | 175 | 27 | 55 | 2.89 | Accepted |
| 26. | Level of student participation | 79 | 121 | 55 | 100 | 2.54 | Accepted |
| 27. | Students attitude | 101 | 202 | 22 | 30 | 3.05 | Accepted |
| 28. | Students background | 50 | 213 | 47 | 45 | 2.75 | Accepted |
| 29. | Background knowledge of science subjects | 298 | 22 | 15 | 20 | 3.68 | Accepted |

Grand Mean= 3.11

Table 4 above indicates a grand mean of 3.11 which suggest general acceptance of all the items in the questionnaire. Individual analysis of the responses indicated that the respondents accepted the all the items presented in the table with items 14, 19 and 20 have the highest means score of 3.68 while item 26 on Level of student participation has the lowest mean score of 2.54. These show that the above listed items are key factors influencing low academic performance of nursing students in nursing institutions in Bauchi State Nigeria.

Test of Hypotheses

Hypothesis One: There is no significant difference on factors influencing academic performance of nursing students in nursing institutions in Bauchi State based on Age of Student

Table 5

Summary of ANOVA Verifying the factors influencing academic performance of nursing students in nursing institutions in Bauchi State based on Age of Student

| ANOVA | | | | | |
|----------------|----------------|-----|-------------|--------|------|
| Group | Sum of Squares | df | Mean Square | F | Sig. |
| Between Groups | 12.246 | 7 | 3.062 | 12.887 | .056 |
| Within Groups | 70.085 | 333 | .238 | | |
| Total | 82.332 | 340 | | | |

Table 5 revealed that there is no significant difference on factors influencing academic performance of nursing students in nursing institutions in Bauchi State based on Age of student since the p-value 0.056 is greater than 0.05, this implies that the response provided on table 3 on factors affecting academic performance of nursing students does not significantly differ with respect to their Age. Consequently, the first null hypothesis was rejected. It then follows that factors affecting academic performance of nursing students in nursing institutions in Bauchi State is not depended on age.

Hypothesis Two

There no significant difference on factors influencing academic performance of nursing students in nursing institutions in Bauchi State based on Gender:

Table 6

Summary of t-test statistic verifying the factors influencing academic performance of nursing students in nursing institutions in Bauchi State based on Gender

| Independent Samples Test | | | | | |
|-----------------------------|-----------------|-----------------------|-------|---------|-----------------|
| | Mean Difference | Std. Error Difference | t | df | Sig. (2-tailed) |
| Equal variances assumed | .220 | .100 | 2.211 | 339.000 | .056 |
| Equal variances not assumed | .220 | .100 | 2.206 | 296.658 | .056 |

Hartley test for equal variance: F = 1.027, Sig. = 0.4288

It is observed from Table 6 above that the p-value of the dependent samples t-test (0.056) is

greater than 0.05 we therefore accept H_{02} and conclude that there is no significant difference in between the factors affecting academic performance of nursing students in nursing institutions in Bauchi State based on Gender in their responses. In other words, factors influencing academic performance of nursing students in nursing institutions in Bauchi State was not dependent on their gender.

Discussion of Findings

Trends in academic performance in the nursing education in nursing institutions in Bauchi State

From research question 1, the study found that the trends in academic performance in the nursing education in nursing institutions in Bauchi State Nigeria are poor. This is as discovered by Edina (2011) who discovered that a student fails or gets less marks in examination because does not know all the factors or does not pay attention to all the factors which make a student get high grades in examination. Student's mental approach towards study, attendance in lectures, method of preparing for examination answering questions tactics and strategies, making good and helpful notes, direction of study, method of learning, memorizing, concentration, confidence and study related extra-curricular activities are the factors which make him succeed in examination. A brilliant student pays attention to all the factors which make him pass or succeed in examinations. On the other hand, if the student fails or gets less marks in examination, is regarded as weak in one or more of the above factors. Sometimes a student studies a lot but gets fewer score in examination because may not be aware of test taking strategies which tells him or her on how to express his learning in best way in examination or reproduce his learning in a good way in examination to convince the checker or tutor to give you more marks.

In addition, factors such as areas for practice, availability of teaching materials, teachers' modalities and assessment criteria's are among the motivating factors that impose the way that learning activities being set and the area of competencies needed. According to the research findings on motivational factors to students who model and substitute nursing roles and get insight into their future profession, it shows that nurses as role models have the most influence on the motivation or no motivation of students during the clinical education (Bloch, 1959). Also a well motivated students are inclined to adopt a deep and/or strategic approach to studying most of the time. Students will thus be encouraged to learn with understanding and insight on the given assignment (Yolande, 2011)

Factors influencing academic performance of nursing students in nursing institutions in Bauchi State Nigeria

From research question two, it was found that key factors influencing academic performance of nursing students in nursing institutions in Bauchi State Nigeria include curriculum content, qualification of teachers, learning resources, adequacy of Learning Resources among others. This agrees with the opinion of Yolande, (2011), who opined that factors such as areas for practice, availability of teaching materials, teachers' modalities and assessment criteria's are among the motivating factors that impose the way that learning activities being set and the area of competencies needed. According to the research findings on motivational factors to students who model and substitute nursing roles and get insight into their future profession, it shows that nurses as role models have the most influence on the motivation or no motivation of students during the clinical education (Bloch, 1959). Also a well-motivated students are inclined to adopt

a deep and/or strategic approach to studying most of the time. Students will thus be encouraged to learn with understanding and insight on the given assignment.

In Africa, Kenya's education system is dominated by examination-oriented teaching, whereby passing examinations is the only benchmark for performance because there is no internal system of monitoring learning achievements at other levels within the education cycle (Maiyo, 2019). It is generally agreed that the most important manifestations of quality education have to do with literacy, cognitive abilities, performance and progression to higher levels of learning. There is reliance on scores and transition rates as core measures of achievement. In Kenya, examinations generally acceptable as valid measures of achievement (Maiyo, 2019). Factors such as academic competence, test competence, time management, strategic studying, and test anxiety, are studied to identify whether these factors could distinguish differences among students, based on academic performance and enrollment in the experiential program whereby there was a significance associated with factors such as academic competence and test competence. It was observed that the adequacy and use of teaching and learning materials affect the effectiveness of a teacher's lesson. Teaching and learning resources enhance understanding of abstract ideas and improves performance. The study sought adequacy of learning resources like text books, library books, wall maps and exercise books.

Implications of the Study

From the result of the data analysis which exposed the low performance of nursing students in Bauchi State and the factors affecting their performances, relevant authorities should be able to correct this anomaly through the recommendations proffered in this study.

Conclusion

From the major findings and discussions of findings, the following conclusions were drawn:

1. The study found that the trends in academic performance in the nursing education in nursing institutions in Bauchi State Nigeria is poor.
2. Factors influencing low academic performance of nursing students in nursing institutions in Bauchi State Nigeria include curriculum content, qualification of teachers, learning resources, adequacy of Learning Resources among others

Recommendations

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

Based on the study findings, discussion and conclusion, the following recommendations are made.

1. In order to address the shortage of instructional materials which are necessary factors to influencing students' performance in nursing education, the Ministry of Health and Social Welfare should plan and solicit budget for provision of relevant, adequate and updated standardized, technological instructional materials that will be effectively utilized both in classroom and clinical areas teaching
2. Noted lack of orientation and teaching methodology to teaching staff impair their capacity in implementing education system at required standard. There is a need for Continuous Professional Development through capacity building workshops to enhance teaching ability among less skilled employed nurses

3. Limited theoretical and practical hours located in the nursing curriculum need for review and restructuring and allocation of adequate time curriculum to incorporate necessary contents, to allow flexibility for adequate practical and theoretical learning as it brings in competent professionals who are responsible and accountable to health care provision. Therefore, a dynamic and ongoing discussion of questions related to nursing curriculum review through involvement of all parties concerned is paramount for successful achievement in education practice in responding to the needs of Nigerians.
4. Re-establishment and rejuvenated the nurse tutor's teaching college following shortage of qualified teaching staff almost in all the schools. Since having adequate and qualified teaching staff will improve the education system

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