

Factors Influencing Academic Performance of Nursing Students in Nursing Institutions in Bauchi State, Nigeria

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DOI: 10.56201/ijee.v9.no2.2023.pg26.38

Abstract

The study is on Factors influencing Academic Performance of Nursing Students in Nursing Institutions in Bauchi State, Nigeria. The specific purposes of the study were to identify factors influencing academic performance of nursing students in nursing and measures to address factors influencing academic performance in nursing institutions in Bauchi State Nigeria. The design for this study was the descriptive survey. 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 48 item 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 use to establish the reliability coefficient of the instrument which yielded a coefficient of 0.84. Data for the study were personally collected by the researcher and 3 trained research assistants while demographic information was analyzed using frequencie and percentage while mean statistics was employed to analyzed the data relating to research questions 1and 2. Based on the findings of the study, the following recommendation 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

Keyword: *Factors; Academic performance; Nursing Students; Nursing institutions.*

Introduction

Education in its broadest, general sense is the means through which the aims and habits of a group of people live on from one generation to the next. Generally, it occurs through any experience that has a formative effect on the way one thinks, feels or acts, (Sabahat, 2020). In its narrow, technical sense, education is the formal process by which a profession or society deliberately transmits its accumulated knowledge, skills, customs and values from one generation to another, e.g., instruction in schools (Thomas, 2019). Nursing education is a term used to describe the overall body of knowledge that equips people to practice nursing. Although nursing education encompasses a variety of knowledge, attitude, skills, concepts and practice, the universally accepted concept revolves around the unique concepts of nursing, health, the person and the environment (Paul, 2011).

Sabahat, (2020) affirmed that nursing education is the process of preparing individuals for caring as nurses. Through nursing education, future nurses learn the skills which are necessary to provide patient care, develop and execute treatment, plan and teach clients how to take care of their medical and other conditions. Nursing education consists of acquisition of a body of knowledge that is partly delivered in a classroom setting which forms the theoretical bases of nursing knowledge and an organized and supervised clinical learning experience. This clinical training starts with practice in the demonstration laboratory using dummies representing different areas of nursing care. Areas where clinical training could be done include different departments in a hospital clinics, homes, communities, psychiatric hospitals, orthopaedic hospital, gynaecological section among others.

Nursing education takes cognizance of the national policy on education in developing sound educational principles which are essential to the preparation of nurses to function as members of interdisciplinary and interdepartmental health teams (Nightingale, 2019). This programme develops the students' affective, cognitive and psychomotor skills in problem solving. Active participation of nursing students in both the community and hospital based services is essential for students sound clinical experience.

The goal of nursing education over the years according to Kyoshaba (2020) has been to contribute to the health of individuals and the entire society. Initially, nursing had concentrated on the care and comfort of all the ill and injured but as a result of advances in health sciences, the emphasis is now placed on promotive, preventive and rehabilitative care. Therefore, nursing education aims at preparing competent polyvalent nurse practitioners who will use problem solving skills in providing safe, acceptable, effective and affordable health services to meet the health needs of individuals, families and the community at all levels of care (Nightingale, 2019).

Currently the Ministry of Health and Social Welfare (2019), consists of: Non university based programmes such as: Basic General Nursing Certificate programme. This is done in hospital based schools of nursing and it lasts for three (3) years; Advanced Post Certificate Diploma. This is done in post basic schools of nursing, e.g. school of midwifery, school of psychiatric Nursing etc and each lasts for eighteen (18) months; University based programmes; Baccalaureate programme –Generic programme, consisting of candidates coming through direct entry and those

coming through Universal Tertiary Matriculation Examination (UTME) in pursuit of Bachelor of Nursing Science (BNSc) done for five (5) years.

UTME and Direct entry students with no professional qualifications take MoH and SW examinations and qualify as registered nurses and midwives as part of the five year programme. Higher degree programmes –Masters Degree in Nursing Sciences (MSc Nursing), with specialization in Maternal and Child health, Nursing Education, Medical- Surgical Nursing, Mental Health Nursing, Community Health Nursing and Nursing Administration and management. Doctorate Degree in Nursing Sciences (PhD. Nursing), e.g. PhD. Nursing Education among others.

Implementation of curriculum requires preparation of adequate teaching and learning resources that would enhance understanding of abstract ideas and improve performance. Materials such as adequate and relevant text books, Nursing Journals, Newsletters, Periodicals, Guidelines, textbooks, handbooks, newspapers/magazines and manuals. Policies in the library, documented materials in CD ROMs, Computer with Internet all influence knowledge acquisition.

However, the presence of skills teaching and learning materials that are well arranged meet area of experiences, available guidelines, checklists and pocket books also arouse individual learning and performance. Skills laboratory is an important area of learning in a nursing school. It is strongly urged that every nursing training institution should ensure that standard rooms are set aside for practical learning. Schools should also include application of different modalities in the skills laboratory to enable student nurses to acquire basic competences under the skilled and experienced instructors or nurse tutors' guidance. Adequate time should be availed for the student nurses to frequently conduct all necessary practical skills and principles through use of prepared checklists, procedure manual, case study, manikins', computer and video sets. Thus, MoH and SW in collaboration with various stakeholders should ensure that skills laboratory are in place and are maintained.

It is well known that, during the entire course, students are expected to acquire knowledge, incorporate critical thinking and psychomotor skills, develop self-confidence in their abilities, and then transfer this knowledge to the clinical setting, stimulate learners motivation, satisfaction, improve patient safety, communication skills teaching methodology and inter-professional learning (Maruff, 2019). However, measurement of effective skills laboratory learning is through clinical competencies of student performances in their ability to integrate cognitive, affective and psychomotor skills in deliveries of care. Having conducive clinical setting and adequate support from qualified nursing faculties will influence students to utilize various materials in developing skills, knowledge, information, communication and interpersonal relationship in problem solving and technical skills.

Supervision as techniques or means of enhancing classroom work through direct visitation and observation is regarded as the process of enhancing professional growth of the teachers, the curriculum and improving the teaching of teaching in the classroom through democratic interaction between the teacher and the supervisor. For instance, clinical supervision normally consists of groups of teachers and supervisors, including subject specialists supervisors working together to achieve set out goals. It is based on mutual trust and harmonious interaction between teachers and supervisors. The goal of clinical supervision is to enhance the individual classroom teacher's performance. This is normally taking place in the classroom through observation. Okendu (2018) reported that poor performance of students has been attributed to many ailing problems in the secondary level of education. The observed problem ranges from lack of

required basic infrastructures to classroom instructional services, support services and instructional supervisions.

Planning for clinical accompaniment of students is a prior activity which should be done by involving all key players. Keating (2016) maintains that teaching in practice placement areas requires a commitment by the teachers, collaboration between education and service staff and staff development for teachers in their new role in relation to practice. The accompanists and the student nurses should participate in planning and preparation for clinical accompaniment. The key features of effective clinical education are that it is designed and conducted according to the learner's characteristics and the use of appropriate teaching and learning strategies.

Several factors need to be considered when drawing up a plan. According to Keating (2016), the curriculum has an influence on clinical nursing education by accommodating the essential principles and features for an educational proposal in such a form that it is capable of effective translation into practice. Therefore, the planning team should consider what has been described in the curriculum in fulfilling clinical teaching and learning. The planning team includes nurse educators, clinical instructors, preceptors, ward supervisors and nursing students.

The academic performance objectives should be taken into account when practicing. Planning should be systematic and realistic to ensure that students know what is expected of them and when. The plan should allow for flexibility in order to meet unforeseen eventualities. Keating (2016) suggests that in order to select strategies that enable deep holistic learning to take place, nurse educators and supervisors should be aware of students' differences, ways that keep students motivated and interested.

Karen et al., (2020) stresses the value of maintaining a good working relationship with ward personnel, expertise like medical and paramedical in a formal clinical education programme, so that they can be consulted when there is a need. Division of the time available and allocation of personnel so that all students have an equal opportunity to benefit is essential (Keating, 2016). Specific times should be set aside when students are released from the wards for formal activities, such as demonstrations of procedures.

One of the most important responsibilities of a clinical teacher is selecting and giving clinical assignments that are related to desired outcome to students. This should be appropriate to students' levels of knowledge and skill and challenging enough to motivate learning. Directing a learner to provide comprehensive nursing care to one or more patients is a typical possible clinical assignment and not always the most appropriate choice.

The techniques include: a) Giving assignment to students and correcting them b) Ongoing assessment in the clinical areas for early detection of lapses c) Proper supervision and prompt correction d) Mentoring as students learn by imitation) Motivation of students by encouraging their little efforts and f) Evaluation to elicit learning outcome.

Statement of the Problem

Nursing education is described as a planned educational programme which provides broad and sound foundation in effective nursing practice (MoH & SW, 2019). 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.

. Despite of all protocols in place, there were observed low performance among student nurses resulting in poor performance in the final nursing examination. Complaints from nurse tutors on the system and its mechanism, perceived low quality in performance of the graduates at work place and decline of the nursing practices aroused stakeholders' concerns on the practice of education system and its awards.

Perhaps, in nursing aspects the factors might be marked out with assumptions to whether its associated with 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 examinations, there is a need to critically examine factors influencing academic performance of nursing students in nursing institutions in Bauchi State Nigeria.

Purpose of the Study

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

1. Identify key factors influencing low academic performance of nursing students in nursing institutions in Bauchi State Nigeria.
2. Find out measures to address factors influencing academic performance in nursing institutions in Bauchi State Nigeria.

Research Questions

1. What are the factors influencing academic performance of nursing students in in nursing institutions in Bauchi State Nigeria?
2. What are the measures to address factors influencing academic performance in nursing institutions in Bauchi State Nigeria?

Research Hypotheses

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

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. Thus, the study was expected to provide various sources of observed factors that influencing academic performance in nursing education leading to failure in the examinations. The findings are expected to provide knowledge and understanding of the reasons for low nursing education or academic 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 and 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 was 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 developed by the researcher in three sections (A-C) according to the research hypotheses 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.

Section A, is the personal data of the respondents. Section B looks at the factors influencing academic performance of nursing students in in nursing institutions in Bauchi State Nigeria. Section C is on the measures to address factors leading to low academic performance 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 to three experts. One from the Aliko Dangote College of Nursing Bauchi and two from the College of Nursing Sciences Abubakat Tafawa Balewa University Teaching Hospital Bauchi, Bauchi State. 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 were 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 data for answering the research question was analyzed using the frequencies and 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 of t exceeds the critical or table value, the null hypothesis was rejected, but if the computed value of t is 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 $p = > 0.05\%$ will be accepted.

The researcher gave an introductory letter to the respondents. The instrument was administered face to face to the respondents by the researcher and the use of research assistants. The research assistants were briefed 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.

Results and Discussion

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.

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

Table 1: 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.

Table 2: Educational Qualification of Respondents

Educational Qualification	Frequency	Percentage %
Students	298	88
Rn/Rm	0	0
Nurse Educator	23	7
BNSC	10	3
MSc	5	1
Others	5	1
Total	341	100

Table 2 indicates that 298 respondents representing (88%) are not students, 23 respondents representing (7%) are Nurse Educators, 10 respondents representing (3%) are having BNSC, 5 respondents representing (1%) are having MSC, while the remaining 5 respondents representing (1%) are having other forms of educational qualification.

Research Question One:

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

Table 3: Mean responses on the factors influencing academic performance of nursing students

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

Grand Mean= 3.11

Table 3 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 academic performance of nursing students in nursing institutions in Bauchi State Nigeria.

Research Question Two: What are the measures to address factors influencing academic performance in nursing institutions in Bauchi State Nigeria?

Table 4: Mean responses on measures to address factors influencing academic performance

S/No	Items	SA	A	D	SD	Mean	Remarks
20.	Policy makers should improve and update curriculum content	98	175	27	55	2.89	Accepted
21.	Only Qualified teaching staff	79	121	55	100	2.54	Accepted

	should employed							
22.	Training and retraining of teachers	101	202	22	30	3.05	Accepted	
23.	Adequate and good Learning resources should be made available	50	213	47	45	2.75	Accepted	
24.	Teachers should adopt good teaching methods	298	22	15	20	3.68	Accepted	
25.	Teachers should improve their skills in handling of teaching aids/materials	210	125	5	15	3.49	Accepted	
26.	Adequate time should be allocated							
27.	Supervision techniques	50	213	47	45	2.75	Accepted	
28.	Good School Infrastructure should made available	210	125	5	15	3.49	Accepted	
29.	Good School environment should made available	98	175	27	55	2.89	Accepted	
30.	School should be properly located	101	202	22	30	3.05	Accepted	
31.	The School management should be committed and dedicated managing the school	121	179	25	30	3.10	Accepted	
32.	Student should be more committed	301	50	2	2	3.83	Accepted	
33.	Students should ensure good learning attitude from their side	79	121	55	100	2.61	Accepted	
34.	Parents should ensure good academic background of their children	101	202	22	30	3.05	Accepted	
35.	Only science students should be admitted into nursing schools	201	109	10	35	3.34	Accepted	

Grand mean= 3.08

Table 4 above showed a grand mean of 3.08 which suggested 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 item 25 on prevention of illicit drug trafficking into and through Nigeria has the highest mean score of 3.68 while item 22 on treatment and rehabilitation of drug dependent persons has the lowest mean value of 2.54. These show that the above listed items are the measures to address factors influencing academic performance in nursing institutions in Bauchi State Nigeria.

Test of Hypotheses

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

Table 5

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

ANOVA					
Group	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	26.471	6	2.571	13.273	.042
Within Groups	50.429	335	.490		
Total	76.000	340			

According to table 5, the p-value of the ANOVA (0.042) is less than 0.05 we therefore conclude that there is a significant difference on factors affecting academic performance of nursing students in nursing institutions in Bauchi State based on Educational qualification. Consequently, the null hypothesis was rejected. It then follows that factors affecting academic performance of nursing students in nursing institutions in Bauchi State based on is dependent on Educational qualification.

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

From research question one, it was found that 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 (Keating, 2016). 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.

From research question two, it was found that the measures to address factors influencing academic performance in nursing institutions in Bauchi State Nigeria includes policy makers should improve and update curriculum content, only Qualified teaching staff should employed, training and retraining of teachers, adequate and good Learning resources should be made available among others. This is in line with the recommendations of Sifuni, (2018), who recommended that for efficient and effective academic performance aimed at ensuring quality care, theoretical nursing taught in the classroom must be repeated and in congruence with what the students practice in the clinical areas. To maintain this fact, there must be competent personnel in the schools and the wards to supervise and handle the clinical aspect of nursing effectively. One of the most important responsibilities of a clinical teacher is selecting and giving clinical assignments that are related to desired outcome to students. This should be appropriate to students' levels of knowledge and skill and challenging enough to motivate learning. Directing a learner to provide comprehensive nursing care to one or more patients is a typical possible clinical assignment and not always the most appropriate choice. Evaluation is the process of eliciting the extent to which learners have achieved the educational objectives. It is used also for assessment of both the teacher and the students and its outcome helps both the teacher and the students to know areas of their deficiencies and areas of strength. Evaluation can be formative or summative. Some of the evaluation strategies in nursing training according to Sifuni (2018) include written and oral assignments.

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. 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
2. Measures to address factors influencing academic performance in nursing institutions in Bauchi State Nigeria includes policy makers should improve and update curriculum content, only Qualified teaching staff should employed, training and retraining of teachers, adequate and good Learning resources should be made available 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. 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.
2. 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
3. Deployment and staff retention planning of qualified health workers should be careful considered to bridge the existing shortage of staff and maintain the standard staffing ratio that will be very useful and actively involved in assisting students in clinical setting facilities.
4. Non adherence of set standards observed as the course effect to all main factors to low performance in nursing education activities as inadequacies of set requirement is a fault. Hence, close follow-up and supervision of nursing training facilities is necessary to ensure conformity to the nursing school establishment criteria's and education operation standards guideline.

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