Influence of Tutors Classroom Interaction on Academic Performance of Students of School of Nursing and Midwifery, Akure

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Abstract:

This is a descriptive study that determined the influence of tutors Classroom interaction on Academic Performance of students of School of Nursing and Midwifery, Akure. It employed a quantitative research methodology using questionnaire on the tutors classroom interaction influence on academic performance. Data on academic performance was retrieved from the academic record of the School of Nursing and Midwifery, Akure. A total sample size of 195 students was used in the study. 195 questionnaires were distributed to the students while 175 questionnaires were retrieved. Data collected was analysed using Statistical package for Social Science (SPSS) version 17 and was presented in frequency tables. Hypothesis was tested at 0.05 level of significance using chi square to determine the relationship between tutor classroom interaction and academic performance. Results from the study shows that the mean age of respondents was 21 with standard deviation of +_2.52, with a higher proportion of female students. The result shows that there is no significant relationship between tutors classroom interaction and academic performance. Based on the findings, it was recommended that the Government of Ondo State should train Nurse and Midwife educators on curriculum planning and implementation in order to enhance teaching learning experiences of students.

Keywords: *Tutor, Classroom interaction, Academic performance*

Introduction

The solid understanding of the nature of effective teaching for adolescents will improve the quality of teacher-student interactions within the classroom (Allen, Gregory, Mikami, Lun, Hamre, and Pianta 2013). Harvey and Kamvounias, (2008) opined that achieving quality outcomes for students in an increasingly globalised and competitive environment is a major challenge faced by higher educational institutions around the world. Education is a reciprocal process, during which the learners acquire knowledge, ability, and self-awareness in gaining diversity to thought (University of Wisconsin, 2001). According to Mellish, Brink & Paton (2009), nursing education is designed to educate and train nursing students to become competent and qualified professional nurses. It is the responsibility of the nurse tutors to create a learning environment and learning opportunity that is inviting, challenging, and promoting clinical thinking /problem-solving skills to the students. (Mbirimtengerenji, Daniels, & Martin 2015)

In every educational institution, success is measured not only by academic performance

or how well the students meet standards; it is also measured by teachers' observation of students' listening and practical skills or dexterity in clinical areas, punctuality and time management (Belle, 2011). There are two types of factors that affect students' academic performance. These are internal and external classroom factors and these factors strongly affect the students' performance. Internal classroom factors include students competence in English, class schedules, class size, class test results, learning facilities, homework, the environment of the class, the complexity of the course material, teachers role in the class, the technology used in the class and examination systems. External classroom factors include extracurricular activities, family problems, work, and financial, social and other problems. Research studies show that students' performance depends on many factors such as learning facilities, gender and age differences (Hansen, 2000). The performance of the student is affected by communication skills; it is possible to see communication as a variable which may be positively related to the performance of the student in open learning. Studies have shown that teacher classroom interactions is central to effective curriculum implementation as it has a strong influence on students' learning outcomes (Rickards, 1999; Alausa, 2007). Henderson, *et al* (2000) reported that students' perceptions of their teacher classroom interactions influenced attitudinal outcomes, adding that where students perceive teachers as initiating satisfactory classroom interactions, their feelings, motivation, and attainment in the curriculum, were positively affected.

The objective of the study is to determine the relationship between tutor's classroom interaction and student academic performance of School of Nursing and Midwifery, Akure. The researcher hypothesized that there will be no significant relationship between tutor's classroom interaction and academic performance.

Methods and Materials
Descriptive design was used to determine the relationship between tutor classroom interaction and student academic performance of School of Nursing and Midwifery, Akure. The study was carried out among students of the School of Nursing and Midwifery, Akure, Ondo State. The Schools are located along Igbatoro Rd. Akure Ondo State. The School offers training of the student in basic nursing, post-basic nursing, and basic midwifery. The School academic calendar runs a block study (where students sit to receive lectures in class) and clinical posting study (students are posted to the hospital and community for practical experiences). The school has a population of 267 students including students in year 1 to year 3 and the post-basic nursing students. School of Nursing has a student population of 171 while School of Midwifery has 96 students. The target population was basic student nurses and midwives on block study of School of Nursing and Midwifery Akure, Ondo State for the academic session 2013/2014. The School of Midwifery Akure had a total number of 96 students, while the School of Nursing had 99 students on block study.

Table 1: Population Distribution of Students of School of Nursing and Midwifery, Akure

School	Year 1 **Block study**	Year 2 Community posting	Year 3 **Block study**	Post basic	Total
Nursing	49	52	50	20	171
Midwifery	50	None	46	none	96

A census sampling method was used for the study to select a population size of 195

students which comprises of all the students in year 1 and year 3 who were on block study.

The research instrument that was employed was a questionnaire. A standardized questionnaire was adapted to answer the research objectives. It was divided into section A and B; section A to obtain the socio-demographic data of the respondents, Section B on a set of questions titled "My Nursing/Midwifery Tutor Classroom Interaction" was used to collect data for classroom interaction. The Nursing/Midwifery Tutor' Classroom Interaction" was adapted from the Questionnaire on Teacher Interaction (QTI), which measures classroom interactions (Wubbels, 1993). Each of the eight scales contains both positive and negative items that represent the interpersonal behaviours of the teacher: Leadership, Helping/Friendly, Understanding, Student Responsibility/Freedom, Uncertain, Dissatisfied, and Admonishing and Strict behaviours. Individual responses were summed up and got a mean score of 72. The result was interpreted as good classroom interaction ($\geq$ 72) and poor classroom interaction ($\leq$ 71.99). The academic record of students of nursing and midwifery was used to collect data for academic performance. The individual result was summed up and means of each student found. The mean score of each student was categorized into good performance (50 -100) and poor academic performance (0-49.9) following the school standard for a pass is 50 and fail is 49.9.

The validity of the questionnaire was established through face and content validity criteria. The developed questionnaire was given to experts in the field of Nursing, Education, Sociology and Demography and Social Statistics for thorough scrutiny. Each item on the instrument was examined for content clarity, scope, and relevance to the study. The reliability of the instrument was established by the test-retest method. The instrument was administered to twenty students of College of Health Technology, Akure twice at two weeks interval. The result of the reliability ratio r=0.7 for test items on classroom interaction. Data generated for the study were analysed using statistical package for social science (SPSS), version 17. Statistical techniques that were used include descriptive statistics (such as frequency, percentages, and mean, etc) and inferential statistics (chi square,) to determine relationships between variables.

Ethical consideration
Permission to conduct the study was obtained from the authority of Schools of Nursing and Midwifery, Akure. Participants consent was sought and respondents were assured of the confidentiality of the information supplied.

Results
Table 2: Socio-Demographic Data of Respondents

	Frequency (n) 175 % (100)
AGE IN YEARS 15-19 20-24 25-29 30-34	 63 (33.3%) 101(53.4%) 10(5.3%) 1 (0.5%)
SEX Male Female	 23(12.2%) 152(80.4%)
SCHOOL Nursing	 99(56.6%)
Midwifery	76(42.9%)
YEAR OF STUDY Year 1 Year 3	 94(53.7%) 81(46.3%)

Table 2 shows the socio-demographic of respondents. It shows that more than half of the respondents 101 (53.4%) were within the age group of 20-24, 63 (33.3%) were within the age group of 15-19, 10 (5.3%) within 25-29 and only 1(0.5%) of the respondents were within the age group of 30-34. The mean age of the respondents is approximately 21 with a standard deviation of ±2.52. The response on sex shows that a higher proportion of the respondents were female 152(80.4%) while 23(12.2%) were male students. Ninety-nine (56.6%) of the respondents were students of the School of Nursing while 76 (42.9%) were students of School of Midwifery. There were 94(53.7%) of the respondents in year one while 81 (46.3%) of the respondents were in year three.

Table 3 shows to the extent to which respondents agree to various statements on nursing and midwifery tutor classroom interaction. On leadership, 132 (75.4%) of the respondents agreed that their teachers explain things clearly, 29 (16.6%) strongly agreed, 10 (5.7%) strongly disagreed while 4(2.3%)

disagreed. Helping and friendly statements show that 141 (80.6%) of the respondents agreed that their teachers are friendly, while 8(4.6%) disagreed with the statement; 145 (82.9%) of the respondents agreed that their teachers show interest in their work while 3 (1.7%) disagreed. Furthermore, on helping and friendly, 140(80.5%) of the respondents agreed that their teachers behave in a considerate manner while 10(5.7%) disagreed with the statement.

Finally, on helping/friendly, 120 (69.0%) of the respondents agreed that their teachers inspire confidence in them while 15(8.7%) disagreed with the statement. The table also shows classroom interaction on the aspect of the understanding. Seventy-eight (44.8%) of the respondents agreed that if they don't agree with their teacher they can talk about it, 46 (26.4%) disagreed with the statement. On whether, their teacher listens with interest, 112 (64.7%) of the respondents agreed while 13(7.5%) strongly disagreed with the statement. Table 2 also shows that teachers empathy on the student, 95 (54.6%) of the

respondent are in agreement while 39 (22.4%) disagreed Teachers confidence in students revealed that 101 (58.4%) of the respondent are in agreement while 46 (26.6%) disagreed. The table further shows that 113(64.9%) of the respondents agreed that their teachers exhibit some level of understanding, while 14 (8.0%) strongly disagreed with the statement. Ninety (52.0%) of the respondents agreed that their teachers are open with students, 16 (9.2%) strongly disagreed with the statement.

Response on responsibility, 77 (44.5%) of respondents agreed that they can influence their teacher, while 47 (27.2) disagreed with the statement, 121 (69.5%) agreed that their teachers give opportunity for independent work, 26 (14.9%) disagreed with the statement; 92 (52.9%) of respondents agreed that their teachers give freedom and responsibility to students, 20 (11.5%) disagreed with the statement.

Table 3: My Nursing and Midwifery Tutor Classroom Interaction

Behaviour	Strongly Disagree	Agree	Strongly Agree
Leadership-			
My teachers explain things clearly	10 (5.7)	132 (75.4)	29 (16.6)
Helping/Friendly			
My teacher is friendly.	12 (6.9)	141 (80.6)	14 (8.0)
My teacher shows interest in students work.	12 (6.9)	145 (82.9)	15 (8.6)
My teacher behaves in a considerate manner	14 (8.0)	140 (80.5)	10 (5.7)
My teacher inspires confidence and trust	17 (9.8)	120 (69.0)	22 (12.6)
Understanding			
If we don't agree with the teacher, we can talk about it.	21 (12.1)	78 (44.8)	29 (16.7)
My teacher listens with interest	13 (7.5)	112 (64.7)	26 (15.0)
My teacher shows empathy,	14 (8.0)	95 (54.6)	26 (14.9)
My teacher has confidence in students	15 (8.7)	101 (58.4)	11 (6.4)
My teacher is understanding	14 (8.0)	113 (64.9)	17 (9.8)
My teacher is open with students	16 (9.2)	90 (52.0)	10 (5.8)
Responsibility/Freedom			
I can influence the teacher.	46 (26.6)	77 (44.5)	3 (1.7)
My teacher gives an opportunity for independent work.	12 (6.9)	121 (69.5)	15 (8.6)
My teacher gives freedom and responsibility to students	20 (11.5)	92 (52.9)	5 (2.9)
Uncertain			
It is easy to make a fool out of the teacher	68 (39.3)	23 (13.3)	3(1.7)
My teacher behaves in an uncertain manner and keeps a low profile.	66 (37.9)	26 (14.9)	4 (2.3)
Dissatisfaction			
The teachers think that we don't know anything.	33 (18.9)	34 (19.4)	12 (6.9)
The teachers express dissatisfaction	32 (18.3)	56 (32.0)	14 (8.0)
My teacher looks unhappy,	45 (25.7)	14 (8.0)	9 (5.9)
The teachers criticize and wait for silence.	39 (22.3)	19 10.9	14 (8.0)
Admonishing			
The teachers are impatient.	28 (16.1)	20 (11.5)	11 (6.3)
My teacher gets angry easily	37 (21.3)	39 (22.4)	12 (6.9)
My teachers express irritation	20 (11.4)	57 (32.6)	22 (12.6)
My teacher punishes.	16 (9.2)	45 (25.9)	36 (20.7)
Strict			
We are afraid of the teachers.	17 (9.7)	51 (29.1)	23 (13.1)
My teacher checks and maintains silence	12 (6.9)	73 (41.7)	27 (15.4)
My teacher strictly enforces the rules.	10 (5.7)	97 (55.4)	29 (16.6)

The table further revealed responses on teachers uncertainty, 79(45.7%) of the respondents disagreed that they could make a fool out of their teacher while 23 (13.3%) disagreed with the statement; 78 (44.8%) of the respondents disagreed that their teachers behave in an uncertain manner and keeps a low profile, 26 (14.9%) agreed. On dissatisfactions, students response shows that 96 (54.6%) of respondents disagreed that their teachers think they don't know anything, 34 (19.4) agreed to the statement. Seventy-three (41.7%) disagreed that their teachers express dissatisfaction, while 56 (32.0%) agreed. Response on teachers looks unhappy shows that 107(61.1%) of respondents disagreed while 14 (8.0%) were in agreement. On whether their teacher criticizes and wait for silence 103 (58.9%) disagreed while 19 (10.9%) agreed with the statement. Response on admonishing, 115 (66.1%) disagreed that their teachers are impatient while 20 (11.5%) agreed. Eighty-six (49.4%) of respondents disagreed that their teachers get angry easily while 12 (6.9%) strongly agreed. Response on teachers expression of irritation shows that 76(43.3%) of respondents disagreed while 57 (32.6%) were in agreement. On whether their teacher punishes, 77 (44.3%) disagreed that their teacher punishes, while 45(25.9%) agreed. On whether their teacher is strict, 84 (48.0%) of the respondents disagreed that they are afraid of their teacher, 23 (13.1%) strongly agreed that they are afraid of their teachers. Seventy-three (41.7%) agreed that their teachers check and maintain silence, 62 (35.4%) disagrees. Statements on whether teacher strictly enforces the rules shows that 97 (55.4%) agreed to the statement while 10(5.7%) strongly disagreed.
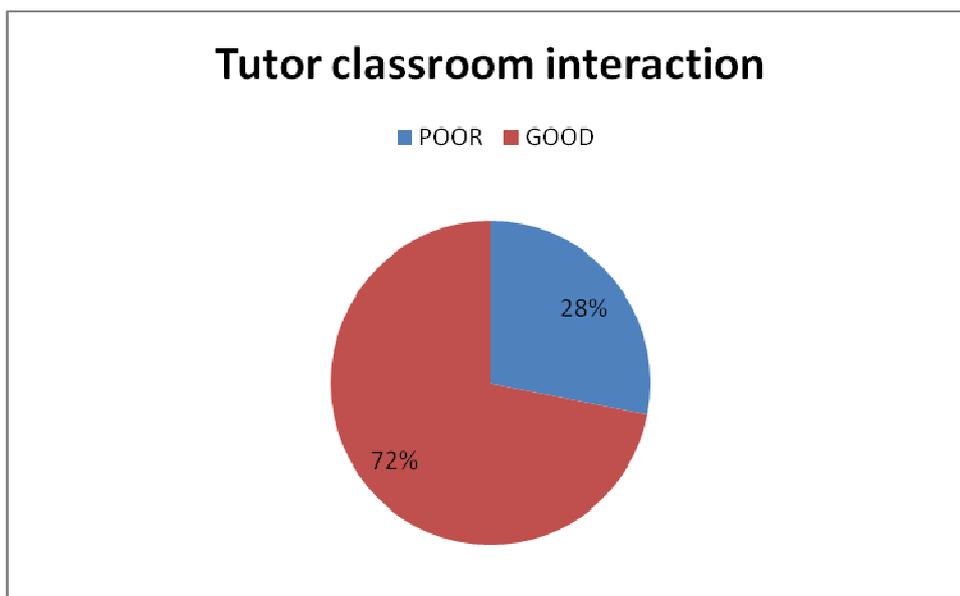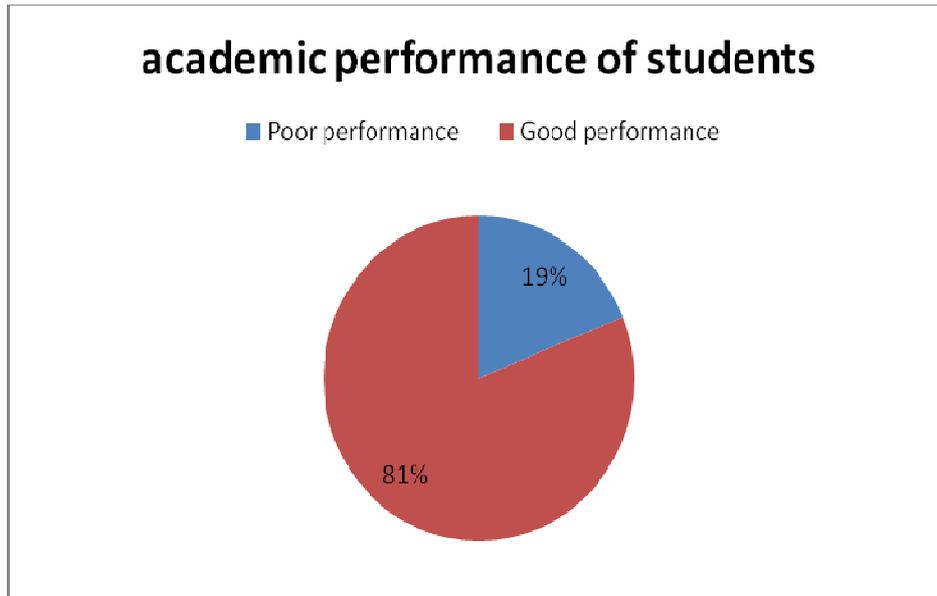

Fig i: *Tutor Classroom Interaction Scale*

Table 4: Academic Scores of Respondents

Academic Score	Frequency	Percent
0-49.9	33	18.9
50-100	142	81.1
Total	175	100.0

Table 4 shows that 142(81.1%) of the respondents had an academic score of 50-100 while 33(18.9%) scored 0-49.9.

Fig ii: Academic Performance of Respondents

H1: There is no significant relationship between tutor classroom interaction and academic performance of students of the School of Nursing and Midwifery

Table 5: Relationship between Student's Academic Performance and Class Interaction

	Academic performance			
Classroom Interaction	Poor Performance	Good Performance	Total	X^2
Poor	10	37	47	P= 0.664
Good	22	98	120	
	32	135	167	

At p >0.05 there is no significant relationship.

Therefore, the null hypothesis that there is no significant relationship between classroom interaction and academic performance of the School of Nursing and Midwifery is hereby accepted.

Discussion

This study aims to determine the relationship between tutor classroom interaction and academic performance. Results from the study show that the mean age of respondents was 21 with a standard deviation of ±2.52, with a higher proportion of female students. The findings of the study also revealed that a higher proportion of students with good classroom interaction have good academic performance. The findings showed that a higher proportion of the students perceived

their teacher classroom interaction as teachers who are leaders, helpful/friendly, understanding, responsible, admonishing and strict. But they, however, disagreed that their teachers are uncertain or dissatisfied. However, the study measured the relationship of tutors classroom interaction and academic performance p-value = 0.664 which is greater than Alpha=0.05 level of significance, hence indicating that there is no significant relationship between classroom interaction and academic performance.

This finding is supported by Scott (2003) who found that students rated their teachers as being strong leaders and understanding. Shafqat (2011) study revealed that teacher's behaviour towards their students directly affects their academic success. Higher the positive teacher's behaviour towards students, higher the student's academic achievements. Important qualities in teachers' behaviour are punctuality, honesty, hardworking, competency and confidence. He described that teacher's frankness with students, strict moody aggressive attitude, and none punctuality, lesser of will power are factors contributing directly to the performances of the students. The finding of the study is in contrast with Okoye (2006) who found that most students displayed general negative attitudes.

Recommendation

It is recommended that Policy makers should design a policy that will aid the teaching and learning experiences of Students of Nursing and Midwifery, Akure.

The government of Ondo State should train Nurse and Midwife educators on curriculum planning and implementation in order to enhance teaching-learning experiences of students.

Nursing Implication of the study

The study gives insight for Nurse and Midwife educators to have an idea of the factors that influence Student Nurses and Midwife academic performance. It implies that Nurse and midwife educators still need to improve on their classroom interaction with their students since every student is unique and have a different level of comprehension.

Further studies could be conducted to determine other factors that influence the performance of students in the areas of use of instructional materials, effects of peer pressure on academic performance, educational technology, and academic performance. Since this study was limited to only School of Nursing and Midwifery, Akure, a further study would be necessary to cover other Schools in the other States of the country, so as to establish a holistic trend regarding the factors contributing to academic performance.

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