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**EFFECT OF EDUCATIONAL BACKGROUND ON STUDENT SUCCESS DURING
WEEDING EXAMINATION AT COLLEGE OF NURSING AND MIDWIFERY
GOMBE, GOMBE STATE**

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EFFECT OF EDUCATIONAL BACKGROUND ON STUDENT SUCCESS DURING WEEDING EXAMINATION AT COLLEGE OF NURSING AND MIDWIFERY GOMBE, GOMBE STATE

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Abstract

The research work was written on the effect of educational background as a key to student success during weeding examination at College of Nursing and Midwifery Gombe, Gombe State. The objective of the study was to explore the place of Formal education, informal education, and learning opportunity on student's success during weeding examination and the research hypothesis stated there is significant difference between the formal education, informal education and learning opportunities received by student and their success during weeding examination at College of Nursing and Midwifery Gombe. In this study a quantitative research design was chosen, and the method used was a descriptive survey. The target population was first year students, and 60 students were used as sample. 60 Questionnaires were distributed to the subject, 54 were retrieved and one-way analysis of variance was employed for data analysis. The findings indicated that formal education does not have effect on student success during weeding examination with significant values of 0.79. Also, learning opportunity does not have significant effect on student success during weeding examination with significant value of 0.386, but informal education has significant effect on student success during weeding examination with significant value of 0.028 as demonstrated by one-way ANOVA with 95% confidence interval. The researcher recommends that; First year student nurses and midwives should engage in extracurricular activities and lecturer should do their best to identify the weaker students and give them more support for them to succeed during the weeding examination.

Introduction

Education is widely acknowledged as a fundamental pillar of any society and has been defined by numerous educationists, philosophers, and authors. Aristotle characterized education as the process of training an individual to fulfill their goals by utilizing all their faculties as a societal member. Similarly, Yunus (1990) described education as a deliberate effort aimed at influencing and aiding children in enhancing their knowledge, physical well-being, and moral values, ultimately leading them towards a fulfilling life and meaningful contributions to society.

Kapoor et al. (2016) expanded on the concept of education, encompassing various modes of learning, including formal, informal, and non-formal or quasi-formal education. Formal education is the structured learning provided in educational institutions, non-formal education occurs in non-traditional settings, and informal education is knowledge acquired through everyday life experiences. Students' academic success during weeding examinations is significantly influenced by a solid educational foundation, as defined by Kanda and Kankam (2015), spanning from basic to tertiary levels of schooling.

Educational background, as posited by Al-Shuibi (2014), is a vital aspect of an individual's life, serving as a key to future success and presenting numerous opportunities. Education shapes a person's thinking, emotions, behavior, and prepares them for life's challenges, thereby fostering personal satisfaction and community development. Furthermore, educational achievement is influenced by diverse factors such as parenting styles, parental educational background, family structure, peer influence, and the quality of early educational experiences, as highlighted by Mekonnen (2017) and Kamau (2013).

The transition from secondary school to university plays a crucial part in a student's success, as affirmed by Rooij, Jasen, and Grift (2017). This transition, when smooth, enhances academic achievement and persistence. Academic success is vital for positive outcomes, including higher self-esteem, reduced levels of depression and anxiety, enhanced social integration, and reduced engagement in substance abuse (Ragier, 2011).

The first year of study in higher education, particularly in the College of Nursing, is critical in shaping students' attitudes and approaches to learning, impacting their persistence and success (Ruthland, Dobbs & Totemeyer, 2018). Recent transformations in higher education bring new difficulties related to students' diverse backgrounds and needs, underlining the criticality of the first year for future success and retention (Ruthland, Dobbs, & Totemeyer, 2018).

The demanding coursework and extensive skills required in the nursing program necessitate students to work hard and develop effective study approaches. However, students with a strong educational background, especially in subjects like English Language, Physics, Chemistry, and Biology, tend to perform

better (Awotona & Abiola, 2019). Additionally, the quality of teaching and a conducive learning environment significantly impact academic success, emphasizing the importance of interactive teaching methods and adequate learning resources (Alabi & Akinwumi, 2018).

A solid educational background is a cornerstone for student success, particularly during weeding examinations and their academic journey. However, effective teaching methods, availability of learning resources, and a favorable learning environment are equally crucial in ensuring students reach their maximum potential. Educators and policymakers should prioritize these factors to provide equal opportunities for all students to succeed.

Statement of the Problem

The issue being addressed revolves around the array of obstacles confronted by first-year College students, particularly those enrolled in a nursing program. These challenges profoundly affect their academic progress and are intricate in nature. Adjusting to the unfamiliar academic setting, managing an augmented academic burden, and acclimatizing to a variety of teaching methodologies can prove to be daunting for a considerable number of students.

The researcher has noted a particular concern among certain student nurses within the college. Understanding lectures doesn't consistently translate into successful performance during assessments and exams, especially in continuous assessments, assignments, and the pivotal "weeding" examination at the conclusion of the initial semester.

Moving from secondary schools to college represents a major shift, introducing substantial alterations like environment, social activities, and academic expectations. This research was inspired to delve into the impact of educational background as a pivotal element affecting students' achievement during the weeding examination. This study endeavors to illuminate the ways in which students' earlier educational encounters and backgrounds could shape their outcomes in this crucial assessment, potentially providing valuable insights for developing strategies to bolster their academic triumph.

Objective of the Study

This study assessed teacher's practices on students' learning process in senior secondary schools in the Gombe Local Government area of Gombe State. The specific objectives are:

- (1) To determine the place of formal education on students' success during weeding examination
- (2) To examine the place of informal education on students' success during weeding examination.
- (3) To identify the place of learning opportunities on students' success during weeding examination.

Research Hypothesis

1. There is no significant difference between the formal education received by student and their success during weeding exams at College of Nursing and Midwifery Gombe.
2. There is no significant difference between the informal education received by student and their success during weeding exams at College of Nursing and Midwifery Gombe.
3. There is no significant difference between learning opportunities that student had and their success during weeding exams at College of Nursing and Midwifery Gombe

Literature Review

The definition of Education is in various ways by different psychologists. Kamau (2013) emphasizes that education is a fundamental right and necessity crucial in achieving the second goal of the Millennium Development Goals. Education, according to Kapoor et al. (2016), is the organic, harmonious, and progressive development of a person's innate abilities with the goal of bringing out the best in a person's body, mind, and soul.

The goal is to develop a well-rounded person who is emotionally stable, morally upright, ethically sound, mentally alert, physically robust, socially adept, spiritually enlightened, independently employed, and tolerant of different cultures.

Education serves as a tool to help people in a country reach their full potential, be able to contribute to society in meaningful ways, and find sustainable employment. Because of the functions and significance of education in human society, several nations Nigeria included, have embraced a variety of educational approaches to increase capacity through the human development index (HDI). Through the many types of education, which include formal, informal, and nonformal learning, education, literacy, and knowledge are further acquired.

According to Kapoor et al. (2016), education is not a one-time event but a continuous and lifelong process, encompassing development from infancy to maturity. It involves the influence of all factors that shape human personality. This process is conscious and deliberate, gradually bringing about positive changes in an individual's life and behavior. Education is about acquiring knowledge through study or imparting knowledge through various methods, including instruction and practical procedures (Passion in Education, 2019). Educators are keenly conscious that their objective is to guide a child's development along specific pathways by modifying their behavior (Kapoor et al., 2016).

As per Kapoor et al. (2016), the nature of education encompasses several key characteristics:

1. **Purposive:** Education is purposeful, driven by specific objectives that underlie all educational activities. These objectives provide direction and meaning to the learning process.

2. **Deliberate:** Education involves a careful and thoughtful approach, requiring guidance, planning, and attention to the learner's needs. It is not random but follows a conscious and intentional design.

3. **Planned and Life-Long Process:** Education is a systematically planned and organized process that spans an individual's entire life, starting from the very beginning (even before birth) and continuing until death. It is structured and progresses in a logical and intentional manner.

4. **Influence and Balanced Development:** Education involves the influence exerted by mature individuals, such as parents, elders, and teachers, on learners. Moreover, education aims for a well-rounded and balanced development, nurturing all facets of a child's being—physical, intellectual, emotional, and social—ensuring comprehensive growth.

Education transcends formal schooling and can be obtained through diverse avenues such as experiences, observations, and interactions with others. It serves as a means of social mobility, enabling individuals to attain their objectives and ambitions. Education significantly influences the values, beliefs, critical thinking abilities, and problem-solving skills of individuals. Additionally, it plays a critical role in laying the groundwork for economic progress and advancement by providing people with necessary skills for meaningful participation in the workforce. Consequently, education stands as a fundamental aspect of human development and should be within reach for all, irrespective of their background or socioeconomic status. Education, encompassing skills acquisition, knowledge, information, and understanding, can be categorized into several types of learning, as outlined by Passion in Education (2019):

1. Formal Education:

Formal education refers to structured and organized learning typically provided in academic institutions like schools, colleges, and universities. It follows a specific curriculum, has set objectives, and is often certified through diplomas, degrees, or certificates.

2. Informal Education:

Informal education involves learning that occurs through daily life experiences, interactions, and activities. It is spontaneous, unstructured, and takes place in a variety of settings such as at home, in the community, or through self-directed learning. Informal education doesn't follow a specific curriculum or timeline.

3. Non-formal Education or Quasi-Formal Education:

Non-formal education falls between formal and informal education. It is structured, intentional, and organized but does not always result in formal certification. It is designed to meet specific learning needs and often targets adult learners or those seeking skill development outside the formal system.

Weeding Examination

The Weeding Examination, as described by Awotona and Abiola (2019), is a critical examination carried out for newly admitted nursing students within their initial three to six months in school. This examination is a prerequisite for gaining full admission to pursue a nursing course. Colleges of nursing offering programs leading to the Registered Nurse Certificate typically administer this examination. The primary purpose of the Weeding Examination is to streamline the student intake to match the required number for the Nursing and Midwifery Council of Nigeria's indexing process. Conducted periodically during the initial three to six months, this examination is a rigorous assessment due to the competitive nature and high standards of the nursing profession. Successful passage of this examination is imperative for a nursing student to progress and be officially presented to the Nursing and Midwifery Council of Nigeria.

The Weeding Examination is a comprehensive assessment that encompasses both theoretical knowledge and practical skills evaluation for nursing students. This critical examination spans various subjects vital to nursing education, such as Anatomy, Physiology, Pharmacology, Nursing Ethics, and Medical-Surgical Nursing. In addition to theoretical aspects, students are rigorously evaluated on their clinical skills, including patient care, medication administration, and wound dressing. This multifaceted examination plays a pivotal role in the nursing education process, serving as a gatekeeper to ensure that only competent and qualified students progress in their nursing course. It upholds the high standards of the nursing profession by guaranteeing that only individuals with the necessary qualifications and capabilities are registered with the esteemed Nursing and Midwifery Council of Nigeria.

Methodology

This was carried out under the following sub-headings:

Research Design: Quantitative research approach specifically, utilizing a descriptive survey design.

Research Population: The target population for this study comprises all student nurses enrolled in their first year and first semester, falling within the age bracket of 18 to 25 years. Specifically, the study focuses on students undertaking the Basic Midwifery Programme, known as set 17, totaling sixty (60) students in the class.

Sample and Sampling Technique

The researcher opted for a total population sampling approach, considering the student nurse population to be of a manageable size. Total population sampling involves studying the entire population that possesses specific characteristics, and this method is commonly employed when the population size is manageable (Gliem, 2018).

Research Instrument: The chosen instrument for data collection was a structured questionnaire and end of year examination result.

Validity of Research Instrument: The instrument was validated by experts from educational foundation, and fields of Measurement and Evaluation.

Reliability of Research Instrument: The reliability index of 0.90 (90%) was obtained using test–re–test method.

Procedure for Data Collection: The questionnaires were distributed and returned via trained research assistants.

Method of Data Analysis: One-way analysis of variance (ANOVA) was used to compare mean values of multiple samples to determine if they are significantly different. The mean scores of students' results during the weeding examination were compared with the means of students' responses in sections 2, 3, and 4 of the questionnaires to obtain the result.

Results

The data presentation begins by displaying the mean values of each student response by section and that the student's average scores of the weeding examination as shown in Table 1.

Table 1: Mean Values of the Student's Responses and Average score of Weeding Examination's result

S/N	Mean PF	Mean PI	Mean PL	Mean SC
1	3.5	2.5	2.33	58.8

2	3	1.33	1.83	69.22
3	2.67	1.73	2.67	57.1
4	3.167	2.75	3.5	55.2
5	3.5	3	3	70.7
6	2.83	2.75	3	55.3
7	3.5	2.8	2.6	70
8	3.17	2.75	3.5	55.2
9	3.6	3	3	62.8
10	3.5	2.75	2.5	62.8
11	3	1.5	3.16	66.1
12	3	2.75	3.16	62
13	3.5	2.25	2.83	59.5
14	2.6	1.75	2.5	54
15	3.5	3	3.16	68.6
16	3.5	3	2	59.44
17	3.7	1.75	3	50
18	3	2	2.5	58
19	2.5	1.25	1.83	73.22
20	3.67	2	1.83	48.66
21	2.83	2.25	1.83	53.8
22	2.8	3	2.83	68.66
23	2.67	1.75	1.83	56.33
24	3.3	2.25	1.83	66.22
25	3.83	3.75	3	46.1
26	3.33	1.5	2	59.33
27	3.33	1.25	3.167	68
28	3.83	2.5	2.3	57
29	3.2	1.75	2	65.56
30	3	1.5	2.3	56.2
31	3.5	2.5	2.5	54.67
32	3.83	3.5	1.83	59.78
33	3	3.5	2.33	52.3
34	3.33	2.75	2.67	53.2
35	3.5	3.5	3	64.56
36	2.83	1	4	73.56
37	3.16	1.5	1.14	61
38	3.7	3	3.5	53.8
39	4	3.25	2	53.56
40	2.5	1.5	1.67	65.1
41	2.2	1.25	2.5	56.33
42	3.67	1.5	2	55.4
43	3.5	2.7	2.67	49.4
44	3.67	2.25	2	65.6
45	3.3	1	3	51.4
46	3.16	2.5	2	51.3
47	3.3	2.75	2.83	51.4
48	2.3	2.75	1.67	48.5
49	3	2	2.6	40.3
50	3	2.75	1.87	42.5
51	2.33	2.25	3	44
52	3.33	3.25	1.83	44.9
53	2.16	2.00	2	44.7
54	3.5	2.25	1.33	44.8

Keys:

Mean PF = Mean of place of formal education

Mean PI = Mean of place of informal education

Mean PL = Mean of learning opportunities

Mean SC = Mean score of students

The data in Table 1 shows the total mean of the data collected from both the students and their weeding examination's result. The first column contains the average score of the student response on Place of Formal Education (Mean PF). The Mean PF was derived by dividing the total score the student responses by the number of questions on the Section Two of the questionnaire. It was observed that the highest MeanPF was 3.8 while the least was 2.1. Also, the second column is the average score of the student response on place of informal education (Mean PI). The highest mean value recorded for the mean of place of informal education was 3.7 while the lowest was 1.0. Mean PI was derived by dividing the total score obtained from the student responses by the number of items on Section Three (3) of the questionnaire. In addition, the third column is the average score of the student responses on place of learning opportunities (Mean PL). It was derived by dividing the total score gotten from the student responses by the number of questions on section four of the questionnaire. 3.5 mean values was seen as the highest mean value for the mean of place of learning opportunities, while 1.1 was recorded as the lowest mean value seen. Lastly, the fourth column is the average score of the students in their weeding examination (Mean SC) which was obtained from secondary source (Examination Office). The highest mean score recorded across the Scores was 73.6 while the least mean score was 40.3.

Hypothesis 1

There Is no Significant Difference between the Formal Education Received By the Student and Their Success during Weeding Examination

This section presents the result and analysis of average score for place of Formal education as dependent variable and the average score for weeding examination as independent variables. Analysis of variance (ANOVA) was the statistical tool of choice in this situation. Thus, the result is presented in Table 2.

Table 2 The ANOVA Results for hypothesis 1

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1213.610	21	57.791	.753	.749
Within Groups	2456.578	32	76.768		
Total	3670.188	53			

In Table 2, a one-way ANOVA was performed to compare the effect of two different variables which are place of formal education and the student performance during exams. The one-way ANOVA based on the two mean scores gave a P-value of $P = 0.749$ ($F(21,32) = [0.753]$) which reveals that, there was no significant effect in the mean score between the two groups. This shows that formal education does not have effect on student success during weeding examination as demonstrated by one-way ANOVA with 95% confidence interval.

Hypothesis 2:

There is no Significant Difference between The Informal Education Received by the Student and Their Success during Weeding Examination

This was the third section of the questionnaire and it present the result and analysis of average score for place of Informal education as dependent variable and the average score for weeding examination as independent variables. Also, one-way ANOVA was the appropriate statistical tool used for the analysis. The Table 3 presents the result.

Table 3 ANOVA Result for place of Informal education.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1687.097	15	112.473	2.155	.028
Within Groups	1983.091	38	52.187		
Total	3670.188	53			

In the Table 3 above, a one-way ANOVA was also performed to compare the effect of two different variables which are place of informal education and the student performance during exams. The result reveals that, there was significant effect in the mean score between the two groups ($F(15,38) = [2.155]$, $P = 0.028$). This shows that informal education has significant effect on student success during weeding examination as demonstrated by one-way ANOVA with 95% confidence interval.

Hypothesis 3:

There is no Significant Difference between the Learning Opportunities Received By the Student and Their Success during Weeding Examination

This section was the last section of the questionnaire which presents the result and the analysis for the average score for learning opportunity as a dependent variable and the average score of the student weeding examination result as an independent variable. One-way ANOVA was the statistical tool employed in this analysis. Table 4 below present the result

Table 4 ANOVA Result for place of learning opportunities.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1186.332	16	74.146	1.104	.386
Within Groups	2483.855	37	67.131		
Total	3670.187	53			

Also, in Table 4, a one-way ANOVA was also performed to compare the effect of two different variables which are place of learning opportunities and the student performance during exams. The result reveals that, there was no significant effect in the mean score between the two groups ($F(16,37) = [1.104]$, $P = 0.386$). This shows that learning opportunities does not have significant effect on student success during weeding examination as demonstrated by one-way ANOVA with 95% confidence interval. From the findings above, the result shows that formal education does not have effect on student success during weeding examination with significant values of 0.79. Likewise, learning opportunity does not have significant effect on student success during weeding examination with significant value of 0.386. However, informal education has significant effect on student success during weeding examination with significant value of 0.028 as demonstrated by one-way ANOVA with 95% confidence interval.

Discussion of the findings

The research found that formal education does not have a significant effect on student success during the weeding examination, as demonstrated by one-way ANOVA with a 95% confidence interval. This contradicts the general belief that formal education is crucial for a student's success, as it provides them the opportunity to explore and discover their interests. The null hypothesis, suggesting a significant difference between formal education and success during weeding exams, is rejected. The research indicates that informal education significantly influences student success during the weeding examination ($p=0.028$), as demonstrated by one-way ANOVA with a 95% confidence interval. This finding aligns with the research by Li and Qiu (2018), supporting the idea that informal education enhances student success. The null hypothesis, implying no significant difference between informal education and success during weeding exams, is accepted. The results show that learning opportunities do not significantly impact student success during the weeding examination ($p=0.368$), according to one-way ANOVA with a 95% confidence interval.

This is contrary to the research by Li and Qiu (2018), which suggested that learning opportunities contribute to student success. The null hypothesis, stating no significant difference between learning opportunities and success, is supported.

Conclusion

In conclusion, the study found out that the type of school the student attended the series of educational system of those schools and the learning opportunities that the received does not have effects on their success during weeding examination. However, informal educations received by students improve their performance during the examination.

Recommendations

Base on the findings from this study the following are the recommendations;

1. The lecturer should do their best to identify the weaker students and give them more support so that they succeed during weeding examination
2. Parents should endeavour to be academically sound and engage their ward with informal education so that they can enhance their academic performance.
3. First year student nurses and midwives should be guided on how best they could utilised the learning opportunities available to support performance during the weeding examination.

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