

**FACTORS INFLUENCING ACTIVE PARTICIPATION IN LEARNING AMONG
NURSING STUDENTS AT LUBAGA HOSPITAL TRAINING SCHOOL**

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**AN UNDERGRADUATE RESEARCH REPORT SUBMITTED TO THE SCHOOL OF
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DECLARATION

I Nalwanga Esther declare that, this report is my original work and has never been submitted to any other university or institution for any ward.

NALWANGA ESTHER

Signature

Date.....

APPROVAL

This report titled; “Factors influencing active participation in learning among nursing students at Lubaga Hospital Training school” was done under supervision and is ready for submission.

NANTALE GRACE

Signature.....

Date.....

DEDICATION

I dedicate this work to my family, especially my mother Nanyanzi Prossy, and my father Mr. Kiberu Esau thanks for all you have done for me.

ACKNOWLEDGEMENT

I wish to thank the almighty Lord for having enabled me to write this research and also helping me finish the entire course Bachelor of Science in Nursing of International Health sciences University.

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OPERATIONAL DEFINITIONS

Active participation in learning-	Means students engage with the material, participate in the class, Incorporate <i>active learning</i> strategies into every component of your course.
Knowledge-	Facts, information, and skills acquired by a person through experience or education; the theoretical or practical understanding of a subject.
Attitude -	A settled way of thinking or feeling about someone or something, typically one that is reflected in a person's behavior

LIST OF ACRONYMS

IHSU	-	International Health Science University
SPSS	-	Statistical package for social scientists
UNICEF	-	United Nations International Children's Emergency Fund
WHO	-	World Health Organization

ABSTRACT

Introduction

The purpose of the study was to explore factors influencing active participation in learning among nursing students at Lubaga Hospital Training School.

Methodology

The study used a cross sectional study design that utilized quantitative methods of data collection. A total of 150 participants constituted the sample size. These participants were selected from the antenatal clinic in Lubaga Hospital using simple random sampling.

Results

Many 80(53%) students lacked adequate knowledge on how to look for information and using learning materials like text books, wall charts and internet. Majority 100 (66%) of the students had a negative attitude towards active participation in learning. Institutional related factors were also affecting students' participation in active learning, 118(79%) said computers were not connected to internet for students to surf information to use, and 120(80%) said the library didn't have all the books students need to actively participate in learning.

Conclusion

Certificate students were not actively participating in learning, they wanted to get information from teachers since they were new in the health profession. While diploma students tried to actively participate in learning because they had been introduced to various methods of learning.

Recommendation

Ministry of Education and Sports, stake holders should formulate policies to stream line teaching and learning methods, make a clear follow up of the nursing training schools to ascertain quality of health workers produced by Nursing training schools.

CHAPTER ONE: INTRODUCTION

1.0 Background

Active participation in learning is whereby students are involved in discovering new knowledge by being involved in searching for information, presenting in class, doing return demonstrations, asking and answering questions while the teacher is teaching. The strategies for active participation in learning include, but are not limited to, case study, problem-based learning, games, simulation, role play and contributing answers in class (Bonwell and Eison 2010).

The benefits of incorporating active participation strategies of learning is to promote social interaction among students and accommodate a variety of learning styles, most notably visual, auditory, and kinesthetic learners (Phillips, 2012). Active learning strategies enhance the learning experience and increase the retention and retrieval of knowledge for long-term learning. These strategies can be employed in any setting, whether in a traditional classroom, in the clinical area or online class (Yazedjian & Kolkhorst, 2011). According Jomio (2013) in Indonesia, traditional methods of teaching like lecturing and presenting do not favour learning, an instructor generally says 100 -200 words a minute and a student only hears 50 -100 — half. Worse yet, in a typical lecture class, students are attentive just 40 percent of the time, real learning should involve active participation for students to learn better (Jomio, 2013).

Benison (2010) in Latina America realized that students retain about 70% of what they hear in the first ten minutes of class — and just 20 percent during the last ten minutes. To learn better they should actively participate in learning while presenting to fellow students with guidance of the tutor/ facilitator, modern teaching should also use role play, group discussion and doing assignments in class and outside class. A study focusing on how to upgrade nursing education in East Africa by Kepchemboi (2010) recommended that there is need for less reliance on lecturing. Teachers should promote interaction with students through active participation in learning to encourage nursing students to learn better Kepchemboi (2010).

Mugaga (2014) an educationist at Makerere University (Uganda) asserted that the nursing sector should modify their teaching methods by replacing or reducing the traditional lecture with other methods that will require the learner to ask *what*, *how*, and *why* to facilitate the development of professional practice skills in order to become competent practitioners. Emphasis should be placed on learning and understanding essential information rather than the coverage of content (Mugaga, 2014). In a press release by Ministry of education and sports stated that learners have a better understanding and higher retention of subject matter when the information involves active rather

than passive learning, especially when connected to real life situations. He further noted that active learning strategies facilitate understanding by requiring students to employ higher thought processes (Kitimbo, 2012).

It is therefore against this background that this study seeks to determine factors influencing active participation in the learning process among nursing students at Lubaga hospital training school.

1.2 Problem statement

Over the years, the performance of nursing students has notably declined as noted by Kagezi (2014) who stated that 55% of nursing students scored less than the required pass mark 50% in both promotional and final exams (Kagezi 2014). The report also noted that this poor performance cuts across both the theoretical and clinical areas of assessment (Nandita, 2013). Despite efforts by tutors and mentors to teach students on the ward and in class, there is not much improvement as the, students are continuously failing and more likely to be ineffective in the field of practice, this poor performance of nursing students could be attributed to inadequate active participation of students in their learning. Consequences of student nurses not being involved in active participation include failing, being incompetent in the field of work and dropping out of school.

Therefore this study intends to identify factors influencing active participation in learning among student nurses.

1.3 Study Objectives

1.3.1 Broad objective

To identify factors influencing active participation in learning among student nurses in Lubaga Hospital Training School in order to propose strategies aimed at assisting student nurses and tutors of Lubaga Hospital Training School to use active participation in learning.

1.3.2 Specific objectives

This study was guided by the following specific objectives.

1. To determine Social demographic factors of student nurses influencing active participation in learning at Lubaga hospital training school.
2. To identify the level of knowledge of student nurses towards active participation in learning at Lubaga Hospital training school.

3. To determine the attitude of students nurses towards active participation in learning at Lubaga Hospital Training School.
4. To determine institution related factors influencing active participation in learning among student nurses at Lubaga hospital training school.

14 Research Questions

1. What are the social demographic factors influencing active participation in learning among student nurses at Lubaga hospital training school?
2. What is the level knowledge among student nurses towards active participation in learning at Lubaga Hospital training school?
3. What is the attitude of student nurses towards active participation in learning at Lubaga Hospital Training School?
4. What are the institutional related factors influencing active participation in learning among student nurses at Lubaga Hospital Training school?

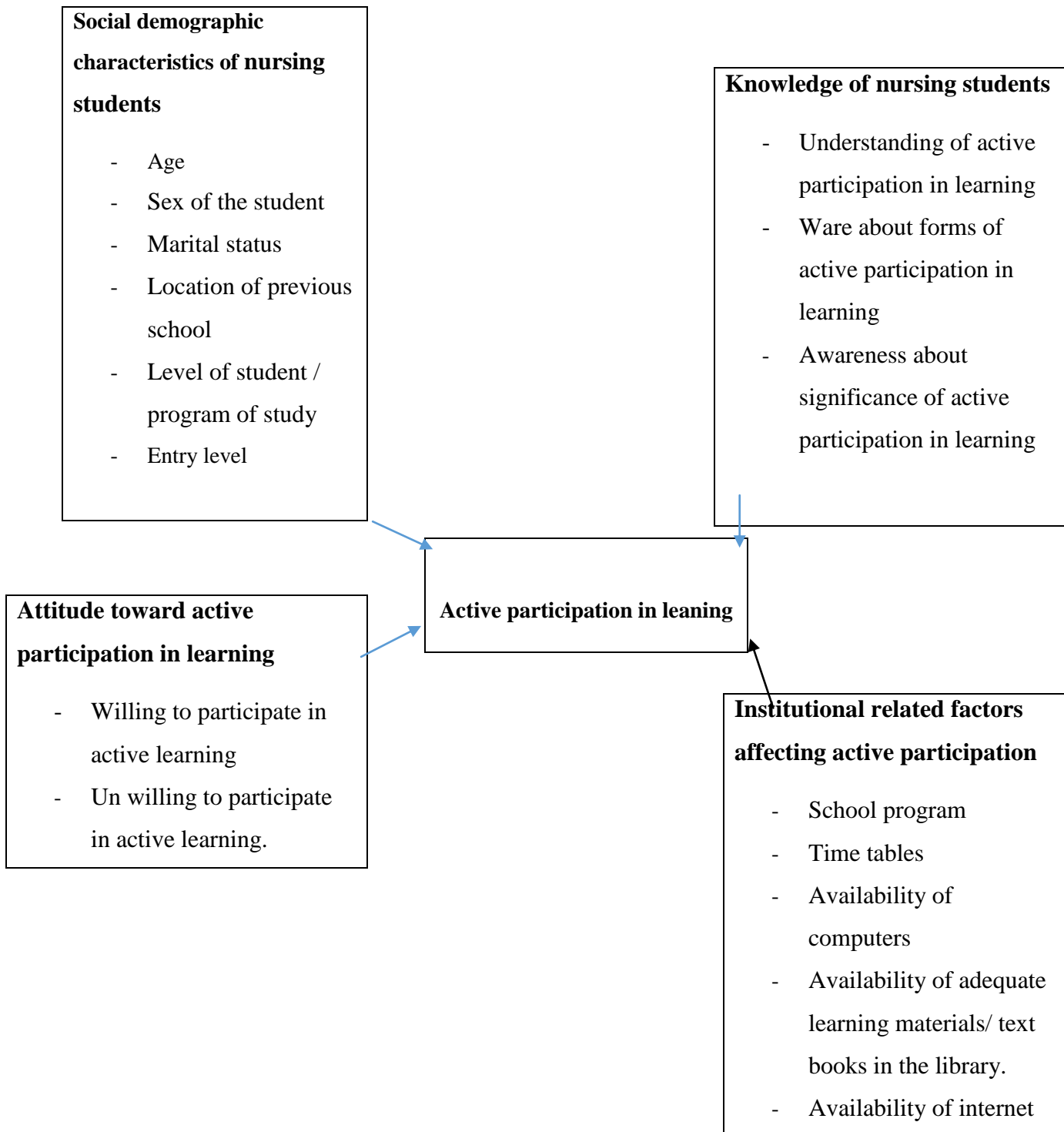
1.5 Significance of the study

This study identified the factors that influence the use of active participation in learning among student nurses of Lubaga Hospital Training School.

This information is to assist policy makers to design policies that favor active participation in learning, the information is to help in review of the content in the curriculum and the syllabus, for the student nurses to follow. The findings are to give the Ministry of Education a baseline for designing programmes that are helpful in improving the teaching methodology in nursing schools and improve on the quality of graduate nurses.

It is hoped that these results are to help Lubaga Hospital Training School to focus on how to help students learn better to keep its reputation as one of the oldest nursing and good performing institution in the country. Students Nurses are to be equipped with skills that promote their ability to think critically by themselves to solve complex issues and also improve on their capacity to learn. It is also to serve as a stepping stone for further research in the area of active participation in learning.

Figure 1: Conceptual frame work



1.6 Narrative of the conceptual frame work

The study had two variables the independent and the dependent variable. Active participation in learning is the dependent variable on which the study is focusing to establish the factors that influence it. The Independent variables are social demographic characteristics of nursing students which include: age, sex of the students, location of schools attended and marital status. Knowledge of nursing students on active learning which includes: Understanding of active

participation in learning, ware about forms of active participation in learning, awareness about significance of active participation in learning. Attitude of nursing students includes; willingness to participate in active learning, while institutional related factors affecting active participation in learning include; computer and internet use, time for students to research, learning environment, reading material and text books.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter will review literature by other researchers on factors influencing active participation in learning among student nurses. The literature will especially examine social demographic characteristics of nursing students. Knowledge of nursing students on active learning. Facility and institutional factors influencing active participation in learning.

2.2 Social demographic characteristics of nursing students influencing active participation in learning

2.2.1 Age

Morgan (2011) in a study done in nursing schools of Nepal noted that mature students actively participate in class more than young ones who waste a lot of time talking in class, adults always focus on their studies, they look for information using any means available (text books, computers and internet) to present in class or answer questions during the lecture (Morgan, 2011). Another report from Singapore states that students under the age of 18 years are not mature enough. They are not allowed to enroll in nursing because they are not self-driven, can't carry out good research to actively participate in learning (Wardlaw, 2010).

2.2.2 Sex of the student

Various studies carried out in nursing schools of Canada showed that male and female students equally contributes in class, but due to the fact that the nursing course originally belonged to women. In class female students are the majority, and they feel free to interact with the tutors unlike the male students who are always few in class and feel inferior which lessens their participation in active learning (Melody, 2011). Similarly a report from Norway indicates that male students are always taken up by relationships and business. They get little time to do assignments or to read, to get information to actively contribute in class (Herceg – Baron, 2009).

2.2.3 Location of previous schools attended

According Baron (2009), student nurses who were studying at Chile Institute of Health science in Chile, coming from urban areas had a good foundation when they were still in the high school. They knew many methods of reading and their studies were student centered, they were always up to date and active in class (Baron, 2009). While in a different report from war tone Central African Republic, both students from rural areas and urban areas had no difference, all

of them were waiting for the teachers to spoon feed them. They preferred learning by lecture method (Pandha, 2014).

2.2.4 Methods of learning exposed to

In Ibadan University Nigeria – department of nursing, a report indicated that students who were mentored by their high school teachers in student centered learning always participated in class. These students struggled to look for information from test books and other reading materials, and shared with others during the lesson or in group discussions (Iche, 2011). Another report from Miami revealed that students who joined the nursing profession after being groomed by their high school teachers in various studying techniques, had ability to research, and actively participate in class by presenting the information they had discovered and were also able to answer questions when asked (Wardlaw, 2010).

2.3 Knowledge of nursing students about active participation in learning

2.3.1 Adequate knowledge on active participation

A study done in Namibia by (Oboth, 2011) showed that students in nursing schools of Namibia offering certificate and diploma courses didn't have adequate knowledge on active learning. They used to wait for tutors to give them the content to learn, yet their libraries were well stocked with books and they had wireless internet and computers at school.

Contrary to the above report, in Cape Town University - South Africa, department of nursing. Students had knowledge on active participation in learning. They used to make small group discussions of 4 – 5 people, allocate themselves tasks, and looked for information to present with the guidance of their lecturers (Iripo, 2009).

2.3.2 Information on active participation in learning

In Tanzania students offering diploma courses in nursing were introduced to various methods of learning by their lecturers. These students were knowledgeable on active participation in learning. Almost all of them used to actively participate in class during the session (Mutyembo, 2012). Similarly in Ethiopia tutors focused on introducing active learning to students. They emphasized use of reading materials from the library and articles from the internet and small group discussions. Students were quick to adopt. This helped them to actively participate in class (Zernwee, 2013).

2.3.3 Prior knowledge about active participation in learning

A study done by Gordon (2011) revealed that students who joined nursing schools in Mali with prior knowledge in active learning, used to perform well in class. They could get text books from the library, discuss amongst themselves and present to the teacher during sessions conducted in class. A report from Lethoso showed that, not all students who joined nursing schools had prior knowledge in active learning. It was difficult to adopt to active participation in learning when they joined the nursing school (Omello, 2013).

2.3 Attitude of nursing students towards active participation in learning

2.3.1 Willingness to actively participate in learning

According to (Oboth, 2011) in Namibia, students' attitude contributes significantly towards active participation in learning. Nursing students with a positive attitude towards education are always active in class. Well as students with a negative attitude towards learning are not easily influenced to actively participate in class (Iripo, 2009).

According to (Wood Angleton, 2013) in Natal – South Africa, international students had a good attitude towards discovering and sharing new information with others. They actively participated in learning, by answering questions and taking part in role plays. They used cyber space to relate what they studied and what is done in the practicum area in their home countries. They always looked for learning materials and post them on internet to share the information with others. While in East Africa, to be more particular Uganda, Tanzania and Burundi, students in nursing schools are just learning to use internet, and other means of searching information. They depend on tutors and facilitators who always prefer to use the lecture method which does not stimulate active participation in learning (Mutyebo, 2012).

2.3.2 Un willing to participate in learning

Research reports have revealed that many student nurses in the tropics have a negative attitude towards active participation in learning. In Uganda, many newly established schools lack reading materials, finding information is difficult, students can't generate their own knowledge to share with others. They have few or no reading materials (Asiduri, 2013).

2.4 Institutional related factors affecting participation in active learning

2.4.1 Work plan of the institution

According to John Major (2012) many health institutions training nurses in North Island focus on active participation in learning. They always use different approaches to train students

including allocating time to students to carry out research and personal reading. While in Uganda newly established nursing training institutions with few qualified tutors and clinical instructors, can't draw a proper work plan. They do not allocate students adequate time to carry out research to facilitate active participation in learning (Mutyembo, 2011).

2.4.2 Time tables

Health institution in Newdheli - India, and Okinawa Japan strongly take time for research very important, students are taken to the practicum areas, given ample time to research and present their finding, "they actively participate in learning" (Innamoto, 2013). Similarly in Uganda health institutions training student nurses on diploma level and degree level, tend to allocate student nurses time for concept papers, research proposals and reports which promote active participation in learning (Mutyembo, 2012). In a different report from Kumasi University – Ghana, results indicate that active participation in learning is affected by not giving adequate time to students to look for their own information to present and get corrections from their lecturers (Ibo, 2012).

2.4.3 Type of "nurses" the institution would like to produce

According to Melody (2013) many institutions in United States of America training health workers to suite the global market including sub – Saharan Africa, are training nurses by stimulating active participation in learning. Students carry out different researches to find out information on their own, present to experts for approval. While nursing schools in the tropics preparing students nurses on certificate level, mostly teach them only the basics to handle patients without a lot of complications, prefer training nurses by use of modified lecture and demonstration because of limited time stipulated for their course and the nature of health workers they want to produce (Nandyona, 2009).

2.4.4 Availability of adequate learning materials

A study done in various schools of nursing in Angola by (Iche, 2013) found out that schools with instructional materials of learning like models for practice, instruments in the practical room, modern text books and internet, lecturers and tutors, students actively participate in learning. These students are given tasks to prepare procedures to present to the entire class, while tutors are correcting them, "*where there is need for corrections*" (Iche, 2013). In the same study it was observed that schools without enough instructional materials can't teach students well because active participation is limited, there is no source of reference for students (Iche, 2013).

2.4.5 Ability to provide curriculum and course out line to students

According to (Katulebe, 2012) nursing institutions in Uganda which avail students with guidelines to follow in order to learn better always stimulate active participation in learning among students, tools like the curriculum and the course out line, guide students to study on their own, and to look for information to become knowledgeable in the area of nursing. Nandyona (2009) pointed out that denial of students' access to the course out line, syllabus books and curriculum makes students' learning very difficult, can't look for information to actively participate in class because they don't know their course content.

2.4.6 Well stocked library with text books and reading materials

It is a requirement for all health training institutions including nursing schools to have text books on syllabus to facilitate research, to get good information (Melody, 2013). Studies done in most nursing schools in sub – Saharan Africa, results show that most schools without text books can't train students using various methods of teaching, they depend on tutors and clinical instructors as a source of knowledge yet they also can't provide all the information to students (Ibo, 2011).

2.4.7 Availability of internet to surf information

A report from Gitalama - Burundi indicates that health training institutions in rural areas without accesses to internet or cyber connections can't compete well with health institutions in urban areas which are connected to the World Wide Web. Trainees can't look for their own information, they depend on text books and their instructors, active participation is affected by limited access to information (Bemba 2009). In Denmark and other developed countries it's a requirement that all health training institutions are connected on internet, to accesses information for students offering full time courses and others using E – learning to get good information to actively participate in class (Dickson, 2010).

2.4.8 Drawing a clear program for students

According to Nandyona (2009), health training schools with clear programs and time tables for students always prepare learners adequately, students get a chance of budgeting their time well to carry out personal studies this helps students to actively participate in learning. Mutyembo, (2012) noted that newly established nursing institutions have many challenge including lack of a clear program, because many don't own practicum sites, teachers always use traditional methods of learning to complete the syllabus before they are interrupted by any changes in the programme, all these limit active participation in learning.

2.4.9 Conducive learning environment for students to read and discuss

Training institutions for health workers with good learning environment conducive for students to read and carry out research, encourage active participation in learning among students (Iche, 2013) in his study done at Angola University. One of the requirement for licensing a nurses training institution in Uganda is the site where the school is situated, the class rooms should be noise free, away from traffic, allowing students to concentrate and read to discover new information on their own to actively participate in class (Katulebe, 2012).

2.4.10 Practicum site

Student learn better in the practicum area when attending to patients with various conditions, an observation made by Dickson (2010) at Nottingham university faculty of Nursing, confirmed that active participation in learning takes place in organized practicum sites, mostly in the wards, nursing students are able to identify cases of their own interest, attend to patients, read clinical notes and text books to understand the patient's condition better.

2.4.11 Competition on the job market after training

In the 21st century teachers should focus on training nurses who can compete for the job market, active participation in learning is the best approach (Innamoto, 2013). In Uganda some of the qualified nurses can't suite the job market due to poor methods of instruction during training, a lot more needs to be done to have qualified tutors and clinical instructors to train students using good teaching methods which can allow sharing ideas in order to generate new knowledge (Mutyembo, 2012).

2.4.12 Availability of computers

In Japan where almost all sections are computerized including the libraries in nursing schools students use computers to store and retrieve information for reading this helps them to actively participate in class (Innamoto, 2009). While in Uganda, Kenya and Tanzania where students are just being introduced to the computer world, many nursing students have a lot of difficulties in storing and retrieving information for reading in order to actively participate in class (Kityo, 2009).

In summary literature reviewed reflects that active participation in learning is influenced by, student nurses' social demographic factors, knowledge, attitude and facility related factors.

CHAPTER THREE: METHODOLOGY

3.0 Introduction

This chapter generally presents the study design and methodology the researcher used. It comprises of the study design, study setting, study population, sample size, sampling procedure, inclusion criteria, source of data, study variables, data collection techniques, data analysis, ethical consideration and limitation/ problems which were encountered during the study.

3.1 Study design

The study was cross sectional in nature it utilized quantitative methods of data collection. The design allowed the researcher to describe the characters of the elements in the study and to correct the data at a particular point in time within a short period of time.

3.2 Sources of the data

3.2.1 Primary data

Primary data was collected from sampled students of Lubaga Hospital Training School.

3.2.2 Secondary data

Secondary data was collected from published literature on the topic which was under study. This backed up the primary data and it was obtained from published research, catalogues, pamphlets, text books, magazines, internet /websites and several other sources.

3.3 Study setting

The study was carried out in Lubaga Hospital Training School, located about 5 km from the city center in Lubaga division, it is one of the departments of Lubaga Hospital. It is a private not for profit [PNFP] institution run by the Uganda Catholic Medical Bureau. It's headed by a principal tutor appointed by the board of governor. It has a board of trustees headed by the Archbishop of the Catholic Church, this institution has existed since 1956. The school provides quality training to certificate Nurses and Midwives, Diploma Nurses and Midwives, Laboratory assistants and theater assistants. The school admits a total number of 220 students, has one principal tutor and 10 tutors. Support staff include; the financial manager, one librarian, 1 secretary, and 10 cooks and one cleaner.

3.4 Study population

All student nurses and midwives studying at Lubaga Hospital Training school who met the selection criteria below were consented for the study.

3.4.1 Inclusion criteria

All certificate and diploma students' nurses and midwives who were present at school.

3.4.2 Exclusion criteria

Nursing students who refused to consent for the study and those who were sick / ill at the time of study.

3.5 Sample size

In this study, the sample size was calculated using a formula that was originally developed by Kish Leslie (1965)

$$n = \frac{z^2 pq}{d^2}$$

Where n = Desired sample size (if the target population is greater than (10,000)

Z = Standard normal deviation at 95% confidence interval (i.e.1.96).

P = Proportion of the target (which is 50% or 0.5)

q = 1- p (1 - 0.5 = 0.5)

d = will be the acceptable degree of error (in this case 0.05)

$$n = \frac{1.96^2 \times 0.5 \times 0.5}{0.05 \times 0.05}$$
$$= 384$$

Since the target population under study was less than 10,000 the required sample size was smaller and was estimated as follows;

$$nf = \frac{n}{1 + (n/N)}$$

Where N was the total population = 384

$$nf = \frac{384}{1 + (384/250)}$$

n = 151 participants

A sample of 151 students was interviewed from Lubaga Hospital Training school.

3.7 Sampling procedure

A systematic sampling technique was used to select respondents, because students had similar challenges, since they were exposed to the same learning environment; total number of students in each class was divided by the intended sample size, to get the N^{th} number, then the researcher used the N^{th} number to choose respondents, the researcher, counted all students in each class falling under the N^{th} number give them questionnaires to fill.

3.8 Study variables

3.8.1 Dependent variable

Active participation in learning

3.8.2 Independent variables

Social demographic factors of student nurses, knowledge on active participation, attitude on active participation and Institutional related factors which were affecting students' active participation in learning.

3.9 Data collection techniques

The researcher used a semi structured questionnaire for data collection where the researcher asked respondents questions and recorded the responses. Questionnaires were used because they were bring out clearly what the researcher wanted from the respondents; they also saved the time of the researcher and respondents.

3.10 Data collection tool

Data was collected using a semi – structured questionnaire which consisted of both closed and open ended questions about, student related factors, facilitator related factors and Institutional related factors affecting students centered learning. The questionnaire was developed by the researcher and it was approved by the supervisor.

3.11 Data analysis

Data from each questionnaire was checked for completeness and accuracy before being entered into the computer by excel for final analysis; missing gaps were corrected immediately even when it meant going back to the field to correct the data from a particular respondent. Data was be analyzed using SPSS version 18, and results were presented in form of frequency tables, figures and narrative. Frequency and percentages were used for interpretation and establishing relationships between variables.

3.12 Quality control issues

Data collection instruments were pretested among students to determine their validity. Corrections were made before the final administration of the instrument to respondents. The reliability of data collection instrument was achieved by designing the instruments according to study objectives. Data was managed by the researcher herself to ensure confidentiality, security and accuracy. Data was completed and stored in the computer protected with a pass word to avoid losing it.

3.13 Ethical considerations

Upon approval of the proposal by the supervisor an introductory letter from the academic registrar was obtained by the researcher. This was used to obtain permission from the Principal of Lubaga Hospital Training who introduced the researcher to the research committee, Tutors and student leaders. The researcher had to seek a written informed consent from each respondent before data collection. The respondents were assured of confidentiality regarding the release of information by not indicating their names.

3.14 Plan for dissemination of findings from the research to all stake holders

In order to achieve its purpose, the researcher disseminated findings from the research to all the following:

- The university (IHSU) got two copies of the dissertation for academic reasons
- Lubaga Hospital Training got a copy of summary of the dissertation for possible follow – up of some of recommendations of the study.
- Results were disseminated to all stake holders to put in more effort to ensure active learning in health training Institutions.

CHAPTER FOUR: PRESENTATION AND DATA ANALYSIS

4.2 Socio – demographic Characteristics

Social demographic characteristics influencing active participation in learning among nursing students in Lubaga Hospital Training School.

Table 1: Distribution of respondents by socio – demographic characteristics n = 150

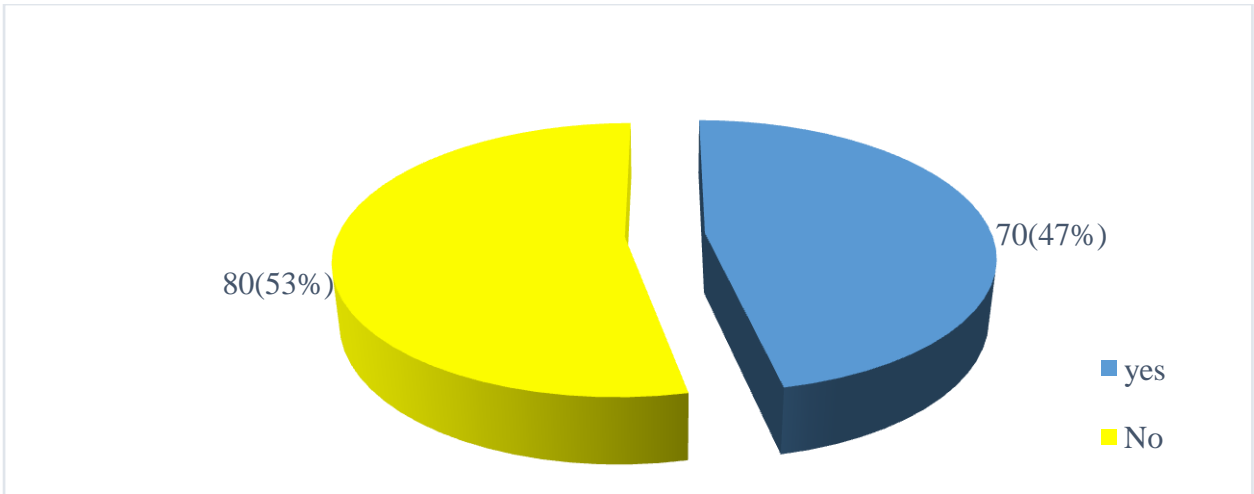
Category	Variable	Number	Percentage (%)
Age of students	18 year - 22 years	58	38.7
	23 - 27years	40	26.7
	28 – 32 years	32	21.3
	31 years and above	20	13.3
Sex	Male	40	26.6
	Female	110	73.4
Programme of study	Certificate course	80	53.3
	Diploma course	70	46.7
Actively participate in learning	Yes	64	42.7
	No	86	57.3
Total		150	100

Majority 58(38.7%) of the respondents were 18 years – 22 years, 40(26.7%) were 23 – 27 years, 32(21.3%) were 28 – 32 years and minority 20(13.3%) were 31 years and above.

Most 110(73.4%) of the respondents were females, and a few 40(26.6%) were males. Many 80(53.3) of the respondents were doing a certificate course, and 70(46.7%) were offering a diploma course.

Majority 86(57.3%) of the respondents were not actively participating in learning, while minority 64(42.7%) were participating in learning.

Figure 2: Respondents awareness about active participation in learning n = 150



Many 80(53%) of the respondents were not aware about active participation in learning while 70(47%) were aware of active participation in learning.

Table 2: Responses on what is active participation in learning

n =150

What is active participation in learning	Frequency	Percentage (%)
Contributing towards learning	28	18.7
Students teaching others	22	14.7
Sharing information with others	20	13.3
I don't know	80	53.3
Total	150	100

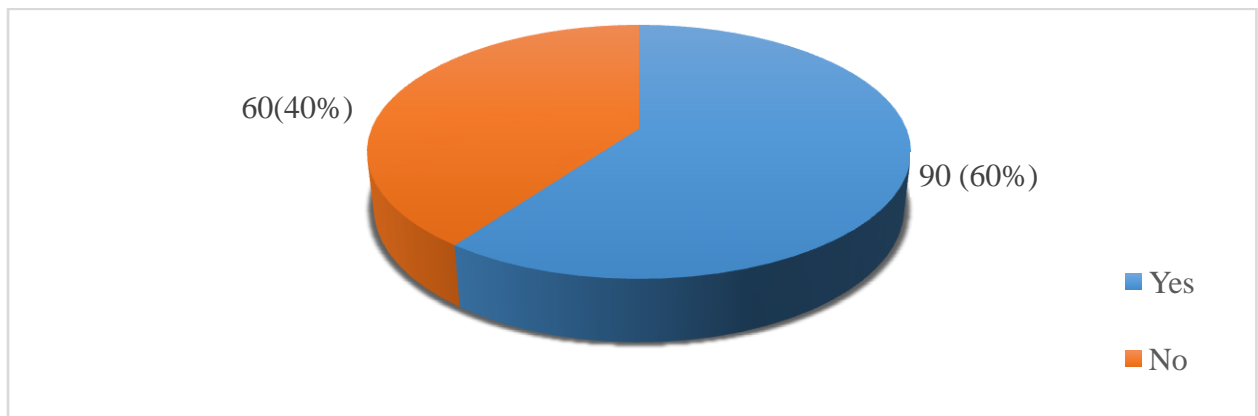
Majority 80(53.3%) of the respondents didn't know what is active participation in learning, 28(18.7%) said active participation is contributing towards learning, 22(14.7%) said active participation is students teaching others, and minority 20(13.3%) said sharing information with others.

Table 3: Forms of active participation in learning the student are aware of n = 150

Forms of active participation	Frequency	Percentage (%)
Presentation	25	16.5
Group discussion	30	20
Self – directed learning example library use	23	15.3
Demonstration return demonstration	40	26.
Search for information on the computer	15	10
I do not know	17	11
Total	150	100

Majority 40(26%) of the respondents mentioned demonstration return demonstration as a method of active participation, 30(20%) mentioned group discussion, 25(16.5%) mentioned presentations, 23(15.3%) mentioned self – directed learning for example library use, 17(11%) said that they didn't know, 15(10%) said active participation in learning involves searching information on internet.

Figure 3: It is important to participate in active learning n = 150



Majority 90(60%) of the respondents said it is important to participate in active learning, while 60(40%) said it is not important for them to participate in active learning.

Table 4: Importance of active participation in learning

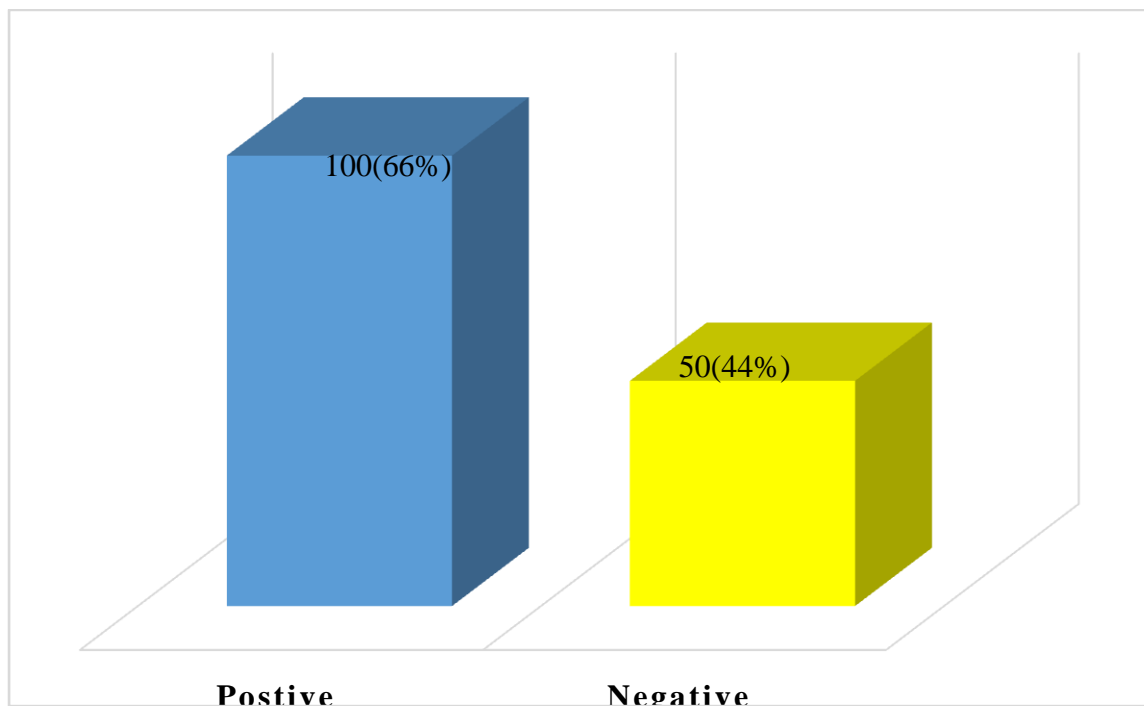
n = 150

Importance of active participation in learning	Frequency	Percentage (%)
Empowering students	17	11.3
Makes students learn better	18	12
Teachers' work is simplified	50	33.3
More is covered in a short period of time	35	23.4
I don't know	30	20
Total	150	100

Most 50(33.3%) of the respondents said the importance of active participation in learning is to simplify the teachers' work, 35(23.4%) said more is covered in a short period of time, 30(20%) didn't know the importance of active learning, 18(12%) said active participation makes students learn better, a few 17(11.3%) said students are empowered.

4.3 Attitude of students toward active participation in learning

Figure 1: Respondents' attitude towards active participation in learning n = 150



Majority 100(66%)of the respondents had a positive attitude towards active participation in learning and minority 50(44%) had a negative attitude towards active participation in learning.

Table 5: Responses on changing attitude towards active learning *n = 150*

Views on changing attitude towards active participation in learning	Frequency	Percentage (%)
Teachers should find out why students have a negative attitude	45	30
Active participation should be advocated for	30	20
Students should be motivated	25	16.7
Marks should be awarded for active participation	50	33.3
Total	150	100

Many 50(33.3%) of the respondents said students should be a warded marks for active participation to charge their attitude towards learning, 45(30%) said teachers should find out why students have a negative attitude towards active participation in learning, 30(20%) said active participation in learning should be advocated for, 25(16.7%) said students should be motivated to actively participate in learning.

Table 6: Think teachers can change students' attitude towards active learning *n = 150*

Think teachers can change students' attitude	Frequency	Percentage (%)
Yes teachers can change students' attitude	90	60
No teachers can not change students' attitude	60	40
Total	150	100

Many 90(60%) of the teachers said can change student's attitude towards active participation in learning, and a few 60(40%) said teachers can not change students' attitude towards active participation in learning.

Table 7: Student's attitude affects participation in class

$n = 150$

Student's attitude affects participation in class	Frequency	Percentage (%)
Yes attitude affects participation in active learning	120	80
No attitude doesn't affect participation in active learning	30	20
Total	150	100

Many 120(80%) of the respondents said attitude does not affects participation in active learning, while 30(20%) said no attitude doesn't affect participation in active learning.

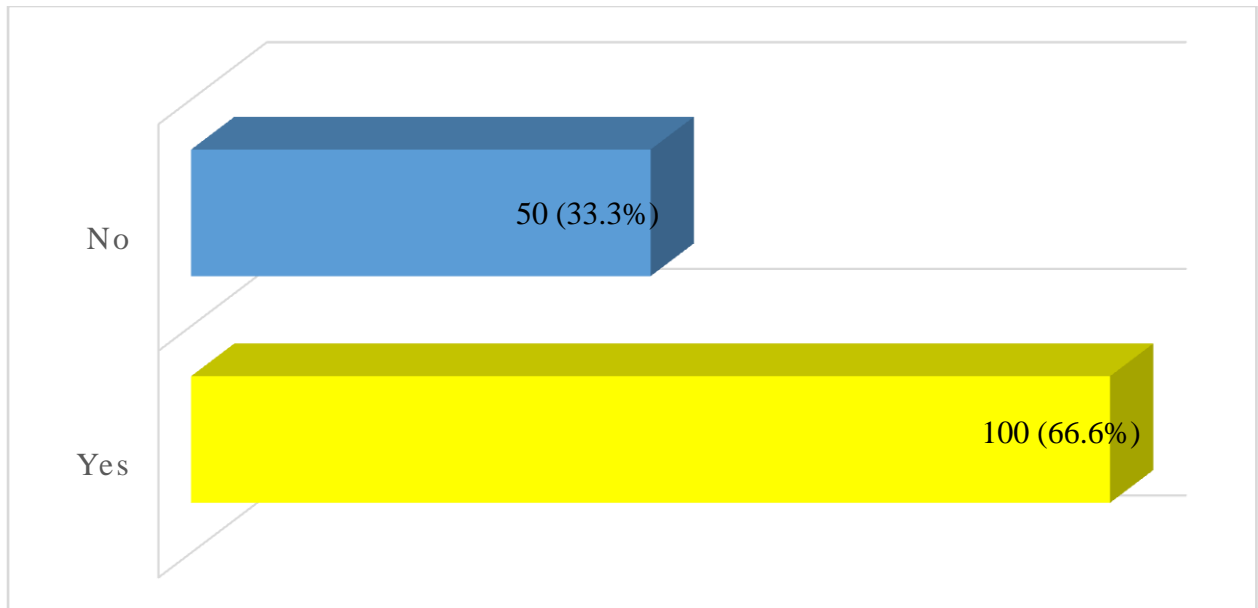
Table 8: Responses on how attitude affects participation in active learning $n = 150$

How attitude affects participation in active learning	Frequency	Percentage (%)
Students with a negative attitude do not participate in learning	50	33.3
Negative attitude influence other student not to participate	40	26.7
Students with a positive attitude actively participate in learning	60	40
Total	150	100

Most 60(40%) of the respondents said, "Students with a positive attitude actively participate in learning". 50(33.3%) said students with a negative attitude do not participate in active learning, 40(26.7%) said negative attitude influences other students not to participate in active learning.

Figure 3: Students think it's good to share information with others

n = 150



Majority 100(66.6%) of the students, think it's good to share information with others, minority 50(33.3%) said it's not good to share information with others.

4.4 Institutional related factors affecting active participation in learning

Table 9: Institutional annual year schedule / plan clearly indicates revision n = 150

Annual year schedule indicates revision period	Frequency	Percentage (%)
Yes it indicates revision period	70	46.7
No it doesn't indicate the revision period	80	53.3
Total	150	100

Many 80(53.3%) of the respondents said the institutional annual year schedule / plan doesn't clearly indicate the revision period, 70(46.7%) said the annual year schedule indicates the revision period.

Table 10: Responses on class room time tables indicating time for revision n = 150

Class room time tables indicate time for revision	Frequency	Percentage (%)
Yes	90	60
No	60	40
Total	150	100

Majority 90(60%) of the respondents said, “Class room time table do not indicate time for revision”, while 60(40%) said, “Class room time tables do not indicate time for revision”.

Table 11: responses on availability of text books for students to read n = 150

Availability of text books	Frequency	Percentage (%)
Available	30	20
Not available	120	80%
Total	150	100

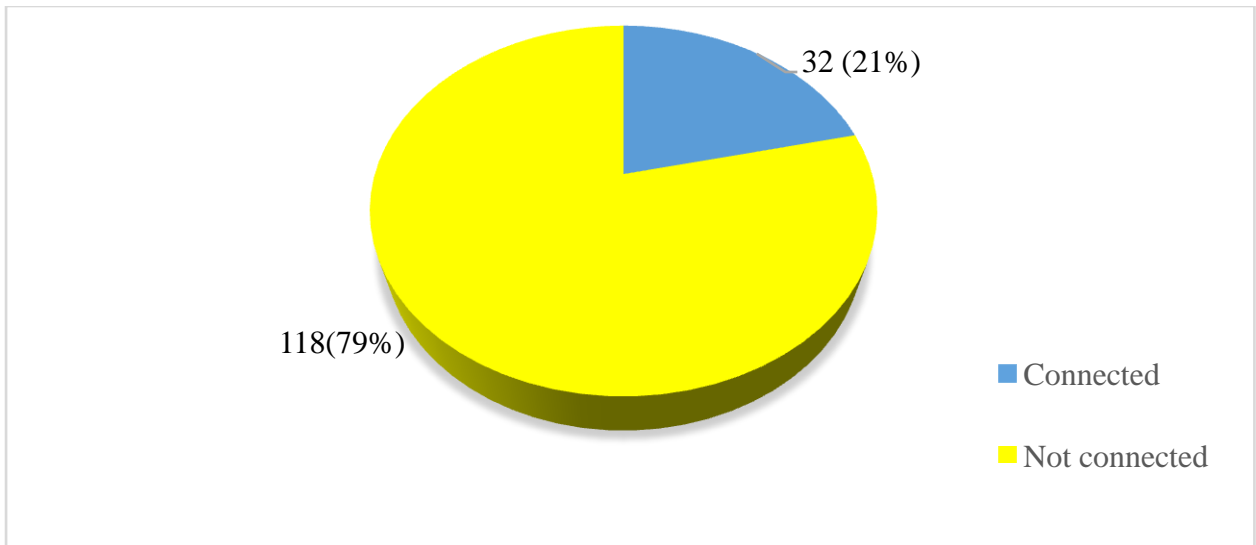
Many 120 (80%) of the respondents said, “Text books are not available for students to read”, to be equipped with information to actively participate in class, 30(20%) said, “Text books are available for students to actively participate in class”.

Table 12: Availability of computers to facilitate active participation in learning n = 150

Availability of computer	Frequency	Percentage (%)
Available	40	26.7
Not available	110	73.3
Total	150	100

Many 110(73.3%) of the respondents said, “Computers are not available to facilitate active participation in learning,” a few 40(26.7%) said, “Computers are available for students to use which facilitates active participation in class”.

Figure 2: School computers are connected to internet for active learning n = 150



Many 118(79%) of the respondents said, “School computers are not connected to internet to facilitate active participation in learning”, and a few 32(21%) said computer are connected to internet to facilitate participation in active learning.

Table 13: School draws a clear programme for students to research n =150

School draws a clear programme for students	Frequency	Percentage (%)
Yes it has a clear programme	35	23.3
No it doesn't have a clear programme	115	76.7
Total	150	100

Majority 115 (76.7%) of the respondents said, “The school does not draw a clear programme for students to find time for research to actively participate in learning”, 35 (23.3%) said the school draws a programme.

Table 14: The Environment is conducive for you to read and discuss n = 150

Environment is conducive for you to read and discuss	Frequency	Percentage (%)
Yes it is conducive for reading and discussing	50	33.3
No it is not conducive for reading and discussing	100	66.7
Total	150	100

Majority 100(66.7%) of the respondents said, “The environment is not conducive for reading and discussing for students to actively participate in active learning”, and minority 50(33.3%) said, “The environment is conducive for reading and discussing to actively participate in learning”.

Table 15: The school has a practicum site good enough for students’ activity n = 150

School has a practicum site good enough for students’ activity	Frequency	Percentage (%)
Yes it has a practicum site good enough for students activity	140	93.3
No it doesn’t have a good practicum site to students’ activity	10	6.7
Total	150	100

Majority 140(93.3%) of the respondents said, “The school has a practicum site good enough for students activity”, and minority 10(6.7%) said the school doesn’t have a practicum site which is good enough for student’s activity.

CHAPTER FIVE: DISCUSSION

5.1 Introduction

This chapter presents the; Discussion of the study findings. Results have been discussed according to the objectives but with emphasis on the significant variables.

5.2 Socio – demographic Characteristics

Majority 58(38.7%) of the respondents were 18 years – 22 years. These participated in the study to share their views on active participation in learning which shows responsibility. Contrary to these results in Singapore some of the students who had just made 18 years were not enrolled in nursing because could not actively participate in class (Wardlaw, 2010). Minority 32(21.3%) were 28 – 32 years of age. Also these were very eager to participate in the study, because they were mature enough and wanted to exchange their views on active participation in learning. In relation to this finding a study by Morgan (2011) in Nepal reported that mature students actively participate in class more than the young ones, they waste no time talking in class (Morgan 2011).

Most 110(73.4%) of the respondents were female. This could be due to the fact that originally the nursing course was for female students, so the male students are few. However in a different study Melody (2011) reported that female and male students equally participate in class. In the current study 40(26.6%) were male. Their turn up was not so low given the fact that they are not so many in school. In relation to this report, a study carried out in Norway, male students were found to be less active in nursing classes they are always up and down with business which made them not to read books to actively participate in class Herceg – Baron (2009).

Many 80(53.3%) of the respondents were doing a certificate course. These were many in the study but were not so much involved in active participation during learning. This is related to the fact that they were still new and young in the nursing profession. In support of this finding Morgan (2011) in his report from Singapore stated that students doing a certificate course in nursing are not mature enough to actively participate in class (Morgan 2011). About 70(46.7%) of the respondents were offering a diploma course. These students participated in the study to exchange their views about active participation in learning. This is true, diploma students are active, and they participate in learning. Omello (2013) also had a similar report in a study conducted in Lethoso (Omello, 2013).

Most 86(57.3%) of the respondents were not actively participating in learning. These were not willing to participate in active learning. This finding is in line with Oboth (2011)'s results, which reported that, students with a negative attitude towards learning are not easily influenced to actively participate in class (Iripo, 2009). About 64(42.7%) were actively participating in learning. These had prior knowledge in library use, and use of small group discussion, which helped them to read books, discuss what they had read and actively participate in learning Gordon, (2011).

5.3 Knowledge of nursing students about active participation in learning.

Many 80(53%) of the respondents were not aware of active participation in learning. These were certificate students from rural secondary schools which were not using various methods of learning. In agreement with this finding Omello (2013) stated that not all students who joined the nursing profession had knowledge on active participation in learning. About 70(47%) were aware of active participation in learning. This is related to the fact that these students attended good - schools before joining the nursing profession which used to use many methods of learning. In agreement with these results Gordon (2011) reported that in Mali student had prior knowledge in active learning.

Majority 80(53.3%) of the respondents didn't know anything about active participation in learning. They had not been introduced to various methods of learning. Contrary to these results students offering diploma courses in Tanzania knew what active participation is, because they had been introduced to many methods of learning (Mutembo, 2012). Also 28(18.7%) of the respondents said that, "active participation is contributing towards learning". This is true, many students learn better when they actively participate in learning. 22(14.7%) said active participation is, "when students discuss", this is correct. It is related to the fact that some of these students were introduced to active participation in learning. In support of this statement Tutors in Ethiopia had introduced methods used in active learning to students (Zermwee, 2013).

Most 40(26%) of the respondents mentioned demonstration return demonstration as a method of active participation in learning. These already had some information on various methods of learning. Similar results were documented by Mutembo (2012) in Tanzania. 30(20%) mentioned group discussion. This indicates that some students had prior knowledge about active participation in learning and at some level students had ever used it. The same results were presented by Iripo (2009) in Cape Town South Africa. 17(11%) said that they didn't

know anything about active participation in learning. This is the reason why some students were not actively participating in learning. 15(10%) said active participation in learning involves searching information on internet. These had knowledge on active participation in learning and they were using some of the learning methods involved in active learning. In comparison with other studies Dickson (2010) reported that in Denmark and other developed countries it a requirement that all training institutions have internet for students to surf and get information to use in active learning (Dickson, 2010).

Many 90(60%) of the respondents said it is important to participate in active learning. These had adequate knowledge on active participation in learning and they knew that it's the way to go. In agreement with this finding Iripo, (2009) stated that students in Cape Town University – South Africa, department of nursing said, “It is important to participate in active learning because they had adequate knowledge in various methods used in learning”. While 60(40%) of the respondents in the current research said it is not important for them to participate in active learning. This is related to the fact that these students didn't have adequate knowledge in using various learning methods which was bad. A similar situation was noted in Namibia among students offering certificate and diploma courses in nursing. They saw no importance in use of active learning, because they had inadequate knowledge on learning methods (Oboth, 2011).

Majority 50(33.3%) of the respondents said the importance of active participation in learning is to simplify the teachers work. In support of this statement, students in Ibadan University Nigeria who had been mentored by good teachers in high school knew the importance of active participation in learning. 30(20%) didn't know the importance of active participation in learning. This is related to the fact that these students had been in schools using teacher centered learning. The same results were reported by Oboth (2011).

5.4 Attitude of students nurses towards active participation in learning

Majority 100(66%) of the respondents had a positive attitude towards active participation in learning. This is the reason why they were active in class. In agreement with this statement Wood Angleton (2009) in Natal – South Africa reported that international students had a good attitude towards learning, discovering and sharing new information with others. Minority 50(44%) of the respondents in this current study had a negative attitude towards active participation in learning. This is one of the reasons why they were not active in class. In line with this statement Asiduri (2013) reported that student nurses in the tropics have a negative

attitude towards active participation in learning, they do not want to participate in class (Asiduri, 2013).

Many 90(60%) of the respondents said teachers can change student's attitude towards active participation in learning. This is true. In Northern Island where teachers use different approaches in training students, there is a positive attitude towards active learning (Wood Angleton, 2013). 60(40%) of the respondents said teachers can not change students attitude towards active participation in learning. This is not true these students were speaking from an informed point of view. In relation to this finding health institutions of Newdheli – India and Okinawa - Japan where time for research is allocated to students' their attitude was changed by teachers and almost all the students' love active participation in learning (Innamoto 2013).

Many 120(80%) of the respondents said attitude affects participation in active learning. This is true. In support of this statement Oboth (2011) documented that attitude of students significantly contributes to active participation in learning. While 30(20%) of the respondents said, "no attitude doesn't affect participation in active learning". This is not a fact, many student nurses in the tropics with a negative attitude towards active participation in learning always do not participate in active learning, (Asiduri, 2013).

Majority 100(66.6%) of the students, think it's good to share information with others. This was a good idea, although that's not what most of them were doing. In relationship with this report international students in Natal – South Africa were sharing information with others which stimulated active participation in learning (Bonwell, 2010). Minority 50(33.3%) said it's not good to share information with others. These were min and selfish, they had a negative attitude towards active learning as noted by Asiduri (2012).

5.5 Institutional related factors affecting active participation in learning

Many 80(53.3%) of the respondents said the institutional annual year schedule / plan doesn't clearly indicate the revision period. This negatively affected students' participation in active learning. In agreement with this statement Mutyembo (2011) reported that newly established Nursing Institutions in Uganda with few qualified tutors and clinical instructors, can't draw a proper work plan which has a negative impact on students' participation in active learning. 70(46.7%) said the annual year schedule indicates the revision period. This is the reason why some students were using active participation in learning, because they had some guidelines. In support of this statement, John Major (2012) reported that many health institutions training

Nurses in Northern Island focus on active participation in learning by drawing clear programs (John Major 2012).

Most 90(60%) of the respondents said class room time tables do not indicate time for revision. This shows that students had no adequate time to look for their own information. A similar report was also given by (Ibo, 2012) in Ghana which showed that students were not given time to research and they couldn't actively participate in class. Many 120 (80%) of the respondents said text books are not available for students to read to be equipped with information to actively participate in class. This has a negative impact on active participation in learning. In support of this statement Ibo (2011) noted that in Sub – Saharan Africa, most schools without text books can not train students using various methods of learning which has a negative impact on active participation in learning (Ibo 2011).

Many 110(73.3%) of the respondents said computers are not available to facilitate active participation in learning. This is one of the major reasons why students were not actively participating in learning. In relation to this statement Kityo (2009) reported that in Uganda, Kenya, Tanzania where students are just being introduced to computer world, many nursing students have a lot of difficulties in storing and retrieving information for reading in order to actively participate in class. While 118(79%) of the respondents said school computers are not connected to internet to facilitate active participation in learning. This is true and it made surfing difficult for the students to get information to present in class. In relation to this finding, Bemba (2009) reported that in Gitalama – Burundi health training institutions in rural areas without internet accesses or cyber connections can't compete well with health institutions in urban areas because students don't surf to actively participate in learning.

Majority 115 (76.7%) of the respondents said the school does not draw a clear programme for students to find time for research, to actively participate in learning. This always affects student's ability to participate in active learning. In agreement with this report Mutiyembo (2012) noted that also newly established nursing institutions have many challenges like lack of a clear program which has a negative effect on students' participation in active learning. It is only 35(23.3%) who said that, "the school draws a programme". This is the reason why some of the students could not actively participate in learning. In agreement with these results, Nandyona (2009) stated that health training institutions with clear programs and time tables for students, always prepare learners adequately and they actively participate in learning (Nandyona 2009).

Majority 100(66.7%) said the environment is conducive for reading and discussing for students, to actively participate in active learning. This is true, it's the students who don't utilize the environment. In comparison with other studies Katulebe (2012) noted that one of the requirements for licensing a nurses training institution in Uganda is having a conducive learning environment which can aid students to actively participate in class (Katulebe, 2012). While 140(93.3%) of the respondents said the school has a practicum site good enough for students to activity participate in learning. This is true and it helps students to actively participate in learning. In agreement with this statement Dickson (2010) at Nottingham university faculty of health science confirmed that active participation in learning takes place in organized practicum sites, mostly in the wards, nursing students are able to identify cases of their own interest and attend to patients while learning is taking place.

CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This chapter presents the conclusion drawn from this study. It also highlights the major recommendations of the researcher to various stake holders based on the findings of the study.

6.2 Conclusions

The study focused on factors influencing active participation in learning among nursing students at Lubaga Hospital Training School.

There was clear evidence that certificate students were not actively participating in learning they wanted to get information from teachers since they were new in the health profession. While diploma students tried to actively participate in learning because they had been introduced to various methods of learning.

Many students lacked adequate knowledge on how to look for information and using learning materials like text books, wall charts, magazines, case presentation, and medical records to actively participate in learning. They were waiting for tutors and clinical instructors to teach them, they wanted teacher centered learning instated of student centered learning.

Most of the students had a negative attitude towards active participation in learning, they never wanted to bother looking for information and some other were fearing to present what they had researched to their fellow students in class.

Institutional related factors also were also affecting students' participation in active learning, some of the computers were not connected to internet for students to surf information to use, and the library didn't have all the books students need to actively participate in learning.

6.3 Recommendations

6.3.1 To the Ministry of Education and Sports

1. The Ministry of Education and Sports should formulate policies to stream line supervision of health training institutions, make a clear follow up of the nursing training schools to ascertain quality of products produced by these training schools.
2. Through Ministry of Education and Sports, Government should train more tutors and clinical instructors to get more skills in teaching, this will help them to use various methods of teaching to equip students with knowledge which will enable them actively participate in class.

3. Ministry of Education and Sports should strength teaching and learning at high school level to ensure that health institutions including nursing schools get students who are already exposed to various methods of learning. This will help students to actively participate in class.

6.3.2 To Lubaga Hospital Training School

1. The training school should focus on having enough computers connected to internet, and to stock the library with all text books needed for students to get all the required information to actively participate in learning.
2. A clear work plan, and time tables giving students time to do personal studies should be put in place for students to get time to actively participate in learning.

6.3.3 Topics for further research

1. Factors affecting performance of nursing students in the practicum area a study to be carried out in Lubaga Hospital.
2. Knowledge attitude and practices of nursing students to wards patient care a study to be carried out in Mengo Hospital.
3. Factors contributing staff turnover in private hospitals. A case study of Mengo Hospital focusing on nurses.

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APPENDIX I: CONSENT FORM

Title: Factors influencing active participation in learning among nursing students at Lubaga Hospital Training School

Introduction

You are being asked to volunteer for a study. This study is being conducted at Lubaga Hospital Training School.

The investigator in charge is Nalwanga Esther.

Purpose of the study

The purpose of the study is to; determine **Factors influencing active participation in learning among nursing students in Lubaga hospital training school**

Length of your participation

Your participation in the study will last for 30 minute and you will be required from time to time to answer some queries.

Study procedure

Before you take part in this research study, the study will be explained to you and you will be given the chance to ask questions. You must read and sign this information consent form. You will not be given a copy of this consent form to take home with you.

Possible risks or side effects of taking part in this study

There are no possible risks that will be caused by this study.

Possible benefits to you for taking part in this study. However, your participation in this study may enable the researcher to get adequate information regarding **Factors influencing active participation in learning among nursing students in Lubaga Hospital Training School**

About participation

Your participation in this study is voluntary. You may stop participating in this study any time. Your decision not to take part in this study or to stop your participation will not affect your seeking treatment or any benefits to which you as an attendant you're entitled. If you have any health problem, the investigator will decide if you may continue in the research study or not.

Confidentiality of study records and medical records

Information collected for this study is confidential. However, the Uganda National council for science and technology (UNCST), International health sciences University research committee will receive copies of the study records. In the event of any publication regarding this study, your identity will not be disclosed.

Names and contacts of people to contact in case of any questions about the study

If you have any questions about taking part in this study, or if you may have been injured because of the study, contact **Nalwanga Esther phone number 0718430939**. If you have any questions about your rights as a research subject, you can call the chairman institutional Review Board call **0772505189**

Participant Consent page

I certify that I have read or have had, read to me the above document describing the benefits, risks and procedures for the study entitled: **Factors influencing active participation in learning among nursing students in Lubaga hospital training school**

About participation or that it has been read and explained to me, and that I understand it. I have been given an opportunity to have any questions about the study answered to my satisfaction, I agree to participate voluntarily.

Date Signature or thumb print

I certify that the nature and purpose, the potential benefits, and possible risks associated with participating in this study have been explained to the above individual.

Date

Signature of person who obtained consent

Name of person who obtained consent.....

APPENDIX II: QUESTIONNAIRE

My name is **Nalwanga Esther** a student of International Health Sciences University Faculty of Nursing. I am carrying out a study to identify; **Factors influencing active participation in learning among nursing students in Lubaga Hospital Training School**

Instructions

Please answer as accurate as possible to enhance data quality

Section A: social demographic characteristics of nursing students

1. Age

(a) 18 – 22 years

(b) 23 – 27 years

(c) 28 - 32

(d) 33 years and above

2. Sex

(a) Male

(b) Female

3. Marital status

(a) Single

(b) Married

4. Programme of study

(a) Certificate course

(b) Diploma course

5. Marital status

(a) Married

(b) Single

(c) Divorces

6. Programme of study

(a) Certificate

(b) Diploma

7. Do you actively participate in

learning during this study program

(a) Yes

(b) No

8. If yes, how do you actively participate in learning?

.....
.....

Section B: Knowledge of nursing students about active participation

9. Are you aware about active participation in learning?

(a) Yes

(b) No

10. If yes, what do you understand by active participation in learning?

.....
.....

11. Which of the following forms of active participation in learning are you aware of?

- (a) Presentations
- (b) Group discussion
- (c) Self-directed learning for example library
- (d) Demonstration return demonstration
- (e) Searching for information on the computer

12. Do you think active participation in learning is important?

(a) Yes

(b) No

11. If yes, what are the importances of active participation in learning?

.....
.....

Section C: Attitude of nursing students towards active participation in learning

12. What is your attitude towards active participation in learning?

(a) Positive

(b) Negative

13. What is your view on changing students' attitude towards active participation in learning?

.....
.....
14. Can teachers change students' attitudes towards active participation in learning?

(a) Yes

(b) No

15. Do you think student's attitude affects his / her participation in class?

(a) Yes

(b) No

16. If yes how do you think attitude affects participation in learning?

.....
.....
17. How can we change attitude towards active participation learning?

.....
.....
18. Do you think it's good to share information with other students in class?

(a) Yes

(b) No

Section D: Institutional related factors affecting participation in active learning

19. Does the institutional annual year schedule / plan clearly indicate time for revision/ self-study

(a) Yes

(b) No

20. Do the classroom timetables allocate time for revision?

(a) Yes

(b) No

21. Are text books available whenever you want to read them?

(a) Yes

(b) No

22. Are computers available whenever you want to use them to search for information?

(a) Yes

(b) No

23. Are the school computers connected to the internet to assist you search for information?

(a) Yes

(b) No

24. Do you think the school draws a clear programme for students to find time for research to actively participate in class?

(a) Yes

(b) No

25. If yes does this benefit students?

.....
.....

26. Is the environment conducive for you as a student to read and discuss for other students?

(a) Yes

(b) No

27. Does the training school have a practicum site good enough for students to actively participate in learning

(a) Yes

(b) No

28. Do you have computers at school to help you access information to actively participate in class?

(a) Yes


(b) No

Thank you for participating in the study

APPENDIX III: MAP OF THE STUDY AREA



APPENDIX IV: INTRODUCTORY LETTER

 **IHSU** INTERNATIONAL HEALTH SCIENCES UNIVERSITY
SCHOOL OF NURSING

making a difference in health care

Office of the Dean, School of Nursing
Kampala, 1st July 2016

The Research
Committee
Lubaga Hospital

**LUBAGA HOSPITAL RESEARCH
REVIEW COMMITTEE
RECEIVED**
P.O. Box 14130 Kampala
Tel: 0204 234 800
Date: 16/07/2016
Sign: *[Signature]*

Dear Sir/Madam,

RE: ASSISTANCE FOR RESEARCH

Greetings from International Health Sciences University.

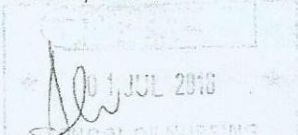
This is to introduce to you **Nalwanga Esther**, Reg. No. **2013-BNS-TU-031** who is a student of our University. As part of the requirements for the award of a Bachelors degree in Nursing of our University, the student is required to carry out research in partial fulfillment of her award.

Her topic of research is: **Factors influencing active participation in learning among nursing students in Lubaga Hospital Training School**

This therefore is to kindly request you to render the student assistance as may be necessary for her research.

I, and indeed the entire University are grateful in advance for all assistance that will be accorded to our student.

Sincerely Yours,


Ms. Agwang Agnes
Ag. Dean, School of Nursing

The International Health Sciences University
P.O. Box 7782 Kampala - Uganda
(+256) 0312 307400 email: agwang@ihsu.ac.ug
web: www.ihsu.ac.ug

APPENDIX V: CORRESPONDENCE LETTER



LUBAGA HOSPITAL

P.O. Box 14130, Kampala, Uganda
Tel: +256-414-270203/4, 0204-234800
E-mail: info@lubagahospital.org

31 August 2016

REF: LHRRC/2016/32

Esther Nalwanga
International Health Sciences University
School of Nursing
P.O. Box 7782
Kampala

Dear Esther,

Re: LHRRC Protocol 2016/32 Factors Influencing Active participation in Learning among Nursing Students in Lubaga Hospital Training School

This is to inform you that the Lubaga Hospital Research Review Committee (LHRRC) has approved the above research study. The approval period is **01/09/2016 to 31/08/2017**. Your study number is **LHRRC/2016/32**

Please be sure to reference either this number in any correspondence with the LHRRC.

Continued approval is conditional upon your compliance with the following requirements:

- 1) A copy of the **Informed Consent Document**, approved as of **01/09/2016** is enclosed. No other consent form should be used. It must be signed by each subject prior to initiation of any protocol procedures. In addition, each subject must be given a copy of the signed consent form.
- 2) All protocol amendments and changes to approved research must be submitted to the LHRRC and not be implemented until approved by the LHRRC except where necessary to eliminate apparent immediate hazards to the study subjects.
- 3) Significant changes to the study site and significant deviations from the research protocol and all unanticipated problems that may involve risks or affect the safety or welfare of subjects or others, or that may affect the integrity of the research must be promptly reported to the LHRRC.

Please complete and submit reports to the LHRRC as follows:

- a) Renewal of the study - completes and returns the Continuing Review Report-Renewal Request (Form 404A) at least 8 weeks prior to the expiration of the approval period.
The study cannot continue after **31/08/2017** until re-approved by the LHRRC.
- b) Completion, termination, or if not renewing the project- send the report upon completion of the study.

Please call me if you have any questions about the terms of this approval.

Yours sincerely,

Dr. Kibuuka Peter
CHAIRMAN LHRRC



Medical Care, Nursing Care, Primary Health Care, AIDSCounselling and Home Care.