



A Multifaceted Analysis of Tutors' Performance in Ghana's Nursing and Midwifery Training Colleges: Examining Administrative, Pedagogical, Practical, and Clinical Supervisory Roles

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Abstract

This multifaceted analysis examines tutors' performance in Ghana's Nursing and Midwifery Training Colleges (NMTCs), focusing on their administrative, pedagogical, practical, and clinical supervisory roles. The study synthesizes recent research to provide a comprehensive understanding of challenges and opportunities in nursing education. Findings reveal significant disparities in resource allocation, challenges in implementing competency-based education, and the need for enhanced clinical supervision strategies. Results indicate that tutors' effectiveness is hampered by heavy workloads, inadequate preparation for certain roles, and inconsistent support systems. The analysis concludes that a holistic approach to improving tutors' performance is essential for enhancing the quality of nursing education in Ghana. Recommendations include developing a national framework for clinical supervision, implementing comprehensive professional development programs, and strengthening partnerships between NMTCs and healthcare facilities. This analysis is significant for informing policy decisions, guiding resource allocation, and shaping professional development initiatives in Ghana's nursing education sector, ultimately contributing to improved healthcare delivery in the country.

Keywords: Nursing education, Tutor performance, Clinical supervision, Competency-based education

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Introduction

Nursing and midwifery education in Ghana stands at a critical juncture, facing challenges and opportunities that demand a comprehensive examination of the roles played by tutors in Nursing and Midwifery Training Colleges (NMTCs). Recent studies have highlighted several key themes that shape the landscape of nursing education in the country. These include the quality of clinical learning environments (Ziba et al., 2012 [3]; Adam et al., 2021 [8]), the implementation of competency-based education (Ti-enkawol Nachinab & Armstrong, 2024 [26]), the impact of digitalization on teaching and learning (Nukunu et al., 2024 [5]), and the effectiveness of clinical supervision and preceptorship models (Brobbe et al., 2024 [9]; Awiagah et al., 2024 [14]).

The purpose of this analysis is to provide a multifaceted examination of tutors' performance in Ghana's NMTCs, focusing on their administrative, pedagogical, practical, and clinical supervisory roles. By synthesizing findings from recent research, this study aims to offer a holistic understanding of the challenges and opportunities facing nursing education in Ghana.

Specific objectives of this analysis are:

1. To evaluate the effectiveness of tutors' roles in enhancing the quality of nursing and midwifery education in Ghana.
2. To identify key challenges and barriers affecting tutors' performance across their various roles.
3. To explore innovative approaches and best practices in nursing education that can be adapted to the Ghanaian context.
4. To propose evidence-based recommendations for improving tutors' performance and, consequently, the quality of nursing education in Ghana.

This analysis is significant for nursing education in Ghana as it provides a comprehensive overview of the current state of tutors' roles in NMTCs. By identifying areas of strength and weakness, this study can inform policy decisions, guide resource allocation, and shape professional development initiatives for tutors. Moreover, the insights gained from this analysis can contribute to the ongoing efforts to align nursing education with the evolving healthcare needs of Ghana's population, ultimately improving the quality of healthcare delivery in the country.

Significance of the paper



This multifaceted analysis of tutors' roles in Ghana's Nursing and Midwifery Training Colleges (NMTCs) offer significant practical and theoretical contributions to nursing education. Practically, it provides a comprehensive framework for evaluating and enhancing tutors' performance across their administrative, pedagogical, practical, and clinical supervisory roles. This can directly inform policy-making, resource allocation, and professional development initiatives in Ghana's nursing education sector. The recommendations derived from this analysis can guide the implementation of targeted interventions to improve the quality of nursing education, potentially leading to better-prepared healthcare professionals and improved patient outcomes.

Theoretically, this analysis contributes to a more nuanced understanding of the interconnected nature of tutors' roles in nursing education. It expands on existing conceptual frameworks by demonstrating how administrative, pedagogical, practical, and clinical supervisory aspects of tutors' work interact and influence each other. This holistic perspective challenges siloed approaches to nursing education and promotes a more integrated view of tutors' responsibilities.

Moreover, by synthesizing recent research in the Ghanaian context, this analysis contributes to the broader theoretical discourse on nursing education in developing countries. It highlights the unique challenges and opportunities present in resource-constrained settings and offers insights that can be valuable for similar contexts elsewhere, potentially informing global efforts to strengthen nursing education systems.

Conceptualization and Framework for Analysis

The multifaceted analysis of tutors' performance in Ghana's Nursing and Midwifery Training Colleges (NMTCs) can be conceptualized through four interconnected themes:

1. Administrative Role
2. Pedagogical Role
3. Practical Role
4. Clinical Supervisory Role

These themes form a comprehensive framework for understanding the complex responsibilities of tutors in nursing education. This conceptualization is rooted in the understanding that effective nursing education requires a holistic approach that integrates theoretical knowledge, practical skills, and professional development within the context of Ghana's healthcare system.



Framework for Analysis:

1. Administrative Role: This theme encompasses the organizational and managerial aspects of tutors' responsibilities, including decision-making, resource management, and policy implementation.
2. Pedagogical Role: This theme focuses on the instructional strategies, curriculum design, and assessment practices employed by tutors in theoretical education.
3. Practical Role: This theme addresses the hands-on training and skill development aspects of nursing education, including simulation-based learning and laboratory instruction.
4. Clinical Supervisory Role: This theme examines the tutors' responsibilities in guiding and assessing students' performance in real clinical settings, including preceptorship and mentoring.

Operationalization

The conceptualization and operationalization of these themes contribute significantly to clarifying the complex concepts explored in this analysis. By breaking down the tutors' roles into these distinct yet interrelated categories, we can better understand the multifaceted nature of nursing education in Ghana.

Definitional Issues:

1. Clinical Learning Environment: Ziba et al. (2012) [3] provided a comprehensive definition of the clinical learning environment, which helped clarify the context in which clinical supervision occurs. This definition was further refined by Adam et al. (2021) [8], who emphasized the importance of student satisfaction in evaluating the quality of clinical learning experiences.
2. Competency-Based Education: Ti-enkawol Nachinab and Armstrong (2024) [26] addressed definitional issues surrounding competency-based education in nursing, providing a clear framework for understanding how this approach impacts tutors' roles across all four themes.
3. Preceptorship: Brobbey et al. (2024) [9] offered a nuanced definition of preceptorship in the Ghanaian context, helping to distinguish this concept from general clinical supervision and clarifying its role within the clinical supervisory theme.
4. Digital Integration in Nursing Education: Nukunu et al. (2024) [5] provided a working definition of digitalization in nursing education, which helped clarify how technology intersects with all four themes of tutors' roles.

Interrelatedness of Concepts and Justification for Analysis



The four themes identified in this analysis are deeply interrelated, forming a comprehensive picture of tutors' roles in NMTCs:

1. Administrative-Pedagogical Link: Effective curriculum design and implementation (pedagogical role) depend on sound administrative decisions regarding resource allocation and policy implementation (administrative role). This link is evident in the work of Alhassan et al. (2017) [7], who highlighted how resource disparities impact educational outcomes.
2. Pedagogical-Practical Connection: Theoretical knowledge imparted through pedagogical strategies must be effectively translated into practical skills. Ewusi and Boakye (2021) [6] demonstrated this connection through their study on simulation-based learning.
3. Practical-Clinical Supervisory Relationship: The practical skills developed in controlled settings must be applied and refined in real clinical environments under supervision. This relationship is explored in depth by Awiagah et al. (2024) [14] in their scoping review of clinical supervision.
4. Clinical Supervisory-Administrative Feedback Loop: Insights gained from clinical supervision should inform administrative decisions about curriculum design and resource allocation. This feedback loop is evident in the work of Abuosi et al. (2022) [17], who examined how clinical placement practices impact learning outcomes.

Justification for Analysis:

These themes were analyzed together in this paper because they represent the core components of effective nursing education. By examining them collectively, we gain a holistic understanding of the challenges and opportunities facing tutors in Ghana's NMTCs. This comprehensive approach allows for the identification of systemic issues and the development of integrated solutions.

The interrelatedness of these themes is further supported by studies such as Salifu et al. (2022) [19], which demonstrated how the integration of theory and practice (spanning pedagogical and practical roles) impacts clinical competence development (clinical supervisory role). Similarly, Laari et al. (2021) [4] highlighted how novice nurse educators navigate the complex interplay between pedagogical, practical, and clinical supervisory roles in their transition to academia.

Summarily, this conceptualization and operationalization of themes provides a robust framework for analyzing the multifaceted roles of tutors in Ghana's NMTCs. By addressing definitional issues and exploring the interrelatedness of these concepts, we gain a clearer understanding of the complexities involved in nursing education. This approach not only clarifies individual aspects of tutors' roles but also illuminates the systemic nature of challenges and opportunities in nursing education in Ghana, paving the



way for comprehensive and effective interventions.

Method:

This study employed a systematic literature review and thematic analysis approach to examine tutors' performance in Ghana's Nursing and Midwifery Training Colleges (NMTCs). The literature search was conducted using academic databases including PubMed, CINAHL, and African Journals Online, focusing on studies published between 2012 and 2024. Search terms included “nursing education Ghana,” “midwifery training,” “clinical supervision,” and “tutor performance.”

The analysis and synthesis of literature followed a structured process of data extraction, coding, and thematic categorization. Studies were critically appraised for quality and relevance, with key findings extracted and organized into the four identified themes: administrative, pedagogical, practical, and clinical supervisory roles.

This methodological approach aligns with similar studies in the field. For instance, Awiagah et al. (2024) [14] utilized a comparable method in their scoping review of clinical supervision in Ghana. Ti-enkawol Nachinab and Armstrong (2024) [26] also employed a systematic review approach in developing their framework for clinical education programs.

The effectiveness of this method for the current paper is justified by its ability to synthesize diverse research findings, identify common themes, and generate comprehensive insights. It allows for a holistic examination of the complex roles of tutors in NMTCs, providing a robust foundation for evidence-based recommendations and future research directions.

Findings:

The Administrative Role:

The administrative role of tutors in Ghana's Nursing and Midwifery Training Colleges (NMTCs) is a multifaceted and crucial aspect of their overall performance. This role encompasses a wide range of responsibilities that significantly impact the quality of nursing education, institutional effectiveness, and ultimately, the preparedness of future healthcare professionals. A comprehensive examination of the available literature reveals the complexity and importance of this role, as well as the challenges and opportunities it presents.

Participation in Decision-Making and Job Satisfaction

One of the key aspects of tutors' administrative role is their involvement in institutional decision-making



processes. Tackie et al. (2021) [11] conducted a study examining tutors' participation in decision-making and its effects on job satisfaction in NMTCs in Ghana. Their findings underscore the significant positive correlation between tutors' involvement in decision-making and their overall job satisfaction. This relationship is crucial, as job satisfaction has been consistently linked to improved performance and reduced turnover rates in educational settings (Alhassan et al., 2017) [7].

The study by Tackie et al. (2021) [11] employed a descriptive cross-sectional design, surveying 217 tutors across various NMTCs in Ghana. The results indicated that tutors who perceived higher levels of participation in decision-making reported greater job satisfaction. This finding aligns with broader educational research that emphasizes the importance of teacher autonomy and involvement in school governance (Laari et al., 2021) [4].

However, it is important to note that the degree of participation in decision-making varied across different NMTCs, suggesting inconsistencies in administrative practices. This variability points to the need for standardized policies that promote inclusive decision-making processes across all NMTCs in Ghana.

Resource Management and Allocation

Another critical aspect of tutors' administrative role is their involvement in resource management and allocation. Alhassan et al. (2017) [7] conducted a comprehensive study examining the perceived needs of health tutors in both rural and urban health training institutions in Ghana. Their research highlighted significant disparities in resource availability and allocation between urban and rural NMTCs, which directly impacted tutors' ability to perform their administrative duties effectively.

The study employed a mixed-methods approach, combining quantitative surveys with qualitative in-depth interviews. The findings revealed that tutors in rural NMTCs faced more significant challenges in terms of access to teaching materials, technological resources, and professional development opportunities. These resource constraints not only affected the quality of education but also contributed to internal migration of staff from rural to urban institutions, exacerbating existing disparities (Alhassan et al., 2017) [7].

This situation underscores the need for tutors to be actively involved in resource allocation decisions and to advocate for equitable distribution of resources across all NMTCs. The administrative role of tutors, therefore, extends beyond the confines of their individual institutions and into the realm of policy advocacy and system-wide improvement.

Adaptation to Technological Advancements

The rapid digitalization of education has introduced new dimensions to the administrative role of tutors in NMTCs. Nukunu et al. (2024) [5] explored the journey towards digitalization in Ghana's NMTCs,



highlighting the administrative challenges and opportunities presented by this transition. Their study employed a qualitative approach, conducting in-depth interviews with tutors, administrators, and IT personnel across multiple NMTCs.

The findings revealed that tutors played a crucial role in the implementation and management of digital learning platforms, often taking on additional administrative responsibilities related to technology integration. This expanded role required tutors to develop new skills in areas such as digital content management, online assessment administration, and virtual student support services (Nukunu et al., 2024) [5].

However, the study also identified significant variations in tutors' technological proficiency and institutional support for digital transformation. These disparities suggest a need for targeted professional development programs and standardized policies to ensure equitable implementation of digital technologies across all NMTCs.

Clinical Placement Coordination and Management

A critical administrative function of tutors in NMTCs is the coordination and management of clinical placements for students. Adam et al. (2021) [8] conducted a study investigating nursing and midwifery students' satisfaction with their clinical rotation experiences, which shed light on the administrative challenges faced by tutors in this area.

The study employed a cross-sectional design, surveying 232 nursing and midwifery students across multiple NMTCs in Ghana. The findings highlighted the complex administrative tasks involved in arranging clinical placements, including liaising with healthcare facilities, scheduling rotations, and ensuring adequate supervision. Tutors' effectiveness in managing these administrative aspects significantly influenced students' satisfaction with their clinical learning experiences [8].

Furthermore, Brobbey et al. (2024) [9] assessed the impact of preceptorship on nursing education and practice in Ghana, emphasizing the administrative role of tutors in implementing and overseeing preceptorship programs. Their study employed a mixed-methods approach, combining surveys with focus group discussions involving tutors, preceptors, and students.

The results underscored the administrative challenges faced by tutors in coordinating preceptorship programs, including managing relationships with healthcare facilities, ensuring consistent quality of supervision, and integrating clinical experiences with classroom learning. The study also highlighted the need for tutors to be involved in policy development and implementation regarding preceptorship programs, further expanding their administrative responsibilities (Brobbey et al., 2024) [9].



Quality Assurance and Continuous Improvement

An often-overlooked aspect of tutors' administrative role is their involvement in quality assurance and continuous improvement initiatives. Wiredu (2013) [2] conducted an assessment of tutors' assessment practices in NMTCs in the Western and Central regions of Ghana, revealing the administrative complexities involved in maintaining educational standards.

The study employed a mixed-methods approach, combining document analysis with surveys and interviews of tutors. The findings highlighted the administrative responsibilities of tutors in developing, implementing, and evaluating assessment strategies. These tasks required tutors to engage in data analysis, report writing, and collaborative decision-making to improve educational outcomes (Wiredu, 2013) [2].

Moreover, the recent study by Ti-enkawol Nachinab and Armstrong (2024) [26] on the development of a framework for clinical education programs in Ghana emphasized the administrative role of tutors in implementing and monitoring quality improvement initiatives. Their research, which employed a Delphi study design, underscored the need for tutors to be actively involved in the development and implementation of clinical education frameworks, further expanding their administrative responsibilities.

Challenges and Opportunities

Despite the critical importance of tutors' administrative role, several challenges hinder their effectiveness in this area. Asamoah-Atakorah et al. (2024) [16] conducted a comprehensive study on the role of clinical supervision in practical skill acquisition of health trainees in Ghana. Their findings highlighted administrative challenges such as inadequate resources, lack of standardized policies, and insufficient training in administrative competencies.

However, the study also identified opportunities for improvement, including the potential for enhanced collaboration between NMTCs and healthcare facilities, the implementation of mentorship programs for new tutors, and the development of leadership training programs specifically tailored for nursing and midwifery educators (Asamoah-Atakorah et al., 2024) [16].

The administrative role of tutors in Ghana's NMTCs is multifaceted and crucial for the effective functioning of these institutions and the quality of nursing education. This analysis has highlighted several key aspects of this role, including participation in decision-making, resource management, adaptation to technological advancements, clinical placement coordination, and quality assurance. By addressing these areas, Ghana can strengthen the administrative capacity of its nursing and midwifery tutors, ultimately improving the quality of healthcare education and, by extension, the nation's healthcare system. Further research is needed to evaluate the long-term impact of these interventions and to identify emerging challenges and



opportunities in this critical aspect of nursing education.

The Pedagogical Role:

The pedagogical role of tutors in Ghana's Nursing and Midwifery Training Colleges (NMTCs) is fundamental to the development of competent and skilled healthcare professionals. This role encompasses a wide range of responsibilities, including curriculum design, instructional delivery, assessment practices, and the facilitation of learning in both theoretical and practical contexts. A thorough examination of the available literature reveals the complexities, challenges, and opportunities inherent in this crucial aspect of nursing education in Ghana.

Curriculum Design and Implementation

One of the primary pedagogical responsibilities of tutors in NMTCs is their involvement in curriculum design and implementation. Wiredu (2013) [2] conducted a comprehensive assessment of tutors' assessment practices in NMTCs in the Western and Central regions of Ghana, which provided insights into how tutors translate curriculum objectives into effective teaching and assessment strategies.

The study employed a mixed-methods approach, combining document analysis with surveys and interviews of tutors. Findings revealed that while tutors demonstrated a good understanding of curriculum objectives, there were inconsistencies in how these objectives were translated into classroom practices and assessment methods. This highlights the need for more structured support and guidance for tutors in aligning their pedagogical approaches with curriculum goals (Wiredu, 2013) [2].

Furthermore, the recent study by Ti-enkawol Nachinab and Armstrong (2024) [26] on the development of a framework for clinical education programs in Ghana emphasized the critical role of tutors in designing and implementing curricula that effectively integrate theoretical knowledge with practical skills. Their research, which employed a Delphi study design, underscored the importance of tutors' involvement in curriculum development to ensure relevance and effectiveness in preparing students for the realities of clinical practice.

Instructional Strategies and Teaching Methodologies

The effectiveness of tutors' pedagogical role is largely determined by their ability to employ diverse and appropriate instructional strategies. Laari et al. (2021) [4] explored the strategies adopted by novice nurse educators to facilitate their transition from practice to academia. This qualitative study provided valuable insights into the pedagogical challenges faced by new tutors and the methods they use to adapt to their teaching roles.

The study identified several key strategies employed by novice tutors, including peer mentoring, continuous



professional development, and the integration of practical experiences into theoretical teaching. However, it also highlighted the need for more structured support systems and formal training programs to enhance tutors' pedagogical skills (Laari et al., 2021) [4].

Salifu et al. (2022) [19] further investigated the teaching and learning of clinical competence in Ghana, providing critical insights into how tutors facilitate the development of practical skills among students. Their study employed a qualitative descriptive design, involving in-depth interviews with both students and post-registration nurses. The findings emphasized the importance of tutors adopting student-centered, experiential learning approaches to effectively bridge the theory-practice gap in nursing education.

Technology Integration in Nursing Education

The rapid advancement of technology has significantly impacted the pedagogical role of tutors in NMTCs. Nukunu et al. (2024) [5] explored the journey towards digitalization in Ghana's NMTCs, highlighting both the challenges and opportunities presented by this transition. Their qualitative study, which involved in-depth interviews with tutors, administrators, and IT personnel, revealed that tutors play a crucial role in integrating technology into the nursing curriculum. The study found that while many tutors were enthusiastic about the potential of digital technologies to enhance learning, they often lacked the necessary skills and support to effectively implement these tools in their teaching. This highlights the need for comprehensive professional development programs focused on technology integration in nursing education (Nukunu et al., 2024) [5].

Furthermore, Asamoah-Atakorah et al. (2024) [20] examined the impact of virtual teaching and learning on skill and knowledge acquisition in the training of health professionals in Ghana. Their study employed a mixed-methods approach, combining surveys with focus group discussions. The findings underscored the potential of virtual learning environments to enhance nursing education, particularly in theoretical aspects of the curriculum. However, it also highlighted the challenges tutors face in adapting their pedagogical approaches to online and blended learning formats.

Clinical Teaching and Supervision

A critical aspect of tutors' pedagogical role in NMTCs is their involvement in clinical teaching and supervision. Ziba et al. (2012) [3] examined the clinical learning environment of nursing and midwifery students in Ghana, emphasizing the importance of effective clinical supervision by tutors. Their study, which employed a descriptive cross-sectional design, highlighted the significant impact of tutors' pedagogical approaches in clinical settings on students' learning experiences and outcomes.

Adam et al. (2021) [8] further investigated nursing and midwifery students' satisfaction with their clinical



rotation experiences, providing valuable insights into the effectiveness of tutors' clinical teaching methods. Their cross-sectional study, involving 232 nursing and midwifery students, emphasized the need for tutors to adopt more structured and supportive approaches to clinical teaching, including regular feedback sessions and reflective practice.

The recent study by Brobbey et al. (2024) [9] on the impact of preceptorship on nursing education and practice in Ghana further underscored the importance of tutors' pedagogical role in clinical settings. Their mixed-methods study highlighted the effectiveness of preceptorship models in enhancing students' clinical learning experiences, but also revealed challenges in implementing these models consistently across different clinical placements.

Assessment Practices and Evaluation Methods

The pedagogical role of tutors extends to the development and implementation of effective assessment practices. Wiredu's (2013) [2] study on assessment practices in NMTCs revealed significant variations in how tutors approach student evaluation. The study highlighted the need for more standardized assessment methods that align with curriculum objectives and effectively measure both theoretical knowledge and practical skills.

Ewusi and Boakye (2021) [6] examined the effect of practical simulation on nursing and midwifery students, providing insights into innovative assessment methods that tutors can employ. Their study, which used a quasi-experimental design, demonstrated the effectiveness of simulation-based assessments in evaluating students' clinical competencies. This highlights the potential for tutors to incorporate more authentic and performance-based assessment methods in their pedagogical practice.

Challenges and Opportunities in Pedagogical Practice

Despite the critical importance of tutors' pedagogical role, several challenges hinder their effectiveness in this area. Alhassan et al. (2017) [7] identified significant disparities in resource availability between urban and rural NMTCs, which directly impacted tutors' ability to implement effective pedagogical strategies. Their mixed-methods study highlighted the need for more equitable distribution of teaching resources and professional development opportunities across all NMTCs.

Awiagah et al. (2024) [14] conducted a scoping review on the barriers and facilitators to clinical supervision in Ghana, revealing several challenges faced by tutors in their clinical teaching roles. These included heavy workloads, inadequate preparation for clinical teaching, and inconsistent support from healthcare facilities. The study emphasized the need for more structured support systems and collaborative partnerships between NMTCs and clinical sites to enhance the effectiveness of clinical teaching.



However, the literature also identifies several opportunities for enhancing tutors' pedagogical performance. Kobekyaa and Naidoo (2023) [27] explored collaborative clinical facilitation in selected nursing and midwifery colleges in Northern Ghana. Their qualitative study highlighted the potential of collaborative approaches to clinical teaching, involving partnerships between tutors, clinical staff, and students. This model offers promising avenues for enhancing the quality and consistency of clinical education in NMTCs.

The pedagogical role of tutors in Ghana's NMTCs is multifaceted and crucial for the effective preparation of future nursing and midwifery professionals. This analysis has highlighted several key aspects of this role, including curriculum design and implementation, instructional strategies, technology integration, clinical teaching, and assessment practices. By addressing these areas, Ghana can significantly enhance the pedagogical capacity of its nursing and midwifery tutors, ultimately improving the quality of healthcare education and the competence of future healthcare professionals.

The Practical Role:

The practical role of tutors in Ghana's Nursing and Midwifery Training Colleges (NMTCs) is a critical component in the preparation of competent healthcare professionals. This role encompasses the facilitation of hands-on learning experiences, the integration of theoretical knowledge with practical skills, and the cultivation of clinical competence among nursing and midwifery students. A thorough examination of the available literature reveals the complexities, challenges, and opportunities inherent in this crucial aspect of nursing education in Ghana.

Bridging Theory and Practice

One of the primary responsibilities of tutors in their practical role is to effectively bridge the gap between theoretical knowledge and practical application. Salifu et al. (2022) [19] conducted an in-depth investigation into the teaching and learning of clinical competence in Ghana, providing crucial insights into how tutors facilitate the development of practical skills among students.

Their qualitative descriptive study, involving interviews with both students and post-registration nurses, highlighted the challenges tutors face in translating classroom learning into practical competencies. The findings emphasized the need for tutors to adopt more integrative teaching approaches that seamlessly blend theoretical concepts with hands-on experiences. Salifu et al. (2022) [19] argue that this integration is essential for developing critical thinking skills and clinical judgment among nursing students.

Furthermore, Fathi and Ibrahim (2023) [12] explored factors influencing the integration of theory into practice in clinical skills acquisition among nursing students. Their study, which employed a mixed-



methods approach, underscored the pivotal role of tutors in facilitating this integration. The researchers identified several key strategies employed by effective tutors, including the use of case-based learning, reflective practice, and structured clinical reasoning exercises.

Simulation and Practical Skill Development

The use of simulation in nursing education has emerged as a powerful tool for practical skill development, and tutors play a crucial role in implementing these innovative teaching methods. Ewusi and Boakye (2021) [6] examined the effect of practical simulation on nursing and midwifery students in Ghana, providing valuable insights into the effectiveness of this approach.

Their quasi-experimental study demonstrated significant improvements in students' clinical competencies and confidence levels following simulation-based training. The researchers argue that tutors' expertise in designing and facilitating realistic simulation scenarios is crucial for maximizing the benefits of this educational approach. Ewusi and Boakye (2021) [6] emphasize the need for tutors to receive specialized training in simulation-based education to enhance their practical teaching skills.

Asamoah-Atakorah et al. (2024) [20] further explored the impact of virtual teaching and learning on skill acquisition in the training of health professionals in Ghana. Their mixed-methods study revealed that while virtual learning environments offer new opportunities for practical skill development, they also present challenges for tutors in terms of ensuring authentic hands-on experiences. The researchers highlight the need for tutors to develop expertise in leveraging virtual and augmented reality technologies to complement traditional practical teaching methods.

Clinical Supervision and Preceptorship

A critical aspect of tutors' practical role is their involvement in clinical supervision and preceptorship programs. Brobbey et al. (2024) [9] conducted a comprehensive assessment of the impact of preceptorship on nursing education and practice in Ghana. Their mixed-methods study, combining surveys with focus group discussions, highlighted the crucial role of tutors in implementing effective preceptorship models. The findings revealed that well-structured preceptorship programs, guided by knowledgeable tutors, significantly enhanced students' practical skill acquisition and clinical confidence. However, the study also identified challenges in implementing consistent preceptorship practices across different clinical placements. Brobbey et al. (2024) [9] argue for the development of standardized preceptorship frameworks and the provision of specialized training for tutors to enhance their effectiveness in this role.

Ziba et al. (2012) [3] examined the clinical learning environment of nursing and midwifery students in Ghana, emphasizing the importance of effective clinical supervision by tutors. Their descriptive cross-



sectional study highlighted the significant impact of tutors' practical teaching approaches on students' learning experiences and outcomes in clinical settings. The researchers stress the need for tutors to create supportive learning environments that encourage critical reflection and independent problem-solving among students.

Awiagah et al. (2024) [14] conducted a scoping review on the barriers and facilitators to clinical supervision in Ghana, revealing several challenges faced by tutors in their practical teaching roles. These included heavy workloads, inadequate preparation for clinical teaching, and inconsistent support from healthcare facilities. The study emphasizes the need for more structured support systems and collaborative partnerships between NMTCs and clinical sites to enhance the effectiveness of practical teaching.

Competency-Based Education and Assessment

The practical role of tutors extends to the implementation of competency-based education (CBE) and assessment practices. Ti-enkawol Nachinab and Armstrong (2024) [26] developed a framework for clinical education programs in Ghana, emphasizing the critical role of tutors in designing and implementing competency-based curricula that effectively integrate theoretical knowledge with practical skills. Their Delphi study underscored the importance of tutors' involvement in developing clear competency standards and assessment criteria that align with industry needs and professional expectations. The researchers argue that tutors must be adept at conducting authentic, performance-based assessments that accurately measure students' practical competencies.

Amoo et al. (2022) [24] explored nursing students' perceptions of clinical teaching and learning in Ghana through a descriptive qualitative study. Their findings highlighted the importance of tutors employing diverse assessment methods that capture the multifaceted nature of clinical competence. The researchers emphasize the need for tutors to develop expertise in formative assessment techniques that provide ongoing feedback and support students' practical skill development.

Challenges in the Clinical Learning Environment

Several studies have identified challenges in the clinical learning environment that impact tutors' ability to fulfill their practical role effectively. Adam et al. (2021) [8] investigated nursing and midwifery students' satisfaction with their clinical rotation experiences, highlighting issues such as overcrowding in clinical placements and limited opportunities for hands-on practice.

Their cross-sectional study, involving 232 nursing and midwifery students, emphasized the need for tutors to adopt more structured and supportive approaches to clinical teaching, including regular feedback sessions and reflective practice. Adam et al. (2021) [8] argue that tutors must be skilled in maximizing



learning opportunities within constrained clinical environments and advocating for improved student-to-patient ratios in clinical placements.

Abuosi et al. (2022) [17] examined the relationship between the number of students in clinical placements and the quality of the clinical learning environment. Their cross-sectional study revealed that overcrowding in clinical settings negatively impacted the quality of practical learning experiences. The researchers emphasize the need for tutors to develop strategies for managing large student groups in clinical settings and to collaborate with healthcare facilities to optimize learning opportunities.

Innovation and Adaptation in Practical Teaching

The rapidly evolving healthcare landscape demands that tutors continuously innovate and adapt their practical teaching methods. Nukunu et al. (2024) [5] explored the journey towards digitalization in Ghana's NMTCs, highlighting both the challenges and opportunities presented by technological advancements in nursing education. Their qualitative study revealed that while many tutors were enthusiastic about integrating technology into practical teaching, they often lacked the necessary skills and support to do so effectively. Nukunu et al. (2024) [5] argue for comprehensive professional development programs focused on technology integration in practical nursing education, enabling tutors to leverage digital tools for enhancing hands-on learning experiences.

Kobekyaa and Naidoo (2023) [27] explored collaborative clinical facilitation in selected nursing and midwifery colleges in Northern Ghana. Their qualitative study highlighted the potential of collaborative approaches to practical teaching, involving partnerships between tutors, clinical staff, and students. This model offers promising avenues for enhancing the quality and consistency of practical education in NMTCs, particularly in resource-constrained settings.

The practical role of tutors in Ghana's NMTCs is multifaceted and crucial for the effective preparation of future nursing and midwifery professionals. This analysis has highlighted several key aspects of this role, including bridging theory and practice, implementing simulation-based learning, providing clinical supervision, facilitating competency-based education, and adapting to technological advancements in healthcare education.

The Clinical Supervisory Role:

The clinical supervisory role of tutors in Ghana's Nursing and Midwifery Training Colleges (NMTCs) is a cornerstone of effective healthcare education, playing a pivotal role in shaping the competencies and professional identities of future nurses and midwives. This multifaceted role encompasses a range of responsibilities, including facilitating the integration of theoretical knowledge into clinical practice,



fostering critical thinking and decision-making skills, and ensuring patient safety while promoting student learning. A comprehensive examination of the available literature reveals the complexities, challenges, and opportunities inherent in this crucial aspect of nursing education in Ghana.

Clinical Learning Environment and Student Satisfaction

The quality of the clinical learning environment is intrinsically linked to the effectiveness of clinical supervision provided by tutors. Ziba et al. (2012) [3] conducted a seminal study examining the clinical learning environment of nursing and midwifery students in Ghana. Their research employed a descriptive cross-sectional design, surveying 238 nursing and midwifery students across multiple institutions. The findings underscored the significant impact of effective clinical supervision on students' learning experiences and outcomes.

Building on this foundation, Adam et al. (2021) [8] investigated nursing and midwifery students' satisfaction with their clinical rotation experiences. Their cross-sectional study, involving 232 students, revealed a strong correlation between the quality of clinical supervision and overall student satisfaction. The researchers emphasized the need for tutors to adopt more structured and supportive approaches to clinical supervision, including regular feedback sessions and facilitation of reflective practice. These studies collectively highlight the critical role of tutors in creating and maintaining a positive clinical learning environment. They argue for the implementation of standardized clinical supervision frameworks and the provision of specialized training for tutors to enhance their effectiveness in this role.

Preceptorship and Collaborative Clinical Facilitation

The implementation of preceptorship models has emerged as a promising approach to enhance clinical supervision in nursing education. Brobbey et al. (2024) [9] conducted a comprehensive assessment of the impact of preceptorship on nursing education and practice in Ghana. Their mixed-methods study, combining surveys with focus group discussions, revealed that well-structured preceptorship programs, guided by knowledgeable tutors, significantly enhanced students' clinical competencies and confidence levels.

However, the study also identified challenges in implementing consistent preceptorship practices across different clinical placements. Brobbey et al. (2024) [9] argue for the development of standardized preceptorship frameworks and the provision of specialized training for tutors to enhance their effectiveness in this supervisory role.

Complementing these findings, Kobekyaa and Naidoo (2023) [27] explored collaborative clinical facilitation in selected nursing and midwifery colleges in Northern Ghana. Their qualitative study



highlighted the potential of collaborative approaches to clinical supervision, involving partnerships between tutors, clinical staff, and students. This model offers promising avenues for enhancing the quality and consistency of clinical education in NMTCs, particularly in resource-constrained settings.

Barriers and Facilitators to Effective Clinical Supervision

Understanding the factors that influence the effectiveness of clinical supervision is crucial for improving this aspect of nursing education. Awiagah et al. (2024) [14] conducted a comprehensive scoping review on the barriers and facilitators to clinical supervision in Ghana. Their research synthesized findings from multiple studies, revealing several key challenges faced by tutors in their clinical supervisory roles.

The identified barriers included heavy workloads, inadequate preparation for clinical teaching, inconsistent support from healthcare facilities, and limited resources for supervision. Facilitators of effective clinical supervision included structured mentorship programs, collaborative partnerships between NMTCs and clinical sites, and ongoing professional development opportunities for tutors.

Awiagah et al. (2024) [14] emphasize the need for a systems approach to addressing these barriers, arguing for policy interventions and resource allocation to support tutors in their clinical supervisory roles. They propose the development of a national framework for clinical supervision in nursing education, which would provide guidelines and standards for this critical aspect of healthcare training.

Competency-Based Clinical Education and Assessment

The shift towards competency-based education (CBE) in nursing has significant implications for the clinical supervisory role of tutors. Ti-enkawol Nachinab and Armstrong (2024) [26] developed a framework for clinical education programs in Ghana, emphasizing the critical role of tutors in designing and implementing competency-based curricula that effectively integrate theoretical knowledge with clinical skills. Their Delphi study underscored the importance of tutors' involvement in developing clear competency standards and assessment criteria that align with industry needs and professional expectations. The researchers argue that tutors must be adept at conducting authentic, performance-based assessments that accurately measure students' clinical competencies in real-world settings.

Supporting this perspective, Amoo et al. (2022) [24] explored nursing students' perceptions of clinical teaching and learning in Ghana through a descriptive qualitative study. Their findings highlighted the importance of tutors employing diverse assessment methods that capture the multifaceted nature of clinical competence. The researchers emphasize the need for tutors to develop expertise in formative assessment techniques that provide ongoing feedback and support students' clinical skill development.

Technology Integration in Clinical Supervision



The rapid advancement of technology presents both opportunities and challenges for clinical supervision in nursing education. Nukunu et al. (2024) [5] explored the journey towards digitalization in Ghana's NMTCs, highlighting the potential of digital tools to enhance clinical supervision practices. Their qualitative study revealed that while many tutors were enthusiastic about integrating technology into clinical supervision, they often lacked the necessary skills and support to do so effectively. Nukunu et al. (2024) [5] argue for comprehensive professional development programs focused on technology integration in clinical nursing education, enabling tutors to leverage digital tools for enhancing supervision and assessment practices.

Furthermore, Asamoah-Atakorah et al. (2024) [20] examined the impact of virtual teaching and learning on skill acquisition in the training of health professionals in Ghana. Their mixed-methods study revealed that while virtual learning environments offer new opportunities for clinical skill development, they also present challenges for tutors in terms of ensuring authentic clinical experiences and effective supervision in virtual settings.

Addressing Disparities in Clinical Learning Opportunities

Several studies have identified disparities in clinical learning opportunities that impact tutors' ability to provide effective clinical supervision. Alhassan et al. (2017) [7] conducted a comprehensive study examining the perceived needs of health tutors in both rural and urban health training institutions in Ghana. Their research highlighted significant disparities in resource availability and clinical placement opportunities between urban and rural NMTCs, which directly impacted tutors' ability to provide quality clinical supervision.

Building on these findings, Abuosi et al. (2022) [17] examined the relationship between the number of students in clinical placements and the quality of the clinical learning environment. Their cross-sectional study revealed that overcrowding in clinical settings negatively impacted the quality of clinical learning experiences and the effectiveness of supervision. The researchers emphasize the need for tutors to develop strategies for managing large student groups in clinical settings and to collaborate with healthcare facilities to optimize learning opportunities.

The clinical supervisory role of tutors in Ghana's NMTCs is a complex and critical component of nursing and midwifery education. This analysis has highlighted several key aspects of this role, including creating positive clinical learning environments, implementing effective preceptorship models, addressing barriers to clinical supervision, adapting to competency-based education frameworks, integrating technology, and addressing disparities in clinical learning opportunities.



Conclusion and Recommendations:

This comprehensive analysis of tutors' roles in Ghana's Nursing and Midwifery Training Colleges (NMTCs) has revealed the complex and multifaceted nature of their responsibilities across administrative, pedagogical, practical, and clinical supervisory domains. The synthesis of recent research highlights significant challenges, including resource disparities, implementation difficulties in competency-based education, technological integration hurdles, and inconsistencies in clinical supervision practices. However, it also underscores opportunities for improvement and innovation in nursing education.

The findings emphasize the interconnectedness of tutors' roles and the need for a holistic approach to enhance their performance and, consequently, the quality of nursing and midwifery education in Ghana. The analysis demonstrates that improvements in one area can have positive ripple effects across other domains, underscoring the importance of integrated strategies for educational enhancement.

Based on these insights, the following theme-specific and integrated recommendations are proposed:

Administrative Role Recommendations:

1. Develop and implement a national policy framework for standardizing administrative practices across NMTCs.
2. Establish a centralized resource allocation system to address disparities between urban and rural institutions.
3. Implement leadership training programs for tutors to enhance their administrative capabilities.
4. Create mechanisms for regular feedback and participation of tutors in institutional decision-making processes.

Pedagogical Role Recommendations:

1. Develop a comprehensive curriculum review process to ensure alignment with current healthcare needs and international standards.
2. Implement regular pedagogical training workshops for tutors, focusing on innovative teaching methodologies and assessment techniques.
3. Establish a national center for nursing education excellence to promote research and best practices in pedagogy.
4. Develop mentorship programs pairing experienced tutors with novice educators to enhance pedagogical



skills transfer.

Practical Role Recommendations:

1. Invest in state-of-the-art simulation laboratories in all NMTCs to enhance practical skill development.
2. Develop standardized practical assessment tools aligned with competency-based education principles.
3. Establish partnerships with healthcare facilities to increase opportunities for hands-on training.
4. Implement regular skills refresher courses for tutors to keep them updated with current clinical practices.

Clinical Supervisory Role Recommendations:

1. Develop and implement a national framework for clinical supervision in nursing education.
2. Establish formal preceptorship programs with clear structures and outcomes.
3. Implement a digital platform for tracking and evaluating students' clinical experiences.
4. Conduct regular training for clinical supervisors on effective mentoring and assessment techniques.

Integrated Recommendations:

1. Develop an integrated digital platform that streamlines administrative tasks, supports pedagogical activities, facilitates practical skill tracking, and enhances clinical supervision processes for all nursing and midwifery training colleges in Ghana.
2. Implement a comprehensive professional development program for tutors that address all four roles simultaneously, promoting a holistic understanding of their responsibilities.
3. Establish collaborative networks between NMTCs, healthcare facilities, and international nursing education institutions to facilitate knowledge exchange and best practice sharing across all domains.
4. Develop a national nursing education research agenda that encourages studies examining the intersections of administrative, pedagogical, practical, and clinical supervisory roles.
5. Implement a holistic quality assurance system that evaluates NMTCs based on integrated performance metrics across all four domains.
6. Create a national recognition and reward system for tutors who demonstrate excellence across multiple roles, encouraging a well-rounded approach to nursing education.



By implementing these recommendations, Ghana can significantly enhance the quality of nursing and midwifery education, leading to better-prepared healthcare professionals and improved patient outcomes. This holistic approach acknowledges the interconnected nature of tutors' roles and provides a roadmap for comprehensive improvement in nursing education.

The success of these initiatives will require collaborative efforts from educational institutions, healthcare facilities, policymakers, and international partners. Continuous evaluation and adaptation of these strategies will be essential to ensure their effectiveness in the dynamic landscape of healthcare education.

In conclusion, this analysis provides a foundation for transformative change in Ghana's nursing and midwifery education system. By addressing the multifaceted roles of tutors in an integrated manner, Ghana can position itself as a leader in healthcare education in Africa, contributing to the overall improvement of healthcare delivery and population health outcomes.

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