

Student Perceptions of Tutor Pamphlets / Printed Handouts in Nursing Education

You are invited to participate in a study conducted by the Research Team of the Nursing and Midwifery Training College, Tapa-Ashanti, which seeks to understand students' perceptions, experiences, and expectations regarding the use of printed pamphlets or lecture handouts in teaching and learning. The study aims to generate evidence that can inform instructional practices and academic policy in nursing and midwifery education. Your participation is entirely voluntary, and you may decline to answer any question or withdraw from the study at any time without any academic or personal consequences. The questionnaire does not collect names, index numbers, or any identifying information, and all responses will be treated as confidential and used strictly for academic research purposes. By completing and submitting this questionnaire, you indicate that you have read and understood the information provided and consent to participate in the study.

OK

Class

DN 10

DN 11

DN 12

RM 13

RM 14

NAC 17

NAC 18

RM 15

Programme

Nursing

Midwifery

Nurse Assistant Clinical

Level

First year

Second year

Third year

Age



Sex

- Male
- Female

Typical monthly spending on learning materials

- 0-50
- 51-100
- 101-200
- 201+

How much (TOTAL in Ghana Cedis) did you spend on handouts this semester?



In the past semester, how often did your tutors provide pamphlets/printed notes?

- Never
- Rarely
- Sometimes
- Often
- Very often

I prefer my tutors' handouts more than standard textbooks

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

I prefer standard textbooks more than my tutors' handouts

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Section B: Exposure and Use

B1. I read the pamphlet before class.

- Never
- Rarely (once in a while)
- Sometimes
- Often
- Very often

B2. I bring the pamphlet to class and follow it during teaching.

- Never
- Rarely (once in a while)
- Sometimes
- Often
- Very often

B3. I write extra notes on the pamphlet during lectures.

- Never
- Rarely (once in a while)
- Sometimes
- Often
- Very often

B4. I rely mainly on the pamphlet when preparing for exams.

- Never
- Rarely (once in a while)
- Sometimes
- Often
- Very often

B5. I consult recommended textbooks in addition to the pamphlet.

- Never
- Rarely (once in a while)
- Sometimes
- Often
- Very often

B6. I search for additional sources (library/online/articles) in addition to the pamphlet.

- Never
- Rarely (once in a while)
- Sometimes
- Often
- Very often

Perceived Learning Benefits

C1. Pamphlets help me understand difficult topics faster.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

C2. Pamphlets help me identify what is most important in a course.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

C3. Pamphlets improve my confidence in preparing for tests/exams.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

C4. Pamphlets help me organise my study time better.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

C5. Pamphlets support accurate note-taking during lectures.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

C6. Pamphlets help me revise more effectively after class.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

C7. Pamphlets improve my performance in continuous assessment (quizzes/assignments).

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

C8. Overall, pamphlets contribute positively to my learning in this programme.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

D1. Pamphlets make students less likely to read textbooks.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

D2. Pamphlets reduce students' habit of searching for additional learning resources.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

D3. Pamphlets encourage "memorising" instead of deep understanding.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

D4. When pamphlets are provided, students participate less actively in class.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

D5. Pamphlets make me depend too much on one tutor's perspective/content.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

D6. Pamphlets sometimes contain limited detail compared to standard textbooks.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

D7. Pamphlets can lead to studying only what is likely to appear in exams.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

D8. Over time, pamphlets can weaken independent learning skills.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Quality, Credibility, and Alignment

E1. The pamphlets I receive are well-structured (clear headings, objectives, summaries).

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

E2. The pamphlets are accurate and consistent with standard nursing textbooks/guidelines.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

E3. The pamphlets include references or recommended readings that are easy to follow up.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

E4. The pamphlets match what tutors teach in class (good alignment).

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

E5. The pamphlets match what is assessed (tests/exams/skills evaluation).

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

E6. The pamphlets are updated when guidelines or best practices change.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Equity, Access, and Cost

F1. Pamphlets reduce my total cost of learning materials.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

F2. Without pamphlets, I would struggle to access enough learning resources.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

F3. Printing costs of pamphlets create financial pressure for some students.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

F4. Pamphlets improve fairness by ensuring everyone has a similar baseline resource.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Preferences and Policy Expectations

G1. Tutors should continue providing pamphlets/printed notes.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

G2. Pamphlets should be provided as outlines/guided notes with space for student note-taking rather than "complete notes."

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

G3. Pamphlets should always include recommended textbooks/links for further reading.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

G4. Tutors should assess students using items that require consulting sources beyond the pamphlet.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

G5. The college should standardise minimum quality requirements for pamphlets (format, references, updates).

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

G6. The best approach is a blended model: pamphlets + library/textbooks + active learning activities.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree