

Assessment of Factors Influencing Academic Performance of Nursing Students

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Abstract

Objectives: this study is intended to assess factors influencing academic performance of nursing students in selected institution.

Methods: This is a descriptive cross sectional design conducted at Ambala, Haryana, India. 420 participants (308 females and 112 males) consisting of age group between 17 to 25 years were included. Responses were collected by structured scale consisting of 22 items in 3 point scale.

Results: Maximum students (88.6%) agreed that good and supportive relationship between teacher and students fosters better academic performance of students. A significant number felt that different teaching strategies used by the nurse educators help to improve academic performance. More than half of the students (53.8%) disagree that students from low socioeconomic status have low scores in their academic performance compared to their classmates with high socioeconomic status. From all of the academic factors, highest mean is of teacher related factors. There is a significant association found with mother's education.

Conclusion: These findings to be helpful for nursing college teachers and managers to advance academic performance of students.

Key words: factors, academic performance, nursing students

Introduction

Education is considered most imperative aspect for individual and country development. It not inculcates knowledge, essential abilities, skills but also for escalation and progress. An erudite person accomplishes desired target and renders services to community as learning plays pivotal role in enhancing academic achievement. Education also plays an important role in augmentation of human wealth and personality building¹. Educational

institutions have no value without learners. Quality graduates produced by excellent educational institutions took part in nation development and become leaders of country^{2, 3}.

There is an increased call for convalesce the students learning environment although nursing education is combination of theoretical and practical learning experiences. Skill and competency not only requisite for nursing students, knowledge in subjects also required. Nursing students need to supported and guided in institutional environment to strengthen knowledge, skills and attitude^{4, 5}. There is a range of factors that affects quality of student performance. The determinants of academic performance are student attitude, institution resources, classroom environment, class assignments, daily study hour, accommodation, social circle and event participation as well. Institution resources and classroom environment are key aspects

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influencing academic performance. Parental pressure teacher motivation has also impact on enhancement of academic performance^{1,6}.

Kapur study concluded that attitude of the student, resources, classroom environment, leadership and skill ability of principal and faculty members, health status of students and role of parents are common factors affecting academic performance. In addition to role of parents also elaborated on positive and negative factors of parents. Pleasant home environment, encouraging attitude of family members, and provision of resources, well & professionally educated parents, small family size and focus on child need are parental positive factors. Negative factors are discouraging parental perspective, large family size, poverty, lack of provision of resources and extra classes. Social interaction is imperative for students in an institution although social circle influences academic performance of students¹.

Persistent problems in student quality are weak performance and failure rate. Failure rate enhances pressure on students as well as on parents. Recognition of these factors could lessen the failure rate⁷. Students stress, anxiety, fear and depression confirm impinge on performance. These problems hamper the psychological approach of students. Teachers and parent's motivation enable the student to enhance performance. Counselling services should be involved within college premises as posse's adequate expression of emotions including anger.

This study intended to assess factors affecting academic performance which helps the organization to advance the performance of students. On the basis of literature review this study assesses factors such as: Study environment, communication and teacher related factors, parent related factors and student related factors.

Methodology

This was a descriptive cross sectional design using quantitative methodology. The study participants comprised of all four year students of B.Sc Nursing conveniently selected from colleges of Ambala, Haryana. Setting of the study was Maharishi Markandeshwar

deemed to be university, Mullana, Haryana. All students of B.Sc Nursing batch who were willing to participate incorporated in the present study. Total enumerative sampling technique was adopted to collect data. Out of total population (560), 420 questionnaires were completed. All the students were explained about the nature and purpose of the study and consent was obtained. Authorized approval was gotten from Institutional Ethics Committee.

Researcher developed structured academic factors influencing scale with maximum score of 66 and 22 minimum. This inquiry form contains two parts: Part I sample characteristics comprises 15 items and part II comprises 22 items addressed on the factors affecting academic performance. The respondents were asked to agree or not to a list of statements to measure their perceptions about factors, on a three-point Likert scale.

Results

Responses of questionairre were analysed using SPSS Version 20 to determine frequency, percentage, mean, standard deviation, t-test and F-test.

Frequency and percentage distribution of nursing students according to their sample characteristics display that majority of subjects were female 308 (73.3%) and half of the subjects were in age group of 20-22 years i.e. 215(51.2%). Maximum of sample's father's and mother's education was matriculate 122 (29%), 134 (31.9%). More than half of sample's father guides them in their study i.e. 251 (59.8%) followed by mother 74 (17.6%). More than half of samples gave 2-4 hours for self study 234 (55.7%), 1-2 hours for house hold work i.e.272 (64.8%) and 6-8 hours for sleep i.e. 340(81%). In previous years academic performance 223(53.1%) subject took 61-74% marks followed by 95(22.6%) took marks between 51-60%. Maximum of the subjects participate in cultural activities 204(48.6%), 89(21.2%) participate in sports activities and 127(30.2) have not participate in any kind of co-curricular activities.

In addition, result pointed that mean score of factors affecting academic performance is 55.7 and standard deviation is 4.7 with range 41-66.

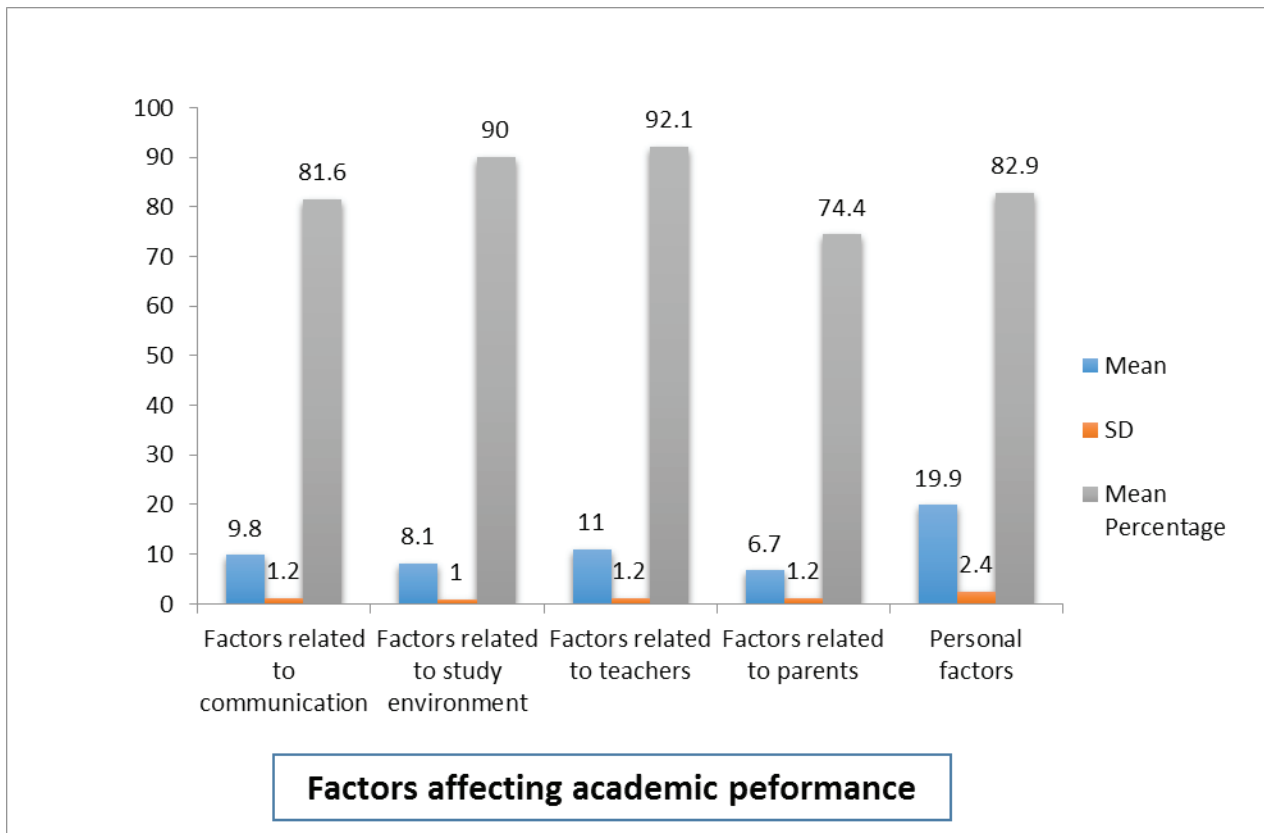


Figure 1 presented area wise mean, SD and mean percentage that factors related to teachers and factors related to study environment has highest mean percentage i.e. 92.1 and 90 and mean + SD 11 + 1.2 and 8.1 + 1. Whereas factors related to parents have lowest mean percentage i.e. 74.4 and mean + SD 6.7 + 1.2.

Table-1: Frequency and percentage distribution of communication factors affecting academic performance

N=420

Sr. No	Items	Agree f(%)	Neutral f(%)	Disagree f(%)
I believe that				
1.	Communication through smart phones (calls and messages), emails facilitates easy transmission of information between the teacher and the student.	296 (70.5)	110 (26.2)	14 (3.3)
2.	I spend time in studying along with friends.	210 (50)	154 (36.7)	56 (13.3)
3.	A good and supportive relationship between teacher and students fosters better academic performance of students.	372 (88.6)	44 (10.5)	4 (1)
4.	Spending more time with friends has negative effect on academic performance.	112 (26.7)	186 (44.3)	122(29)

From Table 1 results, it must be noted that a significant number 372(88.6%) agreed in good and supportive relationship between teacher and students fosters better academic performance. Nearly two third, 296 (70.5%) students agreed that communication through smart facilitates easy transmission of information between teacher and student. Above one fourth, 122(29%) students disagreed in spending more time with friends has negative effect on academic performance.

Table-2: Frequency and percentage distribution of Study environment factors affecting academic performance

Sr. No	Items	Agree f(%)	Neutral f(%)	Disagree f(%)
I believe that				
1.	Classroom computer technological gadgets are important tools to engage student nurses in meaningful learning.	337(80.2)	73(17.4)	10(2.4)
2.	Institution internet and my phone internet service favour my academic performance.	291(69.3)	112(26.7)	17(4)
3.	Availability of study space (classroom and accommodation) supports my academic achievement.	309(73.6)	100(23.8)	11(2.6)

From Table 2, responses showed that a significant number 337(80.2%) Classroom computer technological gadgets are important tools to engage student nurses in meaningful learning. Followed by, 309 (73.6%) students agreed that Availability of study space (classroom and accommodation) supports my academic achievement.

Table-3: Frequency and percentage distribution of teacher related factors affecting academic performance

N=420

Sr. No	Items	Agree f(%)	Neutral f(%)	Disagree f(%)
I believe that				
1.	Availability of qualified nurse educators ensures positive learning outcomes in terms of student achievements.	356 (84.8)	62 (14.8)	2 (0.5)
2.	Different teaching strategies used by the nurse educators help me to understand the topic(s) which also improve my academic performance.	366 (87.1)	50 (11.9)	4 (1)
3.	Academic support services offered by teachers help improve my academic performance.	343 (81.7)	71 (16.9)	6 (1.4)
4.	Problems discussed with mentors in mentor's meeting helps students to improve their academic performance.	267 (63.6)	119 (28.3)	34 (8.1)

Data shown in Table 3 revealed that a significant number 366(87.1%) different teaching strategies used by the nurse educators help me to understand the topics. Maximum number of students agreed availability of qualified nurse educators ensures positive learning

outcomes in terms of student achievements. Majority students reported 343(81.7%) academic support services offered by teachers followed by 267(63.6%) problems discussed with mentors in mentor’s meeting helps students to improve their academic performance.

Table-4: Frequency and percentage distribution of Parent related factors affecting academic performance

N=420

Sr. No	Items	Agree f(%)	Neutral f(%)	Disagree f(%)
I believe that				
1.	Parents must be involved in the education of their children as good predictor of better academic performance of students.	330 (78.6)	82 (19.5)	8 (1.9)
2.	Students whose parents are literate have greater advantage in their academic performance than those whose parents are non literate.	193 (46)	164 (39)	63 (15)
3.	Students from low socioeconomic status have low scores in their academic performance compared to their classmates with high socioeconomic status.	78 (18.6)	116 (27.6)	226 (53.8)

Results shown in Table 4 revealed that a majority students 330 (78.6%) agreed that parents must be involved in the education of their children. More than half students 226(53.8%) disagreed in students from low socioeconomic status have low scores in their academic performance compared to their classmates with high socioeconomic status. Less than half, 193 (46%) students agreed that Students whose parents are literate have greater advantage in their academic performance than those whose parents are non literate.

Table-5: Frequency and percentage distribution of Personal factors affecting academic performance

N=420

Sr. No	Items	Agree f(%)	Neutral f(%)	Disagree f(%)
I believe that				
1.	Difficulty in understanding English language affects student’s academic performance.	237(56.4)	115(27.4)	68(16.2)
2.	Staying at far distance to institution affects the student’s academic performance.	189(45)	161(38.3)	70(16.7)
3.	Female students perform better than male students do academically.	92(21.9)	153(36.4)	175(41.7)

Cont... Table-5: Frequency and percentage distribution of Personal factors affecting academic performance

4.	Gap in study period has impact on student academic achievement.	257(61.2)	127(30.2)	36(8.6)
5.	Personal/Social issues influence academic performance.	310(73.8)	100(23.8)	10(2.4)
6.	Deterioration of health halts academic performance.	306(72.9)	107(25.5)	7(1.7)
7.	Poor Concentration in class influence academic performance.	328(78.1)	81(19.3)	11(2.6)
8.	Class absenteeism affects academic performance	315(75)	88(21)	17(4)

Table 5 showed that a significant number 328(78.1%) agreed that poor Concentration in class influence academic performance followed by 315(75%) Class absenteeism affects academic performance. Many students 237 (56.4%) agreed that difficulty in understanding English language affects student's academic performance. Less than half 175 (41.7%) students disagreed that female students perform better than male students do academically.

To further deepen the academic factors finding, ANOVA association findings suggest that only mother's education was statistically significant at a level of 0.05 significance, where F value is 3.19 and p value is 0.05 and other sample characteristics are not significant at 0.05 level of significance. Age, gender, class, residence, study hours, previous year marks and co curricular activities found to be not significant.

Discussion

Education is considered as first step in human era in present globalisation world. It plays vital role in career opportunities for better living wage⁸. To advance the student progress in the present study, researcher assessed factors affecting academic performance. Researcher assessed respondents in terms of age, parent's education, economic status, study hours, guidance and previous year academic performance. Researcher measured their perceptions about factors, on a three-point Likert scale. Further findings concluded that a significant number agreed that different teaching strategies used by the nurse educators, good student teacher relationship,

availability of qualified nurse educators, academic support services offered by teachers, classroom computer gadgets and involvement of parents accelerate academic performance. Nearly half students disagreed that students from low socioeconomic status and female students perform academically. In ANOVA/t association findings analysed that only mother's education was statistically significant with factors.

Dube & Mlotshwa conducted survey on perceptions of enrolled student nurses on factors influencing their academic performance. Results of study suggested that use of information communication technology, phone calls, emails and electronic discussion boards classroom computer technological gadgets and internet services gave positive influence on the academic performance. English language considered barrier. A great impact was found in family related factors⁶. In the present study findings revealed that involvement of family members enhance academic performance.

Farooq and fellow mates assessed academic factors and compared with annual examination marks. Results revealed that parent's education and socioeconomic status have significant effect on academic performance. In the present study mothers education found to significant with factors⁸.

Learning services are not difficult to measure and not tangible, so studies investigated that student behaviour, social media, online resources, background affects the academic performance. Phone calls and text messages found to be strongest tie in student interaction.

Personality and social environment have considerable dependence on academic performance⁹.

Conclusion

The result of the study revealed the factors responsible for academic performance. There is an utmost most to recognize factors and do needful change in teaching strategies, organization modalities to enhance academic performance. Parents and teachers must adhere in student guidance for their bright future.

Conflict of Interest: Nil

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