

## Assess the Factors Affecting Academic Performance of the Nursing Students of Selected Nursing Colleges, Rajasthan

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### Abstract

**Introduction:** Students are the key assets of colleges & universities. The student's performance plays an important role in producing best quality graduates who will become great leaders and manpower for the country. Nursing as a healthcare profession is focused on the care of individuals, families, and communities so that they may attain, maintain, or recover optimal health and quality of life. There are various reasons for unsatisfactory academic performance among nursing students such as lack of parental guidance, language barrier, academic factors, personal factors, college related factors etc. **Objectives:** (1) To assess the factors affecting academic performance of B.Sc. Nursing Students. (2) To find out the association between factors affecting academic performance with selected socio demographic variables. **Methodology:** Descriptive exploratory survey approach was used for the study. Data was collected from 100 B.Sc. Nursing students from Rajasthan by adopting Non probability consecutive sampling technique. Self- structured rating scale was used to assess the factors affecting academic performance. **Results:** Major findings related to socio- demographic variables showed that Majority of students were belongs to the age group of 19-20 years (36%). Out of 100 students, 63% were male students, 38% of students had chosen profession as it has noble nature, 48% of students have scored in range of 50-59% at previous year university exam. Findings related to area wise comparison of mean, SD, mean % of factors affecting academic performance of B.Sc. Nursing students shown that highest mean score ( $28.04 \pm 8.24$ ) which is (25.59%) of the total score was obtained in the area of test anxiety. However, the other areas like study strategy ( $19 \pm 4.01$ ), academic competence ( $18.63 \pm 4.95$ ), teacher related aspect ( $17.47 \pm 4.32$ ), test competence ( $13.22 \pm 3.19$ ), time management ( $13.21 \pm 3.35$ ) were having less percentage. **Conclusion :** Focusing efforts to understand these factors further would be helpful for students in enhancing their academic performance. Efficient counseling services regarding these techniques along with stress management programs could also assist students in achieving academic success.

**Keywords:** Assess; Academic performance; Nursing students; Nursing College.

### Introduction

Nurses work in a large variety of specialties where they work independently and as part of a team to assess, plan, implement and evaluate patient care. A student nurse also has certain responsibilities. A candidate with a right acumen will be able to develop into knowledgeable professional with the finest set of patient care skills. An effective admission criterion may help to select a candidate who is appropriate for the profession of Nursing. Studies have shown that better academic performance in the junior college may affect the undergraduate performance. Developing such an effective criterion requires the understanding of the factors that influence the academic performance of the students. Knowledge about these factors is also paramount in developing strategies for effective teaching learning activities[1].

Marquez (2009) also pointed out that a student who is successful in his desired career has good study habits. In line with this, she stated that students should apply these habits to all of their classes. She also suggested that the

students should not try to study all the subjects in a single period [2].

In nursing students, severe academic pressure with high expectation and inability to handle situations psychologically and builds up high level of stress, more and more pressure is put on the young people to perform better and better in their academic areas. For some students, college does not adjust because it is abrupt change from the schools, whereas, for others separation from home is a source of lack of adjustment. Other potential sources of maladjustment include unclear assignments, uncomfortable class rooms and hostel environment [3].

Lusia N. Pinehas et al conducted a study on factors that hinder the academic performance of the nursing students who registered as first year showed that the academic performance of student nurses is influenced by both internal and external factors. External related factors comprise of teaching and learning, insufficient resources, lack of university accommodation, curriculum related and socio-economic factors. Teaching and learning related factors included use of one teaching strategy, language barriers, inadequate support and labeling of students by lecturers, students' attitude and lack of self-



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discipline among some students [4].

With the personal and professional experience, the investigators found that there are various reasons for unsatisfactory academic performance among nursing students such as lack of parental guidance, language barrier, academic factors, personal factors, college related factors etc. Hence, the investigators felt to assess factors affecting Academic Performance of B.Sc. Nursing Students.

## Materials and Methods

**Study design:** Quantitative, exploratory descriptive survey

**Ethics approval:** Ethical approval was obtained from Institutional Ethical and Research Committee and Principals of various colleges and informed consent was obtained from the samples who were fulfilling inclusion criteria.

**Place of research :** Selected Nursing Colleges, South Western Rajasthan

**Sample size:** The sample for the present study was 100 nursing students who were studying in selected Nursing Colleges, Rajasthan. Non-probability Consecutive sampling technique was used to select the sample.

**Inclusion criteria:** B.Sc Nursing students who were studying in second, third and fourth year were included in the study

**Exclusion criteria:** first year students and students who had chronic health issue during previous year were excluded from the study.

**Methodology:** The tools used were self- structured rating scale to assess the factors affecting academic performance and test anxiety scale. Test anxiety scale was adapted from a previously validated test-anxiety inventory [5]. Test anxiety was measured using 10 items on a 5-point scale to rate their emotionality. Academic competence, test competence, time management, and strategic studying were measured using a previously reported valid scale.

**Statistical analysis [6, 7]:** The descriptive statistics like Mean, SD, Mean percentage were used for description of demographic characteristics and item analysis of factors affecting academic performance. Chi square values were calculated to find the association between factors affecting academic performance and socio demographic variables

## Results

### Findings related to socio- demographic variables of B.Sc. Nursing students.

Majority (36%) of students were belongs to the age group of 19-20 years. Out of 100 students, 63% were male students. 40% Belongs to 3<sup>rd</sup> year BSc Nursing Student. 24% of students fathers were graduate & 35% of their mothers had no any formal education. Majority (37%) of their fathers were govt. employee and 87% of their mothers were housewives. Highest percentage (61%) have family income of ₹ 12001. Maximum (67%) students belong to nuclear family. With regards to number of siblings in family shows that (51%) of students were having two or more siblings. 35 % of students were currently staying in hostel. 68% of students spend leisure time by internet surfing and 91% of students were using face book network sites. 38% of students had chosen profession because of its noble nature. 89% of students spend study and study related works less than 2 hours per day. 48% of students had attained 50-59% in previous year University final examination.

### Findings related to Area wise comparison of mean, SD, mean % of factors affecting academic performance of B.Sc. Nursing students:

Table 1 shows mean, SD, and mean % of factors affecting academic performance of 2<sup>nd</sup> year, 3<sup>rd</sup> year and 4<sup>th</sup> year B.Sc nursing students in which highest mean score (28.04±8.24) which is (25.59%) of the total score was obtained in the area of test anxiety. However, the other areas like study strategy (19±4.01), academic competence (18.63±4.95), teacher related aspect (17.47±4.32), test competence (13.22±3.19), time management (13.21±3.35) were having less percentage.

**Table 1. Area wise comparison of mean, SD and mean % of factors affecting students academic performance**

Areas	Max. score	Mean	Mean %
Test anxiety	50	28.04 ±8.24	25.59%
Academic competence	25	18.63±4.95	17%
Test competence	20	13.22±3.19	12.06%
Time management	25	13.21±3.35	12.05%
Study strategy	25	19.00±4.01	17.34%
Teacher related aspect	40	17.47±4.32	15.94%

### Findings related to item wise analysis of factors affecting academic performance

**Table 2. Item wise analysis of assessing test anxiety**

Item	Not at all %	Not very %	Some what %	Fairly %	Very much %
Failure to perform better	20	35	8	27	10
Nervousness	9	21	39	18	13
Perspiration	23	13	24	29	11
Task – irrelevant cognitions	21	30	29	17	3
Panicky	14	29	8	39	10
Upset stomach	28	24	18	15	15
Increased heart beats	14	18	15	15	38
Depression	29	17	22	17	15
Worry	11	18	8	57	6
Anxious even when well prepared	27	15	9	38	11

**Table 3. Item wise analysis of assessing academic competence**

Item	Strongly agree	Agree	None	Disagree	Strongly disagree
Managing course load	2%	9%	13%	32%	44%
Comprehension	0%	13%	15%	45%	27%
Interests	5%	4%	37%	28%	26%
Enjoyment	10%	6%	4%	49%	31%
Efforts	4%	5%	8%	49%	34%

**Table 4. Analysis of Test competence**

Item	Strongly agree	Agree	None	Disagree	Strongly disagree
Easily manage study material	4%	4%	28%	48%	16%
Test preparation	9%	8%	5%	45%	33%
Coping with examination tension	19%	22%	19%	23%	17%
Difficulty in managing study material	7%	32%	29%	24%	8%

**Table 5. Item wise analysis of Time management**

Item	Strongly agree	Agree	None	Disagree	Strongly disagree
Difficulty in combining study and leisure time	36%	39%	16%	7%	2%
Studying regularly	28%	38%	13%	8%	13%
Cramming for examinations	27%	42%	13%	5%	13%
Organization	17%	22%	21%	28%	12%
Test preparation	14%	14%	11%	12%	49%

**Table 6. Item wise analysis of assessing study strategy**

Item	Strongly agree	Agree	None	Disagree	Strongly disagree
Judgment of test questions	5%	13%	28%	34%	20%
Advance planning	1%	5%	19%	56%	19%
Review	3%	5%	8%	34%	50%
Knowledge assessment	0%	29%	9%	36%	26%
Summarize	2%	5%	15%	24%	54%

**Table 7. Item wise analysis of assessing Teacher related aspect**

Item	Strongly agree	Agree	None	Disagree	Strongly disagree
Masters education of teacher	36%	49%	7%	4%	4%
Topic discussion in short period	27%	50%	12%	7%	5%
Using audio/visual aids	49%	30%	16%	3%	2%
More extra work	44%	36%	11%	2%	7%
Varied activities	16%	33%	31%	17%	3%
Only Lecture method	25%	30%	28%	13%	4%
Always scolding	5%	29%	40%	22%	4%
Unpunctual to class	21%	40%	21%	10%	8%

*Findings related to Association between academic performance and selected socio-demographic variables*

Chi square values were calculated to find the association between factors affecting academic performance and socio demographic variables of 2<sup>nd</sup> year, 3<sup>rd</sup> year and 4<sup>th</sup> year B.Sc. Nursing students. Findings revealed that there was significant association between age, year of study and uses of social networking sites as calculated chi square value is more than the table value at  $P < 0.05$ .

**Discussion**

The students shows that the highest mean score (28.04+ -8.24) which is (25.59%) of the total score was obtained in the area of test anxiety. These findings are supported by study conducted by Ozan Yüksel Tektaş et al. (2013) showed that the 272 (29.9%) German medical students would suffer from test anxiety [8].

The findings are also supported by another study conducted by Sunshine B. Alos. (2015), showed that the teacher related aspects in which the mastery of teachers highly affects the academic performance of Nursing students.[2]

The findings are consistent with study conducted by Zamira Hyseni Duraku (2016) on factors influencing test anxiety among university students showed that the test anxiety ( $M = 30.04$ ;  $SD = 6.97$ ) affects the undergraduate students academic performance across the other factors [9].

There was significant association between Age, use of social network sites (facebook, WhatsApp, YouTube) choosing nursing profession, hours spend in study and

study related works as the calculate chi-square value is more than table value at  $P > 0.05$ . These findings are supported by study conducted by Shoukat Ali, Zubair Haidar (2013) on factors contributing to the students academic performance at Islamiya University of Bahawalpur, Pakistan shows that the age, parental income, have positive correlation with academic performance of students [10].

**Conclusion**

Results of this study underlined the importance of evaluating factors such as academic competence, test competence, strategic studying, time management, and test anxiety in evaluating academic success. Specifically, test competence and academic competence were important factors associated with academic performance. Focusing efforts to understand these factors further would be helpful for students in enhancing their academic performance. Efficient counseling services regarding these techniques along with stress management programs could also assist students in achieving academic success.

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